1. INCORRECT REDUCTION CLAIM TITLE

STULL ACT - FAIRFIELD SUISUN USD

FY 2005-2008 & 2010-2013

2. CLAIMANT INFORMATION

FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT

ame of Loca Agenc or School District

Kris Corey

Claimant Contact

Superintendent

Title

2490 Hilborn Road

Street Address

Fairfield, CA 94534

City, State, Zip

707-399-5123

Telephone Number

707-399-5158

Fax Number

krisc@fsusd.org

E-Mail Address

3. CLAIMANT REPRESENTATIVE INFORMATION

Claimant designates the following person to act as its sole representative in this incorrect reduction claim. All correspondence and communications regarding this claim shall be forwarded to this representative. Any change in representation must be authorized by the claimant in writing, and sent to the Commission on State Mandates.

Jolene Tollenaar

Claimant Representative Name

Senior Consulta t

Title

MGT Consulting Group

Organization

2251 Harvard Street, Suite 134

Street Address

Sacramento, CA 95815

City, State, Zip

916 243-8913

Telephone Number

916 290-0121

Fax Number

jolenetollenaar@gmail.com

E-Mail Address



4. IDENTIFICATION OF STATUTES OR EXECUTIVE ORDERS

Please specify the subject statute or executive order that claimaint alleges is not being fully reimbursed pursuant to the adopted parameters and guidelines.

Chapter 498, Statutes of 1983; and Chapter 4, Statutes of 1999

5. AMOUNT OF INCORRECT REDUCTION

Please specify the fiscal year and amount of reduction. More than one fiscal year may be claimed.

Fiscal Year	mount of Reduction
2005-06	\$15,291.00
2006-07	\$64,292.00
2007-08	\$98,986.00
2010-11	\$62,325.00
2011-12	\$92,969.00
2012-13	\$93,455.00
TOTAL.	

TOTAL: \$427,318.00

6. NOTICE OF INTENT TO CONSOLIDATE

Please check the box below if there is intent to consolidate this claim.

Yes, this claim is being filed with the intent to consolidate on behalf of other claimants.

Sections 7 through 11 are atta hed as follows:

7. Written Detailed

of Adjustment:

Narrative: pages $\frac{1}{1}$ to $\frac{2}{2}$.

8. Documentary Evidence

and Declarations: Exhibit A-L.

9. Claiming Instructions: Exhibit ^E .

10. Final State Audit Report or Other Written Notice

Exhibit ^F .

11. Reimbursement Claims: Exhibit G

7. WRITTEN DETAILED NARRATIVE

The Fairfield-Suisun Unified School District is filing this incorrect reduction claim to officially contest finding #1 of the STULL Audit conducted by the State Controller's Office during 2017 and 2018.

The District is formally contesting the following:

Excerpt of the State Controller's final statement from Final Audit Report dated June 2018 page 13:

"we used the district's own collective bargaining agreement (CBA) to ascertain a time increment associated with the evaluation process. The district is required to spend at least 60 minutes providing observational activities for each evaluation, and that time increment was the basis for determining allowable costs for the audit period".

The District would like to draw attention to the fact that both the observations and the final evaluation write up are required by the CBAs and are reimbursable mandated costs. For the State Controller's Office (SCO) to allow time for one activity and not the other means one bullet within the Collective Bargaining Agreements has more relevance than the other which is arbitrary and inconsistent.

Specifically, the SCO is asserting that one sentence requiring an activity by the administrators supports reimbursement from the State while another sentence also requiring an activity by the administrators, does not support reimbursement. Exhibit D of this filing shows that in the 2005-2007 CBA Article 10, Section 3, paragraphs d & g, in the 2008-2010 CBA Article 10, Section 3, paragraphs d & g are in exactly the same section of the agreements and both contain required administrative activities. Thus the SCO's reasoning for disallowing all costs related to the final writes up is flawed. If the district's CBA for each year is the basis for the allowance of a mandated activity specifically observations by administrators, then the SCO should be allowing at least some time for the final write up by administrators, as the two activities are required by the same employees within the same section of all of the CBA's listed above.

In addition, because the District was confident the SCO would allow time for the final write ups it took the initiative in the Spring of 2017 and ask all site administrators to tract their time writing the mandated final evaluations. The District's did this to determine the actual average amount of time spent on the final write up, and to expedite the SCO's audit process. Twenty-one school sites participated in the data collection. 188 individual records of time spent on final evaluation write ups were obtained from the site administrators during that time. The District was able to determine the average amount of time spent by administrators completing each final write up was 1.55 hours - See Exhibit A.

Unfortunately, the data obtained by the District regarding the actual time spent by administrators on the final write up was completely rejected by the State Controller's Office because three of the administrators admitted the time they reported was not tracked to the minute, but instead was estimated to the nearest reasonable time increment.

7. WRITTEN DETAILED NARRATIVE - CONTINUED

The District respectfully requests the data from these three administrators time who estimated their time be excluded from the average time calculation but that all the time tracking done in the Spring of 2017 not be annulled only because three administrators may not have had a stop watch handy to record the exact time spent when preparing their final write ups.

The District is only requesting that 1.55 hours be reimbursed for each documented final write up when in reality this is substantially less than it actually took the administrators during the early years of the audit. The reason for this is during the early years of the audit period the District was still using paper forms for final write ups, which took much longer to complete than the electronic forms used during the time tracking period discussed above - See Exhibit B

In conclusion by it's on admission on page 2 of the Final Audit Report the State Controller's office even states they:

"Requested and reviewed lists of employees evaluated for the entire audit period. Using a random number generator, we randomly selected a non-statistical sample and tested 655 evaluations (out of 2,613) for the audit period. During testing, we identified 39 errors in the sample that were not projected to the population"

Having reviewed 655 final write ups it is completely unreasonable for the SCO to not allow any time at all for the activity. The District pulled thousands of evaluations from its archives for this audit, spending hundreds of staff hours to support costs claimed. It was more than clear to the State Controller's Auditors when they were on site that each evaluation in the District's records had a WRITTEN FINAL EVALUATION included in the records. For the State Controller's office to conclude zero time is allowable for an activity that is clearly documented by the actual paper records is illogical and capricious.

The District respectfully requests the Commission on State Mandates require the SCO revisit Finding #1 from their STULL audit and allow some reasonable amount of time for each final write up.

Incorrect Reduction Claim Name: Stull Act FY 2005-2008 & 2010-2013 Claimant: Fairfield-Suisun Unified School District

SECTION 8: DOCUMENTARY EVIDENCE AND DECLARATION

EXHIBIT A

FINAL EVALUATION WRITE UP TIME TRACKING RESULTS

SPRING 2017 FINAL EVALUATIONS

SUMMARY

Row Labels	Average of TIME	
SPED		1.47
Elementary		1.66
High School		1.42
Middle School		1.69
Grand Total		1.55

Average 1.55 hours

SUMMARY RAW DATA

RAW DAT	RAW DATA	TIME	SCHOOL TYPE
	SUISUN VALLEY ELEM		Elementary
	SUISUN VALLEY ELEN		Elementary
3 hours	SUISUN VALLEY ELEM		Elementary
3 hours	SUISUN VALLEY ELEM		Elementary
3 hours	SUISUN VALLEY ELEM		Elementary
3 hours	SUISUN VALLEY ELEN		
3 hours	SUISUN VALLEY ELEN		Elementary
3 hours	SUISUN VALLEY ELEN		Elementary
			Elementary
5 hours	SUISUN VALLEY ELEM		Elementary
5 hours	SUISUN VALLEY ELEM		Elementary
1.5 hours	Special Ed		SPED
1.5 hours	Special Ed		SPED
1.5 hours	Special Ed		SPED
1.5 hours	Special Ed		SPED
1.5 hours	Special Ed		SPED
1.5 hours	Special Ed		SPED
1.5 hours	Special Ed		SPED
1.5 hours	Special Ed		SPED
1 hour	Special Ed		SPED
1 hour	Special Ed		SPED
1 hour	Special Ed		SPED
1 hour	Special Ed		SPED
1 hour	Special Ed		SPED
1 hour	Special Ed		SPED
1 hour	Special Ed	1	SPED
1 hour	Special Ed		SPED
1 hour	Special Ed		SPED
4	Sem Yeto		High School
	Sem Yeto	4	High School
	Sem Yeto	3	High School
	Sem Yeto Cont		High School
3.5 hours	Sem Yeto Cont	3.5	High School
4.0 hours	Sem Yeto Cont	3.5	High School
3.0 hours	Sem Yeto Cont	4	High School
3.5 hours	Sem Yeto Cont		High School
1 hour	Rolling Hills	3.5	Elementary
1 hour	Rolling Hills	1	Elementary
1 hour	Rolling Hills	1	Elementary
1 hour	Rolling Hills	1	Elementary
1 hour	Rolling Hills	1	Elementary
1 hour	Rolling Hills	1	Elementary
1.5 hours	Rodriguez HS	1	High School
1.5 hours	Rodriguez HS	1.5	High School
	Rodriguez HS		High School
	Rodriguez HS		High School
1.5 hours	Rodriguez HS		High School
1.5 hours	Rodriguez HS		High School
	<u> </u>		<u> </u>

1		FINAL EVALUATION WE	
	Rodriguez HS		High School
1.5 hours	Rodriguez HS		High School
2 hours	Rodriguez HS		High School
1.5 hours	Rodriguez HS		High School
1.5 hours	Rodriguez HS		High School
1.5 hours	Rodriguez HS		High School
1.5 hours	Rodriguez HS		High School
2 hours	Rodriguez HS		High School
1.5 hours	Rodriguez HS		High School
2 hours	Rodriguez HS		High School
2 hours	Rodriguez HS		High School
	Rodriguez HS		High School
1 hour	Oakbrook ES	1.5	Elementary
2.5 hours	Oakbrook ES	1	Elementary
2 hours	Oakbrook ES	2.5	Elementary
1.5 hours	Oakbrook ES	2	Elementary
1 hour	Oakbrook ES	1.5	Elementary
1 hour	Oakbrook ES		Elementary
1 hour	Oakbrook ES		Elementary
2 hours	Mary Bird ES	1	Elementary
	Mary Bird ES		Elementary
2 hours	Mary Bird ES		Elementary
	KI Jones ES		Elementary
	KI Jones ES		Elementary
	KI Jones ES		Elementary
	KI Jones ES		Elementary
	KI Jones ES		Elementary
	KI Jones ES		Elementary
	KI Jones ES		Elementary
	KI Jones ES		Elementary
2 hours	KI Jones ES	2	Elementary
2 hours	KI Jones ES	2	Elementary
90 min	Green Valley MS		Middle School
90 min	Green Valley MS		Middle School
90 min	Green Valley MS	1.5	Middle School
90 min	Green Valley MS	1.5	Middle School
90 min	Green Valley MS	1.5	Middle School
60 min	Green Valley MS	1.5	Middle School
90 min	Green Valley MS	1	Middle School
90 min	Green Valley MS		Middle School
90 min	Green Valley MS	1.5	Middle School
90 min	Green Valley MS		Middle School
90 min	Green Valley MS	1.5	Middle School
90 min	Green Valley MS	1.5	Middle School
60 min	Green Valley MS		Middle School
90 min	Green Valley MS	1	Middle School
3 hours	Grange MS	1.5	Middle School
5 hours	Grange MS	3	Middle School
2 hours	Grange MS		Middle School
2 hours	Grange MS		Middle School
	Grange MS		Middle School
3 hours	Grange MS		Middle School
2 hours	Fairview ES		Elementary
	-		

		FINAL EVALUATION WE	
	Fairview ES		Elementary
	Fairview ES		Elementary
	Fairview ES		Elementary
1 hour	Fairview ES		Elementary
	Fairview ES		Elementary
	Fairview ES		Elementary
_	Fairview ES	1	Elementary
	Fairview HS		High School
	Fairview HS		High School
15 minutes	Fairview HS		High School
15 minutes	Fairview HS	0.75	High School
15 minutes	Fairview HS	0.75	High School
15 minutes	Fairview HS	0.75	High School
15 minutes	Fairview HS	0.75	High School
15 minutes	Fairview HS	0.75	High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
	Fairview HS		High School
_	Fairview HS		_
	Fairview HS		High School High School
	Fairview HS		High School
	Sheldon ES		
			Elementary
	Sheldon ES		Elementary
2.0 hours			Elementary
2.0 hours			Elementary
1.5 hours	Weir ES		Elementary
1.5 hours	Weir ES		Elementary
2.0 hours	Weir ES		Elementary
1.5 hours	Weir ES Weir ES		Elementary Elementary
1.5 hours	MAGII EQ	1.5	Elementary

		I INAL LVALUATION WI	IIIL OI
1.5 hours	Weir ES	1.5	Elementary
	Weir ES	1.5	Elementary
1.5 hours			Elementary
1.5 hours			Elementary
2.0 hours			Elementary
1.5 hours			Elementary
1 hour	Root ES		Elementary
1 hour	Root ES	1	Elementary
1 hour	Root ES	1	Elementary
1 hour	Root ES	1	Elementary
1.5 hour	Root ES	1	Elementary
1.5 hour	Root ES	1.5	Elementary
60min	Crystal MS	1.5	Middle School
60min	Crystal MS	1	Middle School
45min	Crystal MS	1	Middle School
60min	Crystal MS	0.75	Middle School
45min	Crystal MS	1	Middle School
1 hour	Crescent es	0.75	Elementary
1 hour	Crescent es	1	Elementary
1 hour	Cleo Gordon es	1	Elementary
1 hour	Cleo Gordon es	1	Elementary
1 hour	Cleo Gordon es	1	Elementary
1 hour	Cleo Gordon es	1	Elementary
2 hours	Cleo Gordon es		Elementary
1 hour	Cleo Gordon es	2	Elementary
1 hour	Cleo Gordon es	1	Elementary
00 minutes	B. Gale Wilson ES	1	Elementary

	FAIRFIELD-30130IN	FINAL EVALUATION WE	
00 minutes	B. Gale Wilson ES	1.5	Elementary
	B. Gale Wilson ES		Elementary
90 minutes	B. Gale Wilson ES	1.5	Elementary
00 minutes	B. Gale Wilson ES	1.5	Elementary
0 minutes	B. Gale Wilson ES	1.5	Elementary
1.5 hours	Anna Kyle es	1.5	Elementary
1.5 hours	Anna Kyle es		Elementary
1.5 hours	Anna Kyle es	1.5	Elementary
1.5 hours	Anna Kyle es	1.5	Elementary
1.5 hours	Anna Kyle es	1.5	Elementary
1 hour	Anna Kyle es	1.5	Elementary
90 min.	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
	Armijo High School		High School
			High School
	Armijo High School		
90 min	Armijo High School	1.5	High School

DETAILED DATA

Amount of Time spent to	Evaluator	Evaluator Evaluator Last			Employee First Employee Last	Employee Last			
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1.5 hours									1/24/2017
1.5 hours									2/17/2017
1.5 hours									3/9/2017
1.5 hours									3/9/2017
1.5 hours									4/12/2017
1 hour						ļ			4/13/2017

Amount of Time spent to	Evaluator	Evaluator Last			Employee First	Employee Last			
complete final F-3 Evaluation	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
90 min.									1/31/2017
90 min									1/31/2017
90 min									2/6/2017
90 min									2/6/2017
90 min									2/7/2017
90 min									2/7/2017
90 min									2/7/2017
90 min									2/7/2017
90 min									2/7/2017
90 min									2/7/2017
90 min									2/8/2017
90 min									2/10/2017
90 min									2/14/2017
90 min									2/14/2017
90 min									2/14/2017
90 min									2/14/2017
90 min									2/15/2017
90 min									2/15/2017
90 min									2/15/2017
90 min									2/16/2017
90 min									2/16/2017
90 min									2/16/2017
90 min									2/16/2017
90 min									2/17/2017
90 min									2/21/2017
90 min									2/21/2017
90 min									2/28/2017
90 min									3/3/2017
90 min									4/10/2017
90 min									4/10/2017
90 min									4/11/2017
90 min									4/11/2017
90 min									4/12/2017
90 min									4/13/2017
90 min									4/13/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			Employee First Employee Last	Employee Last			
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
90 minutes									1/23/2017
90 minutes									1/25/2017
90 minutes									2/9/2017
90 minutes									2/17/2017
90 minutes									2/17/2017
90 minutes									2/17/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			Employee First Employee Last	Employee Last			
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1 hour									2/14/2017
1 hour									2/14/2017
1 hour									2/14/2017
1 hour									2/16/2017
2 hours									2/16/2017
1 hour									2/22/2017
1 hour									4/5/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			Employee First Employee Last	Employee Last			
complete final F-3 Evaluation First Name Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1 hour									2/22/2017
1 hour									2/23/2017
									2/2/2017
									2/2/2017
									2/2/2017
									2/3/2017
									2/8/2017
									2/22/2017
									2/23/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			irst	Em	i		
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
60min									3/9/2017
60min									3/10/2017
45min									3/10/2017
60min									3/15/2017
45min									3/17/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			Employee First Employee Last	Employee Last			
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1 hour									7/102/2017
1 hour									1/25/2017
1 hour									2/1/2017
1 hour									2/1/2017
1.5 hour									2/9/2017
1.5 hour									2/10/2017

Amount of Time spent to	Evaluator	Evaluator Last			Employee First	Employee Last			
complete final F-3 Evaluation	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
2.0 hours									2/9/2017
2.0 hours									2/9/2017
1.5 hours									4 102/6/2
1.5 hours									2102/6/2
2.0 hours									2/102/01/2
1.5 hours									2/10/2017
1.5 hours									2/10/2017
1.5 hours									2/10/201/2
1.5 hours									2/10/201/2
1.5 hours									2/10/201/2
1.5 hours									2/10/201/2
2.0 hours									2/10/201/2
1.5 hours									2/14/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			Employee First Employee Last	Employee Last			
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1.5 hours									3/8/2017
1.5 hours									3/15/2017
2 hours									3/16/2017
1.5 hours									3/16/2017
1.5 hours									3/16/2017
1.5 hours									3/30/2017
1.5 hours									4/11/2017

Amount of Time spent to	Evaluator	Evaluator Last			Employee First	Employee Last			
complete final F-3 Evaluation	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
45 minutes									1/30/2017
45 minutes									1/30/2017
45 minutes									1/31/2017
45 minutes									1/31/2017
45 minutes									1/31/2017
45 minutes									2/2/2017
45 minutes									2/2/2017
45 minutes									2/2/2017
45 minutes									2/2/2017
45 minutes									2/2/2017
45 minutes									2/3/2017
45 minutes									2/6/2017
45 minutes									2/6/2017
45 minutes									2/6/2017
45 minutes									2/7/2017
45 minutes									2/7/2017
45 minutes									2/7/2017
45 minutes									2/7/2017
45 minutes									2/7/2017
45 minutes									2/7/2017
45 minutes									2/8/2017
45 minutes									2/10/2017
45 minutes									2/14/2017
45 minutes									3/30/2017
45 minutes									4/3/2017
45 minutes									4/11/2017
45 minutes									4/11/2017
45 minutes									4/12/2017
45 minutes									4/13/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			Employee First Employee Last	Employee Last			
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1 hour									3/3/2017
1 hour									3/3/2017
1 hour									3/3/2017
1 hour									3/3/2017
1 hour									3/3/2017
1 hour									3/3/2017
1 hour									3/17/2017

Amount of Time spent to	Evaluator	Evaluator Evaluator last			Employee First	Fmplovee Last			
_	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
3 hours									2/22/2017
5 hours									2/27/2017
2 hours									2/28/2017
2 hours									2/28/2017
3 hours									3/1/2017
3 hours									3/2/2017
2 hours									3/7/2017
									3/29/2017
									3/30/2017
									3/31/2017
									3/31/2017
									4/7/2017
									4/7/2017
									4/12/2017

Amount of Time spent to complete final F-3 Evaluation	Evaluator First Name	Evaluator Evaluator Last First Name Name	Employee ID	Employee status	Employee First Name	Employee Last Name	Job Title	Location	Date E-signed
90 min									1/19/2017
90 min									1/23/2017
90 min									1/25/2017
90 min									1/31/2017
90 min									1/31/2017
60 min									2/3/2017
90 min									2/7/2017
90 min									2/9/2017
90 min									2/16/2017
90 min									2/17/2017
90 min									3/9/2017
90 min									3/15/2017
60 min									4/4/2017
90 min									4/6/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			Employee First E	Employee Last			
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1.5 hours									2/8/2017
									2/16/2017

	Evaluator	Evaluator Evaluator Last			irst	Emp	i		
complete final F-3 Evaluation	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
2 hours									1/20/2017
2 hours									2/8/2017
2 hours									2/8/2017
2 hours									2/10/2017
2 hours									2/15/2017
2 hours									2/15/2017
2 hours									4/3/2017
2 hours									4/4/2017
2 hours									4/5/2017
2 hours									4/5/2017
									4/11/2017
									4/11/2017
									4/14/2017

Amount of Time spent to Evaluator Last	Evaluator	Evaluator Last	9		Employee First Employee Last	Employee Last	1 1 1	-	
complete final F-3 Evaluation First Name	FIRST Name	Name	Employee ID	empioyee status	Name	Name	JOD LITTE	Location	Date E-signed
2 hours									2/6/2017
2.5 hours									2/6/2017
hours									2/7/2017

Amount of Time spent to	Evaluator	Evaluator Evaluator Last			Employee First	Employee Last			
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1 hour									11/1/2016
1 hour									2/21/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			Employee First Employee Last	Employee Last			
complete final F-3 Evaluation First Name Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1 hour									3/2/2017
2.5 hours									3/7/2017
2 hours									3/7/2017
1.5 hours									3/27/2017
1 hour									4/10/2017
1 hour									4/10/2017
1 hour									4/12/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			Employee First Employee Last	Employee Last			
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
3.0 hours									2/9/2017
2.5 hours									2/15/2017
3.0 hours									2/15/2017
									2/17/2017
									2/17/2017
									711/2/117

Amount of Time spent to	Evaluator	Evaluator Last			Employee First	Employee Last			
complete final F-3 Evaluation	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1.5 hours									2/15/2017
1.5 hours									2/15/2017
1.5 hours									2/16/2017
1.5 hours									2/16/2017
									2/16/2017
									2/16/2017
									2/16/2017
									2/16/2017
									2/16/2017
									2/16/2017
									2/16/2017
									2/16/2017
									2/16/2017
									2/16/2017
									2/17/2017
									2/17/2017
									2/21/2017
									2/21/2017
									2/21/2017
									2/21/2017
									4/18/2017

Amount of Time spent to Evaluator Evaluator Last complete final F-3 Evaluation First Name Name	Evaluator First Name	Evaluator Last	Fmplovee ID	Employee status	Employee First Employee Last	Employee Last Name	lob Ti†le	Location	Date F-signed
1 hour		3	20060						2/21/2017
1 hour									2/21/2017
1 hour									2/21/2017
1 hour									2/21/2017
1 hour									4/11/2017
1 hour									4/11/2017

Amount of Time spent to Evaluator Evaluator Last	Evaluator	Evaluator Last			Employee First Employee Last	Employee Last			
complete final F-3 Evaluation First Name	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
3.5. hours									2/17/2017
3.5 hours									2/17/2017
4.0 hours									2/21/2017
3.0 hours									2/21/2017
3.5 hours									2/21/2017

Amount of Time spent to Evaluator complete final F-3 Evaluation First Name	Evaluator First Name	Evaluator Last Name	Employee ID	Employee status	Employee First Employee Last Name Name	Employee Last Name	Job Title	Location	Date E-signed
4									2/21/2017
3									2/23/2017
3									4/3/2017

Amount of Time spent to	Evaluator	Evaluator Evaluator Last			Employee First	Employee Last			
complete final F-3 Evaluation	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
1.5 hours									12/16/2016
1.5 hours									1/19/2017
1.5 hours									1/20/2017
1.5 hours									1/24/2017
1.5 hours									1/25/2017
1.5 hours									1/31/2017
1.5 hours									2/1/2017
1.5 hours									2/2/2017
1 hour									3/2/2017
1 hour									3/9/2017
1 hour									3/28/2017
1 hour									3/28/2017
1 hour									3/28/2017
1 hour									3/28/2017
1 hour									3/29/2017
1 hour									3/29/2017
1 hour									4/6/2017

Amount of Time spent to	Evaluator	Evaluator Evaluator Last			Employee First	Employee Last			
complete final F-3 Evaluation	First Name	Name	Employee ID	Employee status	Name	Name	Job Title	Location	Date E-signed
2 hours									1/23/2017
3 hours									1/24/2017
3 hours									1/24/2017
3 hours									1/25/2017
3 hours									1/25/2017
3 hours									1/27/2017
3 hours									1/27/2017
3 hours									2/1/2017
5 hours									2/9/2017
5 hours									2/17/2017

Incorrect Reduction Claim Name: Stull Act FY 2005-2008 & 2010-2013 Claimant: Fairfield-Suisun Unified School District

SECTION 8: DOCUMENTARY EVIDENCE AND DECLARATION - CONTINUED

EXHIBIT B

SAMPLE EVALUATION WRITE UPS



Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Certificated Personnel Evaluation Form

(Reference: Collective Bargaining Agreement, Article 10)

Copy 1 – Personnel File Copy 2 – Evaluator Copy 3 – Employee

Employee:	Evaluator:
Grade/Subject Area(s):	Position:
School Year: 2012-13 Site/Location:*Standard Selected by the Evaluator:5	Date: 1/7/13 3/19/13 *Standard Selected by the Unit Member:2
Status: Temporary Probationary-Zero First-Year P	

Directions for Use:

- 1) During the first twenty (20) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards, and distribute the *most recent version of the* California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers to all certificated teachers. The standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.3, Section b)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The attached FSUSD Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion for the evaluation. Evidence based comments will be provided. In completing the final report, the evaluator will consider the overall performance in each of the selected standards when determining an evaluation rating. [Reference: Article 10.3, Sections (a.1, c, & d thru g)]
- 4) All unit members will receive a final evaluation report in writing, and an employee/evaluator conference will be held at least thirty (30) workdays prior to their last workday in the school year in which the evaluation took place. [Reference: Article 10.4, Sections (a or b)]

^{*} Applies to Permanent Unit Members ONLY

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	Meets or Exceeds CST	P	Evidence-Based Rationale for Rating
Connecting students' prior knowledge, life experience, and interests with learning goals	Makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest. Some connections are made to learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.	
Uses a variety of instructional strategies and resources to respond to students' needs	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	Uses a few instructional strategies. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.	
Facilitating learning experiences that promote autonomy, interaction and choice 1.3	Directs learning experiences, permitting no student autonomy, interaction, or choice.	Directs learning experiences through whole group and individual work with limited possibilities for interaction and choice.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skill. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.	
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful 1.4	Provides no learning opportunities for students to engage in problems solving, analysis, or critical thinking activities.	Provides limited learning opportunities for students to engage in problem solving within subject matter areas. Asks some critical thinking questions to relate facts and key concepts of subject matter.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives with and across subject matter.	

Promoting self- directed, reflective learning for all students	Provides no opportunities for students to initiate their own learning or to monitor their own work.	Provides limited opportunities for students to monitor their own work and to reflect on the process and their progress.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on the process and their	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on the process and their progress as a regular part of learning	Rating (Check One): □ Does Not Meet CSTP □ Meets or Exceeds CSTP □ Progressing Towards CSTP
1.5				process and their progress.	part of learning experiences.	☐ Progressing Towards CSTP
						Page 2 of 8

	Evidence-Based Rationale for Rating
cal a note roup nts are e to sign of dents imate and	The use of the cooperative learning groups (Edge) has enhanced an already positive classroom environment. The students reflect the respect given to each one of them in class. Students are generally on task and expected to participate. When they are off task different strategies have been observed to re-direct student actions. This sets up a positive use of instructional time.
flicts.	The room is neat and well organized Educational posters and board set-up around the room provide reminders to students.
which tiative apports ip	Transition time between one segment of class and the next is smooth. As you become more familiar with the material and age group I expect this will improve. This is partly possible because the students have responded to your expectations
itive which ded to e in own	unit between work being done and the standard and objective being addressed? This is an area

Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	Ieets or Exceeds CST	P	Evidence-Based Rationale for Rating
Creating a physical environment that engages all students 2.1 Establishing a climate that promotes fairness and respect	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behaviors among students. Response to inappropriate behavior	Arranges room for teacher accessibility or visibility of students. Manages room for easy movement and access to resources. Room displays relate to the curriculum. Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities. Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities. Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment. Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring and respect and may initiate creative solutions to conflicts.	The use of the cooperative learning groups (Edge has enhanced an already positive classroom environment. The students reflect the respect given to each one of them in class. Students are generally on task and expected to participate. When they are off task different strategies have been observed to re-direct student actions. This sets up a positive use of instructional time. The room is neat and well organized Educational posters and board set-up around the
Promoting social development and group responsibility	is unfair or inequitable. Does not support students' social development, selfesteem, and diversity. Students have no sense of responsibility for each other.	Uses some strategies and activities to develop students' individual responsibility and recognition of others rights and needs. Students share in classroom responsibilities. Recognizes student diversity but does not promote acceptance or respect.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and point of view.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.	room provide reminders to students. Transition time between one segment of class and the next is smooth. As you become more familiar with the material and age group I expect this will improve. This is partly possible because the students have responded to your expectations.
Establishing and maintaining standards for student behavior	No standards for behavior appear to have been established, or students are confused about what the standards are.	Establishes basic standards for behavior. Response to student behavior is generally appropriate.	Uses strategies that prevent or lessen dis- ruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's behavior in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in monitoring their own behavior and each other's behavior in a respectful way.	unit between work being done and the standard and objective being addressed? This is an area that the department needs to work on.

Has not established and/or enforced classroom procedures and routines. I student 2.5 Has not established and routines. Develops procedures and routines. Assists students to learn routines and procedures for most activities. Develops procedures and routines. Assists students to learn routines and procedures for most activities. Establishes and maintains procedures and routines and routines and procedures for most activities.

	Learning activities are not appropriately	Provides time for students to complete	Provides adequate time for presentation and	Paces instruction to	Presents, adjusts and	8
Using	paced. Poor	learning activities	for completion of	include ongoing review and closure of	facilitates instruction and daily activities so	•
instructional time	transitions result in	Develops some	learning activities.	lessons to connect	all students have time	
effectively	lost instructional time.	routines for classroom business and most	Paces instruction and	them to future lessons.	for learning, are	
		transitions are timely.	classroom business to maintain engagement.	Classroom business and transitions are	continually engaged, and have opportunities	
			Uses transitions to	efficient and integrated	for reflection and	
			support engagement of	into learning activities,	assessment, Supports	
2.6			all students.		students to self- monitor time on task	
					monitor time on task,	
						D
				(I		Students truly like to be in your class. There is a
						positive atmosphere areated for student learning
						H
						s
						the adjustment period from Middle School to High
						School played a part in this also
						volunteered to work in the Edge program and missed
						the trainings due to time frame of moving to the High
						School.
						School.
						Rating (Check One):
						☐ Does Not Meet CSTP X Meets or Exceeds CSTP
						- Does not bleet Coll A bleets of Exceeds Coll

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Demonstrating knowledge of subject matter and student development	Basic knowledge of subject matter and student development is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter and student development. Promotes an understanding of key concepts.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Plans and builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student under-standing of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).	
Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and does not adequately demonstrate concepts, themes and skills. Rarely supports different perspectives or students' understanding of core concepts.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.	
Interrelating ideas and information within and across subject matter 3.3	Presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students, Supports students' application of cross-curr. learning.	
Developing student understanding through instructional strategies that are appropriate to subject matter 3.4	Does not appropriately match instructional strategies to subject matter content or concepts. Does not encourage students to think critically or to extend their knowledge.	Uses a few instructional strategies to make the content accessible to students. Makes some attempt to encourage students to think critically.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.	

					<u> </u>	
Using materials,	Instructional	Uses available in-	Selects and utilizes	Selects, adapts and	Analyzes, adapts, and	
	materials, resources	structional materials,	appropriate relevant	creates a range of	creates a wide range	
resources, and	and technologies are	resources, and tech-	instructional	relevant materials,	of relevant	
technologies to	not used	nologies to present	materials, resources,	resources, and	instructional	
make subject	appropriately.	concepts and skills.	and technologies to	technologies to	materials, resources,	
The second secon	Materials do not	Some materials and	present concepts and	enrich learning, to	and technologies to	
matter	accurately reflect	resources reflect	skills. Materials	reflect linguistic and	extend students'	
accessible to	diverse perspectives.	students' diversity.	reflect linguistic	cultural diversity of	understanding and	Rating (Check One):
students		Develops some	diversity of students.	students, and to	provide equal access,	□ Does Not Meet CSTP □ Meets or Exceeds CSTP
		systems to provide	Resources are made	provide for equal	Materials reflect	Does Not Meet CSTP D Meets of Exceeds CSTP
3.5		equitable access to	available to all	access.	diversity beyond the	☐ Progressing Towards CSTP
		resources.	students.		classroom.	
						Page 4 of 8

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests and learning needs,	Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.	
Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic.	Communicates expectations for student learning in most lessons. Has inconsistent expectations for students,	Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Ensures that students understand and reflect upon short-term and long-term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short- term and long-term goals with high ex- pectations for learn- ing. Designs activ- ities so that students have opportunities to participate in setting, revising, and achiev- ing personal goals.	
Developing and sequencing instructional activities and materials for student learning 4.3	Instructional activities and materials are not appropriate to the students or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Develops some concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs.	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge.	

Designing	Individual lesson	Ineffectively	Organizes most of	Organizes curriculum	Learning sequences		
	plans have little or no	organizes curriculum	the curriculum to	to allow enough time	are responsive to the		
short-term and	recognizable	to allow enough time	allow enough time	for student learning,	needs of individual		
long-term plans	organization or	for student learning,	for student learning,	review, and assess-	students and		
to foster student	connection to	review and	review, and assess-	ment. Applies	promotes		
	adopted curriculum.	assessment. Neglects	ment, Demonstrates	knowledge of subject	understanding of		
learning	Demonstrates limited	to provide	knowledge of subject	matter and students	complex concepts:		
	knowledge of subject	opportunities for all	matter and students	to plan and pace	Plans are		
	matter and students	students to learn at	to plan and pace	instructional activi-	comprehensive and		
	to plan and pace	their own pace.	instructional	ties over time. Plans	cohesive across		
	instructional		activities over time.	to ensure access to	content areas.		
	activities over time.		Plans to ensure	challenging, diverse,			
	Does not plan to		access to challenging,	academic content for			
	ensure access to		diverse, academic	all students. Provides			
	challenging, diverse,		content for most	opportunities for all			
4.4	academic content for		students to learn at	students to learn at			
7.5 41.0.1	all students.	Tanansistantla adiusts	their own pace.	their own pace.	Uses a wide range of		
Modifying	Instructional plans are not modified, in	Inconsistently adjusts lessons based on	Adjusts plans in advance to	Uses assessments to modify lessons in	assessments to		
instructional	spite of evidence that	informal assessment	accommodate levels	advance. Throughout	modify lessons in		
plans to adjust	modifications would	of student	of ability and	the learning activity,	advance. Makes		
	improve student	understanding and	interests of most	assessments of	appropriate modifi-		
for student	learning.	performance from	students. Makes	student	cations for students		
needs	icaining.	previous lesson,	modifications during	understanding are	during lessons and	Rating (Check One):	
		having taken note of	lessons to address	used to influence	supports students in	☐ Does Not Meet CSTP	☐ Meets or Exceeds CSTP
		student confusion.	confusions and	changes in	monitoring and	Does Not Wieet CSTP	LI Meets of Exceeds CS1F
		Stadenic Contactors.	individual student	instruction.	communicating their	☐ Progressing Towards (CSTP
4.5			performance.		own understanding.		
THE RESERVE TO SERVE THE PERSON NAMED IN COLUMN TWO IN COL			r		o	II.	Page 5 of 8
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Standard 5: Assessing Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	M	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Establishing and communicating learning goals for all students	Does not use adopted curriculum materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Students are unaware of learning goals.	Inconsistently uses adopted material to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Some students are aware of learning goals.	Uses subject matter standards from district, state, and other sources to guide establishment of learning goals for all students that reflect the key subject matter concepts, skills, and applications. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, reviews and revises learning goals with students and families on an ongoing basis.	During a normal class you have begun to call on many different students to check for understanding. Students volunteering as well as those not are called on. Questioning techniques The work done by the Edge team to record student data and how to get it into "School City"
Collecting and using multiple sources of information to assess student learning 5.2	The teacher uses no consistent source of information to assess student learning and/or uses assessment strategies that are not appropriate.	The teacher uses limited sources of information to assess student learning and one or more assessment strategies to monitor student progress.	The teacher uses a variety of sources to collect information about student learning and multiple assessment strategies to monitor student progress and inform instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short-term and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.	for disaggregation will improve the program. The scores currently are being looked at and disaggregated which helps to provide needed information

Involving and guiding all students in assessing their own learning 5.3	The teacher does not encourage students to reflect on or assess their own work.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in assessing their own work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self-assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in ongoing self and peer assessment and in monitoring their progress and goals over time.	
Using the results of assessment to guide instruction 5.4	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad-based checking for understanding in instruction and is able to modify and redesign lessons as needed.	The area of retining formative assessment is where I would like to see you as well as the department move.
Communicating with students, families, and other audiences about student progress 5.5	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete, unclear, or not timely.	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as mandated.	Provides students with timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is collected from a variety of sources and shared with students, families and support personnel.	Involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.	Rating (Check One): □ Does Not Meet CSTP X Meets or Exceeds CSTP □ Progressing Towards CSTP

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Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Evidence-Based Rationale for Rating
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Reflecting on teaching practice and planning professional development 6.1	Reflects on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development,	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and may use reflection to plan professional development.	Reflects on the relationship of teaching practice to student learning. Plans professional development based on reflection.	Analyzes and reflects on teaching and learning based on evidence gathered. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge,	has been collaborating with the other Edge teachers. She has attended the second training provided by the district. More training is going to occur over the year.
Establishing professional goals and pursuing opportunities to grow professionally 6.2	Rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Sets goals considering self- assessment and other feedback. Pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.	It appears that most of the collaboration has occurred around the Edge program. This has taken much of the time allotted so the ELD and
Working with communities to improve professional practice 6.3	Teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	Teacher increases their own understanding of the roles of the com-munities in students' lives, May attend selected community events. Uses some district and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations. Provides students with a range of community experiences that benefit students and/or families.	
Working with families to improve professional practice 6.4	Teacher may demon- strate respect for stu- dents' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.	will has provided me with a list of PD attended or planned for this school year.
Working with colleagues to improve professional practice 6.5	Rarely collaborates with colleagues, or seeks out other staff to discuss student needs. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.	

Balancing professional	Does not fulfill professional responsibilities. Does not stay current about	Possesses a positive attitude in the classroom. Develops an	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks	Maintains motivation and commitment to all students, demonstrates professional integrity,	Maintains motivation and commitment to all students and the professional community,	does need to be more attentive to the
responsibilities and maintaining	professional and legal responsibilities for students' learning,	understanding of professional responsibilities	support to balance professional responsibilities with personal needs.	and challenges self intellectually and creatively.	demonstrates and models professional integrity, and challenges	
motivation 6.6	behavior and safety.				self intellectually and creatively throughout career.	
				10		
						Rating (Check One): Does Not Meet CSTP X Meets or Exceeds CSTP
						☐ Progressing Towards CSTP
						Page 7 of 8

Employee ______School Year _____

In the area of assessments (outside of Edge) seem to be used primarily to great students. There is some evidence of students getting helpful feedback as part of the grading process. Students generally are assessed on a regular basis. Assessment practices need to move towards the following: Assessment practices need to move towards the following and steem planes on using assessments and assessment transition and assessment transition and assessment transition and assessment and assessment practices are represented to learn. The reaction assessments and assessment transition and assessment transition and assessment and assessments and assesm	Additional Comments - Emp	loyee	Additional Comments -	Evaluator
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Employee's Signature Date 3/19/13	12		Evaluator and Employee must mutually ag	<u>ree</u> to the third year deferral.
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Reviewed by Date 3/28/13	Reviewed by	T:	itle	Date 3/28/13
Reviewed by Date 3/20/13	Reviewed by	T	il. John Dog I I I	Date3/29/13

Distribution: Personnel File / Evaluator / Employee

July 2007 (Revised 7/1/07)

*Article 10.5 (c)

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Fairfield-Suisun Unified School District



"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

MAY 3 2 2012

Certificated Personnel Evaluation Form

Copy 1 – Personnel File Copy 2 – Evaluator

Copy 3 – Employee

HUMAN RESOURCES

(Reference: Collective Bargaining Agreement, Article 10)

Employee:	Evaluator:
Grade/Subject Area(s):	Position:
School Year: 2011-2012 Site/Location: 1 *Standard Selected by the Evaluator:	Date: April 21, 2012 *Standard Selected by the Unit Member:
Status:	

Directions for Use:

- 1) During the first twenty (20) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards, and distribute the *most recent version of the* California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers to all certificated teachers. The standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.3, Section b)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The attached FSUSD Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion for the evaluation. Evidence based comments will be provided. In completing the final report, the evaluator will consider the overall performance in each of the selected standards when determining an evaluation rating. [Reference: Article 10.3, Sections (a.1, c, & d thru g)]
- 4) All unit members will receive a final evaluation report in writing, and an employee/evaluator conference will be held at least thirty (30) workdays prior to their last workday in the school year in which the evaluation took place. [Reference: Article 10.4, Sections (a or b)]

^{*} Applies to Permanent Unit Members ONLY

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Connecting students' prior knowledge, life experience, and interests with learning goals	Makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest. Some connections are made to learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.	 Reviewed objective/purpose of lesson Short film clip on subject-predicate Mandatory engagement techniques such as stand up, think-pair-share, talk time Group sort activity Do now activity SMART board All students engaged in activity Use of highlighters to highlight the morphs. Students track with their fingers while teacher reads
Uses a variety of instructional strategies and resources to respond to students' needs	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	Uses a few instructional strategies. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.	 aloud Partner talk Randomly chooses student to share partner discussions Numbered heads together Sentence stems Discussion builders posted on each students' desk Students have assigned roles and responsibilities within their table groups
Facilitating learning experiences that promote autonomy, interaction and choice 1.3	Directs learning experiences, permitting no student autonomy, interaction, or choice.	Directs learning experiences through whole group and individual work with limited possibilities for interaction and choice.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to developing independent working skills and group participation skill. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.	Note taking
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful 1.4	Provides no learning opportunities for students to engage in problems solving, analysis, or critical thinking activities.	Provides limited learning opportunities for students to engage in problem solving within subject matter areas. Asks some critical thinking questions to relate facts and key concepts of subject matter.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives with and across subject matter.	
Promoting self- directed, reflective learning for all students	Provides no opportunities for students to initiate their own learning or to monitor their own work.	Provides limited opportunities for students to monitor their own work and to reflect on the process and their progress.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on the process and their progress.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on the process and their progress as a regular part of learning experiences.	Rating (Check One): Does Not Meet CSTP X Meets or Exceeds CSTP Progressing Towards CSTP

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Creating a physical environment that engages all students 2.1	The physical environment does not support student learning. Movement and access may be restricted by barriers. Materials are difficult to access when needed.	Arranges room for teacher accessibility or visibility of students. Manages room for easy movement and access to resources. Room displays relate to the curriculum.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.	 Classroom procedures clearly and explicitly outlined Agenda posted Timed activity- effective pacing Books displayed Key vocabulary posted All students have materials
Establishing a climate that promotes fairness and respect	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behaviors among students. Response to inappropriate behavior is unfair or inequitable.	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring and respect and may initiate creative solutions to conflicts.	 Writing process posted SLANT posted and reinforced Student writing posted Neat and organized room Students arranged in groups of 4 Walls are used as teaching tools High levels of mutual respect between teacher and students
Promoting social development and group responsibility	Does not support students' social development, self- esteem, and diversity. Students have no sense of responsibility for each other.	Uses some strategies and activities to develop students' individual □esponsebility and recognition of others rights and needs, Students share in classroom responsibilities. Recognizes student diversity but does not promote acceptance or respect.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and point of view.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom,	
Establishing and maintaining standards for student behavior 2.4	No standards for behavior appear to have been established, or students are confused about what the standards are,	Establishes basic standards for behavior. Response to student behavior is generally appropriate.	Uses strategies that prevent or lessen dis- ruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's behavior in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in monitoring their own behavior and each other's behavior in a respectful way	
Planning and implementing classroom procedures and routines that support student learning 2.5	Has not established and/or enforced classroom procedures and routines	Develops procedures and routines. Assists students to learn routines and procedures for most activities.	Establishes and maintains procedures and routines. Supports and monitors students in procedures and routines appropriate for learning activities.	Assists and encourages students in developing and maintaining equitable routines and procedures.	Assists and encourages all students in develop- ing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.	
Using instructional time effectively 2.6	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to self-monitor time on task.	Rating (Check One): □ Does Not Meet CSTP X Meets or Exceeds CSTI □ Progressing Towards CSTP

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		leets or Exceeds CST		Evidence-Based Rationale for Rating
Demonstrating knowledge of subject matter and student development	Basic knowledge of subject matter and student development is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter and student development. Promotes an understanding of key concepts.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner, Plans and builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student under-standing of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).	 Teacher and students actions are related to the standard/objective Do now activity elicits their own opinion Ties short article with a morphology lesson review Sentence stems A-B partner talk Think-pair-share Numbered heads together Instructional scaffolding
Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and does not adequately demonstrate concepts, themes and skills. Rarely supports different perspectives or students' understanding of core concepts.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.	 Table group activity SMART board use Short film clip
Interrelating ideas and information within and across subject matter 3.3	Presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students. Supports students' application of cross-curr. learning.	
Developing student understanding through instructional strategies that are appropriate to subject matter 3.4	Does not appropriately match instructional strategies to subject matter content or concepts. Does not encourage students to think critically or to extend their knowledge.	Uses a few instructional strategies to make the content accessible to students. Makes some attempt to encourage students to think critically.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.	
Using materials, resources, and technologies to make subject matter accessible to students 3.5	Instructional materials, resources and technologies are not used appropriately. Materials do not accurately reflect diverse perspectives.	Uses available in- structional materials, resources, and tech- nologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students. Resources are made available to all students.	Selects, adapts and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.	Rating (Check One): □ Does Not Meet CSTP X Meets or Exceeds CSTP □ Progressing Towards CSTP

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Elements	Does Not Meet CSTP	Progressing Towards CSTP		leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.	 Standard/objective posted Non-fiction reading article Students gave opinions and used sentence stems Partner talk Prior knowledge connected to lesson Group activity Instructional scaffolding- I do, We do, You do
Establishing and articulating goals for student learning 4.2	Instructional goals are not established or do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic.	Communicates expectations for student learning in most lessons. Has inconsistent expectations for students.	Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Ensures that students understand and reflect upon short-term and long-term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short- term and long-term goals with high ex- pectations for learn- ing. Designs activ- ities so that students have opportunities to participate in setting, revising, and achiev- ing personal goals.	 Students able to do independent practice assignment due to effective modeling and guided practice Clear lesson outcomes
Developing and sequencing instructional activities and materials for student learning 4.3	Instructional activities and materials are not appropriate to the students or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Develops some concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs.	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge.	
Designing short-term and long-term plans to foster student learning	Individual lesson plans have little or no recognizable organization or connection to adopted curriculum. Demonstrates limited knowledge of subject matter and students to plan and pace instructional activities over time. Does not plan to ensure access to challenging, diverse, academic content for all students.	Ineffectively organizes curriculum to allow enough time for student learning, review and assessment. Neglects to provide opportunities for all students to learn at their own pace.	Organizes most of the curriculum to allow enough time for student learning, review, and assessment. Demonstrates knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for most students to learn at their own pace.	Organizes curriculum to allow enough time for student learning, review, and assessment. Applies knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for all students. Provides opportunities for all students to learn at their own pace.	Learning sequences are responsive to the needs of individual students and promotes understanding of complex concepts. Plans are comprehensive and cohesive across content areas.	
Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Inconsistently adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusion.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to modify lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to modify lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.	Rating (Check One): Does Not Meet CSTP X Meets or Exceeds CSTP Progressing Towards CSTP

Standard 5: Assessing Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	feets or Exceeds CST	P	Evidence-Based Rationale for Rating
Establishing and communicating learning goals for all students	Does not use adopted curriculum materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Students are unaware of learning goals.	Inconsistently uses adopted material to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Some students are aware of learning goals.	Uses subject matter standards from district, state, and other sources to guide establishment of learning goals for all students that reflect the key subject matter concepts, skills, and applications. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, reviews and revises learning goals with students and families on an ongoing basis.	 Standard/objective posted and communicated to students Informal student observations Monitors students regularly Checks for understanding- response cards Individual student white boards Reviews student formative assessment data
Collecting and using multiple sources of information to assess student learning 5.2	The teacher uses no consistent source of information to assess student learning and/or uses assessment strategies that are not appropriate.	The teacher uses limited sources of information to assess student learning and one or more assessment strategies to monitor student progress.	The teacher uses a variety of sources to collect information about student learning and multiple assessment strategies to monitor student progress and inform instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short-term and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.	
Involving and guiding all students in assessing their own learning 5.3	The teacher does not encourage students to reflect on or assess their own work.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in assessing their own work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self-assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in ongoing self and peer assessment and in monitoring their progress and goals over time.	ac according to the contract of the contract o
Using the results of assessment to guide instruction 5.4	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad-based checking for understanding in instruction and is able to modify and redesign lessons as needed.	
Communicating with students, families, and other audiences about student progress 5.5	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete, unclear, or not timely.	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as mandated.	Provides students with timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is collected from a variety of sources and shared with students, families and support personnel.	Involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.	Rating (Check One): □ Does Not Meet CSTP X Meets or Exceeds CSTP □ Progressing Towards CSTP

Standard 6: Developing as a Professional Educator

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Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	feets or Exceeds CST	P	Evidence-Based Rationale for Rating
Reflecting on teaching practice and planning professional development 6.1	Reflects on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and may use reflection to plan professional development.	Reflects on the relationship of teaching practice to student learning. Plans professional development based on reflection.	Analyzes and reflects on teaching and learning based on evidence gathered. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.	 Attends site professional development BTSA Parent project teacher School committees Safe School Ambassadors Book talks ELLA
Establishing professional goals and pur- suing opportun- ities to grow professionally 6.2	Rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Sets goals considering self-assessment and other feedback. Pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues, Leads professional development.	 Collaborates with department and grade level ELAC LEGACY Sport-O-Rama Academic Olympics
Working with communities to improve professional practice 6.3	Teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	Teacher increases their own understanding of the roles of the communities in students' lives. May attend selected community events. Uses some district and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations. Provides students with a range of community experiences that benefit students and/or families.	
Working with families to improve professional practice 6.4	Teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.	
Working with colleagues to improve professional practice 6.5	Rarely collaborates with colleagues, or seeks out other staff to discuss student needs. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources, Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.	
Balancing professional responsibilities and maintaining motivation 6.6	Does not fulfill professional responsibilities, Does not stay current about professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.	Rating (Check One): □ Does Not Meet CSTP X Meets or Exceeds CSTP □ Progressing Towards CSTP

School Year <u>2011-2012</u>

Additional Comments - Employee	Additional Comments - Evaluator
	is only a 40% teacher, but she participates within the school
*	community as a 100% teacher. She is always willing to help out and has
	such a positive outlook. I am most impressed with the positive
	relationships she develops with her students. They adore her because she adores them. This an asset to our school!
	adores them. 4is an asset to our schoor:
Recomm	mendations
Probationary:	Temporary:
Continue Probationary Status	Continue Temporary Status
Continue Probationary Status with Recommendation for Assistance	Continue Temporary Status with Recommendation for Assistance
Recommend for Permanent Status Recommend Non-Re-Employment	Recommend Release from Contract
Recommend Non-Re-Employment	Permanent:
	Continue Permanent Status
	Continue Permanent Status with Mandated Referral to PAR
	*(2-3 " <i>Does Not Meet CSTP</i> " Ratings) The next evaluation of this Permanent Employee is deferred
	to the third school year following the school year of this
	evaluation ¹ . date
(Additional information may be attached)	Administrator Employee
	(Please initial and date above to indicate agreement for Deferral)
	1. Evaluator and Employee must mutually agree to the third year deferral.
Employee's Si	Date 4-24-12
Evaluator's Sig	Title Date 4-24-12 Date 4.24-12
Reviewed by_	Title Date 5.23.12 Title Date 5.23.12
Reviewed by_	Title Date 5120(15
Distribution: Pers	*Article 10.5 (c)
July 2007 (Revised 7/1/07)	Page 8 of 8



Fairfield-Suisun Unified School District

"Qui Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

JUN 6 2011

HUMAN RESOURCES

Certificated Personnel Evaluation Form

Copy 1 – Personnel File Copy 2 – Evaluator

Copy 2 – Evaluator Copy 3 – Employee

(Reference: Collective Bargaining Agreement, Article 10)

Employee:	Evaluator:
Grade/Subject Area(s):	Position:
School Year: 2010-2011 Site/Location: *Standard Selected by the Evaluator:	Date: April 20, 2011 *Standard Selected by the Unit Member:
Status:	

Directions for Use:

- 1) During the first twenty (20) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards, and distribute the *most recent version of the* California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers to all certificated teachers. The standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.3, Section b)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The attached FSUSD Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion for the evaluation. Evidence based comments will be provided. In completing the final report, the evaluator will consider the overall performance in each of the selected standards when determining an evaluation rating. [Reference: Article 10.3, Sections (a.1, c, & d thru g)]
- 4) All unit members will receive a final evaluation report in writing, and an employee/evaluator conference will be held at least thirty (30) workdays prior to their last workday in the school year in which the evaluation took place. [Reference: Article 10.4, Sections (a or b)]

^{*} Applies to Permanent Unit Members ONLY

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	M	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Connecting students' prior knowledge, life experience, and interests with learning goals	Makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest. Some connections are made to learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.	 Agenda posted Objective posted Choral response Randomization Hand signals Learning goals are explicitly explained and reviewed Ticket out the door Cornell Notes Student discussions within their groups
Uses a variety of instructional strategies and resources to respond to students' needs 1.2	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	Uses a few instructional strategies. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.	really grew in this area over the school year. She continuously uses more and more engagement strategies in her classroom each day.
Facilitating learning experiences that promote autonomy, interaction and choice 1.3	Directs learning experiences, permitting no student autonomy, interaction, or choice.	Directs learning experiences through whole group and individual work with limited possibilities for interaction and choice.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skill. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.	
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful 1.4	Provides no learning opportunities for students to engage in problems solving, analysis, or critical thinking activities.	Provides limited learning opportunities for students to engage in problem solving within subject matter areas. Asks some critical thinking questions to relate facts and key concepts of subject matter.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives with and across subject matter.	
Promoting self-directed, reflective learning for all students	Provides no opportunities for students to initiate their own learning or to monitor their own work.	Provides limited opportunities for students to monitor their own work and to reflect on the process and their progress.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on the process and their progress.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on the process and their progress as a regular part of learning experiences.	Rating (Check One): Does Not Meet CSTP X Meets or Exceeds CSTP Progressing Towards CSTP

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	M	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Creating a physical environment that engages all students 2.1	The physical environment does not support student learning. Movement and access may be restricted by barriers. Materials are difficult to access when needed.	Arranges room for teacher accessibility or visibility of students. Manages room for easy movement and access to resources. Room displays relate to the curriculum.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.	 Routines/transitions are observed to being quick and follow up with student corrections done respectfully Students arranged in groups of 4 Use of timer PAT
Establishing a climate that promotes fairness and respect	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behaviors among students. Response to inappropriate behavior is unfair or inequitable.	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably, Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring and respect and may initiate creative solutions to conflicts.	Do now activity Bell to bell instruction By far the area which
Promoting social development and group responsibility	Does not support students' social development, self- esteem, and diversity. Students have no sense of responsibility for each other.	Uses some strategies and activities to develop students' individual responsibility and recognition of others rights and needs. Students share in classroom responsibilities. Recognizes student diversity but does not promote acceptance or respect.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and point of view.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.	
Establishing and maintaining standards for student behavior 2.4	No standards for behavior appear to have been established, or students are confused about what the standards are.	Establishes basic standards for behavior. Response to student behavior is generally appropriate.	Uses strategies that prevent or lessen dis- ruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's behavior in a respectful way	Facilitates a positive environment in which students are guided to take a strong role in monitoring their own behavior and each other's behavior in a respectful way.	
Planning and implementing classroom proce- dures and routines that support student learning 2.5	Has not established and/or enforced classroom procedures and routines.	Develops procedures and routines. Assists students to learn routines and procedures for most activities.	Establishes and maintains procedures and routines. Supports and monitors students in procedures and routines appropriate for learning activities.	Assists and encourages students in developing and maintaining equitable routines and procedures.	Assists and encourages all students in develop- ing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.	
Using instructional time effectively	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to selfmonitor time on task.	Rating (Check One): □ Does Not Meet CSTP X Meets or Exceeds CSTP □ Progressing Towards CSTP

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	M	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Demonstrating knowledge of subject matter and student development	Basic knowledge of subject matter and student development is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter and student development. Promotes an understanding of key concepts.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Plans and builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).	 Objectives/standards posted Cornell notes Whiteboard configuration Do now activity Goal setting Use of sentence stems Choral response Students engage techniques Good pacing
Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and does not adequately demonstrate concepts, themes and skills. Rarely supports different perspectives or students' understanding of core concepts.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.	
Interrelating ideas and information within and across subject matter 3.3	Presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students. Supports students' application of cross-curr. learning.	
Developing student understanding through instructional strategies that are appropriate to subject matter 3.4	Does not appropriately match instructional strategies to subject matter content or concepts. Does not encourage students to think critically or to extend their knowledge.	Uses a few instructional strategies to make the content accessible to students. Makes some attempt to encourage students to think critically.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.	
Using materials, resources, and technologies to make subject matter accessible to students 3.5	Instructional materials, resources and technologies are not used appropriately. Materials do not accurately reflect diverse perspectives.	Uses available in- structional materials, resources, and tech- nologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students. Resources are made available to all students.	Selects, adapts and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.	Rating (Check One): □ Does Not Meet CSTP X Meets or Exceeds CST □ Progressing Towards CSTP

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Elements	Does Not Meet CSTP	Progressing Towards CSTP	M	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Drawing on and valuing students' backgrounds, interests, and developmental learning needs 4.1 Establishing	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning. Instructional goals are not established or	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs. Articulates and links	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding. Ensures that students	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.	 Uses pacing guide for core replacement instruction Do now activity- Bell work Learning goals reviewed Vocabulary posted Compound words lesson Think-pair-share Cornell notes Randomization
and articulating goals for student learning 4.2	do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic.	expectations for student learning in most lessons. Has inconsistent expectations for students.	goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	understand and reflect upon short-term and long-term learning goals. Goals reflect high expectations and challenge students at their level.	term and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.	Checks for understanding
Developing and sequencing instructional activities and materials for student learning 4.3	Instructional activities and materials are not appropriate to the students or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Develops some concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs.	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge.	
Designing short-term and long-term plans to foster student learning 4.4	Individual lesson plans have little or no recognizable organization or connection to adopted curriculum. Demonstrates limited knowledge of subject matter and students to plan and pace instructional activities over time. Does not plan to ensure access to challenging, diverse, academic content for all students.	Ineffectively organizes curriculum to allow enough time for student learning, review and assessment. Neglects to provide opportunities for all students to learn at their own pace.	Organizes most of the curriculum to allow enough time for student learning, review, and assessment. Demonstrates knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for most students to learn at their own pace.	Organizes curriculum to allow enough time for student learning, review, and assessment. Applies knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for all students. Provides opportunities for all students to learn at their own pace.	Learning sequences are responsive to the needs of individual students and promotes understanding of complex concepts. Plans are comprehensive and cohesive across content areas.	
Modifying instructional plans to adjust for student needs 4.5	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Inconsistently adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusion.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to modify lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to modify lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.	Rating (Check One): Does Not Meet CSTP X Meets or Exceeds CS Progressing Towards CSTP

Standard 5: Assessing Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	M	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Establishing and communicating learning goals for all students	Does not use adopted curriculum materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Students are unaware of learning goals.	Inconsistently uses adopted material to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Some students are aware of learning goals.	Uses subject matter standards from district, state, and other sources to guide establishment of learning goals for all students that reflect the key subject matter concepts, skills, and applications. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, reviews and revises learning goals with students and families on an ongoing basis.	 Standard/objective posted Randomization Reviews student benchmark data Teacher observations Communicates with parents frequently Parent conferences Progress reports/report cards Specific student feedback Informal observations Student goal setting
Collecting and using multiple sources of information to assess student learning 5.2	The teacher uses no consistent source of information to assess student learning and/or uses assessment strategies that are not appropriate.	The teacher uses limited sources of information to assess student learning and one or more assessment strategies to monitor student progress.	The teacher uses a variety of sources to collect information about student learning and multiple assessment strategies to monitor student progress and inform instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short-term and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.	
Involving and guiding all students in assessing their own learning 5.3	The teacher does not encourage students to reflect on or assess their own work.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in assessing their own work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self-assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in ongoing self and peer assessment and in monitoring their progress and goals over time.	
Using the results of assessment to guide instruction	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad-based checking for understanding in instruction and is able to modify and redesign lessons as needed.	
Communicating with students, families, and other audiences about student progress 5.5	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete, unclear, or not timely.	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as mandated.	Provides students with timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is collected from a variety of sources and shared with students, families and support personnel.	Involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.	Rating (Check One): □ Does Not Meet CSTP X Meets or Exceeds CSTP □ Progressing Towards CSTP

Standard 6: Developing as a Professional Educator

Standard 6: Developing as a Professional Educator						
Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	feets or Exceeds CST		Evidence-Based Rationale for Rating
Reflecting on teaching practice and planning professional development 6.1	Reflects on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and may use reflection to plan professional development.	Reflects on the relationship of teaching practice to student learning. Plans professional development based on reflection.	Analyzes and reflects on teaching and learning based on evidence gathered. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.	 BTSA School committees ELAC Setting Limits in the Classroom Site professional development Pearson's training Department meetings
Establishing professional goals and pur- suing opportun- ities to grow professionally 6.2	Rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Sets goals considering self-assessment and other feedback, Pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.	is a dedicated teacher who seeks as many opportunities as possible to develop professionally. She collaborates well with all teachers and is always willing to translate for her teacher peers. I have seen so much growth this year as evident in watching her classroom evolve into what it is today.
Working with communities to improve professional practice 6.3	Teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	Teacher increases their own understanding of the roles of the communities in students' lives. May attend selected community events, Uses some district and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations. Provides students with a range of community experiences that benefit students and/or families.	
Working with families to improve professional practice 6.4	Teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.	
Working with colleagues to improve professional practice 6.5	Rarely collaborates with colleagues, or seeks out other staff to discuss student needs. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students, Provides leadership for, and contributes to, the learning of other educators.	
Balancing professional responsibilities and maintaining motivation 6.6	Does not fulfill professional responsibilities. Does not stay current about professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.	Rating (Check One): Does Not Meet CSTP X Meets or Exceeds CSTP Progressing Towards CSTP

School Year 2010-2011

Additional Comments - Employee	Additional Comments - Evaluator			
	took on a tough assignment as a first year teacher when she was			
	hired mid-year. I am impressed in all that she has accomplished this year			
	in regards to building student, staff and parent relationships so quickly.			
	She takes constructive criticism well and implements suggested strategies			
	immediately.			
Recommendations				

Probationary:		Temporary:		
Continue Probationary Status Continue Probationary Status with Recomm Recommend for Permanent Status Recommend Non-Re-Employment	nendation for Assistance	Continue Temporary Status Continue Temporary Status with Recommendation for Assistance Recommend Release from Contract		
		Continue Permanent Status Continue Permanent Status with Mandated Referral to Pa *(2-3 "Does Not Meet CSTP" Ratings) The next evaluation of this Permanent Employee is defer to the third school year following the school year of this evaluation. date		
(Additional information may be attached)		Administrator Employee (Please Initial and date above to indicate agreement for Deferral)		
02	7	1. Evaluator and Employee must mutually agree to the third year a	eferral.	
Employee's Signature	7	Date4-22	11	
Evaluator's Signature_	<u> </u>	Date Apr. 22, 2	011	
Reviewed by	Title	DateDate	11	
Reviewed by	Titl	Date 6/0	le 10.5 (c)	
July 2007 (Revised 7/1/07)			Page 8 of 8	



F3 - Certificated Personnel Evaluation Form

2013 - 2014 School Year

Employee:	Evaluator :	Grade/Subject Areas :
Position:	School Year: 2013 - 2014	Date: Apr 3, 2014
Status:	Standard Selected by the Evaluator: Standard 3	Standard Selected by the Unit Member: Standard

Directions for use:

- 1) During the first thirty (30) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards. All unit members will be provided electronic copies of the California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers. Upon request, a unit member may be provided with a hard copy of the CSTP. The standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and will have opportunities to ask questions. (Reference: Article 10.6, Section e)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The FSUSD Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion for the evaluation. Evidence based comments will be provided. In completing the final report, the evaluator will consider the overall performance in each of the selected standards when determining an evaluation rating. (Reference: Article 10.3, Sections a.1, c, & d thru g)
- 4) All unit members will receive a final written evaluation report, and an employee/evaluator conference will be held at least thirty (30) workdays prior to their last workday in the school year in which the evaluation took place. (Reference: Article 10.4, Sections a or b)



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2013 - 2014 School Year

Elements	Does Not Meet CSTP	Progressing Towards CSTP			
1.1	Does not use knowledge of	Learns about students through	Uses data from a variety of formal	Uses data from multiple measures	Uses comprehensive knowledge
Using knowledge of	students to engage them in	data provided in classroom,	and informal sources to learn	to make adjustments to instruction	of students to make adjustments
students to engage them	learning	school, and/or district	about students and guide	and meet individual identified	and accommodations in
in learning		assessments.	selection of instructional	learning needs. Uses a variety of	instruction. Provides opportunities
			strategies to meet diverse	instructional strategies that ensure	for students to choose from a
			learning needs.	equitable access to the	wide range of methods to further
				curriculum.	their learning that are responsive
				✓	to their diverse learning needs.
1.2	Makes no connections between	Attempts to open lesson to	Implements activities and elicits	Uses questions and activities to	Develops and systematically
Connecting learning to	learning and the students' prior	engage students' attention and	questions that help students make	extend students' abilities to	uses extensive information
students' prior	knowledge, life experiences and	interest. Asks some questions	connections between what they	integrate what they know with the	regarding students' cultural
knowledge, backgrounds,	interests. Does not elicit students'	that elicit students' prior	already know and what they are	learning goals and objectives.	backgrounds, prior knowledge, life
life experiences, and	questions or comments during a	knowledge, life experiences and	learning.	Makes adjustments during lesson	experiences, and interests.
interests	lesson.	interest.		to ensure that all students meet	Provides opportunities and
				the learning goals.	support for students to articulate
			1	✓	the relevance and impact of
					lessons on their lives and/or on
					society.
1.3	Makes no real-life connections	Occasionally connects real-life	Regularly utilizes meaningful,	Provides opportunities for	Integrates connections to
Connecting subject	during instruction as identified in	contexts with subject matter to	real-life connections to develop	students to routinely make	meaningful, real-life contexts in



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2013 - 2014 School Year

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
matter to meaningful,	subject matter.	support student understanding.	students' understandings of	connections to relevant,	planning subject matter instruction
real-life contexts			subject matter,	meaningful, and real-life contexts	and is responsive during
				throughout subject matter	instruction to actively engage
				instruction and for students to	students to make their own
				provide feedback regarding	connections and to extend their
				relevance of subject matter to	understanding.
				their lives,	✓
1.4	Uses instructional strategies that	Uses minimal instructional	Elicits student participation	Uses a repertoire of strategies to	Creates, adapts, and utilizes a
Using a variety of	lack variety, are poorly carried	strategies including technology,	through a variety of instructional	meet students' diverse academic	repertoire of strategies, culturally
instructional strategies,	out, or are inappropriate to the	Delivers instruction with available	strategies including technology	and linguistic needs to ensure	responsive pedagogy, technology,
resources, and	students or to the instructional	resources and materials. Makes	intended to match students'	fullest participation and learning	and resources during ongoing
technologies to meet	goals. No adjustments are made	minimal adjustments to respond to	academic and linguistic needs,	for all students.	instruction. Selects and
students' diverse learning	to respond to students' needs,	students' needs.	Checks for student understanding,	√	differentiates learning to
needs					accommodate students' diverse
					learning styles,
1.5	Limits questions to recall of	Asks questions that focus on	Guides students to think critically	Supports students to initiate	Facilitates systematic
Promoting critical	factual knowledge, Provides no	factual knowledge and	through the use of questioning	critical thinking through	opportunities for students to pose
thinking through inquiry,	opportunities for students to	comprehension and provides	strategies , posing/solving	independently developing	and answer a wide range of
problem solving, and	engage in critical thinking through	some opportunities for students to	problems, and reflecting on issues	questions, posing problems, and	complex questions and problems,
reflection	inquiry, problem solving, or	think critically.	in content,	reflecting on multiple	reflect, and communicate
	reflection.			perspectives,	understandings based on in-depth
				✓	analysis of content learning.



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2013 - 2014 School Year

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
1.6	Instruction is not modified, in spite	Seeks to clarify instructions and	Makes ongoing adjustments to	Adjusts strategies during	Makes adjustments to extend
Monitoring student	of evidence that modifications	learning activities to support	instruction based on observation	instruction based on the ongoing	learning opportunities and provide
learning and adjusting	would improve student learning.	student understanding	of student engagement and	monitoring of individual student	assistance to students in
instruction while teaching			regular checks for understanding	needs for assistance, support, or	mastering the content flexibly and
				challenge.	effectively.
				✓	

Evidence:

Evidence (please refer to second observation notes):

1. bags of beans (black and white), upside down whiteboard

going to get a feel for the concept of ratio

we did some proportions and learned to cross multiply; algorithms didn't always stick- new ides with common core I'm trying to provide you with a hook you can hang an idea on

- 2. Asked? Who will be each group's bean counter?
- 3. Provided students with an organizer comprised of 2 columns

Comments: (please refer to second observation notes): The students could garner even more knowledge of the subject matter if you model the relationships between quantities and build related number relationships utilizing the document imager at the onset of the lesson, For example, you choose a certain number of black and white beans, place them in their respective columns, and demonstrate the processes you use to model the aforementioned relationships. Model it, while you talk it! I commend you for "lying in wait," you were doing your absolute best to allow the students to explore and investigate the content. Now, feel free to reintegrate the "we do" strategy until the point and time the students can perform the task on their own (scouring the beans and the numbers in their respective columns looking for relationships between quantities). Utilizing the document imager technology to allow the students the opportunity to watch you perform the task during the initial "I do" and "we do" segments, then a third or fourth time as necessary if the students demonstrate that they cannot perform the task is necessary and therefore completely understood. Perhaps, you're greatest attributes are your abilities to articulate and engage. For the aforementioned reasons, the "monitoring segment" or sub-standard 1.6 should arguably be your greatest strength, Your ability to ask targeted clarifying questions that help the students understand, or, enrich their understanding of the concept is the key to eventually extending their learning.



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2013 - 2014 School Year

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
Rating: \(\text{Meets or E}	Exceeds CSTP				

Standard 2 : Creating and Maintaining Effective Environments for Student Learning					
Elements	Does Not Meet CSTP	Progressing Towards	Meets or Exceeds CSTP		
		CSTP			
2.1	The physical environment does	Arranges room for teacher	Designs movement patterns and	Designs and manages room and	Uses total physical environment
Creating a physical	not support student learning.	accessibility or visibility of	access to resources to promote	resources to accommodate	as a resource to promote
environment that engages	Movement and access may be	students. Manages room for easy	individual and group engagement,	students' needs and involvement	individual and group learning.
all students	restricted by barriers, Materials	movement and access to	Room displays are used in	in learning, Displays are integral	Students are able to contribute to
	are difficult to access when	resources. Room displays relate	learning activities.	to learning activities.	the changing design of the
	needed,	to the curriculum.			environment.
2.2	The physical /virtual environment	Experiments with adapting the	Develops physical and/or virtual	Maintains physical and/or virtual	Adapts physical and/or virtual
Creating physical or	does not support student learning.	physical and/or virtual learning	learning environments that	learning environments that reflect	learning environments flexibly.
virtual learning	Movement and access may be	environment for teacher	support student learning. Utilizes	student diversity.	The environment is used a
environments that	restricted by barriers,	accessibility or visibility of	a variety of structures for	Integrates a variety of structures	resource to promote individual
promote student	Materials/resources are difficult to	students, easy movement and	interaction for learning activities	for interaction that engage	and group learning. Students are
learning, reflect diversity,	access when needed.	access to resources, Room	that ensure a focus on and	students constructively and	able to contribute to the changing
and encourage		displays relate to the curriculum.	completion of learning tasks,	productively in learning.	design of the environment to
constructive and			Room displays are sometimes	Provides a broad range of	reflect the student diversity.
productive interactions			used in learning activities.	resources, displays, and artifacts	
among students				that are current and integral to	



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2013 - 2014 School Year

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
				instruction.	
2.3	Does not model fairness, equity,	Adheres to policies and laws	Anticipates and reduces risks to	Engages students in individual	Shares responsibility with the
Establishing and	caring, and respect in the	regarding safety that are required	physical, intellectual, and	and group work that promotes	students for the establishment
maintaining learning	classroom. Is unaware of impolite	by the site, district, and state.	emotional safety using multiple	responsibility to the classroom	and maintenance of a safe
environments that are	and disrespectful behavior,	Responds to behaviors that	strategies that promote	community, Supports students to	physical, intellectual, and
physically, intellectually,	Allows inappropriate attitudes and	impact student safety as they	acceptance and respect for	take initiative in classroom	emotional environment focused
and emotionally safe	behavior among students.	arise. Explores strategies to	different experiences, ideas,	leadership.	on high quality and rigorous
	Response to inappropriate	establish intellectual and	backgrounds, feelings, and points		learning.
	behavior is unfair or inequitable.	emotional safety in the classroom.	of view. Models and provides		
			instruction on skills that support		
			safety.		
2.4	High expectations for student	Focuses the rigor of the learning	Strives for a rigorous learning	Integrates rigor throughout the	Facilitates a rigorous learning
Creating a rigorous	learning is not evident.	environment on the accuracy of	environment that includes	learning environment that values	environment in which students
learning environment	Appropriate scaffolds to address	answers and completion of	accuracy, understanding, and the	accuracy, analysis, and critical	take leadership in learning.
with high expectations	achievement gaps are not	learning tasks. Works to maintain	importance of meeting targeted	reading, writing, and thinking.	Fosters extended studies,
and appropriate support	implemented. Instruction is not	high expectations for students	learning goals. Holds high	Integrates strategic scaffolds and	research, analysis, and purposeful
for all students	developed for appropriate level s	while becoming aware of	expectations for students. Has an	technologies throughout	use of learning. Scaffolds
	of challenge.	achievement patterns for	understanding of achievement	instruction that support the full	instruction to support students in
		individuals and groups of	patterns and uses scaffolds to	range of learners in meeting high	utilizing a variety of strategies to
		students.	address achievement gaps,	expectations for achievement.	meet high expectations.
2.5	No standards for behavior appear	Basic standards for behavior have	Develops expectations with some	Equitably reinforces expectations	Facilitates a positive environment
Developing,	to have been established, or	been established. Reviews	student involvement,	and consequences and supports	using systems that ensure



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
communicating, and	students are confused about what	standards for behavior with	Communicates, models, and	students to monitor their own	students take an active role in
maintaining high	the standards are,	students in anticipation of need for	explains expectations for	behavior and each others'	monitoring and maintaining high
standards for individual		reinforcement, Refers to	individual and group behavior.	behavior in a respectful way.	standards for individual and group
and group behavior		standards for behavior and	Monitors student behavior during		behaviors.
		applies consequences as needed,	individual and group work.		
2,6	Has not established routines,	Develops procedures and	Establishes and maintains	Engages students in monitoring	Facilitates students in monitoring
Employing classroom	procedures, norms, and supports	routines. Assists students to learn	procedure, routines, and norms.	and reflecting on routines,	and adjusting routines.
routines, procedures,	for positive behavior.	routines and procedures. Seeks to	Provides positive behavior	procedures, and norms. Promotes	Classroom climate integrates
norms, and supports for		promote positive behaviors and	supports. Responds appropriately	positive behaviors and	school standards, promotes
positive behavior to		responds to disruptive behavior	to behaviors in ways that lessen	consistently prevents or refocuses	positive behaviors, and eliminates
ensure a climate in which			disruptions to the learning	behaviors disruptive to the	most disruptive behavior.
all students can learn			environment.	learning environment.	
2.7	Learning activities are not	Provides time for students to	Provides adequate time for	Paces instruction to include	Presents, adjusts, and facilitates
Using instructional time	appropriately paced. Poor	complete learning activities.	instruction, checking for	ongoing assessment of student	instruction and daily activities so
to optimize learning	transitions result in lost	Develops some routines for	understanding, and completion of	learning. Supports students in the	all students have time for learning,
	instructional time	classroom business and most	learning activities. Paces	monitoring of instructional time.	are continually engaged, and
		transitions are timely.	instruction and classroom		have opportunities for reflection
			business and uses transitions to		and assessment, Supports
			support and maintain engagement		students to self-monitor time on
			of all students.		task.
Evidence :					



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
Rating:					

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks	Basic knowledge of subject matter is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter, related academic language and academic content standards.	Utilizes concepts in subject matter and academic language, to identify connections between academic content standards and instruction.	Identifies and integrates key concepts, themes, relationships, and connections across subject matter areas.	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.	
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	Does not apply knowledge of student development and proficiencies to meet students' diverse learning needs.	Demonstrates basic knowledge of stages of student development while becoming aware of differences in students' understanding of subject matter.	Connects content being taught to students' prior knowledge and experiences at the appropriate developmental level.	Integrates knowledge of the range of student development into instructional decisions to ensure student understanding of subject matter, including related academic language.	Utilizes comprehensive knowledge to guide all students to develop proficiencies in self-directed goal setting, monitoring, and improvement.	
3.3	Does not organize curriculum to	Follows organization of curriculum	Applies knowledge of the subject	Utilizes knowledge of student	Integrates knowledge of	



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
Organizing curriculum to	facilitate student understanding of	as provided by site and district to	matter to organize curriculum,	readiness to learn to organize,	curriculum and resources to
facilitate student	the subject matter.	support student understanding of	plan lessons and units, and select	sequence, and enhance the	organize and adjust instruction
understanding of the		subject matter.	instructional strategies that	curriculum.	within and across subject matter
subject matter			demonstrate key concepts.	✓	to extend student understanding.
3.4	Does not appropriately match	Uses limited instructional	Selects and adapts a variety of	Integrates instructional strategies	Uses a repertoire of instructional
Utilizing instructional	instructional strategies to subject	strategies to make the content	instructional strategies to ensure	appropriate to subject matter that	strategies that are appropriate to
strategies that are	matter content or concepts.	accessible to students.	student understanding of	challenge all students. Assists	subject matter to support and
appropriate to the			academic language appropriate to	students to individually construct	challenge the full range of
subject matter			subject matter and that address	their own knowledge, think	students toward a deep
			students' diverse learning needs.	critically, understand and use	understanding of subject matter.
				academic language, and make	Utilizes strategies that challenge
				connections within and across	and support all students to
				subject matter.	independently apply and think
					critically about the subject matter
					✓
3.5	Instructional materials, resources	Uses available instructional	Selects and utilizes appropriate	Integrates a wide range of	Engages students in identifying
Using and adapting	and technologies are not used	materials, resources, and	relevant instructional materials,	relevant materials, resources, and	and adapting resources,
resources, technologies,	appropriately.	technologies to present concepts	resources and technologies to	technologies to enrich learning, to	technologies and
and standards-aligned		and skills.	make subject matter accessible to	reflect linguistic and cultural	standards-aligned instructional
instructional materials,			students. Resources reflect the	diversity of students, and to	materials to extend student
including adopted			diversity of the classroom and	provide equal access for all	understanding and critical thinking
materials, to make			support differentiated learning of	students	about subject matter



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2013 - 2014 School Year

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
subject matter accessible			subject matter.	✓	
to all students					
3.6	Is unaware of the range of	Is aware of the full range of	Uses data on the full range of	Integrates accommodations,	Guides and supports the full
Addressing the needs of	students' needs as identified by	students' needs as identified	students identified with special	adaptations, or extensions to	range of students with special
English learners and	school data, Does not cooperate	through data provided by the	needs and/or English Learners to	instruction for the full range of	needs and English Learners to
students with special	with support personnel and	school, Seeks additional	provide appropriate challenges	students with special needs and	actively engage in assessment
needs to provide	families to support learning plans	information on the full range of	and accommodations in	English Learners to ensure	and to monitor their own
equitable access to the	and goals.	students to address challenges	instruction,	adequate support and challenge.	strengths, learning needs, and
content		and required additional supports.	Communicates with support	Maintains regular communication	achievement,
		Cooperates with support	personnel and families to ensure	with support personnel and	Communicates and collaborates
		personnel and families in	that appropriate student services	families to ensure that appropriate	with support personnel and
		establishing learning plans and	are provided and progress is	student services are provided and	families in creating a coordinated
		goals.	made in accessing content,	progress is made in accessing	program to optimize success of
				content,	the full range of students with
				✓	special needs and English
					Learners.

Evidence:

Evidence (please refer to 2nd observation notes): ratio - a relationship between numbers

terms - numbers in a ratio

equivalent rations - left blank because I want you to come to a conclusion

3. Directed: put any number less than 5 on the whiteboard

Everyone record the number of white beans that were pout on the board in the appropriate column



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
Directed: Everyone record the numb	per of black beans that were put on	the board in the appropriate column (must be less than 10)		
Teacher directed each group to reci	te the # of beans they placed on th	e board and number they recorded in	each column		
Stated: the number you have in both	n columns makes a ratio, then direc	cted students to add the same number	of white and black beans they initia	ally placed on the board a second tin	ne (double each amount, then
record the new findings- in other wo	rds, count the beans)				
4. Directed students to add the same	e amount of white and black beans	s as they initially had 4X - ——————————————————————————————————	ed for a clarification and did so verba	ally -	
5. asked a question proj	jected (prepared) what was the pro	gression of white beans related to blac	ck beans		
3,6,9,12,15/ 9,18,27, 13, 36					
6. Big question #2					
Did the relationship between the nur	mbers of white and black beans ch	ange as you repeatedly added the orig	ginal #'s? Come to a group census	and justify your answer?	
Comments (please refer to 2nd observed)	ervation notes): I was immediately	excited about the chance you were tak	king when you had the manipulative	s out on the tables and the students	immediately began to work in their
respective groups. You did an excel	lent job walking the students throu	gh the progressions 3,6,9,/6,12,18, 0	Continue to make a concerted effort	to let the students work through the	content (i.e., Student "L" from the
second observation) He was confus	ed and you were attempting to sca	ffold for and he wanted to give up- at t	this point press on and say "L," were	e going to walk through this until we	get it buddy, because I bet other
people might be a little confused." P	re-prepared sentence frames wou	ld have aided all of the students in this	particular segment- structure the a	cademic discussions so that the stu	dents are utilizing the academic
vocabulary you have introduced (yo	u clearly shared all of the vocabula	ary at the onset of the lesson and direc	ted all of the students to repeat the	words back),	
Rating: Meets or Exc	ceeds CSTP				

Standard 4: Planning Instruction and Designing Learning Experiences for All Students						
Elements	Does Not Meet CSTP	Progressing Towards CSTP				
4.1	Instructional plans do not match	Plans instruction using available	Plans and implements instruction	Uses differentiated instruction	Implements differentiated	



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
Using knowledge of	or reflect students' backgrounds,	standardized test data.	using data from a variety of	that supports student learning	instruction that promotes access
students' academic	experiences, interests, and		assessments, as well as	based on the knowledge of the	to academic content standards,
readiness, language	developmental needs, and do not		information on student academic	students' diverse learning needs	taking into account students'
proficiency, cultural	support students' learning.		readiness, language, cultural	and cultural background.	academic, cultural, and linguistic
background, and			background, and individual		diversity.
individual development			development.		
to plan instruction					
4.2	Instructional goals are not	Establishes expectations for	Articulates and links goals to	Ensures that students understand	Articulates short-term and
Establishing and	established or do not address	student learning in most lessons.	instructional activities. Goals are	and reflect upon short-term and	long-term goals with high
articulating goals for	students' language, experiences	Has inconsistent expectations for	appropriately challenging for most	long-term learning goals. Goals	expectations for learning.
student learning	or school expectations.	students.	students and represent valuable	reflect high expectations and	Designs activities so that students
	Expectations for students are low		learning. Expectations for	challenge students at their level.	have opportunities to participate in
	or unrealistic.		students are generally high.		setting, revising, and achieving
					personal goals.
4.3	Individual lesson plans have little	Uses available curriculum	Develops and sequences short	Refines sequence of long-term	Utilizes extensive knowledge of
Developing and	or no recognizable organization or	guidelines for daily, short-term	and long term instructional plans	plans with colleagues to reflect	the curriculum, content standards,
sequencing long-term and	connection to adopted curriculum,	and long-term plans.	to support student learning.	integration of curriculum	and assessed learning needs to
short-term instructional	Does not plan to ensure access			guidelines, frameworks, and	design cohesive and
plans to support student	to challenging, diverse, academic			content standards with assessed	comprehensive long-term and
learning	content for all students.			instructional needs to ensure	short-term instructional plans that
				student learning.	ensure high levels of learning.
4.4	Instructional strategies do not	Plans instruction that incorporates	Uses knowledge of subject	Integrates instruction to address	Plans instruction incorporating a



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	
Planning instruction that	address students' diverse learning	strategies suggested by	matter, culturally responsive	learning styles and meets	repertoire of strategies to	
incorporates appropriate	needs,	curriculum guidelines,	pedagogy, and students' diverse	students' assessed language and	specifically meet students' diverse	
strategies to meet the			learning needs to plan and	learning needs. Provides	language and learning needs and	
learning needs of all			implement appropriately paced	appropriate support and challenge	styles to advance learning for all.	
students			instructional activities.	for students.		
4.5	Instructional plans are not	Implements lessons and uses	Makes adjustments and	Makes ongoing adjustments to	Based on assessed student	
Adapting instructional	modified, in spite of evidence that	materials from curriculum	adaptations to differentiate	instructional plans and uses a	needs and past lessons taught,	
plans and curricular	modifications would improve	provided.	instructional plans based on the	variety of materials as the	anticipates and plans for a wide	
materials to meet the	student learning.		assessed learning needs of all	instructional need arises to	range of adaptations to	
assessed learning needs of			students.	support student learning.	instruction.	
all students						
Evidence :						
Rating: $\sqrt{}$						

Standard 5 : Assessing Students for Learning								
Elements	Does Not Meet CSTP	Progressing Towards	Meets or Exceeds CSTP					
		CSTP						
5.1	Does not demonstrate an	Explores the use of different types	Selects and uses assessments	Develops and adapts a range of	Demonstrates purposeful use of			
Applying knowledge of	awareness of the purposes,	of assessments. Begins to	based on a clear understanding of	appropriate assessments to	a wide range of assessments to			
the purposes,	characteristics, and uses of	identify specific characteristics of	the purposes and characteristics	address questions about students'	support differentiated student			
characteristics, and uses	different types of assessments.	assessments that yield different	of assessments to support student	learning needs and progress.	learning needs and reflect			



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
of different types of assessments.		types of information about student preparedness, progress, and proficiency.	learning,	Integrates a variety of characteristics into assessments to allow students with a range of	progress, Draws flexibly from a repertoire of appropriate assessment options and
				learning needs to demonstrate what they know.	characteristics to maximize student demonstration of knowledge,
5.2	Uses no sources of information to	Uses data from required	Explores collecting additional data	Collects a variety of formal and	Designs and integrates an
Collecting and analyzing	inform instruction and/or does not	assessments to assess student	using supplemental assessments.	informal assessment data on	assessment plan that provides
assessment data from a	use assessments that are	learning, Follows required	Makes adjustments in planning for	student learning. Uses analysis of	formal and informal assessment
variety of sources to	appropriate.	processes for data analysis and	single lessons or sequence of	a variety of data to inform	data on student learning. Uses
inform instruction		draws conclusions about student	lessons based on analysis of	planning and differentiation of	data analysis of a broad range of
		learning.	assessment data.	instruction	assessments to provide comprehensive information to guide planning and differentiation of instruction.
5.3	Does not review data, individually	Reviews and monitors	Reviews and monitors a variety of	Reviews and monitors a wide	Works collaboratively with
Reviewing data, both	or with colleagues, to monitor	assessment data as required by	data, individually and with	variety of data, individually and	colleagues to identify and address
individually and with	student learning.	site and/or district	colleagues, to identify the learning	with colleagues, to identify trends	underlying causes for assessment
colleagues, to monitor			needs of individual students.	and patterns among students.	data trends
student learning					
5.4	Assessment data is not	Uses data from available	Uses a variety of formal and	Uses a wide variety of data to	Reflects on data to make
Using assessment data to	appropriately used by the teacher	assessments to establish learning	informal assessment data to	establish goals for content and	refinements to learning goals for



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
establish learning goals	to establish learning goals or to	goals.	establish learning goals for	academic language that are	content and academic language
and to plan, differentiate,	plan, differentiate, and modify		content and academic language	integrated across content	for the full range of students. Uses
and modify instruction	instruction.		Regularly plans differentiated	standards for individuals and	data systematically to refine
			lessons and modifications to	groups. Plans differentiated	planning, differentiate instruction,
			instruction to meet students'	instruction targeted to meet	and makes ongoing adjustments
			diverse learning needs.	individual and group learning	to match the evolving learning
				needs and modifies lessons	needs of individuals and groups
				during instruction based on	
				informal assessment.	
5.5	Does not involve students in	Begins to encourage students to	Models and scaffolds student	Implements opportunities for	Provides ongoing opportunities for
Involving all students in	self-assessment, goal setting, and	establish learning goals through	self-assessment and goal setting	students to self-assess and set	student self-assessment, goal
self-assessment, goal	monitoring of their progress,	single lessons or sequence of	processes for learning content	learning goals related to content,	setting, and monitoring progress.
setting, and monitoring		lessons that include goal setting	and academic language	academic language and individual	Develops students' meta-cognitive
progress		exercises. Provides students with	development. Guides students to	skills, Integrates student	skills for analyzing progress and
		opportunities in single lessons or	monitor and reflect on progress on	self-assessment, goal setting, and	refining goals to advance their
		sequence of lessons to monitor	a regular basis.	monitoring progress across the	academic achievement,
		their own progress towards class		curriculum.	
		and/or individual goals.			
5.6	Does not use available	Uses technologies to implement	Uses technology to design and	Integrates a variety of	Uses a wide range of
Using available	technologies to assist in	individual assessments, record	implement assessments, record	technologies into the	technologies to design, implement
technologies to assist in	assessment, analysis, and	results and communicate with	and analyze results and	development, implementation,	and analyze assessments and
assessment, analysis, and	communication of student	administration, colleagues and	communicate student learning	analysis of assessments, and	provides for in depth and ongoing



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
communication of student learning	learning.	families about student learning.	with administration, colleagues, families and students. Ensures that communications are received by those who lack the access to technologies	communication of student learning to all audiences.	communication regarding student learning for all audiences.
5.7	Does not provide students with	Provides students with feedback	Provides students with clear and	Integrates feedback to students	Develops student skills in
Using assessment	feedback through assessment of	through assessment of work and	timely information about	from formal and informal	analyzing assessments of their
information to share	work. Poor communication of	required summative assessments.	strengths, needs, and strategies	assessments in ways that support	progress to facilitate and
timely and	student proficiency and behavior	Notifies families of student	for improving academic	increased learning. Provides	accelerate their learning.Engages
comprehensible feedback	issues to family.	proficiencies, challenges, and	achievement Communicates	opportunities for two-way	families in a variety of ongoing
with students and their		behavior issues,	regularly to share communication	communications with families to	comprehensible communications
families			assessment information that is responsive to individual student and family needs.	share student assessments and progress, and to raise issues or concerns	about individual student progress and ways to provide and monitor,
Evidence:			1		
Rating: 🗸					

Standard 6 : Develop	ing as a Professional Educat	or			
Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTP	
6.1	Rarely uses reflection to assess	Reflects on areas of concern in	Engages in reflection individually	Analyzes and reflects individually	Integrates analysis and reflection



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
Reflecting on teaching	professional growth to support	his/her teaching practice,	and with colleagues on the	and with colleagues on teaching	individually and with colleagues
practice in support of	student learning over time or to	assesses growth in these areas,	relationship between making	and learning based on evidence	into teaching practice in
student learning	plan professional development,	and begins to focus professional	adjustments in teaching practice	gathered, Plans professional	relationship to professional growth
		development on immediate	and the impact on the full range of	development based on teaching	that supports the full-range of
		student learning needs	learners	practices that support the full	student learning.
				range of learners	✓
6.2	Rarely establishes professional	Sets goals that take into account	Sets goals and pursues	Purposefully pursues	Sets and modifies a range of
Establishing professional	goals, seeks opportunities to	self-assessment of teaching	opportunities to acquire new	opportunities to expand	professional goals to extend own
goals and engaging in	develop new knowledge or skills,	practice	knowledge and skills and	knowledge and skills, and	teaching practice and that of
continuous and	or participates in the professional		participate in the professional	participates in and contributes to	colleagues, Contributes to
purposeful professional	community.		community_	the professional community.	professional organizations,
growth and development				✓	literature, and development
					opportunities and leads
					professional development,
6.3	Rarely collaborates with	Establishes positive working	Works constructively with	Engages staff in dialogue and	Provides opportunities to
Collaborating with	colleagues, or seeks out other	relationship with a few colleagues.	colleagues and support staff to	reflection to support student	collaborate with staff to support
colleagues and the	staff to discuss student learning.	Interacts with colleagues to	improve student learning and	learning and teacher growth in	learning for all students, Provides
broader professional	Rarely participates in school or	gather resources. Seeks out	reflect on practice. Collaborates	responsive and appropriate ways.	leadership for, and contributes to,
community to support	district events or learning	trusted colleagues to consider	with colleagues to plan		the learning of other educators,
teacher and student	activities	solutions to problems with	curriculum, coordinate resources,		✓
learning		students.	and solve problems.		·
6.4	Teacher may demonstrate respect	Communicates with families at	Regularly communicates student	Communicates to families in ways	Engages families in a variety of



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
Working with families to	for students' families or their	reporting periods and school	progress in appropriate ways,	which show understanding of and	responsive, ongoing, two-way
support student learning	backgrounds, but has limited	events. Advises families of	taking into account the diversity of	respect for cultural norms	communications in support of
	communication with families, and	problems. Recognizes the role of	families. Encourages families to	Provides opportunities and	student success. Structures a
	is not sure how to provide	the family in student learning.	contribute to the support of their	support for families to actively	wide range of opportunities for
	opportunities for participation in	Invites families to contribute in the	children's learning.	participate in support of their	families to contribute to the
	the classroom or school	classroom /school events		children's learning.	support of their children's
	community.				learning.
					✓
6.5	Lacks awareness of local	Develops an awareness of	Uses a variety of neighborhood	Draws from understanding of	Collaborates with community
Engaging local	neighborhoods and communities	neighborhood and community	and community resources to	community to improve and enrich	members to increase instructional
communities in support	around school and does not make	resources	support the curriculum.	the instructional program.	and learning opportunities and to
of the instructional	use of available local resources.				support students and families.
program					\checkmark
6.6	Does not fulfill professional	Possesses a positive attitude in	Maintains positive attitude,	Maintains motivation and	Demonstrates and models
Managing professional	responsibilities. Does not stay	the classroom. Develops an	demonstrates understanding of	commitment to all students,	professional integrity, and
responsibilities to	current with professional and legal	understanding of professional	professional responsibilities and a	demonstrates professional	challenges self intellectually and
maintain motivation and	responsibilities for students'	responsibilities.	commitment to all students, and	integrity, and challenges self	creatively throughout career to
commitment to all	learning, behavior and safety.		seeks to balance professional	intellectually and creatively.	maintain
students			responsibilities with personal		motivation and commitment to all
			needs.		students and the professional
					community.
					\checkmark



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Elements	Does Not Meet CSTP Progressing Toward	s CSTP Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
Evidence:				
3/6/13 becoming tech savvy training	j.			
8/7/13 tech and common core train	ng.			
3/11/13 tech and common core trai	ning.			
/25/13 tech and common core trai	ning.			
0/16/13 tech and common core tra	ining.			
11/13/13 tech and common core tra	ining.			
Enrolled in Fresno Pacific Universit	course Math 929-facilitating math discussion			
Rating · / Meets or Ex	ceeds CSTP			



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2013 - 2014 School Year

Fyaluator Comments :

s been a pleasure working with you this year. Your willingness to share your thoughts relating our transition to the Common Core was refreshing. I respect the fact that you will stand up for what you believe in. I also respect your willingness to step out of your comfort zone when I asked you to do so. As an administrator, it's really all we can ask for. To that end, I recommend that you continue to "Organize the Subject Matter" so that structured student-to-student and teacher-to-student interaction take place during all phases of each lesson. For example, during the "I do" segment of the lesson, consider incorporating the Think-Pair-Share strategy supplemented with DOK (Depth of Knowledge) Level 2 Skill/Concept related questions. As you progress into the "We Do" segment of the lesson, continue to model relevant concepts or tasks with the understanding that the questions need to get progressively more challenging (level 2 and Level 3) while you facilitate the learning process. During this segment it's important that you afford the students the opportunity to attempt to apply their knowledge. It's important to note, however, that checking for understanding during this stage (Stage 2) is of utmost importance. The more frequently you check for understanding at DOK Levels 2 or above, the more accurately you will be able to gauge when and where the students are are unable to make connections. As you move into the third or final stage of the lesson, I encourage you to further increase your Level of Questioning as challenge the students further with one caveat; as you continue to ask Level 2 or 3 questions and challenge the students do not hesitate to draw a small group of students together, or, the entire class if necessary, to differentiate or scaffold as necessary. The key is to continually assess so that were cognizant of when to let the students work through content in pairs or individuals, and when we need to reel them in because they; re clearly not understanding the content.

Employee Comments:

Permanent:
Continue Permanent Status

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HUMAN RESOURCES

Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Certificated Personnel Evaluation Form

(Reference: Collective Bargaining Agreement, Article 10)

Copy 1 - Personnel File
Copy 2 - Evaluator
Copy 3 – Employee

Employee:	Evaluator:
Grade/Subject Area(s): grade_	Position:
School Year:11-12 Site/Location*Standard Selected by the Evaluator#4 Planning Instruction	Date: 3/15/12 *Standard Selected by the Unit Member#3 Organizing Subject Matter
Status:	Permanent

Directions for Use:

- 1) During the first twenty (20) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards, and distribute the *most recent version of the* California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers to all certificated teachers. The Standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.3, Section b)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The attached FSUSD Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion for the evaluation. Evidence based comments will be provided. In completing the final report, the evaluator will consider the overall performance in each of the selected standards when determining an evaluation rating. [Reference: Article 10.3, Sections (a.1, c, & d thru g)]
- 4) All unit members will receive a final evaluation report in writing, and an employee/evaluator conference will be held at least thirty (30) workdays prior to their last workday in the school year in which the evaluation took place. [Reference: Article 10.4, Sections (a or b)]

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^{*} Applies to Permanent Unit Members ONLY

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTI	•	Evidence-Based Rationale for Rating
Connecting students' prior knowledge, life experience, and interests with learning goals	Makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest. Some connections are made to learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.	This evaluation is based on formal observations, informal classroom visits and "walk-throughs", written lesson plans and other teacher-provided information. Standard #1 not selected for the current evaluation cycle.
Uses a variety of instructional strategies and resources to respond to students' needs	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs,	Uses a few instructional strategies, Delivers instruction with available resources and materials, Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs, Checks for student understanding.	Uses a repertoire of strategies and resources, Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.	Rating (Check One): Does Not Meet CSTP Meets or Exceeds CSTP Progressing Towards CSTP
Facilitating learning experiences that promote autonomy, interaction and choice 1.3	Directs learning experiences, permitting no student autonomy, interaction, or choice.	Directs learning experiences through whole group and individual work with limited possibilities for interaction and choice,	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skill. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.	
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful 1.4	Provides no learning opportunities for students to engage in problems solving, analysis, or critical thinking activities,	Provides limited learning opportunities for students to engage in problem solving within subject matter areas. Asks some critical thinking questions to relate facts and key concepts of subject matter.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives, Supports students to initiate problem posing, problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives with and across subject matter.	
Promoting self- directed, reflective learning for all students	Provides no opportunities for students to initiate their own learning or to monitor their own work.	Provides limited opportunities for students to monitor their own work and to reflect on the process and their progress.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on the process and their progress.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on the process and their progress as a regular part of learning experiences.	

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTP		Evidence-Based Rationale for Rating
Creating a physical environment that engages all students 2.1	The physical environment does not support student learning. Movement and access may be restricted by barriers. Materials are difficult to access when needed.	Arranges room for teacher accessibility or visibility of students. Manages room for easy movement and access to resources. Room displays relate to the curriculum.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.	Standard #2 not selected for the current evaluation cycle.
Establishing a climate that promotes fairness and respect 2.2	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior, Allows inappropriate attitudes and behaviors among students. Response to inappropriate behavior is unfair or inequitable.	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring and respect and may initiate creative solutions to conflicts.	Rating (Check One): □ Does Not Meet CSTP □ Meets or Exceeds CSTP □ Progressing Towards CSTP
Promoting social development and group responsibility 2.3	Does not support students' social development, self-esteem, and diversity. Students have no sense of responsibility for each other.	Uses some strategies and activities to develop students' individual responsibility and recognition of others rights and needs. Students share in classroom responsibilities, Recognizes student diversity but does not promote acceptance or respect.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and point of view.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.	
Establishing and maintaining standards for student behavior 2.4	No standards for behavior appear to have been established, or students are confused about what the standards are.	Establishes basic standards for behavior, Response to student behavior is generally appropriate.	Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's behavior in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in monitoring their own behavior and each other's behavior in a respectful way.	
Planning and implementing classroom procedures and routines that support student learning 2.5	Has not established and/or enforced classroom procedures and routines.	Develops procedures and routines. Assists students to learn routines and procedures for most activities.	Establishes and maintains procedures and routines. Supports and monitors students in procedures and routines appropriate for learning activities.	Assists and encourages students in developing and maintaining equitable routines and procedures.	Assists and encourages all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures,	
Using instructional time effectively	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities, Develops some routines for classroom business and most transitions are timely.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to selfmonitor time on task.	

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTI		Evidence-Based Rationale for Rating
Demonstrating knowledge of subject matter and student development 3.1	Basic knowledge of subject matter and student development is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter and student development. Promotes an understanding of key concepts.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Plans and builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).	goals in the area of this standard included developing additional instructional strategies that motivate and engage students in their learning. Strategies observed include: • Use of choral response for key terms like Venn Diagram and Prime Factorization and signals with fingers for student responses/ thumbs up-down. • Use of whiteboards to increase student accountability and provide a check for understanding. • Increased use of Pair Share and student interactions, and some use of Numbered Heads Together (groups of 4)
Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and does not adequately demonstrate concepts, themes and skills, Rarely supports different perspectives or students' understanding of core concepts.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks,	Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.	has worked on crafting objectives that communicate clearly the key concepts and understanding he plans to convey to students, and should consistently post and reference them during instruction time. His learning goals for students are generally robust and rigorous, and have included calculating the area of triangles and parallelograms, converting decimals to fractions and percents, and explaining the causes and properties of ocean currents. Students are exposed to Tier 3 content vocabulary, and in the second half of the yea. The passing as begun to utilize ELLA strategies to teach Tier 2 academic vocabulary.
Interrelating ideas and information within and across subject matter	Presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students, Supports students' application of cross-curricular learning,	aware of the need to provide visual supports and scaffolds for students that promote understanding of concepts. One thing he tried was incorporating examples of "Google Earth" type maps on the SmartBoard that showed examples of volcanoes in Italy and Hawaii. A method of using a venn diagram to determine common factors and the least common multiple of two numbers helped students see the relationship between the two number——Ilso intentionally designed math lessons utilizing the number line to illustrate the relationship of fractions and decimals. In these lessons, he modeled how to locate the non-whole numbers on the line and students individually practiced on their own copies. Increasing the
Developing student understanding through instructional strategies that are appropriate to subject matter 3.4	Does not appropriately match instructional strategies to subject matter content or concepts. Does not encourage students to think critically or to extend their knowledge.	Uses a few instructional strategies to make the content accessible to students. Makes some attempt to encourage students to think critically,	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.	frequency and variety of these visual supports is a strategy we discussed with regard to posted vocabulary on the word wall, conceptual pictures and models, and color-coded information used on SmartBoard slides. Examples from other classrooms were shared and this should continue to be a goal for increasing the effectiveness of presentations (I Do) and support of students in the guided practice phase (We Do) of lessons in the coming year. Rating (Check One):
Using materials, resources, and technologies to make subject matter accessible to students 3.5	Instructional materials, resources and technologies are not used appropriately. Materials do not accurately reflect diverse perspectives.	Uses available instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity, Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills, Materials reflect linguistic diversity of students. Resources are made available to all students.	Selects, adapts and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access,	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.	□ Does Not Meet CSTP ☑ Meets or Exceeds CSTP □ Progressing Towards CSTP

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTF		Evidence-Based Rationale for Rating
Drawing on and valuing students' backgrounds, interests, and developmental learning needs 4.1	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students,	goals for his practices in relation to planning instruction include improving long-term planning with the use of a curriculum map, improving the level and degree of planning in daily lessons, incorporating formative assessments in a more seamless way, and intentionally planning moments within the lessons to increase the use of signals, choral response, and "think time." He reported that his typical planning practices include identifying the standards coming up in the pacing plan, prioritizing the
Establishing and articulating goals for student learning 4.2	Instructional goals are not established or do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic,	Communicates expectations for student learning in most lessons, Has inconsistent expectations for students.	Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high,	Ensures that students understand and reflect upon short-term and long-term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short-term and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising and achieving personal goals.	most important skills and ideas for students to master, and asking what will be the best learning activity for students with consideration of student learning styles. He verbally communicates the connections between prior lessons and future skills and activities to his students. has provided several examples of unit level lesson plans this year as a part of observation and debrief conversations which show attention to and
Developing and sequencing instructional activities and materials for student learning 4.3	Instructional activities and materials are not appropriate to the students or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Develops some concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs,	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge,	concern for vocabulary development and logical progression of skills and concepts. Students take notes, use graphic organizers such as a budget vocabulary matrix, and answer questions such as "What properties of magma help to determine the type of eruption?" Daily lessons include plans for assessment in broad strokes such as "Students show understanding of mid-ocean ridges by doing the 'Writing in Science' activity p. 155," and "Students show mastery by sequencing the steps of sea-floor spreading." In math, his plans indicate a goal of 80% accuracy
Designing short- term and long-term plans to foster student learning	Individual lesson plans have little or no recognizable organization or comection to adopted curriculum. Demonstrates limited knowledge of subject matter and students to plan and pace instructional activities over time. Does not plan to ensure access to challenging, diverse, academic content for all students.	Ineffectively organizes curriculum to allow enough time for student learning, review and assessment, Neglects to provide opportunities for all students to learn at their own pace.	Organizes most of the curriculum to allow enough time for student learning, review, and assessment. Demonstrates knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for most students to learn at their own pace.	Organizes curriculum to allow enough time for student learning, review, and assessment. Applies knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for all students. Provides opportunities for all students to learn at their own pace.	Learning sequences are responsive to the needs of individual students and promotes understanding of complex concepts. Plans are comprehensive and cohesive across content areas.	for all students. A summary of the steps and progression of one observed lesson was: 1) reference standard/objective, 2) utilize Venn diagrams to find least common multiples, 3) emphasize vocabulary of "multiple", 4) use numbered heads together, 5) use whiteboards to review factoring, 6) provide teacher instruction on factoring and finding least common multiple of two numbers, 7) use signals such as thumbs up/down and number of fingers to demonstrate understanding, 8) independent practice of LCM. Rating (Check One):
Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Inconsistently adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusion.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to modify lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to modify lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.	□ Progressing Towards CSTP

Standard 5: Assessing Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTI	P	Evidence-Based Rationale for Rating
Establishing and communicating learning goals for all students	Does not use adopted curriculum materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Students are unaware of learning goals.	Inconsistently uses adopted material to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Some students are aware of learning goals.	Uses subject matter standards from district, state, and other sources to guide establishment of learning goals for all students that reflect the key subject matter concepts, skills, and applications. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, reviews and revises learning goals with students and families on an ongoing basis.	Standard #5 not selected for the current evaluation cycle. Rating (Check One): Does Not Meet CSTP Meets or Exceeds CSTP Progressing Towards CSTP
Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent source of information to assess student learning and/or uses assessment strategies that are not appropriate.	The teacher uses limited sources of information to assess student learning and one or more assessment strategies to monitor student progress.	The teacher uses a variety of sources to collect information about student learning and multiple assessment strategies to monitor student progress and inform instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short-term and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.	
Involving and guiding all students in assessing their own learning 5.3	The teacher does not encourage students to reflect on or assess their own work.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in assessing their own work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self- assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in ongoing self and peer assessment and in monitoring their progress and goals over time.	
Using the results of assessment to guide instruction 5.4	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons, Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction,	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broadbased checking for understanding in instruction and is able to modify and redesign lessons as needed.	
Communicating with students, families, and other audiences about student progress	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete, unclear, or not timely.	Provides students with information about their current progress as they engage in learning activities, Families and support personnel are contacted as mandated.	Provides students with timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans, Ongoing information is collected from a variety of sources and shared with students, families and support personnel.	Involves students, families, and support personnel as partners in the assessment process, Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.	

Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTP		Evidence-Based Rationale for Rating
Reflecting on teaching practice and planning professional development 6.1	Reflects on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and may use reflection to plan professional development.	Reflects on the relationship of teaching practice to student learning, Plans professional development based on reflection,	Analyzes and reflects on teaching and learning hased on evidence gathered. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.	participated in the Grange community in a variety of ways: Attended ELLA Workshops and participated in a cohort group for demonstration lessons. He served as a group "host" and taught a demonstration lesson of Numbered Heads Together for colleagues to observe and collaboratively discuss in order to develop expertise with this strategy. Attended Gibson & Associates site training sessions.
Establishing professional goals and pursuing opportunities to grow professionally 6.2	Rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Sets goals considering self- assessment and other feedback. Pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community,	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.	 Organized field trips for Rush Ranch environmental science experiences for 6th grade students. Engaged parents to serve as chaperones. Attended district-provided Math training throughout year. Used video recording of authentic classroom instruction to study and reflect upon his professional practice.
Working with communities to improve professional practice 6.3	Teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	Teacher increases their own understanding of the roles of the communities in students' lives. May attend selected community events. Uses some district resources and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations. Provides students with a range of community experiences that benefit students and/or families.	 Served as Co-Treasurer for P.T.O. and collaborated with parent volunteer in this position. Organized students to participate in the Grange Clean-up Corp on Friday mornings before school. Made positive phone calls to parents and families. Attended concerts and award ceremonies to support Grange students. Taught math in Wintersession intervention program.
Working with families to improve professional practice 6.4	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events, Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.	Worked in conjunction with science department to increase personal knowledge and expertise in this content area. Recommendations for continued development in this standard include: Pursuing additional skills and proficiency with tech tools, and specifically with SmartBoard capabilities and "clickers" as a formative assessment tool. Continued work on language scaffolding through ELLA vocabulary
Working with colleagues to improve professional practice 6.5	Rarely collaborates with colleagues, or seeks out other staff to discuss student needs. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.	lessons and ELLA "year 2" development of reading and writing supports. • Continuing and increasing the level of collaboration with 6 th grade team at the lesson planning level. Rating (Check One):
Balancing professional responsibilities and maintaining motivation 6.6	Does not fulfill professional responsibilities. Does not stay current about professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities,	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.	☐ Does Not Meet CSTP ☐ Meets or Exceeds CSTP ☐ Progressing Towards CSTP Page 7 of 8

Employee		
School Year	2011-2012	

Additional Comments - Employee	Additional Comments - Evaluator
	you are a passionate supporter of education! It has been an enjoyable process to discuss issues surrounding
	uction and professional practice with you this year. Although you haven't always agreed with feedback
	items initially, you have been willing to consider and reflect upon conversation points beyond our meetings.
	Some final thoughts for this evaluation cycle:
	1. Your efforts to increase the levels of observable student engagement in your classroom are appreciated
	and evident in both formal visits and various informal moments when I've been present in your room.
	Remember that engagement is created whenever the teacher asks the students to do something. This can
	be accomplished through special techniques and structures like Numbered Heads Together and Choral
	Response, but it can also be simple like asking students to track as you read a sentence together, to write
	a word or sentence, to signal their response to your question, or to point to a specific spot in an
	illustration or text. A minimal goal should be to have an average of more than one observable
	engagement incident per each minute of instruction, and more is better still. To continue to improve
	student learning, continue to plan for the engagement strategies you've been experimenting with this year
	and increase the frequency of observable student actions even more. You already have good classroom
	management skills, but I'm certain that increased engagement levels will continue to result in more
	efficient operations as well as increased levels of student achievement.
	2. Another adage to remember is that the person doing the talking is the person doing the learning. The
	implication for our classrooms is that the students need to participate in the talking at increased levels
	through directed and specific interactions. I have observed you making more frequent use of Think-Pair- Share opportunities this year with much tighter time frames allowed, and combining that strategy with
	sentence frames and directions for students to talk together in a more targeted, more structured manner
	(A's tell B's Then B's tell A's). Changes this year are a good start, AND, our students need
	even more of this! Please plan to increase the frequency and specifically plan what students will discuss
	and how/when you will direct them to interact verbally with each other.
	3. Capitalizing on whiteboard responses from every student would serve you well in your desire to
	incorporate formative assessment into the natural flow and sequence of your lessons. I have seen you use
	the boards in several instances, but it would be worth the effort to develop efficient classroom procedures
	around whiteboards that make it possible to utilize them recurrently and habitually. Whiteboards are best
	used in the "We Do" guided practice portion of your lesson after you have taught students something ("I
	Do"). Teach students to wait to display their response until your signal and then to display it at chest
	level simultaneously. Check every student! This is the point in which you should use your litmus test of
	an 80% success rate- if the boards show at least 80% correct answers, have your students pair-share
	together to reinforce the correct/accurate learning, and if there are fewer than 80% correct answers, re-
	teach the point of confusion that you see from the responses.
	4. You have developed a great deal of content knowledge and experience over the years. Notwithstanding,

(2)

	the diligence of your planning habits can have a deep effect on the effectiveness of your lesson delivery. We want to give students the G.I.F.T. of great initial first teaching. It would serve you well to plan each day's specific objective and discrete steps, examples, questions, and assessment in addition to the broad overarching plans you typically use. Staying focused on the goal or objective of the lesson, by consistently posting it and communicating it to students, can help you better differentiate between ideas that are appropriate to pursue with the class and those that are likely to take you off-target of the learning goal (which happened in the first formal observation lesson) or even take you down the path of making unproductive comments to the class. I am pleased that you share a common dedication and commitment with other staff members that our students deserve more from us than simply being satisfied with status quo learning levels. Your enthusiasm for our school and various contributions to its smooth functioning are valued and appreciated, and I look forward to
	working with you in the future.
	Recommendations
Probationary:	Temporary:
Continue Probationary Status Continue Probationary Status with Recommendation for Assistance Recommend for Permanent Status Recommend Non-Re-Employment	Continue Temporary Status Continue Temporary Status with Recommendation for Assistance Recommend Release from Contract
	Permanent:
(Additional information may be attached)	Continue Permanent Status Continue Permanent Status with Mandated Referral to PAR *(2-3 "Does Not Meet CSTP" Ratings) The next evaluation of this Permanent Employee is deferred to the third school year following the school year of this evaluation. (Please initial and date above to indicate agreement for Deferral: Administrator & Employee Date) I. Evaluator and Employee must mutually agree to the third year deferral.
Employee's Signatur	Date 3/23/12
Evaluator's Signatur	Title
Reviewed by	Title Date
Reviewed by	Title Date 4/) 6/(c) + Article 10.5 (c)
Distribution. Telsonici File Distributo Employee	Article 10.5 (c)

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July 2007 (Revised 7/1/07)



Fairfield-Suisun Unified School District



"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

MAY 2 4 2010

Evaluator:

Position:

Date: 4-1-10

*Standard Selected by the Unit Member: 2

HUMAN RESOURCES Certificated Personnel Evaluation Form

Site/Location

(Reference: Collective Bargaining Agreement, Article 10)

Copy 1 – Personnel File Copy 2 – Evaluator

Copy 3 - Employee

Directions	for	Use:

Grade/Subject Area(s):

School Year: 2009-10

*Standard Selected by the Evaluator: 1

Employee:

Status:

- 1) During the first twenty (20) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards, and distribute the *most recent version of the* California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers to all certificated teachers. The standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.3, Section b)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The attached FSUSD Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion for the evaluation. Evidence based comments will be provided. In completing the final report, the evaluator will consider the overall performance in each of the selected standards when determining an evaluation rating. [Reference: Article 10.3, Sections (a.1, c, & d thru g)]
- 4) All unit members will receive a final evaluation report in writing, and an employee/evaluator conference will be held at least thirty (30) workdays prior to their last workday in the school year in which the evaluation took place. [Reference: Article 10.4, Sections (a or b)]

^{*} Applies to Permanent Unit Members ONLY

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CS	STP	Evidence-Based Rationale for Rating
Connecting students' prior knowledge, life experience, and interests with learning goals	Makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest. Some connections are made to learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during learning that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.	-During the Nov. observation explained "goesinta" numbers as division numbers or factors. The number 60 put on board and factored." This skill is used in the STAR test". -The standard is posted daily on the white board and the class reads chorally. -During an observation aid, "I want you to take 1 minute and talk with your partner about how to use the GCD (CGF). "Now that you have talked you will work on this". This partner share
Uses a variety of instructional strategies and resources to respond to students' needs 1.2	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	Uses a few instructional strategies. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.	supports students putting miles on their tongues and helps them reinforce ideas that they are learning. -He regularly checks in with RSP teacher who is providing support to several students in a push-in model. —Was observed patiently working with his RSP students who were visibly upset. His patience allowed them to regain their composure and continue working productively in class. —In shared with me the format he was implementing to allow students to self-assess their progress toward mastery of STAR related standards. The format allowed students to make choices in the weekly review of math concepts. -During the Feb. observation the vocabulary was explicitly reviewed and defined in "kid friendly" terms, and then related to the objective of the day posted on the white board. The objective was referenced multiple times during the lesson supporting student learning. -I observed
Facilitating learning experiences that promote autonomy, interaction and choice 1.3	Directs learning experiences, permitting no student autonomy, interaction, or choice.	Directs learning experiences through whole group and individual work with limited possibilities for interaction and choice.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in independent working skills and group participation skill. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.	
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful 1.4	Provides no learning opportunities for students to engage in problems solving, analysis, or critical thinking activities.	Provides limited learning opportunities for students to engage in problem solving within subject matter areas. Asks some critical thinking questions to relate facts and key concepts of subject matter.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives with and across subject matter.	
Promoting self- directed, reflective learning for all students	Provides no opportunities for students to initiate their own learning or to monitor their own work.	Provides limited opportunities for students to monitor their own work and to reflect on the process and their progress.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on the process and their progress.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on the process and their progress as a regular part of learning experiences.	

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	М	eets or Exceeds CS		Evidence-Based Rationale for Rating
Creating a physical environment that engages all students 2.1	The physical environment does not support student learning. Movement and access may be restricted by barriers. Materials are difficult to access when needed.	Arranges room for teacher accessibility or visibility of students. Manages room for easy movement and access to resources. Room displays relate to the curriculum.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment,	-In the movement/seating chart used in the Nov. observation there were some patterns to your movement. I observed through the year that you implemented ideas from our conference to make sure you reach all students frequently during lessons. -You have a very positive rapport with your class. There were no disrespectful comments made by either students or you in any observation. The one
Establishing a climate that promotes fairness and respect	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behaviors among students. Response to inappropriate behavior is unfair or inequitable,	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring and respect and may initiate creative solutions to conflicts.	either students or you in any observation. The on time you redirected the class about blurting it wa polite and gave clear feedback about expectations. The objective was posted daily and you naturall referred to it twice more during the lesson in Novand it is apparent it is part of your regular teachin strategy. Students were made aware of the validity of the concepts and how it would apply to their lift (STAR).
Promoting social development and group responsibility	Does not support students' social development, self- esteem, and diversity. Students have no sense of responsibility for each other.	Uses some strategies and activities to develop students' individual responsibility and recognition of others rights and needs, Students share in classroom responsibilities. Recognizes student diversity but does not promote acceptance or respect.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and point of view.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.	-You connected several times with one of your students (RSP push-in) who was frustrated. He was able to continue working and did not disrupt the class. -I observed opportunities during lessons for students to share ideas thorough pair/share, white boards, hand signals, including a 1-5 for providing immediate feedback using self-assessment. -Classroom procedures ore posted and in place. Expectations for student behavior was reviewed
Establishing and maintaining standards for student behavior 2.4	No standards for behavior appear to have been established, or students are confused about what the standards are	Establishes basic standards for behavior, Response to student behavior is generally appropriate	Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's behavior in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in monitoring their own behavior and each other's behavior in a respectful way.	numerous times during observations in a positive mannerStudents in the class were seated in rows, pairs, and small groups. Students were frequently asked to shat ideas with neighbors and to work in teams to solve and discuss problems. Student engagement in both formal observations was well over 85% and there were no instances of disruption by students that interrupted instruction healt politely and firmly with the few minor instances of off task behavior.
Planning and implementing classroom proce- dures and routines that support student learning 2.5	Has not established and/or enforced classroom procedures and routines.	Develops procedures and routines. Assists students to learn routines and procedures for most activities.	Establishes and maintains procedures and routines. Supports and monitors students in procedures and routines appropriate for learning activities.	Assists and encourages students in developing and maintaining equitable routines and procedures.	Assists and encourages all students in develop-ing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.	
Using instructional time effectively	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to self-monitor time on task,	Rating (Check One): □ Does Not Meet CSTP ☑ Meets or Exceeds CSTP □ Progressing Towards CSTP

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP]	Meets or Exceeds CSTP	12	Evidence-Based Rationale for Rating
Demonstrating knowledge of subject matter and student development	Basic knowledge of subject matter and student development is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter and student development. Promotes an understanding of key concepts.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Plans and builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student under-standing of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relation-ships in and among subject area(s).	Rating (Check One): Does Not Meet CSTP Meets or Exceeds CSTP Progressing Towards CSTP
Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and does not adequately demonstrate concepts, themes and skills. Rarely supports different perspectives or students' understanding of core concepts.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.	=
Interrelating ideas and information within and across subject matter 3.3	Presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards, Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in- depth learning for all students. Supports stu- dents' application of cross-curricular learning.	
Developing student understanding through instructional strategies that are appropriate to subject matter 3.4	Does not appropriately match instructional strategies to subject matter content or concepts. Does not encourage students to think critically or to extend their knowledge.	Uses a few instructional strategies to make the content accessible to students. Makes some attempt to encourage students to think critically.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.	
Using materials, resources, and technologies to make subject matter accessible to students 3.5	Instructional materials, resources and technologies are not used appropriately, Materials do not accurately reflect diverse perspectives.	Uses available instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students. Resources are made available to all students.	Selects, adapts and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.	

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meet	s or Exceeds CSTP		Evidence-Based Rationale for Rating
Drawing on and valuing students' backgrounds, interests, and developmental learning needs 4.1	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.	Rating (Check One): Does Not Meet CSTP Meets or Exceeds CSTP
Establishing and articulating goals for student learning 4.2	Instructional goals are not established or do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic.	Communicates expectations for student learning in most lessons. Has inconsistent expectations for students.	Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expecta-tions for students are generally high.	Ensures that students understand and reflect upon short-term and long-term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short- term and long-term goals with high ex- pectations for learn- ing. Designs activ- ities so that students have opportunities to participate in setting, revising, and achiev- ing personal goals.	☐ Progressing Towards CSTP
Developing and sequencing instructional activities and materials for student learning 4.3	Instructional activities and materials are not appropriate to the students or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Develops some concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs.	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge.	9
Designing short-term and long-term plans to foster student learning 4.4	Individual lesson plans have little or no recognizable organization or connection to adopted curriculum. Demonstrates limited knowledge of subject matter and students to plan and pace instructional activities over time. Does not plan to ensure access to challenging, diverse, academic content for all students.	Ineffectively organizes curriculum to allow enough time for student learning, review and assessment. Neglects to provide opportunities for all students to learn at their own pace.	Organizes most of the curriculum to allow enough time for student learning, review, and assess-ment. Demonstrates knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for most students to learn at their own pace.	Organizes curriculum to allow enough time for student learning, review, and assessment. Applies knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for all students. Provides opportunities for all students to learn at their own pace.	Learning sequences are responsive to the needs of individual students and promotes understanding of complex concepts. Plans are comprehensive and cohesive across content areas.	
Modifying instructional plans to adjust for student needs	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Inconsistently adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusion.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to modify lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to modify lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.	21

Standard 5: Assessing Student Learning

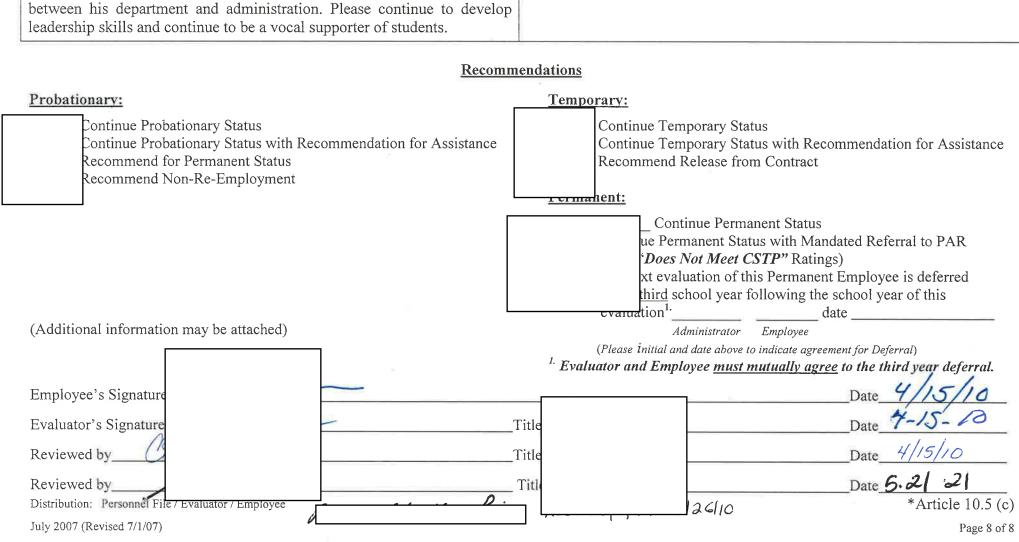
Elements	Does Not Meet CSTP	Progressing Towards CSTP	M	eets or Exceeds CSTP		Evidence-Based Rationale for Rating
Establishing and communicating learning goals for all students	Does not use adopted curriculum materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Students are unaware of learning goals.	Inconsistently uses adopted material to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Some students are aware of learning goals.	Uses subject matter standards from district, state, and other sources to guide establishment of learning goals for all students that reflect the key subject matter concepts, skills, and applications. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, reviews and revises learning goals with students and families on an ongoing basis.	Rating (Check One): Does Not Meet CSTP Meets or Exceeds CSTP Progressing Towards CSTP
Collecting and using multiple sources of information to assess student learning 5.2	The teacher uses no consistent source of information to assess student learning and/or uses assessment strategies that are not appropriate.	The teacher uses limited sources of information to assess student learning and one or more assessment strategies to monitor student progress.	The teacher uses a variety of sources to collect information about student learning and multiple assessment strategies to monitor student progress and inform instruction.	Uses a variety of assessment tools, Collects, selects, and reflects upon evidence to guide short-term and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.	
Involving and guiding all students in assessing their own learning 5.3	The teacher does not encourage students to reflect on or assess their own work.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in assessing their own work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self- assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in ongoing self and peer assessment and in monitoring their progress and goals over time.	
Using the results of assessment to guide instruction	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad-based checking for understanding in instruction and is able to modify and redesign lessons as needed.	
Communicating with students, families, and other audiences about student progress	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete, unclear, or not timely.	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as mandated.	Provides students with timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is collected from a variety of sources and shared with students, families and support personnel.	Involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.	

Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP		eets or Exceeds CSTP		Evidence-Based Rationale for Rating
Reflecting on teaching practice and planning professional development 6.1	Reflects on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and may use reflection to plan professional development.	Reflects on the relationship of teaching practice to student learning. Plans professional development based on reflection.	Analyzes and reflects on teaching and learning based on evidence gathered. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.	addition of sixth grade to middle school his role was to bring information from the department meetings back to the sixth grade team and then share the ideas and facilitate implementation of the tasks. He has attended the department meetings and shared ideas and concerns from his department with the rest of the department heads. He has been professional and
Establishing professional goals and pur- suing opportun- ities to grow professionally 6.2	Rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Sets goals considering self-assessment and other feedback. Pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community,	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development,	department heads. He has been professional and passionate in undertaking this task. Ilso had attended every school function including Night, and the 6 th grade evening introducing family life to the families of students. He regularly attends sporting events and encourages his, and other, students. He communicates with families through e-mails,
Working with communities to improve professional practice 6.3	Teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	Teacher increases their own understanding of the roles of the communities in students' lives. May attend selected community events. Uses some district and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations, Provides students with a range of community experiences that benefit students and/or families.	telephone calls, and letters home. He has attended PTC's and SST's, and has shown that he has a strong concern for his students' success. He works with families to share ideas for helping his students complete, return, and succeed in their work. In conferences following observations has shared his self-reflections on his teaching techniques and who
Working with families to improve professional practice 6.4	Teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.	implementation of new ideas (such as getting feedback from students using a 1-5 system) has improved engagement. It is evident that he cares deeply about his students and is willing to change his practice and implement new ideas to support his students.
Working with colleagues to improve professional practice 6.5	Rarely collaborates with colleagues, or seeks out other staff to discuss student needs. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.	Page 7 of 8
Balancing professional responsibilities and maintaining motivation 6.6	Does not fulfill professional responsibilities. Does not stay current about professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career,	

Employee: J	
School Year	

Additional Comments - Employee	Additional Comments - Evaluator
During the school year I frequently, almost daily, speak with He is	
always upbeat and positive and it reflects in the attitude of his students	
who demonstrate a willingness to learn in the classroom. He is extremely	
dedicated to improving his teaching practice and willingly implements	
new ideas and reflects on the outcome of that implementation. He	
fervently supports his students and has high expectations that he shares	
with families. He has worked very hard to assist his sixth grade team	IV
transition to the MS environment and share ideas and concerns both ways	
between his department and administration. Please continue to develop	
leadership skills and continue to be a vocal supporter of students.	



	DATED
Employee Position Pos	
SchoolSocial	Security #
Evaluator Position Po	School Year <u>2006-07</u>
Status: Temporary	
Rating: U=Unsati	
STANDARD I – Engaging and Supporting All Students in Learning	EVIDENCE / COMMENDATIONS / RECOMMENDATIONS
Connecting students' prior knowledge, life experience, and interest with learning goals. Using a variety of instructional strategies and resources to respond to students' diverse needs. Facilitating learning experiences that promote autonomy, interaction, and choice. Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful. Promoting self-directed, reflective learning for all students.	students are fully engaged as he moves between problem solving and critical thinking activities. He enthusiastically presents learning activities, which facilitate students to student and student to teacher interaction. An example is using the students' prior knowledge of mixed numbers, improper fractions, and decimals to show the relationship of these numbers through a game format. This interaction leads to students gaining a higher level of understanding skillfully uses questioning techniques to help his students come to terms with new concepts.

CERTIFICATED PERSONNEL EVALUATION Employee

School Year 2006/07

STANDARD II –Creating and Maintaining Effective Environments for Student Learning	EVIDENCE / COMMENDATIONS / RECOMMENDATIONS
Creating a physical environment that engages all students	is highly skilled at using positive reinforcement with his
Establishing a climate that promotes fairness and respect.	students to help them feel successful. This is a classroom where all students are valued and mutual respect between the students
Promoting social development and group responsibility.	and the teacher is apparent. Group responsibility is put to the test as students are asked to find equivalent number cards that
Establishing and maintaining standards for student behavior.	other students are holding without speaking or motioning. The
Planning and implementing classroom procedures and routines support student learning.	students are fully engaged and work hard to find answers as the teacher aides them with positive feedback. does an excellent job of teaching the standards in a fun exciting manner.
Using instructional time effectively.	
STANDARD III –Creating Understanding and Organizing Subject Matter for Student Learning	EVIDENCE / COMMENDATIONS / RECOMMENDATIONS
Demonstrating knowledge of subject matter content and student development.	develops openings that foster student interest. He models
Organizing curriculum to support student understanding of subj matter.	expected behavior and uses positive reinforcement to move students toward an understanding of new conceptspften uses a game format to help make subject matter accessible to all
Interrelating ideas and information within and across subject ma areas.	students. He follows lessons with an assessment to know which students need to have further help in the small group format.
Developing student understanding through instructional strategi that are appropriate to the subject matter.	es
Using materials, resources, and technologies to make subject maccessible to students.	utter

School Year <u>2006/07</u>

STANDARD IV —Planning Instruction and Designing Learning Experiences for All Students		EVIDENCE / COMMENDATIONS / RECOMMENDATIONS
Drawing on and valuing students' backgrounds, interests, developmental learning needs. Establishing and articulating goals for student learning. Developing and sequencing instructional activities and m student learning. Designing short-term and long term plans to foster student Modifying instructional plans to adjust for student needs.	aterials for nt learning.	asked students to explain their answers directions are clear and his lessons are well sequenced and move students
STANDARD V – Assessing Student Learning	Rating	EVIDENCE / COMMENDATIONS / RECOMMENDATIONS
Collecting and using multiple sources of information to assess student learning. Involving and guiding students in assessing their own learning.		As moves about the classroom he visibly assesses his students and speaks to individuals questioning them to lead them to a greater understanding. also uses tests and daily assignments to check for comprehension. He communicates with students and parents through progress reports, journals, and personal contact.

CERTIFIC	CATED PERSONNE	L EVALUATION
Employee		

School Year 2006/07

STANDARD VI – Developing as a Professional Educator	ating	EVIDENCE / COMMENDATIONS / RECOMMENDATIONS
Reflecting on teaching practice and planning professional development. Establishing professional goals and pursuing opportunities to professionally. Working with communities to improve professional practice. Working with families to improve professional practice. Working with colleagues to improve professional practice.	to grow	has signed up to attend several workshops this year to hone his skills in technology, conflict resolution, and teaching number sense. is also taking correspondence courses through Colleged mattends Professional Learning Community meetings at both the 4 th and 5 th grade levels. He continues to work with students whose skill levels are low in the small group setting and he believes in consistently reassessing previously taught skills.

ADDITIONAL COMMENTS - EMPLOYEE	ADDITIONAL COMMENTS – EVALUATOR
	Additional Comments/Evaluator
	is a solid member of the teaching staff. He
	works hard to develop positive relationships with students,
	staff, and parents. He makes learning fun for his students as he
	can be highly animated during the delivery of his lessons. He is
	gifted in working with troubled students helping them build
	positive self-esteem. He is an asset to

CERTIFICATED PERSONNEL EVALUATION				
Employee				

School Year 2006/07

Recommendations

Probationar	·y:	Tem	porary:Continue Temporary Status
Recommend	Continue Probationary Status with Reco ation for Recommend for Permanent Status	ommendation for Assistance	Continue Temporary Status with Assistance
	Recommend Non-Re-Employment		
Additional in	Continue Permanent Status with Manda Continue Permanent Status with Manda aformation may be attached.		
Employee's Signature			Date4/17/07
Evaluator's Signature		Title	Date 4/17/07
Reviewed by		Title	Date 4/17/07 Date 5/7/07
Reviewed by_	g.	Title	Date 5/9/07

Incorrect Reduction Claim Name: Stull Act FY 2005-2008 & 2010-2013 Claimant: Fairfield-Suisun Unified School District

SECTION 8: DOCUMENTARY EVIDENCE AND DECLARATION - CONTINUED

EXHIBIT C

COLLECTIVE BARGAINING AGREEMENTS

F-SUTA CONTRACT

July 1, 2005 - June 30, 2007

FAIRFIELD-SUISUN UNIFIED TEACHERS ASSOCIATION

4735 Central Way, Suite C Fairfield, California 94534 (707) 864-6193

Fairfield-Suisun Unified School District 2490 Hilborn Road Fairfield, California 94534 (707) 399-5000

- c. All documents, communications, and records dealing with the process of a grievance will be filed in a separate file and will not be kept in the personnel file of any of the participants.
- d. The limits for appeal provided in each level shall begin the day following receipt of written decision by the parties. These limits may be extended with the agreement of the parties.
- e. If a grievance arises from action or inaction on the part of a member of the administration at a level above the principal or immediate supervisor, the grievant shall submit such grievance in writing to the Superintendent directly, and the processing of such grievance shall be initiated at Level III. Such Level III grievances must be filed within thirty (30) days after knowledge of the occurrence of the act or omission giving rise to the grievance.
- f. Subject to the appeal of the Association, implementation of any proposed resolution of a grievance at any formal level will take place within five (5) days. If such implementation has not resolved the alleged violation, misapplication or misrepresentation of the contract, the Association will proceed to higher levels of the grievance procedure.

ARTICLE 10 - EVALUATION

- 10.1 It is understood and agreed by the parties that the principal objective is to maintain and improve the quality of education in the District. It is further understood and agreed that this objective can be more readily achieved by a manifest willingness on the part of the District to assist all certificated unit members, but especially less experienced unit members in improving their professional skills. The District accepts as a fundamental premise for a successful evaluation program, the necessity for mutual respect and confidence to exist between the evaluator and those evaluated. The evaluation process and forms shall not be used as retaliation or as a substitute for discipline.
- 10.2 The evaluation of certificated unit members is based on the California Standards for the Teaching Profession (CSTP). These Standards are also part of the District's Beginning Teacher Support and Assessment Induction Program and the Peer Assistance and Review Program (PAR). An important component of each of these is the understanding that all professionals grow and develop. It is, therefore, expected that all final evaluations will contain individual and personalized suggestions for continued professional development.
- 10.3 Certificated Evaluation Process using CSTP
 - a. This process will be used to evaluate all certificated unit members:
 - 1. Permanent unit members will be evaluated once every two (2) years. Permanent unit members who receive a "Does Not Meet CSTP" or at least

two "Progressing Towards CSTP" ratings on their evaluation may be evaluated in the subsequent year. The formal evaluation of a permanent unit member may be deferred to a third year by mutual agreement with their site administrator. If so, the "once-every-two-year cycle" specified in this paragraph will start over.

- 2. Probationary unit members will be evaluated at least once a year.
- 3. Temporary unit members will be evaluated at least once a year.
- 4. At the request of the Association, the timeline for a grievance dealing with a unit member's evaluation will continue from the end of the period of service in which the evaluation was received, until the beginning of the following period of service.
- 5. "Evidence" shall be the measure supporting a rating by an evaluator of a unit member on the approved observation and evaluation forms. Evidence shall be a unit member's Observation Forms, the items listed in 10.4.e and other objective measures of assessment that relate to the CSTP Standard being observed or evaluated.
- 6. Consulting Teachers (PAR Program, Article 14) shall be evaluated according to the guidelines in Article 14.6.c.
- b. Individual or school site unit member trainings to include all unit members will begin within the first twenty (20) days of the unit member's work year and total 120 minutes of training by March 10. Unit members will be evaluated upon the Standards on the form "Certificated Personnel Evaluation Form, Appendix X." All certificated unit members will be provided with copies of the CSTP: California Standards for the Teaching Profession (most recent edition), which provides detailed information regarding the components of each Standard.
- c. Probationary and temporary unit members will be evaluated on all six (6) CSTP Standards. Documentation provided by the unit member (Probationary, Temporary or Permanent) to include, but not be limited to, that mentioned in 10.3(e)(5) shall be a part of the evaluation of Standard Six (6).
- d. At least two (2) formal observations, one scheduled, and the other may be scheduled or unscheduled, will be held during a unit member's evaluation year to observe unit members using only the District's Certificated Personnel Observation Form (Appendix W). These formal observations will be at least thirty (30) minutes in length. These formal observations may take place any time a certificated unit member is performing within the scope of his/her classroom duties. The number, frequency and duration of observations may vary with the requirements imposed by the type of class, the needs of the teacher, and individual

situation. Formal observations may be preceded by a pre-conference and must be followed with a post-conference between the unit member and the evaluator.

- e. The authorized components of data to validate the CSTP include formal classroom observations and:
 - 1. Observations of less than 30 minutes
 - 2. Classroom walk-throughs
 - 3. Lesson plans as designed by the classroom teacher
 - 4. Observation of report cards and progress reports
 - 5. Records of professional development activities as provided by the teacher (Such documentation shall be a part of the evaluation of Standard 6).

Standardized test scores shall not be used as evaluation data.

- f. Following each formal observation, the unit member will receive written feedback from the evaluator no less than three (3) workdays prior to the post-observation conference. In addition, post observation conferences must be held no later than ten (10) workdays following the formal observation. The unit member shall have the right to comment and have those comments affixed to the said observation report. Additionally, the administrator and the unit member may mutually agree to add or modify comments to the observation form at the time of the post-observation conference.
- g. The unit member will receive written final evaluation report from the evaluator no less than five (5) workdays prior to the unit member/evaluator conference. A final evaluation report in writing and unit member/evaluator conference will be held at least thirty (30) workdays prior to the last workday of the unit member in the school year in which the evaluation took place. In completing the final report, the evaluator will consider the overall performance in the Standards selected in the initial conference when determining an evaluation rating.
- h. The principal will have the primary responsibility for observations and filing of observation reports. The principal may assign another on-site administrator these duties.
 - 1. If another onsite administrator is assigned as the primary evaluator, his/her signature shall appear on both the observation report(s) and evaluation. The unit member shall be notified of this assignment change in writing.
 - 2. If a designated evaluator is used by the primary evaluator, both signatures shall appear on the observation report(s) and evaluation. The primary evaluator shall use no more than two (2) designated evaluators during the course of the school year.

Additional Observation(s)

- 3. A unit member may request other observations to be conducted by members of the administration (requested to be either on-site or off-site) other than the designated primary administrator. The additional observation(s) shall be evidence used to determine a unit member's final evaluation.
 - i. For each required observation conducted pursuant to section 10.3.d, a permanent unit member may request and shall receive one (1) additional observation. The permanent unit member may request that such observation(s) be conducted by members of the administration other than the designated primary administrator, including administrators not assigned to the unit member's work location. Such request must be in writing, and made within seven (7) work days of the date of the post-observation conference. The additional observation shall be conducted within twenty (20) work days of the request. The time lines specified in section 10.4.a.2 and 10.4.a.3 shall not apply to any such additional observation(s). The additional observation(s) shall be evidence used to determine a unit member's final evaluation.
- 4. No unit member shall evaluate another unit member.

10.4 Conference/Evaluation Timeline

a. Permanent Unit Member

- 1. Initial conferences for permanent unit members to select the Standards for evaluation shall be held within the first twenty-five work (25) days of the school year. No formal observation shall be conducted in the two (2) weeks after the initial conference.
 - i. Permanent unit members will be evaluated on only three (3) CSTP Standards according to the following: Within the first twenty-five (25) work days of the unit member's work year, the evaluator selects one (1) Standard; the unit member selects one (1) Standard. Additionally, all unit members will be evaluated on Standard 6, "Developing as a Professional Educator."
 - ii. The selection of Standards by the evaluator and the unit member shall be made on the Evaluation Standards Selection form, Appendix V. A copy shall be provided to the unit member and the original copy of this form shall become a part of the Permanent unit member's evaluation form.

- 2. There must be no less than four (4) weeks between an observation post-conference and the next formal observation.
- 3. There must be no less than four (4) weeks between the last post observation conference and the final evaluation conference. The final written evaluation shall be received no less than five (5) work days before the evaluation conference.
- 4. The final evaluation conference must be held no later than thirty (30) days prior to end of the unit member's work year.

b. <u>Probationary/Temporary Unit Members</u>

- 1. A probationary/temporary unit member's first formal observation must be held within the first six (6) weeks of the unit member's work year.
- 2. There must be no less than four (4) weeks between a post observation conference and the next formal evaluation conference.
- 3. There must be no less than four (4) weeks between the last post observation conference and the final evaluation conference. The final written evaluation shall be received no less than five (5) work days before the evaluation conference.
- 4. The final evaluation conference must be held no later than thirty (30) days prior to the end of the work year.

Referrals to the PEER Assistance and Review Program (PAR)

- 10.5 Using the CSTP Standards, unit members of permanent status shall be referred to the Peer Assistance and Review Program (PAR) as follows:
 - a. Zero (0) or one (1) "Does Not Meet CSTP" ratings on the three identified Standards shall result in no referral to PAR.
 - Two (2) "Does Not Meet CSTP" ratings on both the unit member chosen Standard and the administrator chosen Standard of the three identified Standards shall result in a referral to PAR as a "Voluntary Participating" teacher. The unit member must complete the process, but no records are kept and no legal provisions of the California PAR provisions have effect. If in the next consecutive evaluation, the unit member receives fewer than two (2) "Does Not Meet CSTP" ratings there shall be no referral to PAR.
 - c. Three (3) "Does Not Meet CSTP" ratings on the three identified Standards shall result in mandatory referral to and participation in PAR. If in the next consecutive

evaluation, the unit member receives fewer than two (2) "Does Not Meet CSTP" ratings there shall be no referral to PAR.

d. "Does Not Meet CSTP" Evaluation Rating

1. For a unit member to receive a "Does Not Meet CSTP" rating on a Standard, at least three (3) of the elements in that Standard must be marked "Does Not Meet CSTP" based on validating evidence.

10.6 Bilateral Joint Committee

- a. The success and effectiveness of the evaluation process is dependent upon appropriate, joint bilateral training provided by the Association and the District. The District and the Association agree to establish and operate jointly a bilateral Evaluation Committee. This committee's purpose is to design and implement a training program relating to the evaluation program; process, form and language. The Evaluation Committee (outlined in 10.6.b) shall set up a schedule of training.
- b. The Evaluation Committee will consist of three (3) unit members, two (2) site principals, and one (1) district office administrator and will monitor and determine the content of the training and needs to support the Evaluation Program. Unit members of the Evaluation Committee shall be selected by F-SUTA. Management members of the Evaluation Committee shall be selected by F-SUSD.
- c. The Association shall identify one (1) unit member for each elementary school, two (2) for middle school and three (3) for high school, at each school site, to work in conjunction with the site principal to train and provide assistance to unit members during the work day regarding program, process, forms and contract language.
- d. The administrators and unit members identified in section 10.6.c. shall attend four
 (4) hours of joint training regarding the evaluation program process, forms and contract language, to be conducted jointly by the Association and the District. This training will be provided within the contracted workday of the unit members.
- e. Administration and unit members identified in section 10.6.c. shall provide a total of two (2) hours of training at their individual school site regarding the evaluation program process, forms and contract language. This training will be provided within the contracted workday of the unit members as per Article 19. The two (2) hours of training need not be consecutive. The bilateral Evaluation Committee will determine the content of the training. Training must begin within the first twenty (20) days of the unit member's work year and total one hundred and twenty (120) minutes prior to March 10 of the same work year.

- f. The District shall provide an additional three (3) hours of training to Administrators regarding the evaluation program process, forms and contract.
- g. The committee can make no changes in the evaluation process as outlined in this Agreement. The committee may make recommendations to the Association and the District regarding the evaluation process.

ARTICLE 11 - PERSONNEL FILES

- 11.1 There shall be a single personnel file for each unit member. Personnel files shall be kept in the central administrative office of the District.
- 11.2 Materials in the personnel file of a unit member, except as noted below, shall be made available for inspection by the unit member involved. Upon authorization by the unit member, an Association representative may review the unit member's file or accompany the unit member in his/her review of the file. Material which may be excluded from inspection shall be limited to ratings, reports or records which:
 - a. Were obtained prior to the employment of the unit member involved.
 - b. Were prepared by identifiable examination committee members.
 - c. Were obtained in connection with a promotional examination.

Unit members shall have the right to inspect and obtain a copy of personnel file materials upon request.

11.3 Information of a derogatory nature, except material excluded in accordance with Section 11.2 above, shall not be entered or filed unless and until the unit member is given notice and an opportunity to review and comment thereon. A unit member shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon. Such review, and any reasonable preparation of comments in response to the material and/or statement, shall take place during normal business hours. The unit member shall be released from duty for a maximum of one-half (1/2) day per review without salary reduction. If the unit member alleges that the material is false or based on unsubstantiated information or rumor from any unidentified source, a grievance may be initiated to determine the validity of such material. If such material is determined to be false or based on unsubstantiated information or rumor from an unidentified source, it shall be removed.

In the event the District fails to comply with the provisions of this section, such material shall not be allowed as evidence in any disciplinary action against the unit member or used by the District in any grievance filed by the unit member.

All material placed in a unit member's personnel file shall be dated and signed by the person who caused the material to be prepared.



Fairfield-Suisun Unified School District

Copy 1 – Personnel File Copy 2 – Evaluator Copy 3 – Employee

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Permanent Certificated Personnel Evaluation Standards Selection Form

(Reference: Collective Bargaining Agreement, Article 10)

Employee:	Evaluator:
Grade/Subject Area(s):	Position:
School Year:Site/Location	Date:
Directions for Use:	
evaluator selects one (1) Standard; the unit member selects one (1) Standard. A The selection of Standards by the evaluator and the unit member shall be made of a part of the Permanent unit member's evaluation form. [Reference: Article 10.] 2) The evaluator and the permanent unit member in accordance with Direction 1 about 1 and 1 a	coording to the following: Within the first twenty-five (25) work days of the unit member's work year, to additionally, all unit members will be evaluated on Standard 6, "Developing as a Professional Education on this form. A copy shall be provided to the unit member and this original copy of this from shall become a.4.a, Section 1(i) thru 1 (ii)] bove must each select on the line below, a CSTP Standard upon which the unit member will be m. A copy of the form shall be given to the unit member and this original shall become a part of the
CSTP Standard Selected By Permanent Employee:	CSTP Standard Selected By Evaluator:
Standard	Standard
Permanent Employee's Signature	Date
Evaluator's Signature	Date
July 2007 (Created 7/1/07)	АРР



Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Certificated Personnel Observation Form

(Reference: Collective Bargaining Agreement, Article 10)

Employee:	Evaluator:
Grade/Subject Area(s):	Position:
School Year:Site/Location*Standard Selected by the Evaluator	Date:*Standard Selected by the Unit Member
Status: Temporary Probationary-Zero First-	Year Probationary Second-Year Probationary Permanent

Directions for Use:

- 1) During the first twenty (20) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards, and distribute the *most recent version of the* California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers to all certificated teachers. The Standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.3, Section b)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The attached FSUSD Observation and Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion. Evidence based comments will be provided. Following each formal observation, the unit member will receive written feedback no less than three (3) workdays prior to the post observation conference. A post observation conference will be held no later than ten (10) workdays following the formal observation. (Reference: Article 10.3, Section f)
- 4) Permanent, Probationary and Temporary unit members will be observed using this form at least two times throughout the course of the school year. (Reference: Article 10.3, Section d)

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTF		Evidence	Conference Notes
Connecting students' prior knowledge, life experience, and interests with learning goals	Makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest. Some connections are made to learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.		
Uses a variety of instructional strategies and resources to respond to students' needs	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	Uses a few instructional strategies. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.		
Facilitating learning experiences that promote autonomy, interaction and choice 1.3	Directs learning experiences, permitting no student autonomy, interaction, or choice.	Directs learning experiences through whole group and individual work with limited possibilities for interaction and choice.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skill. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.		×
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	Provides no learning opportunities for students to engage in problems solving, analysis, or critical thinking activities.	Provides limited learning opportunities for students to engage in problem solving within subject matter areas. Asks some critical thinking questions to relate facts and key concepts of subject matter.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives with and across subject matter.		
Promoting self- directed, reflective learning for all students	Provides no opportunities for students to initiate their own learning or to monitor their own work.	Provides limited opportunities for students to monitor their own work and to reflect on the process and their progress.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on the process and their progress.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on the process and their progress as a regular part of learning experiences.		

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTP		Evidence	Conference Notes
Creating a physical environment that engages all students 2.1	The physical environment does not support student learning. Movement and access may be restricted by barriers. Materials are difficult to access when needed.	Arranges room for teacher accessibility or visibility of students. Manages room for easy movement and access to resources. Room displays relate to the curriculum.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.		
Establishing a climate that promotes fairness and respect 2.2	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behaviors among students. Response to inappropriate behavior is unfair or inequitable.	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring and respect and may initiate creative solutions to conflicts.		
Promoting social development and group responsibility	Does not support students' social development, self- esteem, and diversity. Students have no sense of responsibility for each other.	Uses some strategies and activities to develop students' individual responsibility and recognition of others rights and needs. Students share in classroom responsibilities. Recognizes student diversity but does not promote acceptance or respect.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and point of view.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and eademically. Promotes and supports student leadership beyond the classroom.		
Establishing and maintaining standards for student behavior 2.4	No standards for behavior appear to have been established, or students are confused about what the standards are.	Establishes basic standards for behavior. Response to student behavior is generally appropriate.	Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's behavior in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in monitoring their own behavior and each other's behavior in a respectful way.		
Planning and mplementing classroom cocedures and coutines that support tudent learning 2.5	Has not established and/or enforced classroom procedures and routines.	Develops procedures and routines. Assists students to learn routines and procedures for most activities.	Establishes and maintains procedures and routines. Supports and monitors students in procedures and routines appropriate for learning activities.	Assists and encourages students in developing and maintaining equitable routines and procedures.	Assists and encourages all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.		
Using instructional time effectively 2.6	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to selfmonitor time on task.		Page 3

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTI		Evidence	Conference Notes
Demonstrating knowledge of subject matter and student development	Basic knowledge of subject matter and student development is not always evident or current. Does not adequately support students' learning of key concepts,	Has working knowledge of subject matter and student development. Promotes an understanding of key concepts.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Plans and builds on instruction with students' cognitive and linguistic abilities in mind,	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).		
Organizing curriculum to support student understanding of subject matter 3.2	The curriculum is not organized and does not adequately demonstrate concepts, themes and skills. Rarely supports different perspectives or students' understanding of core concepts.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.		
Interrelating ideas and information within and across subject matter	Presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	Focuses on core curriculum and skills, Attempts to relate content to prior lessons within the subject matter.	Connects key concepts, skills, and thernes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students. Supports students' application of crosscurricular learning.		×
Developing student understanding through instructional strategies that are appropriate to subject matter 3.4	Does not appropriately match instructional strategies to subject matter content or concepts. Does not encourage students to think critically or to extend their knowledge.	Uses a few instructional strategies to make the content accessible to students. Makes some attempt to encourage students to think critically.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students, Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.		
Using materials, resources, and technologies to make subject matter accessible to students 3.5	Instructional materials, resources and technologies are not used appropriately. Materials do not accurately reflect diverse perspectives.	Uses available instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students, Resources are made available to all students.	Selects, adapts and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.		

Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTP		Evidence	Conference Notes
Reflecting on teaching practice and planning professional development 6.1	Reflects on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and may use reflection to plan professional development.	Reflects on the relationship of teaching practice to student learning. Plans professional development based on reflection.	Analyzes and reflects on teaching and learning based on evidence gathered. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expandknowledge.		
Establishing professional goals and pursuing opportunities to grow professionally 6.2	Rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Sets goals considering self- assessment and other feedback. Pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.		
Working with communities to improve professional practice 6.3	Teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	Teacher increases their own understanding of the roles of the communities in students' lives, May attend selected community events. Uses some district resources and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations, Provides students with a range of community experiences that benefit students and/or families.		
Working with families to improve professional practice	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.	5	
Working with colleagues to improve professional practice 6.5	Rarely collaborates with colleagues, or seeks out other staff to discuss student needs. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.		
Balancing professional responsibilities and maintaining motivation 6.6	Does not fulfill professional responsibilities. Does not stay current about professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.		Page 7

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Comments/Commendations/Suggestions

Evaluator		Employee
	×	
Administrator's direct actions, involvement and support that will be provided to assist the		
Employee's Signature		Date
Evaluator's Signature	Title	Date



Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Certificated Personnel Evaluation Form

(Reference: Collective Bargaining Agreement, Article 10)

Copy 1 - Personnel	File
Copy 2 - Evaluator	
C 2 F1	

Employee:			Evaluator:						
Grade/Subject A	Area(s):		Position:	Position:					
School Year: Site/Location *Standard Selected by the Evaluator		Date:*Standard Selected	by the Unit Member						
Status:	Temporary	Probationary-Zero	First-Year Probationary	Second-Year Probationary	Permanent				

Directions for Use:

- 1) During the first twenty (20) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards, and distribute the *most recent version of the* California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers to all certificated teachers. The Standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.3, Section b)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The attached FSUSD Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion for the evaluation. Evidence based comments will be provided. In completing the final report, the evaluator will consider the overall performance in each of the selected standards when determining an evaluation rating. [Reference: Article 10.3, Sections (a.1, c, & d thru g)]
- 4) All unit members will receive a final evaluation report in writing, and an employee/evaluator conference will be held at least thirty (30) workdays prior to their last workday in the school year in which the evaluation took place. [Reference: Article 10.4, Sections (a or b)]

^{*} Applies to Permanent Unit Members ONLY

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTI	•	Evidence-Based Rationale for Rating
Connecting students' prior knowledge, life experience, and interests with learning goals	Makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest. Some connections are made to learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.	
Uses a variety of instructional strategies and resources to respond to students' needs	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs,	Uses a few instructional strategies, Delivers instruction with available resources and materials, Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.	
Facilitating learning experiences that promote autonomy, interaction and choice	Directs learning experiences, permitting no student autonomy, interaction, or choice.	Directs learning experiences through whole group and individual work with limited possibilities for interaction and choice.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skill. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.	2)
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful 1.4	Provides no learning opportunities for students to engage in problems solving, analysis, or critical thinking activities.	Provides limited learning opportunities for students to engage in problem solving within subject matter areas. Asks some critical thinking questions to relate facts and key concepts of subject matter.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives with and across subject matter.	
Promoting self- directed, reflective learning for all students	Provides no opportunities for students to initiate their own learning or to monitor their own work.	Provides limited opportunities for students to monitor their own work and to reflect on the process and their progress.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on the process and their progress.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on the process and their progress as a regular part of learning experiences.	Rating (Check One): □ Does Not Meet CSTP □ Progressing Towards CSTP

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTF		Evidence-Based Rationale for Rating
Creating a physical environment that engages all students 2.1	The physical environment does not support student learning. Movement and access may be restricted by barriers. Materials are difficult to access when needed.	Arranges room for teacher accessibility or visibility of students. Manages room for easy movement and access to resources. Room displays relate to the curriculum.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.	Swa
Establishing a climate that promotes fairness and respect 2.2	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behaviors among students. Response to inappropriate behavior is unfair or inequitable.	Builds earing, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, earing and respect and may initiate creative solutions to conflicts.	
Promoting social development and group responsibility	Does not support students' social development, self- esteem, and diversity. Students have no sense of responsibility for each other.	Uses some strategies and activities to develop students' individual responsibility and recognition of others rights and needs. Students share in classroom responsibilities. Recognizes student diversity but does not promote acceptance or respect.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and point of view.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.	
Establishing and maintaining standards for student behavior 2.4	No standards for behavior appear to have been established, or students are confused about what the standards are.	Establishes basic standards for behavior. Response to student behavior is generally appropriate.	Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time,	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's behavior in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in monitoring their own behavior and each other's behavior in a respectful way.	
Planning and implementing classroom procedures and routines that support student learning 2.5	Has not established and/or enforced classroom procedures and routines.	Develops procedures and routines. Assists students to learn routines and procedures for most activities.	Establishes and maintains procedures and routines, Supports and monitors students in procedures and routines appropriate for learning activities.	Assists and encourages students in developing and maintaining equitable routines and procedures.	Assists and encourages all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.	
Using instructional time effectively 2.6	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to self-monitor time on task.	Rating (Check One): Does Not Meet CSTP

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CST		Evidence-Based Rationale for Rating
Demonstrating knowledge of subject matter and student development	Basic knowledge of subject matter and student development is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter and student development. Promotes an understanding of key concepts.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Plans and builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).	
Organizing curriculum to support student understanding of subject matter	The curriculum is not organized and does not adequately demonstrate concepts, themes and skills. Rarely supports different perspectives or students' understanding of core concepts.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.	
Interrelating ideas and information within and across subject matter	Presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students. Supports students' application of crosscurricular learning.	
Developing student understanding through instructional strategies that are appropriate to subject matter 3.4	Does not appropriately match instructional strategies to subject matter content or concepts. Does not encourage students to think critically or to extend their knowledge,	Uses a few instructional strategies to make the content accessible to students. Makes some attempt to encourage students to think critically.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.	
Using materials, resources, and technologies to make subject matter accessible to students 3.5	Instructional materials, resources and technologies are not used appropriately. Materials do not accurately reflect diverse perspectives.	Uses available instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students. Resources are made available to all students.	Selects, adapts and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access, Materials reflect diversity beyond the classroom.	Rating (Check One): Does Not Meet CSTP

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTI		Evidence-Based Rationale for Rating
Drawing on and valuing students' backgrounds, interests, and developmental learning needs 4.1	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.	
Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic.	Communicates expectations for student learning in most lessons. Has inconsistent expectations for students,	Articulates and links goals to instructional activities, Goals are appropriately challenging for most students and represent valuable learning, Expectations for students are generally high.	Ensures that students understand and reflect upon sbort-term and long- term learning goals. Goals reflect high expectations and challenge students at their level,	Articulates short-term and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.	
Developing and sequencing instructional activities and materials for student learning 4.3	Instructional activities and materials are not appropriate to the students or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Develops some concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs.	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge.	
Designing short- term and long-term plans to foster student learning	Individual lesson plans have little or no recognizable organization or connection to adopted curriculum. Demonstrates limited knowledge of subject matter and students to plan and pace instructional activities over time, Does not plan to ensure access to challenging, diverse, academic content for all students.	Ineffectively organizes curriculum to allow enough time for student learning, review and assessment. Neglects to provide opportunities for all students to learn at their own pace.	Organizes most of the curriculum to allow enough time for student learning, review, and assessment. Demonstrates knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for most students to learn at their own pace.	Organizes curriculum to allow enough time for student learning, review, and assessment. Applies knowledge of subject matter and students to plan and pace instructional activities over time, Plans to ensure access to challenging, diverse, academic content for all students. Provides opportunities for all students to learn at their own pace.	Learning sequences are responsive to the needs of individual students and promotes understanding of complex concepts. Plans are comprehensive and cohesive across content areas.	
Modifying instructional plans to adjust for student needs 4.5	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Inconsistently adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusion.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to modify lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to modify lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.	Rating (Check One): Does Not Meet CSTP

Standard 5: Assessing Student Learning

Elements Does Not Meet CSTP Prog		Progressing Towards Meets or Exceeds CSTP CSTP				Evidence-Based Rationale for Rating		
Establishing and communicating learning goals for all students	Does not use adopted curriculum materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications, Students are unaware of learning goals.	Inconsistently uses adopted material to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Some students are aware of learning goals.	Uses subject matter standards from district, state, and other sources to guide establishment of learning goals for all students that reflect the key subject matter concepts, skills, and applications. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning,	Integrates learning goals into all learning activities. Establishes, reviews and revises learning goals with students and families on an ongoing basis.	35		
Collecting and using multiple sources of information to assess student learning 5.2	The teacher uses no consistent source of information to assess student learning and/or uses assessment strategies that are not appropriate.	The teacher uses limited sources of information to assess student learning and one or more assessment strategies to monitor student progress.	The teacher uses a variety of sources to collect information about student learning and multiple assessment strategies to monitor student progress and inform instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short-term and long-term plans and support student learning,	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.			
Involving and guiding all students in assessing their own learning 5.3	The teacher does not encourage students to reflect on or assess their own work.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in assessing their own work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self- assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in ongoing self and peer assessment and in monitoring their progress and goals over time.	*		
Using the results of assessment to guide instruction 5.4	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Uses information from some assessments to plan learning activities, Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons, Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction,	Includes assessments as a regular part of instruction to plan and revise lessons, Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad- based checking for understanding in instruction and is able to modify and redesign lessons as needed.			
Communicating with students, families, and other audiences about student progress	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete, unclear, or not timely.	Provides students with information about their current progress as they engage in learning activities, Families and support personnel are contacted as mandated.	Provides students with timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is collected from a variety of sources and shared with students, families and support personnel.	Involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.	Rating (Check One): Does Not Meet CSTP		

Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards Meets or Exceeds CSTP CSTP				Evidence-Based Rationale for Rating		
Reflecting on leaching practice and planning professional development 6.1	Reflects on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and may use reflection to plan professional development.	Reflects on the relationship of teaching practice to student learning, Plans professional development based on reflection.	Analyzes and reflects on teaching and learning based on evidence gathered. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.			
Establishing professional goals and pursuing ppportunities to grow professionally 6.2	Rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Sets goals considering self- assessment and other feedback. Pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.			
Working with communities to improve professional practice 6.3	Teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	Teacher increases their own understanding of the roles of the communities in students' lives. May attend selected community events. Uses some district resources and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations. Provides students with a range of community experiences that benefit students and/or families.			
Working with families to improve professional practice 6.4	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems, Recognizes the role of the family in student learning, Invites families to contribute in the classroom,	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families, Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.			
Working with colleagues to improve professional practice 6.5	Rarely collaborates with colleagues, or seeks out other staff to discuss student needs, Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.			
Balancing professional responsibilities and maintaining motivation 6.6	Does not fulfill professional responsibilities. Does not stay current about professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom, Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively,	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.	Rating (Check One): Does Not Meet CSTP		

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July 2007 (Revised 7/1/07)

		School Year
Additional Comments - Employee	*	Additional Comments - Evaluator
·		
	40	
	Recomme	ndations
Probationary:		Temporary:
Continue Probationary Status Continue Probationary Status with Recommendation for Assistance Recommend for Permanent Status Recommend Non-Re-Employment	5	Continue Temporary Status Continue Temporary Status with Recommendation for Assistance Recommend Release from Contract
		Permanent:
		Continue Permanent Status Continue Permanent Status with Mandated Referral to PAR *(2-3 "Does Not Meet CSTP" Ratings) The next evaluation of this Permanent Employee is deferred to the third school year following the school year of this evaluation. date
(Additional information may be attached)		(Please initial and date above to indicate agreement for Deferral: Administrator & Employee Date) 1. Evaluator and Employee must mutually agree to the third year deferral.
Employee's Signature		Date
Evaluator's Signature	Title	Date
Reviewed by	Title	Date
Reviewed by	Title	Date
Distribution: Personnel File / Evaluator / Employee		*Article 10.5 (c)

Employee_

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F-SUTA CONTRACT

July 1, 2008 - June 30, 2010

FAIRFIELD-SUISUN UNIFIED TEACHERS ASSOCIATION

4735 Central Way, Suite C Fairfield, California 94534 (707) 864-6193

Fairfield-Suisun Unified School District 2490 Hilborn Road Fairfield, California 94534 (707) 399-5000

- c. All documents, communications, and records dealing with the process of a grievance will be filed in a separate file and will not be kept in the personnel file of any of the participants.
- d. The limits for appeal provided in each level shall begin the day following receipt of written decision by the parties. These limits may be extended with the agreement of the parties.
- e. If a grievance arises from action or inaction on the part of a member of the administration at a level above the principal or immediate supervisor, the grievant shall submit such grievance in writing to the Superintendent directly, and the processing of such grievance shall be initiated at Level III. Such Level III grievances must be filed within thirty (30) days after knowledge of the occurrence of the act or omission giving rise to the grievance.
- f. Subject to the appeal of the Association, implementation of any proposed resolution of a grievance at any formal level will take place within five (5) days. If such implementation has not resolved the alleged violation, misapplication or misrepresentation of the contract, the Association will proceed to higher levels of the grievance procedure.

ARTICLE 10 - EVALUATION

- 10.1 It is understood and agreed by the parties that the principal objective is to maintain and improve the quality of education in the District. It is further understood and agreed that this objective can be more readily achieved by a manifest willingness on the part of the District to assist all certificated unit members, but especially less experienced unit members in improving their professional skills. The District accepts as a fundamental premise for a successful evaluation program, the necessity for mutual respect and confidence to exist between the evaluator and those evaluated. The evaluation process and forms shall not be used as retaliation or as a substitute for discipline.
- The evaluation of certificated unit members is based on the California Standards for the Teaching Profession (CSTP). These Standards are also part of the District's Beginning Teacher Support and Assessment Induction Program and the Peer Assistance and Review Program (PAR). An important component of each of these is the understanding that all professionals grow and develop. It is, therefore, expected that all final evaluations will contain individual and personalized suggestions for continued professional development.
- 10.3 Certificated Evaluation Process using CSTP
 - a. This process will be used to evaluate all certificated unit members:
 - 1. Permanent unit members will be evaluated once every two (2) years. Permanent unit members who receive a "Does Not Meet CSTP" or at least

two "Progressing Towards CSTP" ratings on their evaluation may be evaluated in the subsequent year. The formal evaluation of a permanent unit member may be deferred to a third year by mutual agreement with their site administrator. If so, the "once-every-two-year cycle" specified in this paragraph will start over.

- 2. Probationary unit members will be evaluated at least once a year.
- 3. Temporary unit members will be evaluated at least once a year.

This section is designed to implement provisions in the Collective Agreement regarding evaluation deferment for Permanent Unit Members and specifies evaluation cycles of all Unit Members. All contract language and timelines concerning the evaluation must be adhered to. In order to agree about the timeline on evaluation and to mitigate potential grievances concerning deferment due to the new evaluation tool and procedures, unit members will be placed on the following evaluation cycle.

Beginning in the 2007-2008 school year:

- 1. Permanent Unit Members last evaluated <u>prior to 2005/2006</u> school year <u>and</u> having met with their administrator in accordance with the timeline provisions of Article 10 shall be evaluated this year, 2007/2008. If both of the foregoing provisions have not been met, these unit members shall be evaluated in 2008/2009.
- 2. Unit Members last evaluated in the 2005/2006 school year shall be evaluated in the 2008/2009 school year.
- 3. Unit Members last evaluated in the 2006/2007 school year shall be evaluated in the 2009/2010 school year.
- 4. All Probationary Unit members, Temporary Unit members, and Unit members in the PAR Program shall be evaluated this school year, 2007/2008.

The foregoing provisions then determine the evaluation cycle for all unit members to be implemented according to the Collective Agreement. For Permanent Unit Members, at the conclusion of each successive evaluation, the administrator and the unit members may agree to mutually defer the next evaluation to the third year cycle as stated in Article 10. 3.a.1.

This subsection sunsets on June 30, 2010.

4. At the request of the Association, the timeline for a grievance dealing with a unit member's evaluation will continue from the end of the period of service in which the evaluation was received, until the beginning of the following period of service.

- 5. "Evidence" shall be the measure supporting a rating by an evaluator of a unit member on the approved observation and evaluation forms. Evidence shall be a unit member's Observation Forms, the items listed in 10.4.e and other objective measures of assessment that relate to the CSTP Standard being observed or evaluated.
- 6. Consulting Teachers (PAR Program, Article 14) shall be evaluated according to the guidelines in Article 14.6.c.
- 7. For modifications to the evaluation cycle, see Appendix Z.
- b. Individual or school site unit member trainings to include all unit members will begin within the first twenty (20) days of the unit member's work year and total 120 minutes of training by March 10. Unit members will be evaluated upon the Standards on the form "Certificated Personnel Evaluation Form, Appendix P." All certificated unit members will be provided with copies of the CSTP: California Standards for the Teaching Profession (most recent edition), which provides detailed information regarding the components of each Standard.
- c. Probationary and temporary unit members will be evaluated on all six (6) CSTP Standards. Documentation provided by the unit member (Probationary, Temporary or Permanent) to include, but not be limited to, that mentioned in 10.3(e)(5) shall be a part of the evaluation of Standard Six (6).
- d. At least two (2) formal observations, one scheduled, and the other may be scheduled or unscheduled, will be held during a unit member's evaluation year to observe unit members using only the District's Certificated Personnel Observation Form (Appendix O). These formal observations will be at least thirty (30) minutes in length. These formal observations may take place any time a certificated unit member is performing within the scope of his/her classroom duties. The number, frequency and duration of observations may vary with the requirements imposed by the type of class, the needs of the teacher, and individual situation. Formal observations may be preceded by a pre-conference and must be followed with a post-conference between the unit member and the evaluator.
- e. The authorized components of data to validate the CSTP include formal classroom observations and:
 - 1. Observations of less than 30 minutes
 - 2. Classroom walk-throughs
 - 3. Lesson plans as designed by the classroom teacher
 - 4. Observation of report cards and progress reports
 - 5. Records of professional development activities as provided by the teacher (Such documentation shall be a part of the evaluation of Standard 6).

Standardized test scores shall not be used as evaluation data.

- f. Following each formal observation, the unit member will receive written feedback from the evaluator no less than three (3) workdays prior to the post-observation conference. In addition, post observation conferences must be held no later than ten (10) workdays following the formal observation. The unit member shall have the right to comment and have those comments affixed to the said observation report. Additionally, the administrator and the unit member may mutually agree to add or modify comments to the observation form at the time of the post-observation conference.
- g. The unit member will receive written final evaluation report from the evaluator no less than five (5) workdays prior to the unit member/evaluator conference. A final evaluation report in writing and unit member/evaluator conference will be held at least thirty (30) workdays prior to the last workday of the unit member in the school year in which the evaluation took place. In completing the final report, the evaluator will consider the overall performance in the Standards selected in the initial conference when determining an evaluation rating.
- h. The principal will have the primary responsibility for observations and filing of observation reports. The principal may assign another on-site administrator these duties.
 - 1. If another onsite administrator is assigned as the primary evaluator, his/her signature shall appear on both the observation report(s) and evaluation. The unit member shall be notified of this assignment change in writing.
 - 2. If a designated evaluator is used by the primary evaluator, both signatures shall appear on the observation report(s) and evaluation. The primary evaluator shall use no more than two (2) designated evaluators during the course of the school year.

Additional Observation(s)

- A unit member may request other observations to be conducted by members of the administration (requested to be either on-site or off-site) other than the designated primary administrator. The additional observation(s) shall be evidence used to determine a unit member's final evaluation.
 - i. For each required observation conducted pursuant to section 10.3.d, a permanent unit member may request and shall receive one (1) additional observation. The permanent unit member may request that such observation(s) be conducted by members of the administration other than the designated primary administrator, including administrators not assigned to the unit member's work location. Such request must be in writing, and made within seven (7) work days of the date of the post-observation conference. The additional observation

shall be conducted within twenty (20) work days of the request. The time lines specified in section 10.4.a.2 and 10.4.a.3 shall not apply to any such additional observation(s). The additional observation(s) shall be evidence used to determine a unit member's final evaluation.

4. No unit member shall evaluate another unit member.

10.4 Conference/Evaluation Timeline

a. <u>Permanent Unit Member</u>

- 1. Initial conferences for permanent unit members to select the Standards for evaluation shall be held within the first twenty-five work (25) days of the school year. No formal observation shall be conducted in the two (2) weeks after the initial conference.
 - i. Permanent unit members will be evaluated on only three (3) CSTP Standards according to the following: Within the first twenty-five (25) work days of the unit member's work year, the evaluator selects one (1) Standard; the unit member selects one (1) Standard. Additionally, all unit members will be evaluated on Standard 6, "Developing as a Professional Educator."
 - The selection of Standards by the evaluator and the unit member shall be made on the Evaluation Standards Selection form, Appendix N. A copy shall be provided to the unit member and the original copy of this form shall become a part of the Permanent unit member's evaluation form.
- 2. There must be no less than four (4) weeks between an observation post-conference and the next formal observation.
- 3. There must be no less than four (4) weeks between the last post observation conference and the final evaluation conference. The final written evaluation shall be received no less than five (5) work days before the evaluation conference.
- 4. The final evaluation conference must be held no later than thirty (30) days prior to end of the unit member's work year.

b. Probationary/Temporary Unit Members

1. A probationary/temporary unit member's first formal observation must be held within the first six (6) weeks of the unit member's work year.

- 2. There must be no less than four (4) weeks between a post observation conference and the next formal evaluation conference.
- 3. There must be no less than four (4) weeks between the last post observation conference and the final evaluation conference. The final written evaluation shall be received no less than five (5) work days before the evaluation conference.
- 4. The final evaluation conference must be held no later than thirty (30) days prior to the end of the work year.

Referrals to the PEER Assistance and Review Program (PAR)

- 10.5 Using the CSTP Standards, unit members of permanent status shall be referred to the Peer Assistance and Review Program (PAR) as follows:
 - a. Zero (0) or one (1) "Does Not Meet CSTP" ratings on the three identified Standards shall result in no referral to PAR.
 - b. Two (2) "Does Not Meet CSTP" ratings on both the unit member chosen Standard and the administrator chosen Standard of the three identified Standards shall result in a referral to PAR as a "Voluntary Participating" teacher. The unit member must complete the process, but no records are kept and no legal provisions of the California PAR provisions have effect. If in the next consecutive evaluation, the unit member receives fewer than two (2) "Does Not Meet CSTP" ratings there shall be no referral to PAR.
 - c. Three (3) "Does Not Meet CSTP" ratings on the three identified Standards shall result in mandatory referral to and participation in PAR. If in the next consecutive evaluation, the unit member receives fewer than two (2) "Does Not Meet CSTP" ratings there shall be no referral to PAR.
 - d. "Does Not Meet CSTP" Evaluation Rating
 - 1. For a unit member to receive a "Does Not Meet CSTP" rating on a Standard, at least three (3) of the elements in that Standard must be marked "Does Not Meet CSTP" based on validating evidence.

10.6 Bilateral Joint Committee

a. The success and effectiveness of the evaluation process is dependent upon appropriate, joint bilateral training provided by the Association and the District. The District and the Association agree to establish and operate jointly a bilateral Evaluation Committee. This committee's purpose is to design and implement a training program relating to the evaluation program; process, form and language. The Evaluation Committee (outlined in 10.6.b) shall set up a schedule of training.

- b. The Evaluation Committee will consist of three (3) unit members, two (2) site principals, and one (1) district office administrator and will monitor and determine the content of the training and needs to support the Evaluation Program. Unit members of the Evaluation Committee shall be selected by F-SUTA. Management members of the Evaluation Committee shall be selected by F-SUSD.
- c. The Association shall identify one (1) unit member for each elementary school, two (2) for middle school and three (3) for high school, at each school site, to work in conjunction with the site principal to train and provide assistance to unit members during the work day regarding program, process, forms and contract language.
- d. The administrators and unit members identified in section 10.6.c. shall attend four (4) hours of joint training regarding the evaluation program process, forms and contract language, to be conducted jointly by the Association and the District. This training will be provided within the contracted workday of the unit members.
- e. Administration and unit members identified in section 10.6.c. shall provide a total of two (2) hours of training at their individual school site regarding the evaluation program process, forms and contract language. This training will be provided within the contracted workday of the unit members as per Article 19. The two (2) hours of training need not be consecutive. The bilateral Evaluation Committee will determine the content of the training. Training must begin within the first twenty (20) days of the unit member's work year and total one hundred and twenty (120) minutes prior to March 10 of the same work year.
- f. The District shall provide an additional three (3) hours of training to Administrators regarding the evaluation program process, forms and contract.
- g. The committee can make no changes in the evaluation process as outlined in this Agreement. The committee may make recommendations to the Association and the District regarding the evaluation process.

ARTICLE 11 - PERSONNEL FILES

- 11.1 There shall be a single personnel file for each unit member. Personnel files shall be kept in the central administrative office of the District.
- 11.2 Materials in the personnel file of a unit member, except as noted below, shall be made available for inspection by the unit member involved. Upon written authorization signed by the unit member, an Association representative may review the unit member's file or accompany the unit member in his/her review of the file. Material which may be excluded from inspection shall be limited to ratings, reports or records which:

- a. Were obtained prior to the employment of the unit member involved.
- b. Were prepared by identifiable examination committee members.
- c. Were obtained in connection with a promotional examination.

Unit members shall have the right to inspect and obtain a copy of personnel file materials upon request.

11.3 Information of a derogatory nature, except material excluded in accordance with Section 11.2 above, shall not be entered or filed unless and until the unit member is given notice and an opportunity to review and comment thereon. A unit member shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon. Such review, and any reasonable preparation of comments in response to the material and/or statement, shall take place during normal business hours. The unit member shall be released from duty for a maximum of one-half (1/2) day per review without salary reduction. If the unit member alleges that the material is false or based on unsubstantiated information or rumor from any unidentified source, a grievance may be initiated to determine the validity of such material. If such material is determined to be false or based on unsubstantiated information or rumor from an unidentified source, it shall be removed.

In the event the District fails to comply with the provisions of this section, such material shall not be allowed as evidence in any disciplinary action against the unit member or used by the District in any grievance filed by the unit member.

- All material placed in a unit member's personnel file shall be dated and signed by the person who caused the material to be prepared.
- 11.5 Access to a unit member's personnel file shall be limited to a "need to know" basis. Access authorization must be obtained from either the Superintendent or Assistant Superintendent/Human Resources. The contents of all personnel files shall be kept in strictest confidence. The District shall keep a log indicating the persons who have requested a personnel file. Such log shall be available for examination by the unit member or their authorized Association representative.

ARTICLE 12 - PARENT COMPLAINTS

A parent complaint is defined as the parent or guardian's expression of dissatisfaction or concern over the actions of a unit member which is related to the welfare of the parent's or guardian's child or children enrolled in said unit member's class or under his/her supervision. Parent complaints shall not address the unit member's instruction of the District-adopted curriculum within the unit member's assignment. The individual charging the complaint shall hereafter be referred to as the individual complainant. The complaint shall only be considered if the event that initiated the complaint took place within the preceding twenty five (25) workdays. The resolution of complaints made during the last twenty five (25) workdays prior to the unit member's vacation may, at the option of the unit member, be suspended for the period of



Employee:

Fairfield-Suisun Unified School District

Copy 1 – Personnel File Copy 2 – Evaluator Copy 3 – Employee

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Permanent Certificated Personnel Evaluation Standards Selection Form

(Reference: Collective Bargaining Agreement, Article 10)

Evaluator:

Grade/Subject Area(s):	Position:
School Year:Site/Location	Date:
Directions for Use:	
evaluator selects one (1) Standard; the unit member selects one (1) Standard. The selection of Standards by the evaluator and the unit member shall be made a part of the Permanent unit member's evaluation form. [Reference: Article I] 2) The evaluator and the permanent unit member in accordance with Direction 1 evaluated in the year cited on this form and then each must date and sign the formal evaluation document.	according to the following: Within the first twenty-five (25) work days of the unit member's work year, the Additionally, all unit members will be evaluated on Standard 6, "Developing as a Professional Educator et an on this form. A copy shall be provided to the unit member and this original copy of this from shall become 10.4.a, Section 1(i) thru 1 (ii)] above must each select on the line below, a CSTP Standard upon which the unit member will be form. A copy of the form shall be given to the unit member and this original shall become a part of the
CSTP Standard Selected By Permanent Employee:	CSTP Standard Selected By Evaluator:
Standard	Standard
Permanent Employee's Signature	Date
Evaluator's Signature	Date
July 2007 (Created 7/1/07)	



Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Certificated Personnel Observation Form

(Reference: Collective Bargaining Agreement, Article 10)

Employee:	Evaluator:
Grade/Subject Area(s):	Position:
School Year:Site/Location*Standard Selected by the Evaluator	Date:*Standard Selected by the Unit Member
Status:TemporaryProbationary-ZeroFirst-Yea	Probationary Second-Year Probationary Permanent

Directions for Use:

- 1) During the first twenty (20) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards, and distribute the most recent version of the California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers to all certificated teachers. The Standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.3, Section b)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The attached FSUSD Observation and Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion. Evidence based comments will be provided. Following each formal observation, the unit member will receive written feedback no less than three (3) workdays prior to the post observation conference. A post observation conference will be held no later than ten (10) workdays following the formal observation. (Reference: Article 10.3, Section f)
- 4) Permanent, Probationary and Temporary unit members will be observed using this form at least two times throughout the course of the school year. (Reference: Article 10.3, Section d)

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Does Not Meet CSTP Progressing Towards Meets or Exceeds CSTP CSTP		P	Evidence	Conference Notes	
students' prior ar knowledge, life experience, and interests with	Makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest. Some connections are made to learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.		
Uses a variety of instructional strategies and resources to respond to students' needs	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	Uses a few instructional strategies. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.		
Facilitating learning experiences that promote autonomy, interaction and choice 1.3	Directs learning experiences, permitting no student autonomy, interaction, or choice.	Directs learning experiences through whole group and individual work with limited possibilities for interaction and choice.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skill. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.	*	
Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful I.4	Provides no learning opportunities for students to engage in problems solving, analysis, or critical thinking activities.	Provides limited learning opportunities for students to engage in problem solving within subject matter areas. Asks some critical thinking questions to relate facts and key concepts of subject matter.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.	Pacilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives with and across subject matter.		
Promoting self- directed, reflective learning for all students	Provides no opportunities for students to initiate their own learning or to monitor their own work.	Provides limited opportunities for students to monitor their own work and to reflect on the process and their progress.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on the process and their progress.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on the process and their progress as a regular part of learning experiences.		

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CST	P	Evidence	Conference Notes
Creating a physical environment that engages all students 2.1	The physical environment does not support student learning. Movement and access may be restricted by barriers. Materials are difficult to access when needed.	Arranges room for teacher accessibility or visibility of students. Manages room for easy movement and access to resources. Room displays relate to the curriculum.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.	æ	
Establishing a climate that promotes fairness and respect 2.2	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behaviors among students. Response to inappropriate behavior is unfair or inequitable.	Builds caring, friendly rapport with most students, Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring and respect and may initiate creative solutions to conflicts.		
Promoting social development and group responsibility 2.3	Does not support students' social development, self-esteem, and diversity. Students have no sense of responsibility for each other.	Uses some strategies and activities to develop students' individual responsibility and recognition of others rights and needs. Students share in classroom responsibilities. Recognizes student diversity but does not promote acceptance or respect.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and point of view.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.		
Establishing and maintaining standards for student behavior 2.4	No standards for behavior appear to have been established, or students are confused about what the standards are.	Establishes basic standards for behavior. Response to student behavior is generally appropriate.	Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's behavior in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in monitoring their own behavior and each other's behavior in a respectful way.		
Planning and implementing classroom procedures and routines that support student learning 2.5	Has not established and/or enforced classroom procedures and routines.	Develops procedures and routines. Assists students to learn routines and procedures for most activities.	Establishes and maintains procedures and routines. Supports and monitors students in procedures and routines appropriate for learning activities.	Assists and encourages students in developing and maintaining equitable routines and procedures.	Assists and encourages all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.		
Using instructional time effectively	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to fuhre lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to selfmonitor time on task.	at 12	¥

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CST	P	Evidence	Conference Notes
Demonstrating knowledge of subject matter and student development 3.1	Basic knowledge of subject matter and student development is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter and student development. Promotes an understanding of key concepts.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Plans and builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).		
Organizing curriculum to support student understanding of subject matter 3.2	The curriculum is not organized and does not adequately demonstrate concepts, themes and skills. Rarely supports different perspectives or students' understanding of core concepts.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.		ž.
Interrelating ideas and information within and across subject matter	Presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students. Supports students' application of cross-curricular learning.		
Developing student understanding through instructional strategies that are appropriate to subject matter 3.4	Does not appropriately match instructional strategies to subject matter content or concepts. Does not encourage students to think critically or to extend their knowledge.	Uses a few instructional strategies to make the content accessible to students. Makes some attempt to encourage students to think critically.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.		
Using materials, resources, and technologies to make subject matter accessible to students 3.5	Instructional materials, resources and technologies are not used appropriately. Materials do not accurately reflect diverse perspectives.	Uses available instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students, Resources are made available to all students.	Selects, adapts and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access,	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.	3	8

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

				Martin Paris I Com			
Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CST		Evidence	Conference Notes
Drawing on and valuing students' backgrounds, interests, and developmental learning needs 4.1	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.		
Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic.	Communicates expectations for student learning in most lessons. Has inconsistent expectations for students.	Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Ensures that students understand and reflect upon short-term and long- term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short-term and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.		
Developing and sequencing instructional activities and materials for student learning 4.3	Instructional activities and materials are not appropriate to the students or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Develops some concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs.	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge.		
Designing short- term and long-term plans to foster student learning	Individual lesson plans have little or no recognizable organization or connection to adopted curriculum. Demonstrates limited knowledge of subject matter and students to plan and pace instructional activities over time. Does not plan to ensure access to challenging, diverse, academic content for all students.	Ineffectively organizes curriculum to allow enough time for student learning, review and assessment. Neglects to provide opportunities for all students to learn at their own pace.	Organizes most of the curriculum to allow enough time for student learning, review, and assessment. Demonstrates knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for most students to learn at their own pace.	Organizes curriculum to allow enough time for student learning, review, and assessment. Applies knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for all students. Provides opportunities for all students to learn at their own pace.	Learning sequences are responsive to the needs of individual students and promotes understanding of complex concepts. Plans are comprehensive and cohesive across content areas.		
Modifying instructional plans to adjust for student needs 4.5	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Inconsistently adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusion.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to modify lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to modify lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.		

Standard 5: Assessing Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CST	P	Evidence	Conference Notes
Establishing and communicating learning goals for all students	Does not use adopted curriculum materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Students are unaware of learning goals.	Inconsistently uses adopted material to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Some students are aware of learning goals.	Uses subject matter standards from district, state, and other sources to guide establishment of learning goals for all students that reflect the key subject matter concepts, skills, and applications. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, reviews and revises learning goals with students and families on an ongoing basis.		
Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent source of information to assess student learning and/or uses assessment strategies that are not appropriate.	The teacher uses limited sources of information to assess student learning and one or more assessment strategies to monitor student progress.	The teacher uses a variety of sources to collect information about student learning and multiple assessment strategies to monitor student progress and inform instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short-term and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.		
Involving and guiding all students in assessing their own learning 5.3	The teacher does not encourage students to reflect on or assess their own work.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in assessing their own work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self- assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in ongoing self and peer assessment and in monitoring their progress and goals over time.		
Using the results of ussessment to guide nstruction 5,4	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broadbased checking for understanding in instruction and is able to modify and redesign lessons as needed.		ş.
Communicating with tudents, families, and other audiences about student progress	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete, unclear, or not timely.	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as mandated.	Provides students with timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is collected from a variety of sources and shared with students, families and support personnel.	Involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.	×	

Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CST	P	Evidence	Conference Notes
Reflecting on eaching practice nd planning rofessional development 6.1	Reflects on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and may use reflection to plan professional development.	Reflects on the relationship of teaching practice to student learning. Plans professional development based on reflection.	Analyzes and reflects on teaching and learning based on evidence gathered. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.		
stablishing rofessional goals nd pursuing oportunities to row professionally 6.2	Rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Sets goals considering self- assessment and other feedback. Pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.		
Vorking with ommunities to mprove professional ractice 6.3	Teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	Teacher increases their own understanding of the roles of the communities in students' lives. May attend selected community events. Uses some district resources and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations. Provides students with a range of community experiences that benefit students and/or families.		
Vorking with amilies to improve trofessional practice 6,4	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.		
Vorking with olleagues to mprove professional ractice 6,5	Rarely collaborates with colleagues, or seeks out other staff to discuss student needs. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.		9
Balancing professional esponsibilities and maintaining notivation 6.6	Does not fulfill professional responsibilities. Does not stay current about professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.		Page

Comments/Commendations/Suggestions

Evaluator	Employee
2	
Administrative of direct actions in relative and group out that will be provided to a societable and	when (Add nages if nearestant)
Administrator's direct actions, involvement and support that will be provided to assist the unit mer	nder (Add pages if necessary):

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Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Certificated Personnel Evaluation Form

(Reference: Collective Bargaining Agreement, Article 10)

Copy 1	-	Personnel	Fil
Copy 2	_	Evaluator	

Copy 3 - Employee

Employee:	Evaluator:
Grade/Subject Area(s):	Position:
School Year:Site/Location*Standard Selected by the Evaluator	Date:*Standard Selected by the Unit Member
Status:TemporaryProbationary-Zerol	First-Year Probationary Second-Year Probationary Permanent

Directions for Use:

- 1) During the first twenty (20) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards, and distribute the most recent version of the California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers to all certificated teachers. The Standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.3, Section b)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The attached FSUSD Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion for the evaluation. Evidence based comments will be provided. In completing the final report, the evaluator will consider the overall performance in each of the selected standards when determining an evaluation rating. [Reference: Article 10.3, Sections (a.1, c, & d thru g)]
- 4) All unit members will receive a final evaluation report in writing, and an employee/evaluator conference will be held at least thirty (30) workdays prior to their last workday in the school year in which the evaluation took place. [Reference: Article 10.4, Sections (a or b)]

^{*} Applies to Permanent Unit Members ONLY

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CST	P	Evidence-Based Rationale for Rating	
Connecting students' prior knowledge, life experience, and interests with learning goals	Makes no connections between the learning goals and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest. Some connections are made to learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.		
Uses a variety of instructional strategies and resources to respond to students' needs	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	Uses a few instructional strategies. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.		
Facilitating earning experiences that promote autonomy, interaction and choice 1.3	Directs learning experiences, permitting no student autonomy, interaction, or choice.	Directs learning experiences through whole group and individual work with limited possibilities for interaction and choice.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skill. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.		
Engaging students in problem solving, critical thinking, and other activities that make subject natter meaningful 1.4	Provides no learning opportunities for students to engage in problems solving, analysis, or critical thinking activities.	Provides limited learning opportunities for students to engage in problem solving within subject matter areas. Asks some critical thinking questions to relate facts and key concepts of subject matter.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives with and across subject matter.		
Promoting self- lirected, reflective earning for all audents	Provides no opportunities for students to initiate their own learning or to monitor their own work.	Provides limited opportunities for students to monitor their own work and to reflect on the process and their progress.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring, and reflecting on the process and their progress.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on the process and their progress as a regular part of learning experiences.	Rating (Check One): Does Not Meet CSTP Meets or Exceeds CSTP Progressing Towards CSTP	

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTI	P	Evidence-Based Rationale for Rating	
Creating a physical environment that engages all students 2,1	The physical environment does not support student learning. Movement and access may be restricted by barriers. Materials are difficult to access when needed.	Arranges room for teacher accessibility or visibility of students. Manages room for easy movement and access to resources. Room displays relate to the curriculum.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.		
Establishing a limate that romotes fairness nd respect 2.2	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behaviors among students. Response to inappropriate behavior is unfair or inequitable.	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring and respect and may initiate creative solutions to conflicts.		
Promoting social development and group responsibility 2.3.	Does not support students' social development, self-esteem, and diversity. Students have no sense of responsibility for each other.	Uses some strategies and activities to develop students' individual responsibility and recognition of others rights and needs. Students share in classroom responsibilities. Recognizes student diversity but does not promote acceptance or respect.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom. Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and point of view.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and eademically. Promotes and supports student leadership beyond the classroom.		
istablishing and naintaining tandards for tudent behavior 2,4	No standards for behavior appear to have been established, or students are confused about what the standards are.	Establishes basic standards for behavior. Response to student behavior is generally appropriate.	Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's behavior in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in monitoring their own behavior and each other's behavior in a respectful way.		260:
Planning and implementing lassroom rocedures and outines that upport student earning 2.5	Has not established and/or enforced classroom procedures and routines.	Develops procedures and routines. Assists students to learn routines and procedures for most activities.	Establishes and maintains procedures and routines. Supports and monitors students in procedures and routines appropriate for learning activities.	Assists and encourages students in developing and maintaining equitable routines and procedures.	Assists and encourages all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.	e	
Ising instructional ime effectively	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to selfmonitor time on task.	Rating (Check One): Does Not Meet CSTP Meets or Exceeds CSTP Progressing Towards CSTP	Page 3 of

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CST	P	Evidence-Based Rationale for Rating
Demonstrating knowledge of subject matter and student development 3,1	Basic knowledge of subject matter and student development is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter and student development. Promotes an understanding of key concepts.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Plans and builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student understanding of key concepts, thermes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).	
Organizing curriculum to support student understanding of subject matter 3,2	The curriculum is not organized and does not adequately demonstrate concepts, themes and skills. Rarely supports different perspectives or students' understanding of core concepts.	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.	
Interrelating ideas and information within and across subject matter 3.3	Presents curriculum without identifying or integrating key concepts and information, or does not relate content to previous learning in order to support students' understanding.	Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students. Supports students' application of cross-curricular learning.	
Developing student understanding hrough nstructional trategies that are appropriate to ubject matter 3.4	Does not appropriately match instructional strategies to subject matter content or concepts. Does not encourage students to think critically or to extend their knowledge.	Uses a few instructional strategies to make the content accessible to students. Makes some attempt to encourage students to think critically.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.	
ising materials, esources, and echnologies to make subject matter ccessible to tudents	Instructional materials, resources and technologies are not used appropriately. Materials do not accurately reflect diverse perspectives.	Uses available instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students. Resources are made available to all students.	Selects, adapts and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.	Rating (Check One): Does Not Meet CSTP

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CST	P	Evidence-Based Rational	e for Rating
Drawing on and valuing students' backgrounds, interests, and developmental learning needs 4.1	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.		
Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic.	Communicates expectations for student learning in most lessons. Has inconsistent expectations for students.	Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Ensures that students understand and reflect upon short-term and long-term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short-term and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.		
Developing and sequencing instructional activities and materials for student learning 4.3	Instructional activities and materials are not appropriate to the students or the instructional goals do not engage students in meaningful learning. Activities are not logically sequenced.	Develops some concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs.	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge.		
Designing short- term and long-term plans to foster student learning	Individual lesson plans have little or no recognizable organization or connection to adopted curriculum. Demonstrates limited knowledge of subject matter and students to plan and pace instructional activities over time. Does not plan to ensure access to challenging, diverse, academic content for all students.	Ineffectively organizes curriculum to allow enough time for student learning, review and assessment. Neglects to provide opportunities for all students to learn at their own pace.	Organizes most of the curriculum to allow enough time for student learning, review, and assessment. Demonstrates knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for most students to learn at their own pace.	Organizes curriculum to allow enough time for student learning, review, and assessment. Applies knowledge of subject matter and students to plan and pace instructional activities over time. Plans to ensure access to challenging, diverse, academic content for all students. Provides opportunities for all students to learn at their own pace.	Learning sequences are responsive to the needs of individual students and promotes understanding of complex concepts. Plans are comprehensive and cohesive across content areas.		a a
Modifying instructional plans to adjust for student needs 4.5	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Inconsistently adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusion.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to modify lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to modify lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.	Rating (Check One): ☐ Does Not Meet CSTP ☐ Meets or ☐ Progressing Towards CSTP	Exceeds CSTP

Standard 5: Assessing Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CSTP		Evidence-Based Rationale for Rating
Establishing and communicating learning goals for all students	Does not use adopted curriculum materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Students are unaware of learning goals.	Inconsistently uses adopted material to establish learning goals for students that reflect the key subject matter concepts, skills, and applications. Some students are aware of learning goals.	Uses subject matter standards from district, state, and other sources to guide establishment of learning goals for all students that reflect the key subject matter concepts, skills, and applications. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, reviews and revises learning goals with students and families on an ongoing basis.	
Collecting and using multiple sources of information to assess student learning	The teacher uses no consistent source of information to assess student learning and/or uses assessment strategies that are not appropriate.	The teacher uses limited sources of information to assess student learning and one or more assessment strategies to monitor student progress.	The teacher uses a variety of sources to collect information about student learning and multiple assessment strategies to monitor student progress and inform instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short-term and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.	
Involving and guiding all students in assessing their own learning 5.3	The teacher does not encourage students to reflect on or assess their own work.	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in assessing their own work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self- assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in ongoing self and peer assessment and in monitoring their progress and goals over time.	
Using the results of issessment to guide instruction 5.4	Information about student learning is inappropriately or not used by the teacher to plan, guide, or adjust instruction.	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broadbased checking for understanding in instruction and is able to modify and redesign lessons as needed.	
Communicating with tudents, families, and other audiences about student progress	The teacher provides some information about student learning to students, families, and support personnel, but the information is incomplete, unclear, or not timely.	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as mandated.	Provides students with timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is collected from a variety of sources and shared with students, families and support personnel.	Involves students, families, and support personnel as pariners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.	Rating (Check One): Does Not Meet CSTP

Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CST	P	Evidence-Based Rationale for Rating
Reflecting on teaching practice and planning professional development 6.1	Reflects on specific problems or areas of concern in his/her teaching practice, but rarely uses reflection to assess growth over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and may use reflection to plan professional development.	Reflects on the relationship of teaching practice to student learning. Plans professional development based on reflection.	Analyzes and reflects on teaching and learning based on evidence gathered. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.	
Establishing professional goals and pursuing opportunities to grow professionally 6.2	Rarely pursues opportunities to develop new knowledge or skills, or to participate in the professional community.	Sets goals considering self- assessment and other feedback. Pursues some opportunities to acquire new knowledge and skills, but infrequently participates in the professional community.	Pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.	
Working with communities to improve professional practice 6.3	Teacher has limited knowledge of students' communities or of how to access them to provide learning experiences for students or to promote collaboration with the school.	Teacher increases their own understanding of the roles of the communities in students' lives. May attend selected community events. Uses some district resources and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations. Provides students with a range of community experiences that benefit students and/or families.	
Working with families to improve or of essional practice 6.4	The teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two- way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.	
Working with colleagues to improve professional oractice 6.5	Rarely collaborates with colleagues, or seeks out other staff to discuss student needs. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.	
Balancing professional esponsibilities and naintaining notivation 6.6	Does not fulfill professional responsibilities. Does not stay current about professional and legal responsibilities for students' learning, behavior and safety,	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.	Rating (Check One): Does Not Meet CSTP

July 2007 (Revised 7/1/07)

		School Year
Additional Comments - Employee		Additional Comments - Evaluator
95	Recomn	pendations
Probationary:		Temporary:
Continue Probationary Status Continue Probationary Status with Recommendation for Assistance Recommend for Permanent Status Recommend Non-Re-Employment		Continue Temporary Status Continue Temporary Status with Recommendation for Assistance Recommend Release from Contract
		Permanent:
		Continue Permanent Status Continue Permanent Status with Mandated Referral to PAR *(2-3 "Does Not Meet CSTP" Ratings) The next evaluation of this Permanent Employee is deferred to the third school year following the school year of this evaluation. date
(Additional information may be attached)		(Please initial and date above to indicate agreement for Deferral: Administrator & Employee Date) 1. Evaluator and Employee must mutually agree to the third year deferral.
Employee's Signature		Date
Evaluator's Signature	Title	Date
Reviewed by	Title	Date
Reviewed by	Title	Date
Distribution: Personnel File / Evaluator / Employee		*Article 10.5 (c)

Employee_

Page 8 of 8

F-SUTA CONTRACT

July 1, 2012 – June 30, 2014

FAIRFIELD-SUISUN UNIFIED TEACHERS ASSOCIATION

4735 Central Way, Suite C Fairfield, California 94534 (707) 864-6193

Fairfield-Suisun Unified School District 2490 Hilborn Road Fairfield, California 94534 (707) 399-5000

- of whom shall be the grievant, shall receive release time to process a grievance prior to arbitration.
- c. All documents, communications, and records dealing with the process of a grievance will be filed in a separate file and will not be kept in the personnel file of any of the participants.
- d. The limits for appeal provided in each level shall begin the day following receipt of written decision by the parties. These limits may be extended with the agreement of the parties.
- e. If a grievance arises from action or inaction on the part of a member of the administration at a level above the principal or immediate supervisor, the grievant shall submit such grievance in writing to the Superintendent directly, and the processing of such grievance shall be initiated at Level III. Such Level III grievances must be filed within thirty (30) days after knowledge of the occurrence of the act or omission giving rise to the grievance.
- f. Subject to the appeal of the Association, implementation of any proposed resolution of a grievance at any formal level will take place within five (5) days. If such implementation has not resolved the alleged violation, misapplication or misrepresentation of the contract, the Association will proceed to higher levels of the grievance procedure.

ARTICLE 10 - EVALUATION

- 10.1 It is understood and agreed by the parties that the principal objective is to maintain and improve the quality of education in the District. It is further understood and agreed that this objective can be more readily achieved by a manifest willingness on the part of the District to assist all certificated unit members, but especially less experienced unit members in improving their professional skills. The District accepts as a fundamental premise for a successful evaluation program, the necessity for mutual respect and confidence to exist between the evaluator and those evaluated. The evaluation process and forms shall not be used as retaliation or as a substitute for discipline.
- 10.2 The evaluation of certificated unit members is based on the California Standards for the Teaching Profession (CTSP). These Standards are also part of the District's Beginning Teacher Support and Assessment Induction Program and the Peer Assistance and Review Program (PAR). An important component of each of these is the understanding that all professionals grow and develop. It is, therefore, expected that all final evaluations will contain individual and personalized suggestions for continued professional development.
- 10.3 Certificated Evaluation Process using CSTP
 - a. This process will be used to evaluate all certificated unit members:

- 1. Permanent unit members will be evaluated once every two (2) years. Permanent unit members who receive a "Does Not Meet CSTP" or at least two "Progressing Towards CSTP" ratings on their evaluation may be evaluated in the subsequent year. The formal evaluation of a permanent unit member may be deferred to a third year by mutual agreement with their site administrator. If so, the "once-every-two-year cycle" specified in this paragraph will start over.
- 2. Probationary unit members will be evaluated at least once a year.
- 3. Temporary unit members will be evaluated at least once a year.
- 4. At the request of the Association, the timeline for a grievance dealing with a unit member's evaluation will continue from the end of the period of service in which the evaluation was received, until the beginning of the following period of service.
- 5. "Evidence" shall be the measure supporting a rating by an evaluator of a unit member on the approved observation and evaluation forms. Evidence shall be a unit member's Observation Forms, the items listed in 10.3.e and other objective measures of assessment that relate to the CSTP Standard being observed or evaluated.
- 6. Consulting Teachers (PAR Program, Article 14) shall be evaluated according to the guidelines in Article 14.6.c.
- 7. All teachers shall receive training as indicated in Article 10.6.
- b. Individual or school site unit member trainings to include all unit members will begin within the first thirty (30) days of the unit member's work year 60 minutes for the first year (2013-14) for all teachers and an additional 60 minutes for probationary and temporary teachers; for all subsequent years 30 minutes for all teachers and an additional 60 minutes for probationary and temporary teachers by March 10. Unit members will be evaluated upon the Standards on the form "Certificated Personnel Evaluation Form, (Appendix K)." All certificated unit members will be provided with electronic copies of the CSTP: California Standards for the Teaching Profession (most recent edition), which provides detailed information regarding the components of each Standard. Upon request, a unit member may be provided with a hard copy of the CSTP.
- c. Probationary and temporary unit members will be evaluated on all six (6) CSTP Standards. Documentation provided by the unit member (Probationary, Temporary or Permanent) to include, but not be limited to, that mentioned in 10.3(e)(5) shall be a part of the evaluation of Standard Six (6).

- d. At least two (2) formal observations, one scheduled, and the other may be scheduled or unscheduled, will be held during a unit member's evaluation year to observe unit members using only the District's Certificated Personnel Observation Form (Appendix J). These formal observations will be at least thirty (30) minutes in length. These formal observations may take place any time a certificated unit member is performing within the scope of his/her classroom duties. The number, frequency and duration of the observations may vary with the requirements imposed by the type of class, the needs of the teacher, and individual situation. Formal observations may be preceded by a pre-conference and must be followed with a post-conference between the unit member and the evaluator.
- e. The authorized components of data to validate the CSTP include formal classroom observations and:
 - 1. Observations of less than 30 minutes
 - 2. Classroom walk-throughs
 - 3. Lesson plans as designed by the classroom teacher
 - 4. Observation of report cards and progress reports
 - 5. Records of professional development activities as provided by the teacher (Such documentation shall be a part of the evaluation of Standard 6).

Standardized test scores shall not be used as evaluation data.

- f. Following each formal observation, the unit member will receive written feedback from the evaluator no less than three (3) workdays prior to the post-observation conference. In addition, post observation conferences must be held no later than ten (10) workdays following the formal observation. The unit member shall have the right to comment and have those comments affixed to the said observation report. Additionally, the administrator and the unit member may mutually agree to added or modify comments to the observation form at the time of the post-observation conference.
- g. The unit member will receive a written final evaluation report from the evaluator no less than five (5) workdays prior to the unit member/evaluator conference. A final evaluation report in writing and unit member/evaluator conference will be held at least thirty (30) workdays prior to the last workday of the unit member in the school year in which the evaluation took place. In completing the final report, the evaluator will consider the overall performance in the Standards selected in the initial conference when determining an evaluation rating.
- h. The principal will have the primary responsibility for observations and filing of observation reports. The principal may assign another on-site administrator these duties. For Special Education preschool teachers, the primary responsibility for observations and the evaluation shall be assigned to the Coordinator responsible for the Special Education preschool programs.

- 1. If another onsite administrator is assigned as the primary evaluator, his/her signature shall appear on both the observation report(s) and evaluation. The unit member shall be notified of this assignment change in writing.
- 2. If a designated evaluator is used by the primary evaluator, both signatures shall appear on the observation report(s) and evaluation. The primary evaluator shall use no more than two (2) designated evaluators during the course of the school year.

Additional Observation(s)

- 3. A unit member may request other observations to be conducted by members of the administration (requested to be either on-site or off-site) other than the designated primary administrator. The additional observation(s) shall be evidence used to determine a unit member's final evaluation.
 - i. For each required observation conducted pursuant to section 10.3.d, a permanent unit member may request and shall receive one (1) additional observation. The permanent unit member may request that such observation(s) be conducted by members of the administration other than the designated primary administrator, including administrators not assigned to the unit member's work location. Such request must be in writing, and made within seven (7) workdays of the date of the post-observation conference. The additional observation shall be conducted within twenty (20) workdays of the request. The time lines specified in section 10.4.a.2 and 10.4.a.3 shall not apply to any such additional observation(s). The additional observation(s) shall be evidence used to determine a unit member's final evaluation.
- 4. No unit member shall evaluate another unit member.

10.4 Conference/Evaluation Timeline

a. <u>Permanent Unit Member</u>

- 1. Initial conferences for permanent unit members to select the Standards for evaluation shall be held within the first twenty-five (25) workdays of the school year. No formal observation shall be conducted in the two (2) weeks after the initial conference unless otherwise agreed upon between teacher and administrator.
 - i. Permanent unit members will be evaluated on only three (3) CSTP Standards according to the following: Within the first twenty-five (25) workdays of the unit member's work year, the evaluator selects one (1) Standard; the unit member selects one (1) Standard. Additionally, all

- unit members will be evaluated on Standard 6, Developing as a Professional Educator."
- ii. The selection of Standards by the evaluator and the unit member shall be made on the Evaluation Standards Selection form, (Appendix I). A copy shall be provided to the unit member and the original copy of this form shall become a part of the Permanent unit member's evaluation form.
- 2. There must be no less than four (4) weeks between an observation post-conference and the next formal observation.
- 3. There must be no less than four (4) weeks between the last post observation conference and the final evaluation conference. The final written evaluation shall be received no less than five (5) work days before the evaluation conference.
- 4. The final evaluation conference must be held no later than thirty (30) days prior to end of the unit member's work year.

b. Probationary/Temporary Unit Members

- 1. A probationary/temporary unit member's first formal observation must be held within the first six (6) weeks of the unit member's work year.
- 2. There must be no less than four (4) weeks between a post observation conference and the next formal observation.
- 3. There must be no less than three (3) weeks between the last post observation conference and the final evaluation conference. The final written evaluation shall be received no less than five (5) workdays before the evaluation conference.
- 4. The final evaluation conference must be held no later than thirty (30) days prior to the end of the work year.

Referrals to the PEER Assistance and Review Program (PAR)

- 10.5 Using the CSTP Standards, unit members of permanent status shall be referred to the Peer Assistance and Review Program (PAR) as follows:
 - a. Zero (0) or one (1) "Does Not Meet CSTP" ratings on the three identified Standards shall result in no referral to PAR.
 - b. Two (2) "Does Not Meet CSTP" ratings on both the unit member chosen Standard and the administrator chosen Standard of the three identified Standards shall result

in a referral to PAR as a "Voluntary Participating" teacher. The unit member must complete the process, but no records are kept and no legal provisions of the California PAR provisions have effect. If in the next consecutive evaluation, the unit member receives fewer than two (2) "Does Not Meet CSTP" ratings there shall be no referral to PAR.

- c. Three (3) "Does Not Meet CSTP" ratings on the three identified Standards shall result in mandatory referral to and participation in PAR. If in the next consecutive evaluation, the unit member receives fewer than two (2) "Does Not Meet CSTP" ratings there shall be no referral to PAR.
- d. "Does Not Meet CSTP" Evaluation Rating
 - 1. For a unit member to receive a "Does Not Meet CSTP" rating on a Standard, at least three (3) of the elements in that Standard must be marked "Does Not Meet CSTP" based on validating evidence.

10.6 Bilateral Joint Committee

- a. The success and effectiveness of the evaluation process is dependent upon appropriate, joint bilateral training provided by the Association and the District. The District and the Association agree to establish and operate jointly a bilateral Evaluation Committee. This committee's purpose is to design and implement a training program relating to the evaluation program; process, form and language. The Evaluation Committee (outlined in 10.6.b) shall set up a schedule of training.
- b. The Evaluation Committee will consist of three (3) unit members, two (2) site administrators, and one (1) district office administrator and will monitor and determine the content of the training and needs to support the Evaluation Program. Unit members of the Evaluation Committee shall be selected by F-SUTA. Management members of the Evaluation Committee shall be selected by FSUSD.
- c. The Association shall identify one (1) unit member for each elementary school, two (2) for middle school and three (3) for high school, at each school site, to work in conjunction with the site principal to train and provide assistance to unit members during the work day regarding program, process, forms and contract language.
- d. The administrators and unit members identified in section 10.6.c. shall attend two (2) hours of joint training regarding the evaluation program process, forms and contract language, to be conducted jointly by the Association and the District. This training will be provided within the contracted workday of the unit members, or if outside the workday, members shall be compensated at their per diem rate.

- e. Administration and unit members identified in section 10.6.c shall provide training at their individual school site regarding the evaluation program process, forms and contract language as noted in 10.3.b. This training will be provided within the contracted workday of the unit members as per Article 10. The training need not be consecutive. The Bilateral Evaluation Committee will determine the content of the training.
- f. The District shall provide an additional two (2) hours of training to Administrators regarding the evaluation program process, forms and contract. An additional one hour shall be provided for all new administrators.
- g. The committee can make no changes in the evaluation process as outlined in this Agreement. The committee may make recommendations to the Association and the District regarding the evaluation process.

ARTICLE 11 - PERSONNEL FILES

- 11.1 There shall be a single personnel file for each unit member. Personnel files shall be kept in the central administrative office of the District.
- 11.2 Materials in the personnel file of a unit member, except as noted below, shall be made available for inspection by the unit member involved. Upon written authorization signed by the unit member, an Association representative may review the unit member's file or accompany the unit member in his/her review of the file. Material which may be excluded from inspection shall be limited to ratings, reports or records which:
 - a. Were obtained prior to the employment of the unit member involved.
 - b. Were prepared by identifiable examination committee members.
 - c. Were obtained in connection with a promotional examination.

Unit members shall have the right to inspect and obtain a copy of personnel file materials upon request.

11.3 Information of a derogatory nature, except material excluded in accordance with Section 11.2 above, shall not be entered or filed unless and until the unit member is given notice and an opportunity to review and comment thereon. A unit member shall have the right to enter, and have attached to any such derogatory statement, his/her own comments thereon. Such review, and any reasonable preparation of comments in response to the material and/or statement, shall take place during normal business hours. The unit member shall be released from duty for a maximum of one-half (1/2) day per review without salary reduction. If the unit member alleges that the material is false or based on unsubstantiated information or rumor from any unidentified source, a grievance may be initiated to determine the validity of such material. If such material is determined to be false or based on unsubstantiated information or rumor from an unidentified source, it shall be removed.



Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Permanent Certificated Personnel Evaluation Standards Selection Form

(Reference: Collective Bargaining Agreement, Article 10)

Employee:	Evaluator:
Grade/Subject Area(s):	Position:
School Year: Site/Location:	Date:
Directions for Use:	
work days of the unit member's work year, the evaluator unit members will be evaluated on Standard 6, "Develop the unit member shall be made on this form. All forms shall become a part of Permanent unit member's evaluated. 2) The evaluator and the permanent unit member in accord upon which the unit member will be evaluated in the year available to unit members on the electronic evaluation [Reference: Article 10.4.a, Section 1(i) thru 1 (ii)]	dance with Direction 1 above must each select on the line below, a CSTP Standard ar cited on this form and then each must date and sign the form. All forms shall be system. This form shall become a part of Permanent unit member's evaluation.
3) Upon mutual agreement, the employee and the evaluator r	may elect to defer the evaluation one year only.
CSTP Standard Selected By Permanent Employee:	CSTP Standard Selected By Evaluator:
tandard	Standard
'ermanent Employee's Signature	Date
ator's Signature	Date

Evaluation Deferral Signatures

.Evaluator's Signature_______ Date_____

July 2007 (Created 7/1/07) Revised (MOU-5/30/13)

Certificated Personnel Observation Form

Fairfield-Suisun Unified School District

(Reference: Collective Bargaining Agreement, Article 10)

Employe	ee:	0£	Evaluator:		
Grade/Su	ubject Area(s):		Position:		
School Y *Standar	ear: A Selected by the Ev	_Site/Location: aluator:	Date: *Standard S	Selected by the Unit Member:	
Status:	Temporary	Probationary-Zero	First-Year Probationary	Second-Year Probationary	Permanent

Directions for Use:

- 1) During the first thirty (30) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards. All unit members will be provided electronic copies of the California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers. Upon request, a unit member may be provided with a hard copy of the CSTP. The standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.6, Section e)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The FSUSD Observation and Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion. Evidence based comments will be provided. Following each formal observation, the unit member will receive written feedback no less than three (3) workdays prior to the post observation conference. A post observation conference will be held no later than ten (10) workdays following the formal observation. (Reference: Article 10.3, Section f)
- 4) Permanent, Probationary and Temporary unit members will be observed using this form at least two times throughout the course of the school year. (Reference: Article 10.3, Section d)

Elements	Does Not Meet CSTP	Progressing Towards CSTP	. 1	Meets or Exceeds CST	CP	Evidence	Conference Notes
Using knowledge of students:to engage them in learning:	Does not use knowledge of students to engage them in learning	Learns about students through data provided in classroom, school, and/or district assessments.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs. Uses a variety of instructional strategies that ensure equitable access to the curriculum.	Uses comprehensive knowledge of students to make adjustments and accommodations in instruction. Provides opportunities for students to choose from a wide range of methods to further their learning that are responsive to their diverse learning needs.		
Connecting learning to students? prior knowledge, backgrounds, life- experiences, and interests	Makes no connections between learning and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest.	Implements activities and elicits questions that help students make connections between what they already know and what they are learning.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests. Provides opportunities and support for students to articulate the relevance and impact of lessons on their lives and/or on society.		
Connecting subject matter to meaningful, real- life contexts.	Makes no real- life connections during instruction as identified in subject matter.	Occasionally connects real- life contexts with subject matter to support student understanding.	Regularly utilizes meaningful, real- life connections to develop students' understandings of subject matter.	Provides opportunities for students to routinely make connections to relevant, meaningful, and real-life contexts throughout subject matter instruction and for students to provide feedback regarding relevance of subject matter to their lives.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to actively engage students to make their own connections and to extend their understanding.		

Using a variety of instructional strategies, resources, and technologies to meet students diverse learning needs. 114	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	Uses minimal instructional strategies including technology. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies including technology intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies to meet students' diverse academic and linguistic needs to ensure fullest participation and learning for all students.	Creates, adapts, and utilizes a repertoire of strategies, culturally responsive pedagogy, technology, and resources during ongoing instruction. Selects and differentiates learning to accommodate students' diverse learning styles.	
Promoting critical thinking through inquiry, problem solving, and reflection.	Limits questions to recall of factual knowledge. Provides no opportunities for students to engage in critical thinking through inquiry, problem solving, or reflection.	Asks questions that focus on factual knowledge and comprehension and provides some opportunities for students to think critically.	Guides students to think critically through the use of questioning strategies, posing and solving problems, and reflecting on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives.	Facilitates systematic opportunities for students to pose and answer a wide range of complex questions and problems, reflect, and communicate understandings based on in-depth analysis of content learning.	
Monitoring student learning and adjusting instruction while teaching:	Instruction is not modified, in spite of evidence that modifications would improve student learning.	Seeks to clarify instructions and learning activities to support student understanding.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.	

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet Progressing Meets or Exceeds CSTP CSTP Towards CSTP				ΓP	Evidence	Conference Notes
Promoting social levelopment and esponsibility within a caring ommunity where ach student is reated fairly and espectfully.	fairness, equity, caring, and respect in the classroom. Does not support students' social development diversity or self- esteem. Does not provide opportunities for students to share	Builds caring, friendly rapport with most students. Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students.	Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. Demonstrates cultural awareness in developing a positive classroom climate.	Maintains caring and respectful relationships with students. Supports students in taking leadership in developing a caring community that is responsive to the cultural diversity of all students.	Fosters a safe, inclusive, and equitable learning community. Facilitates student participation in maintaining a climate of equity, caring, and respect and development of creative solutions to conflicts.	26 26 29	
reating hysical or irtual learning nvironments hat promote tudent learning effect diversity, nd encourage onstructive nd productive iteractions mong students	The physical /virtual environment does not support student learning. Movement and access may be restricted by barriers. Materials/resources are difficult to access when needed.	Experiments with adapting the physical and/or virtual learning environment for teacher accessibility or visibility of students, easy movement and access to resources. Room displays relate to the curriculum.	Develops physical and/or virtual learning environments that support student learning. Utilizes a variety of structures for interaction for learning activities that ensure a focus on and completion of learning tasks. Room displays are sometimes used in learning activities.	Maintains physical and/or virtual learning environments that reflect student diversity. Integrates a variety of structures for interaction that engage students constructively and productively in learning. Provides a broad range of resources, displays, and artifacts that are current and integral to instruction.	Adapts physical and/ or virtual learning environments flexibly. The environment is used a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment to reflect the student diversity.		
stablishing nd maintaining arning nvironments that re physically, atellectually, and motionally safes 2.3	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behavior among students. Response to inappropriate behavior is unfair or inequitable.	Adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise. Explores strategies to establish intellectual and emotional safety in the classroom.	Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that promote acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view. Models and provides instruction on skills that support safety.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	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.		THE ST

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Creating a rigorous learning environment with high expectations and appropriate support for all students	High expectations for student learning is not evident. Appropriate scaffolds to address achievement gaps are not implemented. Instruction is not developed for appropriate level s of challenge.	Focuses the rigor of the learning environment on the accuracy of answers and completion of learning tasks. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.	Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Holds high expectations for students. Has an understanding of achievement patterns and uses scaffolds to address achievement gaps.	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing, and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.	Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis, and purposeful use of learning. Scaffolds instruction to support students in utilizing a variety of strategies to meet high expectations.
Developing, accommunity and maintaining high standards for individual and group behavior 2.55	No standards for behavior appear to have been established, or students are confused about what the standards are.	Basic standards for behavior have been established. Reviews standards for behavior with students in anticipation of need for reinforcement. Refers to standards for behavior and applies consequences as needed.	Develops expectations with some student involvement Communicates, models, and explains expectations for individual and group behavior. Monitors student behavior during individual and group work.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each others' behavior in a respectful way.	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.
Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a dlimate in which all students can learn 2.6	Has not established routines, procedures, norms, and supports for positive behavior.	Develops procedures and routines. Assists students to learn routines and procedures. Seeks to promote positive behaviors and responds to disruptive behavior.	Establishes and maintains procedures routines, and norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment.	Engages students in monitoring and reflecting on routines, procedures, and norms. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning environment.	Facilitates students in monitoring and adjusting routines. Classroom climate integrates school standards, promotes positive behaviors, and eliminates most disruptive behavior.
Using instructional time to optimize learning 2.7	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.	Provides adequate time for instruction, checking for understanding, and completion of learning activities. Paces instruction and classroom business and uses transitions to support and maintain engagement of all students.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.	Presents, adjusts, and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to selfmonitor time on task.

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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence	1	Conference Notes
Demonstrating chowledge of ubject matter cademic content tandards, and urriculum armieworks.	Basic knowledge of subject matter is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter, related academic language and academic content standards.	Utilizes concepts in subject matter and academic language, to identify connections between academic content standards and instruction.	Identifies and integrates key concepts, themes, relationships, and connections across subject matter areas.	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.	9	G 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
Ipplying nowledge f student evelopment and roficiencies to nsure student nderstanding of ubject matter	Does not apply knowledge of student development and proficiencies to meet students' diverse learning needs.	Demonstrates basic knowledge of stages of student development while becoming aware of differences in students' understanding of subject matter.	Connects content being taught to students' prior knowledge and experiences at the appropriate developmental level.	Integrates knowledge of the range of student development into instructional decisions to ensure student understanding of subject matter, including related academic language.	Utilizes comprehensive knowledge to guide all students to develop proficiencies in self-directed goal setting, monitoring, and improvement.			
Organizing urriculum to: ucilitate student nderstanding of ie Subject matter	Does not organize curriculum to facilitate student understanding of the subject matter.	Follows organization of curriculum as provided by site and district to support student understanding of subject matter.	Applies knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts.	Utilizes knowledge of student readiness to learn to organize, sequence, and enhance the curriculum.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.	¥	41	
Itilizing Istructional Irracgies that are Interpretate to the Interpretate to the Itilized matter Itilized matter Itilized matter Itilized matter Itilized matter	Does not appropriately match instructional strategies to subject matter content or concepts.	Uses limited instructional strategies to make the content accessible to students.	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.	Integrates instructional strategies appropriate to subject matter that challenge all students. Assists students to individually construct their own knowledge, think critically, understand and use academic language, and make connections within and across subject matter.	Uses a repertoire of instructional strategies that are appropriate to subject matter to support and challenge the full range of students toward a deep understanding of subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.	9		

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Using and adapting resources, technologies and standards aligned instructional materials, including adopted maters to make subject matter accessible to all students	Instructional materials, resources and technologies are not used appropriately.	Uses available instructional materials, resources, and technologies to present concepts and skills.	Selects and utilizes appropriate relevant instructional materials, resources and technologies to make subject matter accessible to students. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.	Integrates a wide range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide equal access for all students.	Engages students in identifying and adapting resources, technologies and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.	
Addressing the needs of English Learners and students with special needs to provide equitable access to the content. 3.6	Is unaware of the range of students' needs as identified by school data. Does not cooperate with support personnel and families to support learning plans and goals.	Is aware of the full range of students' needs as identified through data provided by the school. Seeks additional information on the full range of students to address challenges and required additional supports. Cooperates with support personal and families in establishing learning plans and goals.	Uses data on the full range of students identified with special needs and/or English Learners to provide appropriate challenges and accommodations in instruction. Communicates with support personnel and families to ensure that appropriate student services are provided and progress is made in accessing content.	Integrates accommodations, adaptations, or extensions to instruction for the full range of students with special needs and English Learners to ensure adequate support and challenge. Maintains regular communication with support personnel and families to ensure that appropriate student services are provided and progress is made in accessing content.	Guides and supports the full range of students with special needs and English Learners to actively engage in assessment and to monitor their own strengths, learning needs, and achievement. Communicates and collaborates with support personnel and families in creating a coordinated program to optimize success of the full range of students with special needs and English Learners.	

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Elements = -	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CS	TP .	Evidence	Conference Notes
Using knowledge of students' academic readiness	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support	Plans instruction using available standardized test data.	Plans and implements instruction using data from a variety of assessments, as well as information on student academic readiness, language,	Uses differentiated instruction that supports student learning based on the knowledge of the students' diverse learning needs and cultural background.	Implements differentiated instruction that promotes access to academic content standards, taking into account students' academic, cultural,	1527 1527	
language proficiency, cultural background,	students' learning.	3	cultural background, and individual development.		and linguistic diversity.	#7 81	
and individual development to plan instruction 4.1						¥4 27	
Establishing and articulating goals for student learning 4.25	Instructional goals are not established or do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic.	Establishes expectations for student learning in most lessons. Has inconsistent expectations for students.	Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for	Ensures that students understand and reflect upon short-term and long-term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short- term and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in	*.	
and the state of			students are generally high.		setting, revising, and achieving personal goals.		
Developing and sequencing long- term and short term instructional	Individual lesson plans have little or no recognizable organization or connection to adopted curriculum.	Uses available curriculum guidelines for daily, short-term and long-term plans.	Develops and sequences short and long term instructional plans to support student learning.	Refines sequence of long-term plans with colleagues to reflect integration of curriculum guidelines,	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design		
planstosupport sudem learning 4.3	Does not plan to ensure access to challenging, diverse, academic content for all students.		roaming.	frameworks, and content standards with assessed instructional needs to ensure student learning.	cohesive and cohesive and comprehensive long- term and short-term instructional plans that ensure high levels of learning.		
instruction that incorporates	Instructional strategies do not address students' diverse learning needs.	Plans instruction that incorporates strategies suggested by curriculum guidelines.	Uses knowledge of subject matter, culturally responsive pedagogy, and students' diverse learning needs to	Integrates instruction to address learning styles and meets students' assessed language and learning needs.	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse	×	
the learning needs of all students 44			plan and implement appropriately paced instructional activities.	Provides appropriate support and challenge for students.	language and learning needs and styles to advance learning for all.	8	

Standard 5: Assessing Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	1	Meets or Exceeds CST	TP .	Evidence	Conference Notes
Applying knowledge of the purposes, characteristics; and uses of different types of assessments 5 f	Does not demonstrate an awareness of the purposes, characteristics, and uses of different types of assessments.	Explores the use of different types of assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.	Selects and uses essessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	Develops and adapts a range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.		
Collecting and analyzing assessment data from awariety of sources to inform instruction. 5.2	Uses no sources of information to inform instruction and/or does not use assessments that are appropriate.	Uses data from required assessments to assess student learning. Follow required processes for data analysis and draws conclusions about student learning	Explores collecting additional data using supplemental assessments. Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.	BTSA Integrating Strategically and systematically integrates assessments throughout instruction to collect ongoing data appropriate for the range of learning needs. Uses the results of ongoing data analysis for maximum academic student success.		
Reviewing data, both individually and with colleagues, to- monitor student learning	Does not review data, individually or with colleagues, to monitor student learning.	Reviews and monitors assessment data as required by site and/or district.	Reviews and monitors a variety of data, individually and with colleagues, to identify the learning needs of individual students.	Reviews and monitors a wide variety of data, individually and with colleagues, to identify trends and patterns among students.	Works collaboratively with colleagues to identify and address underlying causes for assessment data trends.	e e	

Using assessment data to establish learning goals and to plan, differentiate and modify instruction	Assessment data is not appropriately used by the teacher to establish learning goals or to plan, differentiate, and modify instruction.	Uses data from available assessments to establish learning goals.	Uses a variety of formal and informal assessment data to establish learning goals for content and academic language. Regularly plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	Uses a wide variety of data to establish goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessment.	Reflects on data to make refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and makes ongoing adjustments to match the evolving learning needs of individuals and groups.	5. 5. 5. 6. 6. 8.
Involving all students in self-assessment, a goal setting, and monitoring progress.	Does not involve students in self- assessment, goal setting, and monitoring of their progress.	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress towards class and/or individual goals.	Models and scaffolds student self- assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis.	Implements opportunities for students to self-assess and set learning goals related to content, academic language and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.	Provides ongoing opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals to advance their academic achievement.	5. 20 20 20 20 20 20 20 20 20 20 20 20 20
Using available technologies to assist in assessment, analysis, and communication of student learning.	Does not use available technologies to assist in assessment, analysis, and communication of student learning.	Uses technologies to implement individual assessments, record results and communicate with administration, colleagues and families about student learning.	Uses technology to design and implement assessments, record and analyze results and communicate student learning with administration, colleagues, families and students. Ensures that communications are received by those who lack the access to technologies	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.	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.	

Using assessment	Does not provide	Provides students	Provides students	Integrates feedback	Develops student		
	students with	with feedback	with clear and timely	to students from	skills in analyzing		
information to	feedback through	through assessment	information about	formal and informal	assessments of their	1	
share timely and	assessment of	of work and	strengths, needs,	assessments in	progress to facilitate		
comprehensible	work. Poor	required summative	and strategies for	ways that support	and accelerate their	1	
feedback with	communication of	assessments.	improving academic	increased learning.	learning.		
	student proficiency	Notifies families of	achievement.	Provides	Engages families in	186	
students and their	and behavior issues	student proficiencies.	Communicates	opportunities	a variety of ongoing		
families	to family.	challenges, and	regularly to share	for two-way	comprehensible		
10.517		behavior issues.	communication	communications	communications	2000	
			assessment	with families to share	about individual	385	
			information that	student assessments	student progress and	l i	
Programme and the			is responsive to	and progress, and	ways to provide and		
			individual student	to raise issues or	monitor.		
			and family needs.	concerns	alomio.	į.	

Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP]	Meets or Exceeds CS	ΓP	Evidence	Conference Notes
Reflecting on teaching practice in support of student learning 6.1	Rarely uses reflection to assess professional growth to support student learning over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and begins to focus professional development on immediate student learning needs	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and the impact on the full range of learners	Analyzes and reflects individually and with colleagues on teaching and learning based on evidence gathered. Plans professional development based on teaching practicesthat support the full range of learners	Integrates analysis and reflection individually and with colleagues into teaching practice in relationship to professional growth that supports the full-range of student learning.		
Establishing professional goals and engaging in continuous and purposeful professional growth and development.	Rarely establishes professional goals, seeks opportunities to develop new knowledge or skills, or participates in the professional community.	Sets goals that take into account self-assessment of teaching practice.	Sets goals and pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Sets and modifies a range of professional goals to extend own teaching practice and that of colleagues. Contributes to professional organizations, literature, and development opportunities and leads professional development.	5 * © 5	
Collaborating with colledgues and the broader professional community to support teacher and student learning 6.3	Rarely collaborates with colleagues, or seeks out other staff to discuss student learning. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.	· ·	
Working with families to support student learning: 6:4	Teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom and school events	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the support of their children's learning.	Communicates to families in ways which show understanding of and respect for cultural norms. Provides opportunities and support for families to actively participate in support of their children's learning.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the support of their children's learning.		

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Engaging local communities in support of the instructional program (6.5).	Lacks awareness of local neighborhoods and communities around school and does not make use of available local resources.	Develops an awareness of neighborhood and community resources.	Uses a variety of neighborhood and community resources to support the curriculum.	Draws from understanding of community to improve and enrich the instructional program.	Collaborates with community members to increase instructional and learning opportunities and to support students and families.	* ************************************	
Managing professional responsibilities to maintain motivation and cammitment to all students.	Does not fulfill professional responsibilities. Does not stay current with professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities and a commitment to all students, and seeks to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career to maintain motivation and commitment to all students and the professional community.	50 51	

Comments/Commendations/Suggestions

Evaluator		Employee	
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Administrator's direct actions, involvement and support that will be provided to assist the unit member (add pages if necessary):

Employee's Signature

Title

Date

Evaluator's Signature

Date

July 2007 (Revised 7/1/07) Revised (MOU-5/30/13)



Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Certificated Personnel Evaluation Form

(Reference: Collective Bargaining Agreement, Article 10)

Status:Temporary _	Probationary-Zero	First-Year Probationary	Second-Year Probationary	Permanent
*Standard Selected by the Eva	luator:	*Standard S	Selected by the Unit Member:	
School Year:	_ Site/Location:	Date:	9	
Grade/Subject Area(s):		Position:		
Employee:		Evaluator:		

Directions for Use:

- 1) During the first thirty (30) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards. All unit members will be provided electronic copies of the California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers. Upon request, a unit member may be provided with a hard copy of the CSTP. The standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.6, Section e)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The FSUSD Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion for the evaluation. Evidence based comments will be provided. In completing the final report, the evaluator will consider the overall performance in each of the selected standards when determining an evaluation rating. [Reference: Article 10.3, Sections (a.1, c, & d thru g)]
- 4) All unit members will receive a final written evaluation report, and an employee/evaluator conference will be held at least thirty (30) workdays prior to their last workday in the school year in which the evaluation took place. [Reference: Article 10.4, Sections (a or b)]

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Elements	Does Not Meet CSTP	Progressing Towards CSTP	7	Meets or Exceeds CS	ΓP	Evidence-Based Rationale for Rating
Using knowleage of students to engage them in learning.	Does not use knowledge of students to engage them in learning	Learns about students through data provided in classroom, school, and/or district assessments.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs. Uses a variety of instructional strategies that ensure equitable access to the curriculum.	Uses comprehensive knowledge of students to make adjustments and accommodations in instruction. Provides opportunities for students to choose from a wide range of methods to further their learning that are responsive to their diverse learning needs.	20 25 20 20 20 20
Connecting learning to students prior knowledge backgrounds, life experiences, and interests	Makes no connections between learning and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest.	Implements activities and elicits questions that help students make connections between what they already know and what they are learning.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests. Provides opportunities and support for students to articulate the relevance and impact of lessons on their lives and/or on society.	3
Connecting subject matter to meaningful, real life contexts.	Makes no real- life connections during instruction as identified in subject matter.	Occasionally connects real- life contexts with subject matter to support student understanding.	Regularly utilizes meaningful, real- life connections to develop students' understandings of subject matter.	Provides opportunities for students to routinely make connections to relevant, meaningful, and real-life contexts throughout subject matter instruction and for students to provide feedback regarding relevance of subject matter to their lives.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to actively engage students to make their own connections and to extend their understanding.	

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Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	Uses minimal instructional strategies including technology. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies including technology intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies to meet students' diverse academic and linguistic needs to ensure fullest participation and learning for all students.	Creates, adapts, and utilizes a repertoire of strategies, culturally responsive pedagogy, technology, and resources during ongoing instruction. Selects and differentiates learning to accommodate students' diverse learning styles.		227 140 5
Promoting critical thinking through inquiry, problem solving, and reflection.	to recall of factual knowledge. Provides no opportunities for students to engage in critical thinking	Asks questions that focus on factual knowledge and comprehension and provides some opportunities for students to think critically.	Guides students to think critically through the use of questioning strategies, posing and solving problems, and reflecting on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives.	Facilitates systematic opportunities for students to pose and answer a wide range of complex questions and problems, reflect, and communicate understandings based on in-depth analysis of content learning.		
Monitoring student learning and adjusting = instruction while teaching.	Instruction is not modified, in spite of evidence that modifications would improve student learning.	Seeks to clarify instructions and learning activities to support student understanding.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.	* #1	i Common

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CS	TP	Evidence-Based Rationale for Rating
Promoting social development and responsibility within a caring, community where each student is treated fairly and respectfully	Does not model fairness, equity, caring, and respect in the classroom. Does not support students' social development diversity or self-esteem. Does not provide opportunities for students to share in the responsibility in the classroom community.	Builds caring, friendly rapport with most students. Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students.	Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. Demonstrates cultural awareness in developing a positive classroom climate.	Maintains caring and respectful relationships with students. Supports students in taking leadership in developing a caring community that is responsive to the cultural diversity of all students.	Fosters a safe, inclusive, and equitable learning community. Facilitates student participation in maintaining a climate of equity, caring, and respect and development of creative solutions to conflicts.	.003 1003 100 100 100 100 100 100 100 100
Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	The physical /virtual environment does not support student learning. Movement and access may be restricted by barriers. Materials/resources are difficult to access when needed.	Experiments with adapting the physical and/or virtual learning environment for teacher accessibility or visibility of students, easy movement and access to resources. Room displays relate to the curriculum.	Develops physical and/or virtual learning environments that support student learning. Utilizes a variety of structures for interaction for learning activities that ensure a focus on and completion of learning tasks. Room displays are sometimes used in learning activities.	Maintains physical and/or virtual learning environments that reflect student diversity. Integrates a variety of structures for interaction that engage students constructively and productively in learning. Provides a broad range of resources, displays, and artifacts that are current and integral to instruction.	Adapts physical and/ or virtual learning environments flexibly. The environment is used a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment to reflect the student diversity.	
Establishing and maintaining learning environments that are physically, intellectually, and emotionally safes.	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behavior among students. Response to inappropriate behavior is unfair or inequitable.	Adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise. Explores strategies to establish intellectual and emotional safety in the classroom.	Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that promote acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view. Models and provides instruction on skills that support safety.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	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.	# # # # # # # # # # # # # # # # # # #

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Creating a rigorous learning environment with high expectations and appropriate support for all-students 2.4	High expectations for student learning is not evident. Appropriate scaffolds to address achievement gaps are not implemented. Instruction is not developed for appropriate level s of challenge. No standards for behavior appear	Focuses the rigor of the learning environment on the accuracy of answers and completion of learning tasks. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students. Basic standards for behavior have	Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Holds high expectations for students. Has an understanding of achievement patterns and uses scaffolds to address achievement gaps. Develops expectations with	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing, and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement. Equitably reinforces expectations and	Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis, and purposeful use of learning. Scaffolds instruction to support students in utilizing a variety of strategies to meet high expectations. Facilitates a positive environment	
communicating and maintaining high standards for individual and group behavior 2.5	to have been established, or students are confused about what the standards are.	been established. Reviews standards for behavior with students in anticipation of need for reinforcement. Refers to standards for behavior and applies consequences as needed.	some student involvement. Communicates, models, and explains expectations for individual and group behavior. Monitors student behavior during individual and group work.	consequences and supports students to monitor their own behavior and each others' behavior in a respectful way.	using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors. Facilitates students	5 6 2 1
Employing classroom routines, procedures, norms, and supports for positive behavior to ensure as climate in which all students can learns.	Has not established routines, procedures, norms, and supports for positive behavior.	Develops procedures and routines. Assists students to learn routines and procedures. Seeks to promote positive behaviors and responds to disruptive behavior.	Establishes and maintains procedures routines, and norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment.	Engages students in monitoring and reflecting on routines, procedures, and norms. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning environment.	in monitoring and adjusting routines. Classroom climate integrates school standards, promotes positive behaviors, and eliminates most disruptive behavior.	* * * * * * * * * * * * * * * * * * *
Using instructional imelio optimize learning 2.7	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.	Provides adequate time for instruction, checking for understanding, and completion of learning activities. Paces instruction and classroom business and uses transitions to support and maintain engagement of all students.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.	Presents, adjusts, and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to selfmonitor time on task.	

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP]	Meets or Exceeds CS	TP .	Evidence-Based Rationale for Rating	
Demonstrating knowledge of subject matter academic content standards, and curriculums frameworks.	Basic knowledge of subject matter is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter, related academic language and academic content standards.	Utilizes concepts in subject matter and academic language, to identify connections between academic content standards and instruction.	Identifies and integrates key concepts, themes, relationships, and connections across subject matter areas.	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.	4 8 5	
Applying knowledge of student development and proficiencies to ensure student understanding of subjectimater 3:2	Does not apply knowledge of student development and proficiencies to meet students' diverse learning needs.	Demonstrates basic knowledge of stages of student development while becoming aware of differences in students' understanding of subject matter.	Connects content being taught to students' prior knowledge and experiences at the appropriate developmental level.	Integrates knowledge of the range of student development into instructional decisions to ensure student understanding of subject matter, including related academic language.	Utilizes comprehensive knowledge to guide all students to develop proficiencies in self-directed goal setting, monitoring, and improvement.		v.
Organizing curriculum to facilitate student underständing of the subject matter 373	Does not organize curriculum to facilitate student understanding of the subject matter.	Follows organization of curriculum as provided by site and district to support student understanding of subject matter.	Applies knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts.	Utilizes knowledge of student readiness to learn to organize, sequence, and enhance the curriculum.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.	8 9 9	
Utilizing instructional strategies that are appropriate to the subject matter 3:4	Does not appropriately match instructional strategies to subject matter content or concepts.	Uses limited instructional strategies to make the content accessible to students.	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.	Integrates instructional strategies appropriate to subject matter that challenge all students. Assists students to individually construct their own knowledge, think critically, understand and use academic language, and make connections within and across subject matter.	Uses a repertoire of instructional strategies that are appropriate to subject matter to support and challenge the full range of students toward a deep understanding of subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.		

Using and adapting resources, technologies and standards aligned instructional materials, including adopted maters to make subject matter accessible to all students	Instructional materials, resources and technologies are not used appropriately.	Uses available instructional materials, resources, and technologies to present concepts and skills.	Selects and utilizes appropriate relevant instructional materials, resources and technologies to make subject matter accessible to students. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.	Integrates a wide range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide equal access for all students.	Engages students in identifying and adapting resources, technologies and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.	
Addressing the needs of English Learners and students with special needs to provide equitable access to the content. 3.6	Is unaware of the range of students' needs as identified by school data. Does not cooperate with support personnel and families to support learning plans and goals.	Is aware of the full range of students' needs as identified through data provided by the school. Seeks additional information on the full range of students to address challenges and required additional supports. Cooperates with support personal and families in establishing learning plans and goals.	Uses data on the full range of students identified with special needs and/or English Learners to provide appropriate challenges and accommodations in instruction. Communicates with support personnel and families to ensure that appropriate student services are provided and progress is made in accessing content.	Integrates accommodations, adaptations, or extensions to instruction for the full range of students with special needs and English Learners to ensure adequate support and challenge. Maintains regular communication with support personnel and families to ensure that appropriate student services are provided and progress is made in accessing content.	Guides and supports the full range of students with special needs and English Learners to actively engage in assessment and to monitor their own strengths, learning needs, and achievement. Communicates and collaborates with support personnel and families in creating a coordinated program to optimize success of the full range of students with special needs and English Learners.	

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CS	IP .	Evidence-Based Rationale for Rating
Using knowledge of students' academic readiness, language	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Plans instruction using available standardized test data.	Plans and implements instruction using data from a variety of assessments, as well as information on student academic readiness, language, cultural background,	Uses differentiated instruction that supports student learning based on the knowledge of the students' diverse learning needs and cultural background.	Implements differentiated instruction that promotes access to academic content standards, taking into account students' academic, cultural, and linguistic	
noficiency, cultural backgrounds			and individual development.		diversity.	*
and Individual Sevelopment to Dan Instruction 4.1						
Establishing and articulating goals for student learning	Instructional goals are not established or do not address students' language, experiences or	Establishes expectations for student learning in most lessons. Has inconsistent	Articulates and links goals to instructional activities. Goals are appropriately challenging for	Ensures that students understand and reflect upon short- term and long- term learning goals.	Articulates short- term and long-term goals with high expectations for learning. Designs	6
	school expectations. Expectations for students are low or unrealistic.	expectations for students.	most students and represent valuable learning. Expectations for students are generally high.	Goals reflect high expectations and challenge students at their level.	activities so that students have opportunities to participate in setting, revising, and achieving personal goals.	
Developing and Equencing-long rem and short erm instructional lans to support	Individual lesson plans have little or no recognizable organization or connection to adopted curriculum.	Uses available curriculum guidelines for daily, short-term and long-term plans.	Develops and sequences short and long term instructional plans to support student learning.	Refines sequence of long-term plans with colleagues to reflect integration of curriculum guidelines,	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design	er G
udent learning 43	Does not plan to ensure access to challenging, diverse, academic content for all students.			frameworks, and content standards with assessed instructional needs to ensure student learning.	cohesive and comprehensive long- term and short-term instructional plans that ensure high levels of learning.	2 3 4
lanning istruction that ucorporates opropriate rategies to meet	Instructional strategies do not address students' diverse learning needs.	Plans instruction that incorporates strategies suggested by curriculum guidelines.	Uses knowledge of subject matter, culturally responsive pedagogy, and students' diverse learning needs to	Integrates instruction to address learning styles and meets students' assessed language and learning needs.	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse	
he learning leeds of all tudents:	27		plan and implement appropriately paced instructional activities.	Provides appropriate support and challenge for students.	language and learning needs and styles to advance learning for all.	

instructional are not modified, in spite of evidence that from	Implements lessons and uses materials from curriculum provided. Makes adjustments and adaptations to differentiate instructional plans based on the assessed learning needs of all students.	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.	Based on assessed student needs and past lessons taught, anticipates and plans for a wide range of adaptations to instruction.		
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Standard 5: Assessing Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	1	Meets or Exceeds CS7	TP	Evidence-Based Rationale for Rating
Applying knowledge of the purposes, characteristics, and uses of different types of assessments. 5.1	Does not demonstrate an awareness of the purposes, characteristics, and uses of different types of assessments.	Explores the use of different types of assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.	Selects and uses assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	Develops and adapts a range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.	89 20 80
Collecting and analyzing assessment data from a variety of sources to inform instruction. 5.2.	Uses no sources of information to inform instruction and/or does not use assessments that are appropriate.	Uses data from required assessments to assess student learning. Follow required processes for data analysis and draws conclusions about student learning	Explores collecting additional data using supplemental assessments. Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.	BTSA Integrating Strategically and systematically integrates assessments throughout instruction to collect ongoing data appropriate for the range of learning needs. Uses the results of ongoing data analysis for maximum academic student success.	
Reviewing data, both individually and with colleagues, to monitor student learning	Does not review data, individually or with colleagues, to monitor student learning.	Reviews and monitors assessment data as required by site and/or district.	Reviews and monitors a variety of data, individually and with colleagues, to identify the learning needs of individual students.	Reviews and monitors a wide variety of data, individually and with colleagues, to identify trends and patterns among students.	Works collaboratively with colleagues to identify and address underlying causes for assessment data trends.	E:

Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.	Assessment data is not appropriately used by the teacher to establish learning goals or to plan, differentiate, and modify instruction.	Uses data from available assessments to establish learning goals.	Uses a variety of formal and informal assessment data to establish learning goals for content and academic language. Regularly plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	Uses a wide variety of data to establish goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessment.	Reflects on data to make refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and makes ongoing adjustments to match the evolving learning needs of individuals and groups.
Involving all students in self-assessment, goal setting; and monitoring progress.	Does not involve students in self-assessment, goal setting, and monitoring of their progress.	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress towards class and/or individual goals.	Models and scaffolds student self- assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis.	Implements opportunities for students to self-assess and set learning goals related to content, academic language and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.	Provides ongoing opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals to advance their academic achievement.
Using available technologies to assist in assessment, analysis; and communication of student learning.	Does not use available technologies to assist in assessment, analysis, and communication of student learning.	Uses technologies to implement individual assessments, record results and communicate with administration, colleagues and families about student learning.	Uses technology to design and implement assessments, record and analyze results and communicate student learning with administration, colleagues, families and students. Ensures that communications are received by those who lack the access to technologies	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all andiences.	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.

Using assessment	Does not provide	Provides students	Provides students	Integrates feedback	Develops student	
information to	students with	with feedback	with clear and timely	to students from	skills in analyzing	
	feedback through	through assessment	information about	formal and informal	assessments of their	
	assessment of	of work and	strengths, needs,	assessments in	progress to facilitate	
comprehensible	work. Poor	required summative	and strategies for	ways that support	and accelerate their	
feedback with	communication of	assessments.	improving academic	increased learning.	learning.	
students and their	student proficiency	Notifies families of	achievement.	Provides	Engages families in	
	and behavior issues	student proficiencies,	Communicates	opportunities	a variety of ongoing	
families	to family.	challenges, and	regularly to share	for two-way	comprehensible	
13:5:7		behavior issues.	communication	communications	communications	
			assessment	with families to share	about individual	**
			information that	student assessments	student progress and	
			is responsive to	and progress, and	ways to provide and	
			individual student	to raise issues or	monitor.	<i>n</i>
			and family needs.	concerns		

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Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP		Meets or Exceeds CS	TP .	Evidence-Based Rationale for Rating
Reflecting on leaching practice in support of student learning 6.1	Rarely uses reflection to assess professional growth to support student learning over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and begins to focus professional development on immediate student learning needs	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and the impact on the full range of learners	Analyzes and reflects individually and with colleagues on teaching and learning based on evidence gathered. Plans professional development based on teaching practicesthat support the full range of learners	Integrates analysis and reflection individually and with colleagues into teaching practice in relationship to professional growth that supports the full-range of student learning.	Δ
Establishing professional goals and engaging in continuous and purposeful professional growth and development.	Rarely establishes professional goals, seeks opportunities to develop new knowledge or skills, or participates in the professional community.	Sets goals that take into account self-assessment of teaching practice.	Sets goals and pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Sets and modifies a range of professional goals to extend own teaching practice and that of colleagues. Contributes to professional organizations, literature, and development opportunities and leads professional development.	
Collaborating with colleagues and the broader professional community to support leacher and student learning	Rarely collaborates with colleagues, or seeks out other staff to discuss student learning. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.	
Working with families to support student learning.	Teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom and school events	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the support of their children's learning.	Communicates to families in ways which show understanding of and respect for cultural norms. Provides opportunities and support for families to actively participate in support of their children's learning.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the support of their children's learning.	

Engaging local communities in support of the instructional program	Lacks awareness of local neighborhoods and communities around school and does not make use of available local resources.	Develops an awareness of neighborhood and community resources.	Uses a variety of neighborhood and community resources to support the curriculum.	Draws from understanding of community to improve and enrich the instructional program.	Collaborates with community members to increase instructional and learning opportunities and to support students and families.	
Managing professional responsibilities to maintain motivation and commitment to all students 6.6	Does not fulfill professional responsibilities. Does not stay current with professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities and a commitment to all students, and seeks to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career to maintain motivation and commitment to all students and the professional community.	

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Employee

School Year

Additional Comments - Employee	Additional Comments - Evaluator
Recor	ommendations
Probationary:	Temporary:
Continue Probationary Status Continue Probationary Status with Recommendation for Assistance Recommend for Permanent Status Recommend Non-Re-Employment	Continue Temporary Status Continue Temporary Status with Recommendation for Assistance Recommend Release from Contract Permanent:
	Continue Permanent Status Continue Permanent Status with Mandated Referral to PAR *(2-3 "Does Not Meet CSTP" Ratings) The next evaluation of this Permanent Employee is deferred to the third school year following the school year of this evaluation. date
(Additional information may be attached)	Administrator Employee (Please initial and date above to indicate agreement for Deferral) 1. Evaluator and Employee must mutually agree to the third year deferral.
Employee's Signature	Date
Evaluator's Signature	Title Date
Reviewed by	Title Date
Reviewed by	Title Date

Distribution: Personnel File / Evaluator / Employee July 2007 (Revised 7/1/07) / Revised (MOU-5/30/13) *Article 10.5 (c)

F-SUTA CONTRACT

July 1, 2012 - June 30, 2014

ADDENDUM

FAIRFIELD-SUISUN UNIFIED TEACHERS ASSOCIATION

4735 Central Way, Suite C Fairfield, California 94534 (707) 864-6193



Fairfield-Suisun Unified School District 2490 Hilborn Road Fairfield, California 94534 (707) 399-5000

Memorandum of Understanding Between Fairfield-Suisun Unified Teachers Association And Fairfield-Suisun Unified School District

November 12, 2013

Although the contract addendum has signed MOU's that change contract language, Article 10 and Article 22.2.c do not have an expiration date, and have not been ratified. The parties agree that F-SUTA membership and the Governing Board need to go through the ratification process at the close of the current negotiation session.

Stephanie Cobb, Bargaining Chair

Fairfield-Suisun Unified Teachers Association

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Marylou Wilson, Assistant Superintendent

Fairfield-Suisun Unified School District

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Memorandum of Understanding Between

Fairfield-Suisun Unified Teachers Association (F-SUTA)

And

Fairfield-Suisun Unified School District (FSUSD)

May 30, 2013

This Memorandum of Understanding between the parties shall acknowledge and accept language changes to Article 10, Appendices L, M, and N as revised.

Laurel Salerno-White, Bargaining Chair

Fairfield-Suisun Unified Teachers Association

Date

Marylou Wilson, Ed.D., Assistant Superintendent, HR

Fairfield-Suisun Unified School District

Date

ARTICLE 10 - EVALUATION

- 10.1 It is understood and agreed by the parties that the principal objective is to maintain and improve the quality of education in the District. It is further understood and agreed that this objective can be more readily achieved by a manifest willingness on the part of the District to assist all certificated unit members, but especially less experienced unit members in improving their professional skills. The District accepts as a fundamental premise for a successful evaluation program, the necessity for mutual respect and confidence to exist between the evaluator and those evaluated. The evaluation process and forms shall not be used as retaliation or as a substitute for discipline.
- The evaluation of certificated unit members is based on the California Standards for the Teaching Profession (CSTP). These Standards are also part of the District's Beginning Teacher Support and Assessment Induction Program and the Peer Assistance and Review Program (PAR). An important component of each of these is the understanding that all professionals grow and develop. It is, therefore, expected that all final evaluations will contain individual and personalized suggestions for continued professional development.
- 10.3 Certificated Evaluation Process using CSTP
 - a. This process will be used to evaluate all certificated unit members:
 - 1. Permanent unit members will be evaluated once every two (2) years. Permanent unit members who receive a "Does Not Meet CSTP" or at least two "Progressing Towards CSTP" ratings on their evaluation may be evaluated in the subsequent year. The formal evaluation of a permanent unit member may be deferred to a third year by mutual agreement with their site administrator. If so, the "once-every-two-year cycle" specified in this paragraph will start over.
 - 2. Probationary unit members will be evaluated at least once a year.
 - 3. Temporary unit members will be evaluated at least once a year.
 - 4. At the request of the Association, the timeline for a grievance dealing with a unit member's evaluation will continue from the end of the period of service in which the evaluation was received, until the beginning of the following period of service.
 - 5. "Evidence" shall be the measure supporting a rating by an evaluator of a unit member on the approved observation and evaluation forms. Evidence shall be a unit member's Observation Forms, the items listed in 10.3.e and other objective measures of assessment that relate to the CSTP Standard being observed or evaluated.
 - 6. Consulting Teachers (PAR Program, Article 14) shall be evaluated according to the guidelines in Article 14.6.c.
 - 7. All teachers shall receive training as indicated in Article 10.6.

- b. Individual or school site unit member trainings to include all unit members will begin within the first thirty (30) days of the unit member's work year 60 minutes for the first year (2013-14) for all teachers and an additional 60 minutes for probationary and temporary teachers; for all subsequent years 30 minutes for all teachers and an additional 60 minutes for probationary and temporary teachers by March 10. Unit members will be evaluated upon the Standards on the form "Certificated Personnel Evaluation Form, Appendix P." All certificated unit members will be provided with electronic copies of the CSTP: California Standards for the Teaching Profession (most recent edition), which provides detailed information regarding the components of each Standard. Upon request, a unit member may be provided with a hard copy of the CSTP.
- c. Probationary and temporary unit members will be evaluated on all six (6) CSTP Standards. Documentation provided by the unit member (Probationary, Temporary or Permanent) to include, but not be limited to, that mentioned in 10.3(e)(5) shall be a part of the evaluation of Standard Six (6).
- d. At least two (2) formal observations, one scheduled, and the other may be scheduled or unscheduled, will be held during a unit member's evaluation year to observe unit members using only the District's Certificated Personnel Observation Form (Appendix O). These formal observations will be at least thirty (30) minutes in length. These formal observations may take place any time a certificated unit member is performing within the scope of his/her classroom duties. The number, frequency and duration of observations may vary with the requirements imposed by the type of class, the needs of the teacher, and individual situation. Formal observations may be preceded by a pre-conference and must be followed with a post-conference between the unit member and the evaluator.
- e. The authorized components of data to validate the CSTP include formal classroom observations and:
 - 1. Observations of less than 30 minutes
 - 2. Classroom walk-throughs
 - 3. Lesson plans as designed by the classroom teacher
 - 4. Observation of report cards and progress reports
 - 5. Records of professional development activities as provided by the teacher (Such documentation shall be a part of the evaluation of Standard 6).

Standardized test scores shall not be used as evaluation data.

f. Following each formal observation, the unit member will receive written feedback from the evaluator no less than three (3) workdays prior to the post-observation conference. In addition, post observation conferences must be held no later than ten (10) workdays following the formal observation. The unit member shall have the right to comment and have those comments affixed to the said observation report. Additionally, the administrator and the unit member may mutually agree to add or modify comments to the observation form at the time of the post-observation conference.

- g. The unit member will receive written final evaluation report from the evaluator no less than five (5) workdays prior to the unit member/evaluator conference. A final evaluation report in writing and unit member/evaluator conference will be held at least thirty (30) workdays prior to the last workday of the unit member in the school year in which the evaluation took place. In completing the final report, the evaluator will consider the overall performance in the Standards selected in the initial conference when determining an evaluation rating.
- h. The principal will have the primary responsibility for observations and filing of observation reports. The principal may assign another on-site administrator these duties. For Special Education preschool teachers, the primary responsibility for observations and the evaluation shall be assigned to the Coordinator responsible for the Special Education preschool programs.
 - 1. If another onsite administrator is assigned as the primary evaluator, his/her signature shall appear on both the observation report(s) and evaluation. The unit member shall be notified of this assignment change in writing.
 - 2. If a designated evaluator is used by the primary evaluator, both signatures shall appear on the observation report(s) and evaluation. The primary evaluator shall use no more than two (2) designated evaluators during the course of the school year.

Additional Observation(s)

- 3. A unit member may request other observations to be conducted by members of the administration (requested to be either on-site or off-site) other than the designated primary administrator. The additional observation(s) shall be evidence used to determine a unit member's final evaluation.
 - i. For each required observation conducted pursuant to section 10.3.d, a permanent unit member may request and shall receive one (1) additional observation. The permanent unit member may request that such observation(s) be conducted by members of the administration other than the designated primary administrator, including administrators not assigned to the unit member's work location. Such request must be in writing, and made within seven (7) work days of the date of the post-observation conference. The additional observation shall be conducted within twenty (20) work days of the request. The time lines specified in section 10.4.a.2 and 10.4.a.3 shall not apply to any such additional observation(s). The additional observation(s) shall be evidence used to determine a unit member's final evaluation.
- 4. No unit member shall evaluate another unit member.

10.4 Conference/Evaluation Timeline

a. Permanent Unit Member

- 1. Initial conferences for permanent unit members to select the Standards for evaluation shall be held within the first twenty five (25) days of the school year. No formal observation shall be conducted in the two (2) weeks after the initial conference unless otherwise agreed upon between teacher and administrator.
 - i. Permanent unit members will be evaluated on only three (3) CSTP Standards according to the following: Within the first twenty-five (25) work days of the unit member's work year, the evaluator selects one (1) Standard; the unit member selects one (1) Standard. Additionally, all unit members will be evaluated on Standard 6, "Developing as a Professional Educator."
 - ii. The selection of Standards by the evaluator and the unit member shall be made on the Evaluation Standards Selection form, Appendix N. A copy shall be provided to the unit member and the original copy of this form shall become a part of the Permanent unit member's evaluation form.
- 2. There must be no less than four (4) weeks between an observation post-conference and the next formal observation.
- 3. There must be no less than three (3) weeks between the last post observation conference and the final evaluation conference. The final written evaluation shall be received no less than five (5) work days before the evaluation conference.
- 4. The final evaluation conference must be held no later than thirty (30) days prior to end of the unit member's work year.

b. <u>Probationary/Temporary Unit Members</u>

- 1. A probationary/temporary unit member's first formal observation must be held within the first six (6) weeks of the unit member's work year.
- 2. There must be no less than four (4) weeks between a post observation conference and the next formal observation.
- 3. There must be no less than three (3) weeks between the last post observation conference and the final evaluation conference. The final written evaluation shall be received no less than five (5) work days before the evaluation conference.
- 4. The final evaluation conference must be held no later than thirty (30) days prior to the end of the work year.

Referrals to the PEER Assistance and Review Program (PAR)

- 10.5 Using the CSTP Standards, unit members of permanent status shall be referred to the Peer Assistance and Review Program (PAR) as follows:
 - a. Zero (0) or one (1) "Does Not Meet CSTP" ratings on the three identified Standards shall result in no referral to PAR.
 - b. Two (2) "Does Not Meet CSTP" ratings on both the unit member chosen Standard and the administrator chosen Standard of the three identified Standards shall result in a referral to PAR as a "Voluntary Participating" teacher. The unit member must complete the process, but no records are kept and no legal provisions of the California PAR provisions have effect. If in the next consecutive evaluation, the unit member receives fewer than two (2) "Does Not Meet CSTP" ratings there shall be no referral to PAR.
 - c. Three (3) "Does Not Meet CSTP" ratings on the three identified Standards shall result in mandatory referral to and participation in PAR. If in the next consecutive evaluation, the unit member receives fewer than two (2) "Does Not Meet CSTP" ratings there shall be no referral to PAR.
 - d. "Does Not Meet CSTP" Evaluation Rating
 - 1. For a unit member to receive a "Does Not Meet CSTP" rating on a Standard, at least three (3) of the elements in that Standard must be marked "Does Not Meet CSTP" based on validating evidence.

10.6 Bilateral Joint Committee

- a. The success and effectiveness of the evaluation process is dependent upon appropriate, joint bilateral training provided by the Association and the District. The District and the Association agree to establish and operate jointly a bilateral Evaluation Committee. This committee's purpose is to design and implement a training program relating to the evaluation program; process, form and language. The Evaluation Committee (outlined in 10.6.b) shall set up a schedule of training.
- b. The Evaluation Committee will consist of three (3) unit members, two (2) site administrators, and one (1) district office administrator and will monitor and determine the content of the training and needs to support the Evaluation Program. Unit members of the Evaluation Committee shall be selected by F-SUTA. Management members of the Evaluation Committee shall be selected by F-SUSD.
- c. The Association shall identify one (1) unit member for each elementary school, two (2) for middle school and three (3) for high school, at each school site, to work in conjunction with the site principal to train and provide assistance to unit members during the work day regarding program, process, forms and contract language.

- d. The administrators and unit members identified in section 10.6.c. shall attend two (2) hours of joint training regarding the evaluation program process, forms and contract language, to be conducted jointly by the Association and the District. This training will be provided within the contracted workday of the unit members, or if outside the workday, members shall be compensated at their per diem rate.
- e. Administration and unit members identified in section 10.6.c. shall provide training at their individual school site regarding the evaluation program process, forms and contract language as noted in 10.3.b. This training will be provided within the contracted workday of the unit members as per Article 19. The training need not be consecutive. The Bilateral Evaluation Committee will determine the content of the training.
- f. The District shall provide an additional two (2) hours of training to Administrators regarding the evaluation program process, forms and contract. An additional one hour shall be provided for all new administrators.
- g. The committee can make no changes in the evaluation process as outlined in this Agreement. The committee may make recommendations to the Association and the District regarding the evaluation process.



Evaluator's Signature

Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Permanent Certificated Personnel Evaluation Standards Selection Form

(Reference: Collective Bargaining Agreement, Article 10)

Employee:	Evaluator:				
Grade/Subject Area(s):	Position:				
School Year: Site/Location:					
Directions for Use:					
work days of the unit member's work year, the evaluator selects of unit members will be evaluated on Standard 6, "Developing as a	TP Standards according to the following: Within the first twenty-five (25) me (1) Standard; the unit member selects one (1) Standard. Additionally, all a Professional Educator." The selection of Standards by the evaluator and available to unit members on the electronic evaluation system. This form therence: Article 10.4.a, Section 1(i) thru 1 (ii)]				
2) The evaluator and the permanent unit member in accordance with Direction 1 above must each select on the line below, a CSTP Standard upon which the unit member will be evaluated in the year cited on this form and then each must date and sign the form. All forms shall be available to unit members on the electronic evaluation system. This form shall become a part of Permanent unit member's evaluation. [Reference: Article 10.4.a, Section 1(i) thru 1 (ii)]					
3) Upon mutual agreement, the employee and the evaluator may elect to defer the evaluation one year only.					
CSTP Standard Selected By Permanent Employee: Standard	CSTP Standard Selected By Evaluator: Standard				
Permanent Employee's Signature	Date				

Date

Evaluation Deferral Signatures

The next evaluation of this permanent is deterred one school year only.	
Permanent Employee's Signature	Date
Evaluator's Signature	Date

July 2007 (Created 7/1/07) Revised (MOU-5/30/13)



Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Certificated Personnel Observation Form

(Reference: Collective Bargaining Agreement, Article 10)

Employee:	Evaluator:
Grade/Subject Area(s):	Position:
School Year: Site/Location:*Standard Selected by the Evaluator:	
Status:TemporaryProbationary-Zero	First-Year ProbationarySecond-Year ProbationaryPermanent
rections for Use:	

Dire

- 1) During the first thirty (30) days of the unit member's work year, the administrator will convene an individual or School Site Staff meeting in order to discuss the evaluation process and standards. All unit members will be provided electronic copies of the California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers. Upon request, a unit member may be provided with a hard copy of the CSTP. The standards and elements of the California Standards for the Teaching Profession will be discussed in relationship to the FSUSD Observation and Evaluation Rubric. Examples of evidence-based evaluations will be provided. Staff will discuss the process and an opportunity to ask questions will be provided. (Reference: Article 10.3, Section b)
- 2) The authorized components of data to validate the CSTP include not only formal observations, but may also include observations of less than thirty minutes, classroom walkthroughs, lesson plans as designed by the classroom teacher, observation of report cards and progress reports, and records of professional development activities as provided by the teacher. (Reference: Article 10.3, Section e)
- 3) The FSUSD Observation and Evaluation Rubric will be used to provide meaningful feedback and to serve as a source for discussion. Evidence based comments will be provided. Following each formal observation, the unit member will receive written feedback no less than three (3) workdays prior to the post observation conference. A post observation conference will be held no later than ten (10) workdays following the formal observation. (Reference: Article 10.3, Section f)
- 4) Permanent, Probationary and Temporary unit members will be observed using this form at least two times throughout the course of the school year. (Reference: Article 10.3, Section d)

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP Does not use knowledge of students to engage them in learning	Progressing Towards CSTP Learns about students through data provided in classroom, school, and/or district assessments.	Meets or Exceeds CSTP			Evidence	Conference Notes
Using knowledge of students to engage them in learning.			Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs. Uses a variety of instructional strategies that ensure equitable access to the curriculum.	Uses comprehensive knowledge of students to make adjustments and accommodations in instruction. Provides opportunities for students to choose from a wide range of methods to further their learning that are responsive to their diverse learning needs.		
Connecting learning to students' prior knowledge, hackgrounds, life experiences, and interests.	Makes no connections between learning and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest.	Implements activities and elicits questions that help students make connections between what they already know and what they are learning.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests. Provides opportunities and support for students to articulate the relevance and impact of lessons on their lives and/or on society.		
Connecting subject matter to meaningful, real- life contexts. 1.3	Makes no real-life connections during instruction as identified in subject matter.	Occasionally connects real-life contexts with subject matter to support student understanding.	Regularly utilizes meaningful, real-life connections to develop students' understandings of subject matter.	Provides opportunities for students to routinely make connections to relevant, meaningful, and real-life contexts throughout subject matter instruction and for students to provide feedback regarding relevance of subject matter to their lives.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to actively engage students to make their own connections and to extend their understanding.		

Using a variety of	Uses instructional	Uses minimal	Elicits student	Uses a repertoire of	Creates, adapts, and
instructional	strategies that lack	instructional	participation through	strategies to meet	utilizes a repertoire
	variety, are poorly	strategies including	a variety of	students' diverse	of strategies,
strategies,	carried out, or are	technology. Delivers	instructional	academic and	culturally responsive
resources, and	inappropriate to the	instruction with	strategies including	linguistic needs to	pedagogy,
technologies to	students or to the	available resources	technology intended	ensure fullest	technology, and
meet students'	instructional goals.	and materials. Makes	to match students'	participation and	resources during
	No adjustments are	minimal adjustments	academic and	learning for all	ongoing instruction.
diverse learning	made to respond to	to respond to	linguistic needs.	students.	Selects and
needs.	students' needs.	students' needs.	Checks for student		differentiates
1.4			understanding.		learning to
					accommodate
					students' diverse
					learning styles.
Promoting critical	Limits questions to	Asks questions that	Guides students to	Supports students to	Facilitates systematic
thinking through	recall of factual	focus on factual	think critically	initiate critical	opportunities for
	knowledge. Provides	knowledge and	through the use of	thinking through	students to pose and
inquiry, problem	no opportunities for	comprehension and	questioning strategies	independently	answer a wide range
solving, and	students to engage in	provides some	, posing/solving	developing questions,	of complex questions
reflection.	critical thinking	opportunities for	problems, and	posing problems, and	and problems, reflect,
1.5	through inquiry,	students to think	reflecting on issues in	reflecting on multiple	and communicate
4	problem solving, or	critically.	content.	perspectives.	understandings based
	reflection.				on in-depth analysis
					of content learning.
Monitoring	Instruction is not	Seeks to clarify	Makes ongoing	Adjusts strategies	Makes adjustments to
•	modified, in spite of	instructions and	adjustments to	during instruction	extend learning
student learning	evidence that	learning activities to	instruction based on	based on the ongoing	opportunities and
and adjusting	modifications would	support student	observation of	monitoring of	provide assistance to
instruction while	improve student	understanding.	student engagement	individual student	students in mastering
teaching.	learning.	_	and regular checks	needs for assistance,	the content flexibly
1.6	_		for understanding.	support, or challenge.	and effectively.
1.0		7			_

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet	Progressing	Meets or Exceeds CSTP			Evidence	Conference Notes
Creating a physical environment that engages all students. 2.1 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. 2.2	The physical environment does not support student learning. Movement and access may be restricted by barriers. Materials are difficult to access when needed. The physical /virtual environment does not support student learning. Movement and access may be restricted by barriers. Materials/resources are difficult to access when needed.	Towards CSTP Arranges room for teacher accessibility or visibility of students. Manages room for casy movement and access to resources. Room displays relate to the curriculum. Experiments with adapting the physical and/or virtual learning environment for teacher accessibility or visibility of students, easy movement and access to resources. Room displays relate to the curriculum.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities. Develops physical and/or virtual learning environments that support student learning. Utilizes a variety of structures for interaction for learning activities that ensure a focus on and completion of learning tasks. Room displays are sometimes used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities. Maintains physical and/or virtual learning environments that reflect student diversity. Integrates a variety of structures for interaction that engage students constructively and productively in learning. Provides a broad range of resources, displays, and artifacts that are current and integral to instruction.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment. Adapts physical and/or virtual learning environments flexibly. The environment is used a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment to reflect the student diversity.		
Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe. 2.3	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behavior among students. Response to inappropriate behavior is unfair or inequitable.	Adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise. Explores strategies to establish intellectual and emotional safety in the classroom.	Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that promote acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view. Models and provides instruction on skills that support safety.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	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.		ž.

Creating a rigorous learning environment with high expectations and appropriate support for all students.	High expectations for student learning is not evident. Appropriate scaffolds to address achievement gaps are not implemented. Instruction is not developed for appropriate level s of challenge.	Focuses the rigor of the learning environment on the accuracy of answers and completion of learning tasks. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.	Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Holds high expectations for students. Has an understanding of achievement patterns and uses scaffolds to address achievement gaps.	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing, and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.	Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis, and purposeful use of learning. Scaffolds instruction to support students in utilizing a variety of strategies to meet high expectations.	8	
Developing, communicating, and maintaining high standards for individual and group behavior. 2.5	No standards for behavior appear to have been established, or students are confused about what the standards are.	Basic standards for behavior have been established. Reviews standards for behavior with students in anticipation of need for reinforcement. Refers to standards for behavior and applies consequences as needed.	Develops expectations with some student involvement. Communicates, models, and explains expectations for individual and group behavior. Monitors student behavior during individual and group work.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each others' behavior in a respectful way.	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.		
Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. 2.6	Has not established routines, procedures, norms, and supports for positive behavior.	Develops procedures and routines. Assists students to learn routines and procedures. Seeks to promote positive behaviors and responds to disruptive behavior.	Establishes and maintains procedure, routines, and norms. Provides positive hehavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment.	Engages students in monitoring and reflecting on routines, procedures, and norms. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning environment.	Facilitates students in monitoring and adjusting routines. Classroom climate integrates school standards, promotes positive behaviors, and eliminates most disruptive behavior.		
Using instructional time to optimize learning. 2.7	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.	Provides adequate time for instruction, checking for understanding, and completion of learning activities. Paces instruction and classroom business and uses transitions to support and maintain engagement of all students.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.	Presents, adjusts, and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to selfmonitor time on task.	zi.	

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet	Progressing	gressing Meets or Exceeds CSTP Evidence Conference Notes						
Liemenis	CSTP	Towards CSTP	Micels of Executs CS11			Evidence			
Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks. 3.1	Basic knowledge of subject matter is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter, related academic language and academic content standards.	Utilizes concepts in subject matter and academic language, to identify connections between academic content standards and instruction.	Identifies and integrates key concepts, themes, relationships, and connections across subject matter areas.	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.				
Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.	Does not apply knowledge of student development and proficiencies to meet students' diverse learning needs.	Demonstrates basic knowledge of stages of student development while becoming aware of differences in students' understanding of subject matter.	Connects content being taught to students' prior knowledge and experiences at the appropriate developmental level.	Integrates knowledge of the range of student development into instructional decisions to ensure student understanding of subject matter, including related academic language.	Utilizes comprehensive knowledge to guide all students to develop proficiencies in self-directed goal setting, monitoring, and improvement.				
Organizing curriculum to facilitate student understanding of the subject matter. 3.3	Does not organize curriculum to facilitate student understanding of the subject matter.	Follows organization of curriculum as provided by site and district to support student understanding of subject matter.	Applies knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts.	Utilizes knowledge of student readiness to learn to organize, sequence, and enhance the curriculum.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.				
Utilizing instructional strategies that are appropriate to the subject matter.	Does not appropriately match instructional strategies to subject matter content or concepts.	Uses limited instructional strategies to make the content accessible to students.	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.	Integrates instructional strategies appropriate to subject matter that challenge all students. Assists students to individually construct their own knowledge, think critically, understand and use academic language, and make connections within and across subject matter.	Uses a repertoire of instructional strategies that are appropriate to subject matter to support and challenge the full range of students toward a deep understanding of subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.				

Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.	Instructional materials, resources and technologies are not used appropriately.	Uses available instructional materials, resources, and technologies to present concepts and skills.	Selects and utilizes appropriate relevant instructional materials, resources and technologies to make subject matter accessible to students. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.	Integrates a wide range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide equal access for all students.	Engages students in identifying and adapting resources, technologies and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter	
Addressing the needs of English Learners and students with special needs to provide equitable access to the content. 3.6	Is unaware of the range of students' needs as identified by school data. Does not cooperate with support personnel and families to support learning plans and goals.	Is aware of the full range of students' needs as identified through data provided by the school. Seeks additional information on the full range of students to address challenges and required additional supports. Cooperates with support personnel and families in establishing learning plans and goals.	Uses data on the full range of students identified with special needs and/or English Learners to provide appropriate challenges and accommodations in instruction. Communicates with support personnel and families to ensure that appropriate student services are provided and progress is made in accessing content.	Integrates accommodations, adaptations, or extensions to instruction for the full range of students with special needs and English Learners to ensure adequate support and challenge. Maintains regular communication with support personnel and families to ensure that appropriate student services are provided and progress is made in accessing content.	Guides and supports the full range of students with special needs and English Learners to actively engage in assessment and to monitor their own strengths, learning needs, and achievement. Communicates and collaborates with support personnel and families in creating a coordinated program to optimize success of the full range of students with special needs and English Learners.	

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

	Tanning Histi						Conference Notes
Elements	Does Not Meet CSTP	Progressing Towards CSTP	IV.	leets or Exceeds CST	l'	Evidence	Conterence Notes
Using knowledge of students! academic readiness, language proficiency, cultural hackground, and individual development to plan instruction.	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Plans instruction using available standardized test data.	Plans and implements instruction using data from a variety of assessments, as well as information on student academic readiness, language, cultural background, and individual development.	Uses differentiated instruction that supports student learning based on the knowledge of the students' diverse learning needs and cultural background.	Implements differentiated instruction that promotes access to academic content standards, taking into account students' academic, cultural, and linguistic diversity.		
Establishing and articulating goals for student learning. 4,2	Instructional goals are not established or do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic.	Establishes expectations for student learning in most lessons. Has inconsistent expectations for students.	Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Ensures that students understand and reflect upon short-term and long-term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short- term and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.		
Developing and sequencing long-term and short term instructional plans to support student learning. 4.3	Individual lesson plans have little or no recognizable organization or connection to adopted curriculum. Does not plan to ensure access to challenging, diverse, academic content for all students.	Uses available curriculum guidelines for daily, short-term and long-term plans.	Develops and sequences short and long term instructional plans to support student learning.	Refines sequence of long-term plans with colleagues to reflect integration of curricultum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long-term and short-term instructional plans that ensure high levels of learning.		
Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. 4.4	Instructional strategies do not address students' diverse learning needs.	Plans instruction that incorporates strategies suggested by curriculum guidelines.	Uses knowledge of subject matter, culturally responsive pedagogy, and students' diverse learning needs to plan and implement appropriately paced instructional activities.	Integrates instruction to address learning styles and meets students' assessed language and learning needs. Provides appropriate support and challenge for students.	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.		

instructional splans and curricular in	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Implements lessons and uses materials from curriculum provided.	Makes adjustments and adaptations to differentiate instructional plans based on the assessed learning needs of all students.	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.	Based on assessed student needs and past lessons taught, anticipates and plans for a wide range of adaptations to instruction.		
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Standard 5: Assessing Student Learning

Standard 5: Assessing Student Learning									
Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence	Conference Notes		
Applying knowledge of the purposes, characteristics, and uses of different types of assessments. 5.1	Does not demonstrate an awareness of the purposes, characteristics, and uses of different types of assessments.	Explores the use of different types of assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.	Selects and uses assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	Develops and adapts a range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.				
Collecting and analyzing assessment data from a variety of sources to informinstruction. 5.2	Uses no sources of information to inform instruction and/or does not use assessments that are appropriate.	Uses data from required assessments to assess student learning. Follows required processes for data analysis and draws conclusions about student learning.	Explores collecting additional data using supplemental assessments. Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.				
Reviewing data, both individually and with colleagues, to monitor student learning	Does not review data, individually or with colleagues, to monitor student learning.	Reviews and monitors assessment data as required by site and/or district.	Reviews and monitors a variety of data, individually and with colleagues, to identify the learning needs of individual students.	Reviews and monitors a wide variety of data, individually and with colleagues, to identify trends and patterns among students.	Works collaboratively with colleagues to identify and address underlying causes for assessment data trends.				

Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.	Assessment data is not appropriately used by the teacher to establish learning goals or to plan, differentiate, and modify instruction.	Uses data from available assessments to establish learning goals.	Uses a variety of formal and informal assessment data to establish learning goals for content and academic languages. Regularly plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	Uses a wide variety of data to establish goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessment.	Reflects on data to make refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and makes ongoing adjustments to match the evolving learning needs of individuals and groups.	
Involving all students in self-assessment, goal setting, and monitoring progress. 5.5	Does not involve students in self-assessment, goal setting, and monitoring of their progress.	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress towards class and/or individual goals.	Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis.	Implements opportunities for students to self- assess and set learning goals related to content, academic language and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.	Provides ongoing opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals to advance their academic achievement.	
Using available technologies to assist in assessment, analysis, and communication of student learning. 5.6	Does not use available technologies to assist in assessment, analysis, and communication of student learning.	Uses technologies to implement individual assessments, record results and communicate with administration, colleagues and families about student learning.	Uses technology to design and implement assessments, record and analyze results and communicate student learning with administration, colleagues, families and students. Ensures that communications are received by those who lack the access to technologies	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.	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.	

Using assessment	Does not provide	Provides students	Provides students	Integrates feedback	Develops student	
information to	students with	with feedback	with clear and timely	to students from	skills in analyzing	
**************************************	feedback through	through assessment	information about	formal and informal	assessments of their	
share timely and	assessment of work.	of work and required	strengths, needs, and	assessments in ways	progress to facilitate	
comprehensible	Poor communication	summative	strategies for	that support	and accelerate their	
feedback with	of student	assessments.	improving academic	increased learning.	learning.	
students and their	proficiency and	Notifies families of	achievement.	Provides	Engages families in a	
	behavior issues to	student proficiencies,	Communicates	opportunities for	variety of ongoing	
families.	family.	challenges, and	regularly to share	two-way	comprehensible	
5.7		behavior issues.	communication	communications with	communications	
			assessment	families to share	about individual	
			information that is	student assessments	student progress and	
			responsive to	and progress, and to	ways to provide and	
			individual student	raise issues or	monitor.	
			and family needs.	concerns		

Standard 6: Developing as a Professional Educator

Standard 0. 1			Lucator				
Elements	Does Not Meet CSTP	Progressing Towards CSTP	M	leets or Exceeds CST	P	Evidence	Conference Notes
Reflecting on teaching practice in support of student learning. 6.1	Rarely uses reflection to essess professional growth to support student learning over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and begins to focus professional development on immediate student learning needs	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and the impact on the full range of learners	Analyzes and reflects individually and with colleagues on teaching and learning based on evidence gathered. Plans professional development based on teaching practices that support the full range of learners	Integrates analysis and reflection individually and with colleagues into teaching practice in relationship to professional growth that supports the full-range of student learning.		
Establishing professional goals and engaging in continuous and purposeful professional growth and development.	Rarely establishes professional goals, seeks opportunities to develop new knowledge or skills, or participates in the professional community.	Sets goals that take into account self-assessment of teaching practice	Sets goals and pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Sets and modifies a range of professional goals to extend own teaching practice and that of colleagues. Contributes to professional organizations, literature, and development opportunities and leads professional development.		
Collaborating with colleagues and the broader professional community to support teacher and student learning.	Rarely collaborates with colleagues, or seeks out other staff to discuss student learning. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.		#
Working with families to support student learning.	Teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom /school events	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the support of their children's learning.	Communicates to families in ways which show understanding of and respect for cultural norms. Provides opportunities and support for families to actively participate in support of their children's learning.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the support of their children's learning.		
Engaging local communities in support of the instructional program. 6.5	Lacks awareness of local neighborhoods and communities around school and does not make use of available local resources.	Develops an awareness of neighborhood and community resources.	Uses a variety of neighborhood and community resources to support the curriculum.	Draws from understanding of community to improve and enrich the instructional program.	Collaborates with community members to increase instructional and learning opportunities and to support students and families.		

Managing professional responsibilities to maintain motivation and commitment to all students. 6.6	Does not fulfill professional responsibilities. Does not stay current with professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities and a commitment to all students, and seeks to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career to maintain molivation and commitment to all students and the professional community.	
6.0						

Comments/Commendations/Suggestions

Evaluator	Employee
Administrator's direct actions, involvement and support that will be provide	d to assist the unit member (add pages if necessary):
•	
•	
Employee's Signature	Date
Evaluator's Signature Tit	le Date



Fairfield-Suisun Unified School District

"Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future"

Certificated Personnel Evaluation Form

(Reference: Collective Bargaining Agreement, Article 10)

Emp	loyee:	Evaluator:				
Grad	le/Subject Area(s):	Position:				
*Sta	ool Year: Site/Location: ndard Selected by the Evaluator:	*Standard Sel	Date:			
Stati	us:TemporaryProbationary-Zero	First-Year Probationary	Second-Year Probationary	Permanent		
	During the first thirty (30) days of the unit member's very order to discuss the evaluation process and standards. A Teaching Profession: A Description of Professional Profes	All unit members will be provide ractice for California Teachers. If the California Standards for the camples of evidence-based evaluations.	ed electronic copies of the <u>California</u> . Upon request, a unit member may be Teaching Profession will be discusseations will be provided. Staff will di	Standards for the e provided with a ed in relationship		
2)	The authorized components of data to validate the CST thirty minutes, classroom walkthroughs, lesson plans a and records of professional development activities as p	as designed by the classroom tead	cher, observation of report cards and			
3)	The FSUSD Evaluation Rubric will be used to prov Evidence based comments will be provided. In comple selected standards when determining an evaluation ratio	eting the final report, the evaluate	or will consider the overall performan			

4) All unit members will receive a final written evaluation report, and an employee/evaluator conference will be held at least thirty (30) workdays prior to their last workday in the school year in which the evaluation took place. [Reference: Article 10.4, Sections (a or b)]

^{*} Applies to Permanent Unit Members ONLY

Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Using knowledge of students to engage them in learning. 1.1	Does not use knowledge of students to engage them in learning	Learns about students through data provided in classroom, school, and/or district assessments.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.	Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs. Uses a variety of instructional strategies that ensure equitable access to the curriculum.	Uses comprehensive knowledge of students to make adjustments and accommodations in instruction. Provides opportunities for students to choose from a wide range of methods to further their learning that are responsive to their diverse learning needs.	
Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.2	Makes no connections between learning and the students' prior knowledge, life experiences and interests. Does not elicit students' questions or comments during a lesson.	Attempts to open lesson to engage students' attention and interest. Asks some questions that elicit students' prior knowledge, life experiences and interest.	Implements activities and elicits questions that help students make connections between what they already know and what they are learning.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests. Provides opportunities and support for students to articulate the relevance and impact of lessons on their lives and/or on society.	
Connecting subject matter to meaningful, real- life contexts	Makes no real-life connections during instruction as identified in subject matter.	Occasionally connects real-life contexts with subject matter to support student understanding.	Regularly utilizes meaningful, real-life connections to develop students' understandings of subject matter.	Provides opportunities for students to routinely make connections to relevant, meaningful, and real-life contexts throughout subject matter instruction and for students to provide feedback regarding relevance of subject matter to their lives.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to actively engage students to make their own connections and to extend their understanding.	

Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs. 1.4	Uses instructional strategies that lack variety, are poorly carried out, or are inappropriate to the students or to the instructional goals. No adjustments are made to respond to students' needs.	Uses minimal instructional strategies including technology. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.	Elicits student participation through a variety of instructional strategies including technology intended to match students' academic and linguistic needs. Checks for student understanding:	Uses a repertoire of strategies to meet students' diverse academic and linguistic needs to ensure fullest participation and learning for all students.	Creates, adapts, and utilizes a repertoire of strategies, culturally responsive pedagogy, technology, and resources during ongoing instruction. Selects and differentiates learning to accommodate students' diverse learning styles.		
Promoting critical thinking through inquiry, problem solving, and reflection. 1.5	Limits questions to recall of factual knowledge. Provides no opportunities for students to engage in critical thinking through inquiry, problem solving, or reflection.	Asks questions that focus on factual knowledge and comprehension and provides some opportunities for students to think critically.	Guides students to think critically through the use of questioning strategies , posing/solving problems, and reflecting on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives.	Facilitates systematic opportunities for students to pose and answer a wide range of complex questions and problems, reflect, and communicate understandings based on in-depth analysis of content learning.		8
Monitoring student learning and adjusting instruction while teaching.	Instruction is not modified, in spite of evidence that modifications would improve student learning.	Seeks to clarify instructions and learning activities to support student understanding.	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.	Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.	Rating (Check One): Does Not Meet CSTP Progressing Towards C	☐ Meets or Exceeds CSTP

Standard 2: Creating and Maintaining an Effective Environment for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
ohysical environment that engages all students. 2.1 Creating physical or virtual earning environments that promote student earning, reflect	The physical environment does not support student learning. Movement and access may be restricted by barriers. Materials are difficult to access when needed. The physical /virtual environment does not support student learning. Movement and access may be restricted by barriers. Materials/resources are difficult to access when needed.	Arranges room for teacher accessibility or visibility of students. Manages room for easy movement and access to resources. Room displays relate to the curriculum. Experiments with adapting the physical and/or virtual learning environment for teacher accessibility or visibility of students, easy movement and access to resources. Room displays relate to the curriculum.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities. Develops physical and/or virtual learning environments that support student learning. Utilizes a variety of structures for interaction for learning activities that ensure a focus on and completion of learning tasks. Room displays are sometimes used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities. Maintains physical and/or virtual learning environments that reflect student diversity. Integrates a variety of structures for interaction that engage students constructively and productively in learning. Provides a broad range of resources, displays, and artifacts that are current and integral to	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment. Adapts physical and/or virtual learning environments flexibly. The environment is used a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment to reflect the student diversity.	
naintaining learning environments that are physically, ntellectually, and emotionally safe. 2.3	Does not model fairness, equity, caring, and respect in the classroom. Is unaware of impolite and disrespectful behavior. Allows inappropriate attitudes and behavior among students. Response to inappropriate behavior is unfair or inequitable.	Adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise. Explores strategies to establish intellectual and emotional safety in the classroom.	Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that promote acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view. Models and provides instruction on skills that support safety.	instruction. Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	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.	

	High expectations for	Focuses the rigor of	Strives for a rigorous	Integrates rigor	Facilitates a rigorous		
Creating a rigorous learning environment with high expectations and appropriate support for all students. 2.4	student learning is not evident. Appropriate scaffolds to address achievement gaps are not implemented. Instruction is not developed for appropriate level s of challenge.	the learning environment on the accuracy of answers and completion of learning tasks. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.	learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Holds high expectations for students. Has an understanding of achievement patterns and uses scaffolds to address achievement gaps.	throughout the learning environment that values accuracy, analysis, and critical reading, writing, and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.	learning environment in which students take leadership in learning. Fosters extended studies, research, analysis, and purposeful use of learning. Scaffolds instruction to support students in utilizing a variety of strategies to meet high expectations.		
Developing, communicating, and maintaining high standards for individual and group behavior. 2.5	No standards for behavior appear to have been established, or students are confused about what the standards are.	Basic standards for behavior have been established. Reviews standards for behavior with students in anticipation of need for reinforcement. Refers to standards for behavior and applies consequences as needed.	Develops expectations with some student involvement. Communicates, models, and explains expectations for individual and group behavior. Monitors student behavior during individual and group work.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each others' behavior in a respectful way.	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.		
Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.	Has not established routines, procedures, norms, and supports for positive behavior.	Develops procedures and routines. Assists students to learn routines and procedures. Seeks to promote positive behaviors and responds to disruptive behavior.	Establishes and maintains procedure, routines, and norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment.	Engages students in monitoring and reflecting on routines, procedures, and norms. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning environment.	Facilitates students in monitoring and adjusting routines. Classroom climate integrates school standards, promotes positive behaviors, and eliminates most disruptive behavior.		
Listing instructional time to optimize learning. 2.7	Learning activities are not appropriately paced. Poor transitions result in lost instructional time.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.	Provides adequate time for instruction, checking for understanding, and completion of learning activities. Paces instruction and classroom business and uses transitions to support and maintain engagement of all students.	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.	Presents, adjusts, and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to selfmonitor time on task.	Rating (Check One): Does Not Meet CSTP Progressing Towards	☐ Meets or Exceeds CSTP

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP		leets or Exceeds CST		Evidence-Based Rationale for Rating
Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks. 3.1	Basic knowledge of subject matter is not always evident or current. Does not adequately support students' learning of key concepts.	Has working knowledge of subject matter, related academic language and academic content standards.	Utilizes concepts in subject matter and academic language, to identify connections between academic content standards and instruction.	Identifies and integrates key concepts, themes, relationships, and connections across subject matter areas.	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.	
Applying knowledge of student development and proficiencies to ensure student understanding of subject matter. 3.2	Does not apply knowledge of student development and proficiencies to meet students' diverse learning needs.	Demonstrates basic knowledge of stages of student development while becoming aware of differences in students' understanding of subject matter.	Connects content being taught to students' prior knowledge and experiences at the appropriate developmental level.	Integrates knowledge of the range of student development into instructional decisions to ensure student understanding of subject matter, including related academic language.	Utilizes comprehensive knowledge to guide all students to develop proficiencies in self-directed goal setting, monitoring, and improvement.	
Organizing curriculum to facilitate student understanding of the subject matter,	Does not organize curriculum to facilitate student understanding of the subject matter.	Follows organization of curriculum as provided by site and district to support student understanding of subject matter.	Applies knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts.	Utilizes knowledge of student readiness to learn to organize, sequence, and enhance the curriculum.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.	
Utilizing instructional strategies that are appropriate to the subject matter. 3.4	Does not appropriately match instructional strategies to subject matter content or concepts.	Uses limited instructional strategies to make the content accessible to students.	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.	Integrates instructional strategies appropriate to subject matter that challenge all students. Assists students to individually construct their own knowledge, think critically, understand and use academic language, and make connections within and across subject matter.	Uses a repertoire of instructional strategies that are appropriate to subject matter to support and challenge the full range of students toward a deep understanding of subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.	

Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. 3.5	Instructional materials, resources and technologies are not used appropriately.	Uses available instructional materials, resources, and technologies to present concepts and skills.	Selects and utilizes appropriate relevant instructional materials, resources and technologies to make subject matter accessible to students. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.	Integrates a wide range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide equal access for all students.	Engages students in identifying and adapting resources, technologies and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter		
Addressing the needs of English Learners and students with special needs to provide equitable access to the content. 3.6	Is unaware of the range of students' needs as identified by school data. Does not cooperate with support personnel and families to support learning plans and goals.	Is aware of the full range of students' needs as identified through data provided by the school. Seeks additional information on the full range of students to address challenges and required additional supports. Cooperates with support personnel and families in establishing learning plans and goals.	Uses data on the full range of students identified with special needs and/or English Learners to provide appropriate challenges and accommodations in instruction. Communicates with support personnel and families to ensure that appropriate student services are provided and progress is made in accessing content.	Integrates accommodations, adaptations, or extensions to instruction for the full range of students with special needs and English Learners to ensure adequate support and challenge. Maintains regular communication with support personnel and families to ensure that appropriate student services are provided and progress is made in accessing content.	Guides and supports the full range of students with special needs and English Learners to actively engage in assessment and to monitor their own strengths, learning needs, and achievement. Communicates and collaborates with support personnel and families in creating a coordinated program to optimize success of the full range of students with special needs and English Learners.	Rating (Check One): □ Does Not Meet CSTP □ Progressing Towards (☐ Meets or Exceeds CSTP

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Elements	Does Not Meet CSTP	Progressing Towards CSTP	M	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Using knowledge of students' academic readiness, language proficiency, cultural hackground, and individual development to plan instruction.	Instructional plans do not match or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	Plans instruction using available standardized test data.	Plans and implements instruction using data from a variety of assessments, as well as information on student academic readiness, language, cultural background, and individual development.	Uses differentiated instruction that supports student learning based on the knowledge of the students' diverse learning needs and cultural background.	Implements differentiated instruction that promotes access to academic content standards, taking into account students' academic, cultural, and linguistic diversity.	
Establishing and articulating goals for student learning. 4.2	Instructional goals are not established or do not address students' language, experiences or school expectations. Expectations for students are low or unrealistic.	Establishes expectations for student learning in most lessons. Has inconsistent expectations for students.	Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.	Ensures that students understand and reflect upon short-term and long-term learning goals. Goals reflect high expectations and challenge students at their level.	Articulates short- term and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.	
Developing and sequencing long-term and short term instructional plans to support student learning. 4.3	Individual lesson plans have little or no recognizable organization or connection to adopted curriculum. Does not plan to ensure access to challenging, diverse, academic content for all students.	Uses available curriculum guidelines for daily, short-term and long-term plans.	Develops and sequences short and long term instructional plans to support student learning.	Refines sequence of long-term plans with colleagues to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long-term and short-term instructional plans that ensure high levels of learning.	
Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. 4.4	Instructional strategies do not address students' diverse learning needs.	Plans instruction that incorporates strategies suggested by curriculum guidelines.	Uses knowledge of subject matter, culturally responsive pedagogy, and students' diverse learning needs to plan and implement appropriately paced instructional activities.	Integrates instruction to address learning styles and meets students' assessed language and learning needs. Provides appropriate support and challenge for students.	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.	

Adapting instructional plans and curricular materials to meet the assessed learning needs of	Instructional plans are not modified, in spite of evidence that modifications would improve student learning.	Implements lessons and uses materials from curriculum provided.	Makes adjustments and adaptations to differentiate instructional plans based on the assessed learning needs of all students.	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.	Based on assessed student needs and past lessons taught, anticipates and plans for a wide range of adaptations to instruction.	Rating (Check One):
				student learning.		Rating (Check One): ☐ Does Not Meet CSTP ☐ Meets or Exceeds CSTP ☐ Progressing Towards CSTP

Standard 5: Assessing Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	N	leets or Exceeds CST	P	Evidence-Based Rationale for Rating
Applying knowledge of the purposes, characteristics, and uses of different types of assessments.	Does not demonstrate an awareness of the purposes, characteristics, and uses of different types of assessments.	Explores the use of different types of assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.	Selects and uses assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.	Develops and adapts a range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.	
Collecting and analyzing assessment data from a variety of sources to informinstruction.	Uses no sources of information to inform instruction and/or does not use assessments that are appropriate.	Uses data from required assessments to assess student learning. Follows required processes for data analysis and draws conclusions about student learning.	Explores collecting additional data using supplemental assessments. Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.	
Reviewing data, both individually and with colleagues, to monitor student learning. 5,3	Does not review data, individually or with colleagues, to monitor student learning.	Reviews and monitors assessment data as required by site and/or district.	Reviews and monitors a variety of data, individually and with colleagues, to identify the learning needs of individual students.	Reviews and monitors a wide variety of data, individually and with colleagues, to identify trends and patterns among students.	Works collaboratively with colleagues to identify and address underlying causes for assessment data trends.	

Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.	Assessment data is not appropriately used by the teacher to establish learning goals or to plan, differentiate, and modify instruction.	Uses data from available assessments to establish learning goals.	Uses a variety of formal and informal assessment data to establish learning goals for content and academic language. Regularly plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	Uses a wide variety of data to establish goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessment.	Reflects on data to make refinements to learning goals for content and academic language for the full range of students. Uses data systematically to refine planning, differentiate instruction, and makes ongoing adjustments to match the evolving learning needs of individuals and groups.	
Involving all students in self-assessment, goal setting, and monitoring progress. 5.5	Does not involve students in self- assessment, goal setting, and monitoring of their progress.	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress towards class and/or individual goals.	Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and rellect on progress on a regular basis.	Implements opportunities for students to self- assess and set learning goals related to content, academic language and individual skills. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.	Provides ongoing opportunities for student self-assessment, goal setting, and monitoring progress. Develops students' meta-cognitive skills for analyzing progress and refining goals to advance their academic achievement.	
Using available technologies to assist in assessment, analysis, and communication of student learning. 5.6	Does not use available technologies to assist in assessment, analysis, and communication of student learning.	Uses technologies to implement individual assessments, record results and communicate with administration, colleagues and families about student learning.	Uses technology to design and implement assessments, record and analyze results and communicate student learning with administration, colleagues, families and students. Ensures that communications are received by those who lack the access to technologies	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.	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.	

Using assessment	Does not provide	Provides students	Provides students	Integrates feedback	Develops student		
information to	students with	with feedback	with clear and timely	to students from	skills in analyzing		
	feedback through	through assessment	information about	formal and informal	assessments of their		- 1
share timely and	assessment of work.	of work and required	strengths, needs, and	assessments in ways	progress to facilitate		- 1
comprehensible	Poor communication	summative	strategies for	that support	and accelerate their		
feedback with	of student	assessments.	improving academic	increased learning.	learning.		
students and their	proficiency and	Notifies families of	achievement.	Provides	Engages families in a		- 1
	behavior issues to	student proficiencies,	Communicates	opportunities for	variety of ongoing		
families.	family.	challenges, and	regularly to share	two-way	comprehensible		
5.7		behavior issues.	communication	communications with	communications		
			assessment	families to share	about individual	Rating (Check One):	
			information that is	student assessments	student progress and		_
			responsive to	and progress, and to	ways to provide and	☐ Does Not Meet CSTP ☐ Meets or Exceeds CST	P
			individual student	raise issues or	monitor.	☐ Progressing Towards CSTP	
			and family needs.	concerns		L Trogressing rowards CSTF	- 1

Standard 6: Developing as a Professional Educator

Standard 0. 1						
Elements	Does Not Meet CSTP	Progressing Towards CSTP		leets or Exceeds CST		Evidence-Based Rationale for Rating
Reflecting on reaching practice in support of student learning. 6.1	Rarely uses reflection to assess professional growth to support student learning over time or to plan professional development.	Reflects on areas of concern in his/her teaching practice, assesses growth in these areas, and begins to focus professional development on immediate student learning needs	Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and the impact on the full range of learners	Analyzes and reflects individually and with colleagues on teaching and learning based on evidence gathered. Plans professional development based on teaching practices-that support the full range of learners	Integrates analysis and reflection individually and with colleagues into teaching practice in relationship to professional growth that supports the full-range of student learning.	
Establishing professional goals and engaging in continuous and purposeful professional growth and development. 6.2	Rarely establishes professional goals, seeks opportunities to develop new knowledge or skills, or participates in the professional community.	Sets goals that take into account self-assessment of teaching practice	Sets goals and pursues opportunities to acquire new knowledge and skills and participate in the professional community.	Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.	Sets and modifies a range of professional goals to extend own teaching practice and that of colleagues. Contributes to professional organizations, literature, and development opportunities and leads professional development.	-
Collaborating with colleagues and the broader professional community to support teacher and student learning.	Rarely collaborates with colleagues, or seeks out other staff to discuss student learning. Rarely participates in school or district events or learning activities.	Establishes positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	Works constructively with colleagues and support staff to improve student learning and reflect on practice. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.	
Working with families to support student learning. 6.4	Teacher may demonstrate respect for students' families or their backgrounds, but has limited communication with families, and is not sure how to provide opportunities for participation in the classroom or school community.	Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning. Invites families to contribute in the classroom /school events	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the support of their children's learning.	Communicates to families in ways which show understanding of and respect for cultural norms. Provides opportunities and support for families to actively participate in support of their children's learning.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the support of their children's learning.	
Engaging local communities in support of the instructional program.	Lacks awareness of local neighborhoods and communities around school and does not make use of available local resources.	Develops an awareness of neighborhood and community resources.	Uses a variety of neighborhood and community resources to support the curriculum.	Draws from understanding of community to improve and enrich the instructional program.	Collaborates with community members to increase instructional and learning opportunities and to support students and families.	

Managing professional responsibilities to maintain motivation and commitment to all students.	Does not fulfill professional responsibilities. Does not stay current with professional and legal responsibilities for students' learning, behavior and safety.	Possesses a positive attitude in the classroom. Develops an understanding of professional responsibilities.	Maintains positive attitude, demonstrates understanding of professional responsibilities and a commitment to all students, and seeks to balance professional responsibilities with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career to maintain motivation and commitment to all students and the professional community.	Rating (Check One): □ Does Not Meet CSTP □ Meets or Exc □ Progressing Towards CSTP	eeds CSTP
students. 6.6			personal needs.		professional confidency.	☐ Progressing Towards CSTP	

		Employee
		School Year
Additional Comments - Employee		Additional Comments - Evaluator
3.		
: 	mendatio	
Probationary:	<u>Ter</u>	mporary:
Continue Probationary Status Continue Probationary Status with Recommendation for Assistance Recommend for Permanent Status Recommend Non-Re-Employment	Per	Continue Temporary Status Continue Temporary Status with Recommendation for Assistance Recommend Release from Contract Tmanent:
(Additional information may be attached)		Continue Permanent Status Continue Permanent Status with Mandated Referral to PAR *(2-3 "Does Not Meet CSTP" Ratings) The next evaluation of this Permanent Employee is deferred to the third school year following the school year of this evaluation. Administrator Employee (Please Initial and date above to indicate agreement for Deferral)
	" E	valuator and Employee must mutually agree to the third year deferral.
Employee's Signature		Date
Evaluator's Signature	_Title	Date
Reviewed by	_Title	Date
Paviawad by	Title	Date

Distribution: Personnel File / Evaluator / Employee July 2007 (Revised 7/1/07) / Revised (MOU-5/30/13)

Incorrect Reduction Claim Name: Stull Act FY 2005-2008 & 2010-2013 Claimant: Fairfield-Suisun Unified School District

SECTION 8: DOCUMENTARY EVIDENCE AND DECLARATION - CONTINUED

EXHIBIT D

DECLARATIONS

I Michelle Henson, Assistant Superintendent, Business Services for the Fairfield-Suisun Unified School District, declare and certify by my signature below, under penalty of perjury, and that I am competent to do so, do hereby declare that the documents included here as the time study herein submitted as (Exhibit A). The documents included here in as the sample evaluations (Exhibit B) and the Collective Bargaining Agreements (Exhibit C) are 100% true and correct based on information pursuant to section 187.5 of the Commission's regulations.

Dated: 1/22/2020

Michelle Henson

Asst. Supt. Business Services

Michell Henson

Incorrect Reduction Claim Name: Stull Act FY 2005-2008 & 2010-2013 Claimant: Fairfield-Suisun Unified School District

SECTION 8: DOCUMENTARY EVIDENCE AND DECLARATION - CONTINUED

EXHIBIT D

DECLARATIONS

I Michelle Henson, Assistant Superintendent, Business Services for the Fairfield-Suisun Unified School District, declare and certify by my signature below, under penalty of perjury, and that I am competent to do so, do hereby declare that the claims submitted for the following costs are true and correct based on information pursuant to section 187.5 of the Commission's regulations:

FY 2005-06 \$51,106

FY 2006-07 \$104,845

FY 2007-08 \$114,106

FY 2010-11 \$87,906

FY 2011-12 \$115,983

FY 2012-13 \$ 114,397

This declaration to the incorrect reduction claim for Fairfield-Suisun Unified School District's STULL Act claims for 2005-06, 2006-07, 2007-08, 2010-11, 2011-12 and 2012-13, and is based on information pursuant to section 187.5 of the Commission's regulations.

Dated: 1/22/2020

Michelle Henson

Asst. Supt. Business Services

Incorrect Reduction Claim Name: Stull Act FY 2005-2008 & 2010-2013 Claimant: Fairfield-Suisun Unified School District

SECTION 9: CLAIMING INSTRUCTIONS

EXHIBIT E

OFFICE OF THE STATE CONTROLLER

STATE MANDATED COSTS CLAIMING INSTRUCTIONS NO. 2005-12

THE STULL ACT

December 12, 2005

In accordance with Government Code Section (GC §) 17561, eligible claimants may submit claims to the State Controller's Office (SCO) for reimbursement of costs incurred for state mandated cost programs. The following are claiming instructions and forms that eligible claimants will use for the filing of claims for the Stull Act program. These claiming instructions are issued subsequent to adoption of the program's Parameters and Guidelines (P's & G's) by the Commission on State Mandates (COSM).

On May 27, 2004, the COSM determined that Education Code Sections 44660 to 44665 (formerly Ed. Code §§ 13485 to 13490) established costs mandated by the State according to the provisions listed in the P's & G's. For your reference, the P's & G's are included as an integral part of the claiming instructions.

Eligible Claimants

Any "school district," as defined in GC§ 17519, except for community colleges, which incurs increased costs as a result of this mandate, is eligible to claim reimbursement. Charter schools are not eligible claimants.

Filing Deadlines

A. Reimbursement Claims

Initial reimbursement claims must be filed within 120 days from the issuance date of claiming instructions. Costs incurred for compliance with Chapter 498, Statutes of 1983, are eligible for reimbursement for fiscal year 1997-98 through 2004-05. Costs incurred for compliance with Chapter 4, Statutes of 1999, are eligible for reimbursement for the period March 15, 1999, to June 30, 1999, and fiscal years 1999-00 through 2004-05. Claims must be filed with the SCO and be delivered or postmarked on or before **April 11, 2006**. Estimated claims for fiscal year 2005-06 must be filed on or before **April 11, 2006**.

In order for a claim to be considered properly filed, it must include any specific supporting documentation requested in the instructions. Claims filed more than one year after the deadline or without the requested supporting documentation will not be accepted.

B. Late Penalty

1. Initial Claims

AB 3000 enacted into law on September 30, 2002, amended the late penalty assessments on initial claims. Late initial claims submitted **on or after September 30, 2002**, are assessed a late penalty of 10% of the total amount of the initial claims **without** limitation.

2. Annual Reimbursement Claims

All late annual reimbursement claims are assessed a late penalty of 10% subject to the \$1,000 limitation regardless of when the claims were filed.

C. Estimated Claims

Unless otherwise specified in the claiming instructions, school districts, are not required to provide cost schedules and supporting documents with an estimated claim if the estimated amount does not exceed the previous fiscal year's actual costs by more than 10%. Claimants can simply enter the estimated amount on form FAM-27, line (07).

However, if the estimated claim exceeds the previous fiscal year's actual costs by more than 10%, claimants must complete supplemental claim forms to support their estimated costs as specified for the program to explain the reason for the increased costs. If no explanation supporting the higher estimate is provided with the claim, it will automatically be adjusted to 110% of the previous fiscal year's actual costs. Future estimated claims filed with the SCO must be postmarked by January 15 of the fiscal year in which costs will be incurred. Claims filed timely will be paid before late claims.

Minimum Claim Cost

GC section 17564(a) provides that no claim shall be filed pursuant to Sections 17551 and 17561, unless such a claim exceeds one thousand dollars (\$1,000).

Reimbursement of Claims

To be eligible for mandated cost reimbursement for any fiscal year, only actual costs may be claimed. Actual costs are those costs actually incurred to implement the mandated activities. Actual costs must be traceable and supported by source documents that show the validity of such costs, when they were incurred, and their relationship to the reimbursable activities. A source document is a document created at or near the same time the actual cost was incurred for the event or activity in question.

Source documents may include, but are not limited to, employee time records or time logs, signin sheets, invoices, and receipts. Evidence corroborating the source documents may include, but is not limited to, worksheets, cost allocation reports (system generated), purchase orders, contracts, agendas, training packets, and declarations. Evidence corroborating the source documents may include data relevant to the reimbursable activities otherwise in compliance with local, state, and federal government requirements. However, corroborating documents cannot be substituted for source documents.

Certification of Claim

In accordance with the provisions of GC§ 17561, an authorized representative of the claimant shall be required to provide a certification of claim stating: "I certify, (or declare), under penalty of perjury under the laws of the State of California that the foregoing is true and correct," and must further comply with the requirements of the Code of Civil Procedure Section 2015.5, for those costs mandated by the State and contained herein.

Audit of Costs

All claims submitted to the SCO are reviewed to determine if costs are related to the mandate, are reasonable and not excessive, and the claim was prepared in accordance with the SCO's claiming instructions and the P's & G's adopted by the COSM. If any adjustments are made to a claim, a "Notice of Claim Adjustment" specifying the claim component adjusted, the amount adjusted, and the reason for the adjustment, will be mailed within 30 days after payment of the claim.

Pursuant to GC§ 17558.5, subdivision (a), a reimbursement claim for actual costs filed by a school district pursuant to this chapter is subject to the initiation of an audit by the SCO no later than three years after the date that the actual reimbursement claim is filed or last amended, whichever is later. However, if no funds are appropriated or no payment is made to a claimant for the program for the fiscal year for which the claim is filed, the time for the SCO to initiate an audit shall commence to run from the date of initial payment of the claim.

In any case, an audit shall be completed not later than two years after the date that the audit is commenced. All documents used to support the reimbursable activities must be retained during the period subject to audit. If an audit has been initiated by the SCO during the period subject to audit, the retention period is extended until the ultimate resolution of any audit findings. On-site audits will be conducted by the SCO as deemed necessary.

Retention of Claiming Instructions

The claiming instructions and forms in this package should be retained permanently in your Mandated Cost Manual for future reference and use in filing claims. These forms should be duplicated to meet your filing requirements. You will be notified of updated forms or changes to claiming instructions as necessary.

Questions or requests for hard copies of these instructions should be faxed to Ginny Brummels at (916) 323-6527, or e-mailed to **LRSDAR@sco.ca.gov.** Or, if you wish, you may call the Local Reimbursements Section at (916) 324-5729.

For your reference, these and future mandated costs claiming instructions and forms can be found on the Internet at www.sco.ca.gov/ard/local/locreim/index.shtml.

Address for Filing Claims

Claims should be rounded to the nearest dollar. Submit a signed original and a copy of form FAM-27, Claim for Payment, and all other forms and supporting documents. (To expedite the payment process, please sign the form in blue ink, and attach a copy of the form FAM-27 to the top of the claim package.)

Use the following mailing addresses:

If delivered by U.S. Postal Service:

Office of the State Controller Attn: Local Reimbursements Section Division of Accounting and Reporting P.O. Box 942850 Sacramento, CA 94250 If delivered by other delivery services:

Office of the State Controller Attn: Local Reimbursements Section Division of Accounting and Reporting 3301 C Street, Suite 500 Sacramento, CA 95816

PARAMETERS AND GUIDELINES

Education Code Sections 44660-44665 (Former Ed. Code, §§ 13485-13490)

Statutes 1983, Chapter 498 Statutes 1999, Chapter 4

The Stull Act (98-TC-25)

Denair Unified School District and Grant Joint Union High School District, Claimants

I. SUMMARY OF THE MANDATE

On May 27, 2004, the Commission on State Mandates (Commission) adopted the Statement of Decision for *The Stull Act* test claim. The Commission found that Education Code sections 44660-44665 (formerly Ed. Code, §§ 13485-13490) constitute a new program or higher level of service and impose a state-mandated program upon school districts within the meaning of article XIII B, section 6 of the California Constitution and Government Code section 17514. Accordingly, the Commission approved this test claim for the following reimbursable activities:

- Evaluate and assess the performance of certificated instructional employees that perform the requirements of educational programs mandated by state or federal law as it reasonably relates to the instructional techniques and strategies used by the employee and the employee's adherence to curricular objectives. (Ed. Code, § 44662, subd. (b), as amended by Stats. 1983, ch. 498.)
 - Reimbursement for this activity is limited to the review of the employee's instructional techniques and strategies and adherence to curricular objectives, and to include in the written evaluation of the certificated instructional employees the assessment of these factors during the following evaluation periods:
 - o Once each year for probationary certificated employees;
 - o Every other year for permanent certificated employees; and
 - Beginning January 1, 2004, every five years for certificated employees with permanent status who have been employed at least ten years with the school district, are highly qualified (as defined in 20 U.S.C. § 7801), and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree.
- Evaluate and assess the performance of certificated instructional employees that teach reading, writing, mathematics, history/social science, and science in grades 2 to 11 as it reasonably relates to the progress of pupils towards the state adopted academic content standards as measured by state adopted assessment tests. (Ed. Code, § 44662, subd. (b), as amended by Stats. 1999, ch. 4.)
 - Reimbursement for this activity is limited to the review of the results of the STAR test as it reasonably relates to the performance of those certificated employees that

teach reading, writing, mathematics, history/social science, and science in grades 2 to 11, and to include in the written evaluation of those certificated employees the assessment of the employee's performance based on the STAR results for the pupils they teach during the evaluation periods specified in Education Code section 44664, and described below:

- Once each year for probationary certificated employees;
- Every other year for permanent certificated employees; and
- o Beginning January 1, 2004, every five years for certificated employees with permanent status who have been employed at least ten years with the school district, are highly qualified (as defined in 20 U.S.C. § 7801), and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree.
- Assess and evaluate permanent certificated, instructional and non-instructional, employees that perform the requirements of educational programs mandated by state or federal law and receive an unsatisfactory evaluation in the years in which the permanent certificated employee would not have otherwise been evaluated pursuant to Education Code section 44664 (i.e., every other year). The additional evaluations shall last until the employee achieves a positive evaluation, or is separated from the school district. (Ed. Code, § 44664, as amended by Stats. 1983, ch. 498.) This additional evaluation and assessment of the permanent certificated employee requires the school district to perform the following activities:
 - Evaluate and assess the certificated employee performance as it reasonably relates to the following criteria: (1) the progress of pupils toward the standards established by the school district of expected pupil achievement at each grade level in each area of study, and, if applicable, the state adopted content standards as measured by state adopted criterion referenced assessments; (2) the instructional techniques and strategies used by the employee; (3) the employee's adherence to curricular objectives; (4) the establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities; and, if applicable, (5) the fulfillment of other job responsibilities established by the school district for certificated non-instructional personnel (Ed. Code, § 44662, subds. (b) and (c));
 - O The evaluation and assessment shall be reduced to writing. (Ed. Code, § 44663, subd. (a).) The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee. If the employee is not performing his or her duties in a satisfactory manner according to the standards prescribed by the governing board, the school district shall notify the employee in writing of that fact and describe the unsatisfactory performance (Ed. Code, § 44664, subd. (b));
 - Transmit a copy of the written evaluation to the certificated employee (Ed. Code, § 44663, subd. (a));
 - Attach any written reaction or response to the evaluation by the certificated employee to the employee's personnel file (Ed. Code, § 44663, subd. (a)); and

Oconduct a meeting with the certificated employee to discuss the evaluation (Ed. Code, § 44553, subd. (a).)

The Commission further found that the activities listed above do not constitute reimbursable state-mandated programs with respect to certificated personnel employed in local, discretionary educational programs.

Finally, the Commission found that all other statutes in the test claim not mentioned above are not reimbursable state-mandated programs within the meaning of article XIII B, section 6 and Government Code section 17514.

II. ELIGIBLE CLAIMANTS

Any "school district" as defined in Government Code section 17519, except for community colleges, which incurs increased costs as a result of this mandate is eligible to claim reimbursement. Charter schools are not eligible claimants.

III. PERIOD OF REIMBURSEMENT

Government Code section 17557 states that a test claim must be submitted on or before June 30 following a given fiscal year to establish eligibility for that fiscal year. The test claim for this mandate was filed on June 30, 1999. Therefore, the costs incurred for compliance with Statutes 1983, chapter 498 are eligible for reimbursement on or after July 1, 1997. Statutes 1999, chapter 4 was an urgency statute operative March 15, 1999; therefore, costs incurred for compliance with Statutes 1999, chapter 4 are eligible for reimbursement on or after March 15, 1999.

Actual costs for one fiscal year should be included in each claim. Estimated costs for the subsequent year may be included on the same claim, if applicable. Pursuant to Government Code section 17561, subdivision (d)(1)(A), all claims for reimbursement of initial fiscal year costs shall be submitted to the State Controller within 120 days of the issuance date for the claiming instructions.

If the total costs for a given fiscal year do not exceed \$1,000, no reimbursement shall be allowed, except as otherwise allowed by Government Code section 17564.

IV. REIMBURSABLE ACTIVITIES

To be eligible for mandated cost reimbursement for any fiscal year, only actual costs may be claimed. Actual costs are those costs actually incurred to implement the mandated activities. Actual costs must be traceable and supported by source documents that show the validity of such costs, when they were incurred, and their relationship to the reimbursable activities. A source document is a document created at or near the same time the actual cost was incurred for the event or activity in question. Source documents may include, but are not limited to, employee time records or time logs, sign-in sheets, invoices, and receipts.

Evidence corroborating the source documents may include, but is not limited to, worksheets, cost allocation reports (system generated), purchase orders, contracts, agendas, and declarations. Declarations must include a certification or declaration stating, "I certify (or declare) under penalty of perjury under the laws of the State of California that the foregoing is true and correct," and must further comply with the requirements of Code of Civil Procedure section 2015.5. Evidence corroborating the source documents may include data relevant to the reimbursable

activities otherwise in compliance with local, state, and federal government requirements. However, corroborating documents cannot be substituted for source documents.

The claimant is only allowed to claim and be reimbursed for increased costs for the reimbursable activities identified below. Increased cost is limited to the cost of an activity that the claimant is required to incur as a result of the mandate.

For each eligible claimant, the following activities are reimbursable:

A. Certificated Instructional Employees

1. Evaluate and assess the performance of certificated instructional employees that perform the requirements of educational programs mandated by state or federal law as it reasonably relates to the instructional techniques and strategies used by the employee and the employee's adherence to curricular objectives (Ed. Code, § 44662, subd. (b), as amended by Stats. 1983, ch. 498.). (*Reimbursement period begins July 1, 1997.*)

Reimbursement for this activity is limited to:

- a. reviewing the employee's instructional techniques and strategies and adherence to curricular objectives, and
- b. including in the written evaluation of the certificated instructional employees the assessment of these factors during the following evaluation periods:
 - o once each year for probationary certificated employees;
 - o every other year for permanent certificated employees; and
 - o beginning January 1, 2004, every five years for certificated employees with permanent status who have been employed at least ten years with the school district, are highly qualified (as defined in 20 U.S.C. § 7801), and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree.

Note: For purposes of claiming reimbursement, eligible claimants must identify the state or federal law mandating the educational program being performed by the certificated instructional employees.

2. Evaluate and assess the performance of certificated instructional employees that teach reading, writing, mathematics, history/social science, and science in grades 2 to 11 as it reasonably relates to the progress of pupils towards the state adopted academic content standards as measured by state adopted assessment tests (Ed. Code, § 44662, subd. (b), as amended by Stats. 1999, ch. 4.). (*Reimbursement period begins March 15, 1999*.)

Reimbursement for this activity is limited to:

- a. reviewing the results of the Standardized Testing and Reporting test as it reasonably relates to the performance of those certificated employees that teach reading, writing, mathematics, history/social science, and science in grades 2 to 11, and
- b. including in the written evaluation of those certificated employees the assessment of the employee's performance based on the Standardized Testing and Reporting

results for the pupils they teach during the evaluation periods specified in Education Code section 44664, and described below:

- o once each year for probationary certificated employees;
- o every other year for permanent certificated employees; and
- o beginning January 1, 2004, every five years for certificated employees with permanent status who have been employed at least ten years with the school district, are highly qualified (as defined in 20 U.S.C. § 7801), and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree.

B. Certificated (Instructional and Non-Instructional) Employees

1. Evaluate and assess permanent certificated, instructional and non-instructional, employees that perform the requirements of educational programs mandated by state or federal law and receive an unsatisfactory evaluation in the years in which the permanent certificated employee would not have otherwise been evaluated pursuant to Education Code section 44664 (i.e., every other year). The additional evaluations shall last until the employee achieves a positive evaluation, or is separated from the school district (Ed. Code, § 44664, as amended by Stats. 1983, ch. 498). (*Reimbursement period begins July 1, 1997.*)

This additional evaluation and assessment of the permanent certificated employee requires the school district to perform the following activities:

- a. evaluating and assessing the certificated employee performance as it reasonably relates to the following criteria: (1) the progress of pupils toward the standards established by the school district of expected pupil achievement at each grade level in each area of study, and, if applicable, the state adopted content standards as measured by state adopted criterion referenced assessments; (2) the instructional techniques and strategies used by the employee; (3) the employee's adherence to curricular objectives; (4) the establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities; and, if applicable, (5) the fulfillment of other job responsibilities established by the school district for certificated non-instructional personnel (Ed. Code, § 44662, subds. (b) and (c));
- b. reducing the evaluation and assessment to writing (Ed. Code, § 44663, subd. (a)). The evaluation shall include recommendations, if necessary, as to areas of improvement in the performance of the employee. If the employee is not performing his or her duties in a satisfactory manner according to the standards prescribed by the governing board, the school district shall notify the employee in writing of that fact and describe the unsatisfactory performance (Ed. Code, § 44664, subd. (b));
- c. transmitting a copy of the written evaluation to the certificated employee (Ed. Code, § 44663, subd. (a));
- d. attaching any written reaction or response to the evaluation by the certificated employee to the employee's personnel file (Ed. Code, § 44663, subd. (a)); and

e. conducting a meeting with the certificated employee to discuss the evaluation (Ed. Code, § 44553, subd. (a)).

Note: For purposes of claiming reimbursement, eligible claimants must identify the state or federal law mandating the educational program being performed by the certificated, instructional and non-instructional, employees.

C. Training

1. Train staff on implementing the reimbursable activities listed in Section IV of these parameters and guidelines. (One-time activity for each employee.) (*Reimbursement period begins July 1, 1997.*)

V. CLAIM PREPARATION AND SUBMISSION

Each of the following cost elements must be identified for each reimbursable activity identified in Section IV, Reimbursable Activities, of this document. Each claimed reimbursable cost must be supported by source documentation as described in Section IV. Additionally, each reimbursable claim must be filed in a timely manner.

A. Direct Cost Reporting

Direct costs are those costs incurred specifically for the reimbursable activities. The following direct costs are eligible for reimbursement.

1. Salaries and Benefits

Report each employee implementing the reimbursable activities by name, job classification, and productive hourly rate (total wages and related benefits divided by productive hours). Describe the specific reimbursable activities performed and the hours devoted to each reimbursable activity performed.

2. Materials and Supplies

Report the cost of materials and supplies that have been consumed or expended for the purpose of the reimbursable activities. Purchases shall be claimed at the actual price after deducting discounts, rebates, and allowances received by the claimant. Supplies that are withdrawn from inventory shall be charged on an appropriate and recognized method of costing, consistently applied.

3. Contracted Services

Report the name of the contractor and services performed to implement the reimbursable activities. Attach a copy of the contract to the claim. If the contractor bills for time and materials, report the number of hours spent on the activities and all costs charged. If the contract is a fixed price, report the dates when services were performed and itemize all costs for those services.

4. Fixed Assets and Equipment

Report the purchase price paid for fixed assets and equipment (including computers) necessary to implement the reimbursable activities. The purchase price includes taxes, delivery costs, and installation costs. If the fixed asset or equipment is also used for purposes other than the reimbursable activities, only the pro-rata portion of the purchase price used to implement the reimbursable activities can be claimed.

5. Travel

Report the name of the employee traveling for the purpose of the reimbursable activities. Include the date of travel, destination point, the specific reimbursable activity requiring travel, and related travel expenses reimbursed to the employee in compliance with the rules of the local jurisdiction. Report employee travel time according to the rules of cost element A.1. Salaries and Benefits, for each applicable reimbursable activity.

6. Training

Report the cost of training an employee to perform the reimbursable activities, as specified in Section IV of this document. Report the name and job classification of each employee preparing for, attending, and/or conducting training necessary to implement the reimbursable activities. Provide the title, subject, and purpose (related to the mandate of the training session), dates attended, and location. If the training encompasses subjects broader than the reimbursable activities, only the pro-rata portion can be claimed. Report employee training time for each applicable reimbursable activity according to the rules of cost element A. 1, Salaries and Benefits, and A.2, Materials and Supplies. Report the cost of consultants who conduct the training according to the rules of cost element A.3, Contracted Services.

B. Indirect Cost Rates

Indirect costs are costs that have been incurred for common or joint purposes. These costs benefit more than one cost objective and cannot be readily identified with a particular final cost objective without effort disproportionate to the results achieved. After direct costs have been determined and assigned to other activities, as appropriate, indirect costs are those remaining to be allocated to benefited cost objectives. A cost may not be allocated as an indirect cost if any other cost incurred for the same purpose, in like circumstances, has been claimed as a direct cost.

Indirect costs include: (a) the indirect costs originating in each department or agency of the governmental unit carrying out state mandated programs, and (b) the costs of central governmental services distributed through the central service cost allocation plan and not otherwise treated as direct costs.

School districts must use the J-380 (or subsequent replacement) nonrestrictive indirect cost rate provisionally approved by the California Department of Education.

County offices of education must use the J-580 (or subsequent replacement) nonrestrictive indirect cost rate provisionally approved by the California Department of Education.

VI. RECORD RETENTION

Pursuant to Government Code section 17558.5, subdivision (a), a reimbursement claim for actual costs filed by a local agency or school district pursuant to this chapter¹ is subject to the initiation of an audit by the State Controller no later than three years after the date that the actual reimbursement claim is filed or last amended, whichever is later. However, if no funds are appropriated or no payment is made to a claimant for the program for the fiscal year for which the claim is filed, the time for the Controller to initiate an audit shall commence to run from the date of initial payment of the claim. All documentation used to support the reimbursable

¹ This refers to Title 2, division 4, part 7, chapter 4 of the Government Code.

activities, as described in Section IV, must be retained during the period subject to audit. If an audit has been initiated by the Controller during the period subject to audit, the retention period is extended until the ultimate resolution of any audit findings.

VII. OFFSETTING SAVINGS AND REIMBURSEMENTS

Any offsetting savings the claimant experiences in the same program as a result of the same statutes or executive orders found to contain the mandates shall be deducted from the costs claimed. In addition, reimbursement for this mandate from any source, including, but not limited to, service fees collected, federal funds, and other state funds shall be identified and deducted from this claim.

VIII. STATE CONTROLLER'S CLAIMING INSTRUCTIONS

Pursuant to Government Code section 17558, subdivision (b), the Controller shall issue claiming instructions for each mandate that requires state reimbursement no later than 60 days after receiving the adopted parameters and guidelines from the Commission, to assist local agencies and school districts in claiming costs to be reimbursed. The claiming instructions shall be derived from the statute, regulations, or executive order creating the mandate and the parameters and guidelines adopted by the Commission.

Pursuant to Government Code section 17561, subdivision (d)(1), issuance of the claiming instructions shall constitute notice of the right of local agencies and schools districts to file reimbursement claims, based upon parameters and guidelines adopted by the Commission.

IX. REMEDIES BEFORE THE COMMISSION

Upon request of a local agency or school district, the Commission shall review the claiming instructions issued by the State Controller or any other authorized state agency for reimbursement of mandated costs pursuant to Government Code section 17571. If the Commission determines that the claiming instructions do not conform to the parameters and guidelines, the Commission shall direct the Controller to modify the claiming instructions and the Controller shall modify the claiming instructions to conform to the parameters and guidelines as directed by the Commission.

In addition, requests may be made to amend parameters and guidelines pursuant to Government Code section 17557, subdivision (d), and California Code of Regulations, title 2, section 1183.2.

X. LEGAL AND FACTUAL BASIS FOR THE PARAMETERS AND GUIDELINES

The Statement of Decision is legally binding on all parties and provides the legal and factual basis for the parameters and guidelines. The support for the legal and factual findings is found in the administrative record for the test claim. The administrative record, including the Statement of Decision, is on file with the Commission.

School Mandated Cost Manual State Controller's Office For State Controller Use Only **CLAIM FOR PAYMENT Program** (19) Program Number 00260 **Pursuant to Government Code Section 17561** (20) Date Filed THE STULL ACT (21) LRS Input (01) Claimant Identification Number Reimbursement Claim Data (02) Claimant Name В (22) SA -1, (03)(A)(f) Е County of Location (23) SA -1, (03)(B)(f) Street Address or P.O. Box (24) SA -1, (03)(A)(1)(a)(f) Е R City State Zip Code (25) SA -1, (03)(A)(1)(b)(f) Type of Claim **Estimated Claim** Reimbursement Claim (26) SA -1, (03)(A)(2)(a)(f) (03) Estimated (09) Reimbursement (27) SA -1, (03)(A)(2)(b)(f) (04) Combined (10) Combined (28) SA -1, (03)(B)(1)(a)(f) (05) Amended (11) Amended (29) SA -1, (03)(B)(1)(b)(f) Fiscal Year of Cost (12) (06)(30) SA -1, (03)(B)(1)(c)(f) **Total Claimed Amount** (07)(13)(31) SA -1, (03)(B)(1)(d)(f) Less: 10% Late Penalty (32) SA -1, (03)(B)(1)(e)(f) (14)Less: Prior Claim Payment Received (33) SA -1, (05) (15)**Net Claimed Amount** (16)(34) SA -1, (06) **Due from State** (80) (35) SA -1, (08) (17)**Due to State** (18)(36) SA -1, (09) (37) CERTIFICATION OF CLAIM In accordance with the provisions of Government Code Section 17561, I certify that I am the officer authorized by the school district to file mandated cost claims with the State of California for this program, and certify under penalty of perjury that I have not violated any of the provisions of Government Code Sections 1090 to 1098, inclusive. I further certify that there was no application other than from the claimant, nor any grant or payment received, for reimbursement of costs claimed herein, and such costs are for a new program or increased level of services of an existing program. All offsetting savings and reimbursements set forth in the Parameters and Guidelines are identified, and all costs claimed are supported by source documentation currently maintained by the claimant. The amounts for this Estimated Claim and/or Reimbursement Claim are hereby claimed from the State for payment of estimated and/or actual costs set forth on the attached statements. I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Signature of Authorized Officer Date Type or Print Name Title (38) Name of Contact Person for Claim

Telephone Number E-Mail Address Ext.

Program 260

THE STULL ACT Certification Claim Form Instructions

FORM FAM-27

- (01) Enter the payee number assigned by the State Controller's Office.
- (02) Enter your Official Name, County of Location, Street or P. O. Box address, City, State, and Zip Code.
- (03) If filing an estimated claim, enter an "X" in the box on line (03) Estimated.
- (04) If filing a combined estimated claim on behalf of districts within the county, enter an "X" in the box on line (04) Combined.
- (05) If filing an amended estimated claim, enter an "X" in the box on line (05) Amended.
- (06) Enter the fiscal year in which costs are to be incurred.
- (07) Enter the amount of the estimated claim. If the estimate exceeds the previous year's actual costs by more than 10%, complete form SA-1 and enter the amount from line (11).
- (08) Enter the same amount as shown on line (07).
- (09) If filing a reimbursement claim, enter an "X" in the box on line (09) Reimbursement.
- (10) If filing a combined reimbursement claim on behalf of districts within the county, enter an " X " in the box on line (10) Combined.
- (11) If filing an amended reimbursement claim, enter an "X" in the box on line (11) Amended.
- (12) Enter the fiscal year for which actual costs are being claimed. If actual costs for more than one fiscal year are being claimed, complete a separate form FAM-27 for each fiscal year.
- (13) Enter the amount of the reimbursement claim from form SA-1, line (11). The total claimed amount must exceed \$1,000.
- (14) Reimbursement claims must be filed by April 11, 2006, for the fiscal year in which costs were incurred or the claims shall be reduced by a late penalty. Enter zero if the claim was timely filed, otherwise, enter the product of multiplying line (13) by the factor 0.10 (10% penalty).
- (15) If filing a reimbursement claim and a claim was previously filed for the same fiscal year, enter the amount received for the claim. Otherwise, enter a zero.
- (16) Enter the result of subtracting line (14) and line (15) from line (13).
- (17) If line (16), Net Claimed Amount, is positive, enter that amount on line (17), Due from State.
- (18) If line (16), Net Claimed Amount, is negative, enter that amount on line (18), Due to State.
- (19) to (21) Leave blank.
- (22) to (36) Reimbursement Claim Data. Bring forward the cost information as specified on the left-hand column of lines (22) through (36) for the reimbursement claim, e.g., SA-1, (03)(A)(1)(a)(f), means the information is located on form SA-1, block (03)(A)(1), line (a), column (f). Enter the information on the same line but in the right-hand column. Cost information should be rounded to the nearest dollar, i.e., no cents. Indirect costs percentage should be shown as a whole number and without the percent symbol, i.e., 7.548% should be shown as 8. Completion of this data block will expedite the payment process.
- (37) Read the statement "Certification of Claim." If it is true, the claim must be dated, signed by the agency's authorized officer, and must include the person's name and title, typed or printed. Claims cannot be paid unless accompanied by an original signed certification. (To expedite the payment process, please sign the form FAM-27 with blue ink, and attach a copy of the form FAM-27 to the top of the claim package.)
- (38) Enter the name, telephone number, and e-mail address of the person to contact if additional information is required.

SUBMIT A SIGNED ORIGINAL, AND A COPY OF FORM FAM-27, WITH ALL OTHER FORMS AND SUPPORTING DOCUMENTS TO:

Address, if delivered by U.S. Postal Service:

OFFICE OF THE STATE CONTROLLER ATTN: Local Reimbursements Section Division of Accounting and Reporting P.O. Box 942850 Sacramento, CA 94250 Address, if delivered by other delivery service:

OFFICE OF THE STATE CONTROLLER ATTN: Local Reimbursements Section Division of Accounting and Reporting 3301 C Street, Suite 500 Sacramento, CA 95816 State Controller's Office

School Mandated Cost Manual

Ota	te contro	ici 9 Omoc				001	iooi manaatee	Oost manaa	
Р	rogram			MANDAT	ED COSTS				
260			FORM SA-1						
_	200			CLAIM S	SUMMARY			3A-1	
(01) Claimar	nt			(02) Type	e of Claim		Fiscal Year	
						nbursement mated		/	
Dir	Direct Costs Object Accounts								
(03			(a)	(b)	(c)	(d)	(e)	(f)	
,	Reimbu Compo		Salaries and Benefits	Materials and Supplies	Contract Services	Fixed Assets	Travel and Training	Total	
Α. (Certificated Employees	Instructional (CIE)		s: Number of CIE'	s evaluated per (0	3)(A)(1) and (03)(
1.	Evaluate a	nd assess	Ed. Code §446	662, subd. (b), as	amended by Ch.	498/83; Reimbur	sement period be	egins fy 1997-98	
a.	Review em techniques	ployee's s and strategies							
b.	Evaluation assessme and strate	nt of techniques							
2.	Evaluate a	•	Ed. Code §4466	d. Code §44662, subd. (b), as amended by Ch. 4/99; Reimbursement period begins 03/15/9					
a.	Review ST	AR results							
b.	Assessmen STAR resu								
В.	CIE and NI	E Employees	Claim Statistics	aim Statistics: Number of CIE's and NIE's evaluated per (03)(B)(1)					
1.		IIE employees	Ed. Code §4466	d. Code §44664, subd. (b), as amended by Ch. 498/83; Reimbursement period begins fy 1997-					
a.		and assessing ding to certain							
b.	Reducing e to writing	valuation							
C.	Transmitting to CIE	g evaluation							
d	Attaching re personnel	file							
e.	Discussing with CIE	evaluation							
(04) Total Di	rect Costs							
Ind	irect Cos	ts							
(05	(05) Indirect Cost Rate [From J-380 or J-580]						%		
(06) Total Indirect Costs [Line (05) x line (04)(a)]									
(07) Total Di	rect and Indi	rect Costs		[Line (04)(f) + line (06)]			
Co	st Reduct	ion							
(08) Less: C	Offsetting Sav	ings						
(09) Less: C	ther Reimbu	rsements						
(10	(10) Total Claimed Amount [Line (07) - {line (08) + line (09)}]								

Program
260

THE STULL ACT
CLAIM SUMMARY
Instructions

FORM
SA-1

- (01) Enter the name of the claimant.
- (02) Type of Claim. Check a box, Reimbursement or Estimated, to identify the type of claim being filed. Enter the fiscal year of costs.

Form SA-1 must be filed for a reimbursement claim. Do not complete form SA-1 if you are filing an estimated claim and the estimate does not exceed the previous fiscal year's actual costs by more than 10%. Simply enter the amount of the estimated claim on form FAM-27, line (07). However, if the estimated claim exceeds the previous fiscal year's actual costs by more than 10%, form SA-1 must be completed and a statement attached explaining the increased costs. Without this information the estimated claim will automatically be reduced to 110% of the previous fiscal year's actual costs.

- (03) Reimbursable Components. For each reimbursable component, enter the total from form SA-2, line (04), columns (d) through (h) to form SA-1, block (03), columns (a) through (e) in the appropriate row. Total each row.
 - **A.** Certificated Instructional Employees(CIE's). Claim Statistics: Enter the number of CIE's who were evaluated and assessed pursuant to (03)(A)(1) and (2).
 - **B. CIE and NIE Employees. Claim Statistics:** Enter the number of CIE's and NIE's who were evaluated pursuant to (03)(B)(1).
- (04) Total Direct Costs. Total columns (a) through (f).
- (05) Indirect Cost Rate. Enter the indirect cost rate from the Department of Education form J-380 or J-580 as applicable for the fiscal year of costs.
- (06) Total Indirect Costs. Enter the result of multiplying the Indirect Cost Rate, line (05), by the Total Salaries and Benefits, line (04)(a).
- (07) Total Direct and Indirect Costs. Enter the sum of Total Direct Costs, line (04)(f), and Total Indirect Costs, line (06).
- (08) Less: Offsetting Savings. If applicable, enter the total savings experienced by the claimant as a direct result of this mandate. Submit a detailed schedule of savings with the claim.
- (09) Less: Other Reimbursements. If applicable, enter the amount of other reimbursements received from any source including, but not limited to, service fees collected, federal funds, and other state funds, that reimbursed any portion of the mandated cost program. Submit a schedule detailing the reimbursement sources and amounts.
- (10) Total Claimed Amount. From Total Direct and Indirect Costs, line (07), subtract the sum of Offsetting Savings, line (08), and Other Reimbursements, line (09). Enter the remainder on this line and carry the amount forward to form FAM-27, line (07) for the Estimated Claim or line (13) for the Reimbursement Claim.

Program

MANDATED COSTS THE STULL ACT

FORM SA-2

COMPONENT/ACTIVITY COST DETAIL (02) Fiscal Year (01) Claimant (03) Reimbursable Components: Check only one box per form to identify the component being claimed. Review employee's techniques Evaluation to include assessment A. CIE and strategies of techniques and strategies Review STR Results Assessment based on STR results Evaluating and assessing CIE **B. CIE & NIE** Reducing evaluation to writing Transmitting evaluation to CIE according to certain criteria Attaching response to Discussing evaluation with CIE personnel file (04) Description of Expenses **Object Accounts** (f) (h) (a) (b) (c) (d) (e) (g) Employee Names, Job Hourly Hours Salaries Materials Contract Fixed Travel Classifications, Functions Performed Rate or Worked or and and Services Assets and and Description of Expenses **Unit Cost** Benefits Quantity Supplies Training

Subtotal

Page:

of

Program 260

THE STULL ACT COMPONENT/ACTIVITY COST DETAIL Instructions

FORM SA-2

- (01) Claimant. Enter the name of the claimant.
- (02) Fiscal Year. Enter the fiscal year for which costs were incurred.
- (03) Reimbursable Components. Check the box which indicates the cost component being claimed. Check only one box per form. A separate form SA-2 shall be prepared for each applicable component.
- Description of Expenses. The following table identifies the type of information required to support reimbursable costs. To detail costs for the component activity box "checked" in block (03), enter the employee names, position titles, a brief description of the activities performed, actual time spent by each employee, productive hourly rates, fringe benefits, supplies used, contract services, and travel and training expenses. The descriptions required in column (4)(a) must be of sufficient detail to explain the cost of activities or items being claimed. For audit purposes, all supporting documents must be retained by the claimant for a period of not less than three years after the date the claim was filed or last amended, whichever is later. If no funds were appropriated and no payment was made at the time the claim was filed, the time for the Controller to initiate an audit shall be from the date of initial payment of the claim. Such documents shall be made available to the State Controller's Office on request.

Object/ Sub object								Submit supporting	
Accounts	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	documents with the claim
Salaries and Benefits Salaries	Employee Name/Title	Hourly Rate	Hours Worked	Salaries = Hourly Rate x Hours Worked					
Benefits	Activities Performed	Benefit Rate		Benefits = Benefit Rate x Salaries					
Materials and Supplies	Description of Supplies Used	Unit Cost	Quantity Used		Cost = Unit Cost x Quantity Used				
Contract Services	Name of Contractor Specific Tasks Performed	Hourly Rate	Hours Worked Inclusive Dates of Service			Cost=Hourly Rate x Hours Worked or Total Contract Cost			Copy of Contract and Invoices
Fixed Assets	Description of Equipment Purchased	Unit Cost	Usage				Cost= Unit Cost x Usage		
Travel and Training Travel	Purpose of Trip Name and Title Departure and Return Date	Per Diem Rate Mileage Rate Travel Cost	Days Miles Travel Mode			Total Travel Cost = Rate x Days or Miles		Total Travel Cost = Rate x Days or Miles	
Training	Employee Name/Title Name of Class		Dates Attended			Registration Fee		Registration Fee	

(05) Total line (04), columns (d) through (h) and enter the sum on this line. Check the appropriate box to indicate if the amount is a total or subtotal. If more than one form is needed to detail the component/activity costs, number each page. Enter totals from line (05), columns (d) through (h) to form SA-1, block (04), columns (a) through (e) in the appropriate row.

Incorrect Reduction Claim Name: Stull Act FY 2005-2008 & 2010-2013 Claimant: Fairfield-Suisun Unified School District

SECTION 10: FINAL AUDIT REPORT

EXHIBIT F

Fairfield-Suisun Unified School District

Audit Report

THE STULL ACT PROGRAM

Chapter 498, Statutes of 1983; and Chapter 4, Statutes of 1999

July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013



BETTY T. YEE
California State Controller

June 2018



BETTY T. YEE California State Controller

June 22, 2018

Kris Corey, Superintendent Fairfield-Suisun Unified School District 2490 Hilborn Road Fairfield, CA 94534

Dear Ms. Corey:

The State Controller's Office (SCO) audited the costs claimed by Fairfield-Suisun Unified School District for the legislatively mandated Stull Act Program for the period of July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013. We did not include the costs claimed for the period of July 1, 2008, through June 30, 2010, in the audit period because the statute of limitations to initiate the audit of these years had expired.

The district claimed \$624,988 for the mandated program. Our audit found that \$197,670 is allowable and \$427,318 is unallowable. The costs are unallowable primarily because the district claimed reimbursement for unsupported costs. The State paid the district \$286,812. Following the issuance of this report, the SCO's Local Government Programs and Services Division will notify the district of the adjustments via a system-generated letter for each fiscal year in the audit period.

This final audit report contains an adjustment to costs claimed by the district. If you disagree with the audit finding, you may file an Incorrect Reduction Claim (IRC) with the Commission on the State Mandates (Commission). Pursuant to Section 1185, subdivision (c), of the Commission's regulations (*California Code of Regulations*, Title 3), an IRC challenging this adjustment must be filed with the Commission no later than three years following the date of this report, regardless of whether this report is subsequently supplemented, superseded, or otherwise amended. You may obtain IRC information on the Commission's website at www.csm.ca.gov/forms/IRCForm.pdf.

If you have any questions, please contact Lisa Kurokawa, Chief, Compliance Audits Bureau, by telephone at (916) 327-3138.

Sincerely,

Original signed by

JEFFREY V. BROWNFIELD, CPA Chief, Division of Audits

JVB/rg

cc: David C. Isom, Board President

Fairfield-Suisun Unified School District

Robert A. Martinez, Ed.D., Assistant Superintendent of Human Resources

Fairfield-Suisun Unified School District

Michelle Henson, Assistant Superintendent of Business Services

Fairfield-Suisun Unified School District

Michael Minahen, Director of Human Resources

Fairfield-Suisun Unified School District

Sherry Beatty, Director

District Business Services

Solano County Office of Education

Caryn Moore, Director

School Fiscal Services Division

California Department of Education

Amy Tang-Paterno, Education Fiscal Services Consultant

Government Affairs Division

California Department of Education

Thomas Todd, Assistant Program Budget Manager

Education Systems Unit

California Department of Finance

Anita Dagan, Manager

Local Government Programs and Services Division

California State Controller's Office

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Audit Report

Summary

The State Controller's Office (SCO) audited the costs claimed by Fairfield-Suisun Unified School District for the legislatively mandated Stull Act Program for the period of July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013. We did not include the costs claimed for the period of July 1, 2008, through June 30, 2010, in the audit period because the statute of limitations to initiate the audit of these years had expired.

The district claimed \$624,988 for the mandated program. Our audit found that \$197,670 is allowable and \$427,318 is unallowable. The costs are unallowable primarily because the district claimed reimbursement for unsupported costs. The State paid the district \$286,812.

Background

Chapter 498, Statutes of 1983; and Chapter 4, Statutes of 1999, added Education Code sections 44660 through 44665. The legislation provided reimbursement for specific activities related to evaluation and assessment of the performance of "certificated personnel" within each school district, except for those employed in local, discretionary educational programs.

On May 27, 2004, the Commission on State Mandates (Commission) determined that the legislation imposed a State mandate reimbursable under Government Code (GC) section 17514.

The program's parameters and guidelines establish the State mandate and define the reimbursement criteria. The Commission adopted the parameters and guidelines on September 27, 2005. In compliance with GC section 17558, the SCO issues claiming instructions to assist school districts in claiming mandated program reimbursable costs.

The Commission-approved reimbursable activities are as follows:

- Evaluating and assessing the performance of certificated instructional employees related to the instructional techniques and strategies used by the employee and the employee's adherence to curricular objectives (Education Code section 44662(b) as amended by Chapter 498, Statutes of 1983);
- Evaluating and assessing the performance of certificated instructional employees who teach reading, writing, mathematics, history/social science, and science in grades 2 to 11 related to the progress of pupils toward the state-adopted academic content standards as measured by state-adopted assessment tests (Education Code section 44662(b) as amended by Chapter 4, Statutes of 1999); and
- Assessing and evaluating permanent certificated, instructional, and non-instructional employees who perform the requirements of educational programs mandated by state or federal law and receive an unsatisfactory evaluation in the years in which the permanent certificated employee would not have otherwise been evaluated pursuant to Education Code section 44664. The additional evaluations shall last until the employee achieves a positive evaluation, or is

separated from the school district (Education Code section 44664 as amended by Chapter 498, Statutes of 1983).

Objective, Scope, and Methodology

The objective of our audit was to determine whether costs claimed represent increased costs resulting from the Stull Act Program. Specifically, we conducted this audit to determine whether costs claimed were supported by appropriate source documents, were not funded by another source, and were not unreasonable and/or excessive.

The audit period was from July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013.

To achieve our audit objective, we:

- Reviewed the annual mandated cost claims filed by the district for the
 audit period to identify the material cost components of each claim
 and to determine whether there were any errors or any unusual or
 unexpected variances from year to year. We also reviewed the
 activities claimed to determine whether they adhered to the SCO's
 claiming instructions and the program's parameters and guidelines;
- Completed an internal control questionnaire by interviewing key district staff, and discussed the claim preparation process to determine what information was obtained, who obtained it, and how it was used;
- Requested supporting time documentation for the entire audit period. The district was unable to provide contemporaneous time records for the audit period. In lieu of contemporaneous time records, we reviewed the district's collective bargaining agreements and found that certificated instructional evaluations are to be based on at least two observations of at least 30 minutes in length. We allowed 60 minutes as the time allotment for each allowable certificated instructional evaluation for the audit period;
- Requested and reviewed lists of employees evaluated for the entire audit period. Using a random number generator, we randomly selected a non-statistical sample and tested 655 evaluations (out of 2,613) for the audit period. During testing, we identified 39 errors in the sample that were not projected to the population;
- Traced a judgmentally selected sample of employee's claimed productive hourly rates to supporting documentation from the district's payroll system. For fiscal year (FY) 2010-11 through FY 2012-13, we sampled and tested the same six employees across a three-year timespan. We noted only minor, immaterial variances; therefore, we accepted the rates as claimed; and
- Compared all claimed indirect cost rates to the rates allowed by the California Department of Education. We noted no errors; therefore, we accepted the rates as claimed.

The legal authority to conduct this audit is provided by GC sections 12410, 17558.5, and 17561. We conducted this performance audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objective. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objective.

We limited our review of the district's internal controls to gaining an understanding of the transaction flow and claim preparation process as necessary to develop appropriate auditing procedures. Our audit scope did not assess the efficiency or effectiveness of program operations. We did not audit the district's financial statements.

Conclusion

Our audit found an instance of noncompliance with the requirements outlined in the Objective section. This instance is quantified in the accompanying Schedule (Summary of Program Costs) and described in the Finding and Recommendation section of this report.

For the audit period, Fairfield-Suisun Unified School District claimed \$624,988 for costs of the Stull Act Program. Our audit found that \$197,670 is allowable and \$427,318 is unallowable.

- For the FY 2005-06 through FY 2007-08 claims, we found that \$108,243 is allowable. The State paid the district \$286,812.
- For the FY 2010-11 through FY 2012-13 claims, we found that \$89,427 is allowable. The State made no payments to the district. The State will pay \$89,427, contingent upon available appropriations.

Following the issuance of this report, the SCO's LGPSD will notify the district of the adjustments via a system-generated letter for each fiscal year in the audit period.

Follow-up on Prior Audit Findings

We have not previously conducted an audit of the district's legislatively mandated Stull Act Program.

Views of Responsible Officials

We issued a draft audit report on April 13, 2018. Michelle Henson, Assistant Superintendent of Business Services, responded by letter dated April 19, 2018, disagreeing with the audit results. This final audit report includes the district's response.

Restricted Use

This report is solely for the information and use of Fairfield-Suisun Unified School District, the Solano County Office of Education, the California Department of Education, the California Department of Finance, and the SCO; it is not intended to be and should not be used by anyone other than these specified parties. This restriction is not intended to limit distribution of this report, which is a matter of public record.

Original signed by

JEFFREY V. BROWNFIELD, CPA Chief, Division of Audits

June 22, 2018

Schedule— Summary of Program Costs July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013

Cost Elements	Actual Costs Claimed	Allowable per Audit	Audit Adjustment ¹
July 1, 2005, through June 30, 2006			
Direct costs: Salaries and benefits Evaluation activities	\$ 51,106	\$ 36,730	\$ (14,376)
Total direct costs	51,106	36,730	(14,376)
Indirect costs	3,255	2,340	(915)
Total program costs	\$ 54,361	39,070	\$ (15,291)
Less amount paid by the State ²		(54,361)	
Amount paid in excess of allowable costs claimed		\$ (15,291)	
July 1, 2006, through June 30, 2007			
Direct costs: Salaries and benefits			
Evaluation activities	\$ 104,845	\$ 44,623	\$ (60,222)
Total direct costs	104,845	44,623	(60,222)
Indirect costs	7,087	3,017	(4,070)
Total program costs	\$ 111,932	47,640	\$ (64,292)
Less amount paid by the State ²		(111,932)	
Amount paid in excess of allowable costs claimed		\$ (64,292)	
July 1, 2007, through June 30, 2008			
Direct costs: Salaries and benefits			
Evaluation activities	\$ 114,106	\$ 20,387	\$ (93,719)
Total direct costs	114,106	20,387	(93,719)
Indirect costs	6,413	1,146	(5,267)
Total program costs	\$ 120,519	21,533	\$ (98,986)
Less amount paid by the State ²		(120,519)	
Amount paid in excess of allowable costs claimed		\$ (98,986)	

Schedule (continued)

Total direct costs 87,906 29,003 58. Indirect costs 5,107 1,685 3. Total program costs \$ 93,013 30,688 \$ 62. Less amount paid by the State 2	Cost Elements		ctual Costs Claimed		llowable er Audit	A	Audit djustment ¹
Salaries and benefits \$ 87,906 \$ 29,003 \$ (88, 108) Total direct costs 87,906 29,003 (58, 108) Indirect costs 5,107 1,685 3, 3, 3, 3, 3, 3, 3, 3, 3, 688 \$ (62, 108) Total program costs \$ 93,013 30,688 \$ (62, 108) Less amount paid by the State 2 \$ 30,688 \$ (62, 108) Allowable costs claimed in excess of amount paid \$ 30,688 \$ (87, 108) Direct costs \$ 115,983 \$ 28,843 \$ (87, 108) Total direct costs \$ 115,983 \$ 28,843 \$ (87, 108) Indirect costs \$ 115,983 \$ 28,843 \$ (87, 108) Total direct costs \$ 115,983 \$ 28,843 \$ (87, 108) Indirect costs \$ 115,983 \$ 28,843 \$ (87, 108) Total program costs \$ 123,742 30,773 \$ (92, 108) Less amount paid by the State 2 \$ 30,773 \$ (92, 108) Allowable costs claimed in excess of amount paid \$ 114,397 \$ 26,348 \$ (88, 108) Total program costs \$ 114,397 \$ 26,348	ly 1, 2010, through June 30, 2011						
Total direct costs 87,906 29,003 58.8 Indirect costs 5,107 1,685 3.3 Total program costs \$ 93,013 30,688 \$ 62.2 Less amount paid by the State 2 \$ 30,688 \$ 62.2 Allowable costs claimed in excess of amount paid \$ 30,688 \$ 8.2 July 1, 2011, through June 30, 2012 \$ 30,688 \$ 8.2 Direct costs: \$ 115,983 \$ 28,843 \$ 8.7 Evaluation activities \$ 115,983 \$ 28,843 \$ 8.7 Total direct costs \$ 115,983 \$ 28,843 \$ 8.7 Indirect costs \$ 115,983 \$ 28,843 \$ 8.7 Total direct costs \$ 123,742 30,773 \$ 9.2 Less amount paid by the State 2 \$ 30,773 \$ 9.2 Allowable costs claimed in excess of amount paid \$ 30,773 \$ 8.8 Direct costs: \$ 114,397 \$ 26,348 \$ 8.8 Total program costs \$ 114,397 \$ 26,348 \$ 8.8 Indirect costs \$ 114,397 \$ 26,348 \$ 8.8	Salaries and benefits	\$	87.906	\$	29.003	\$	(58,903)
Total program costs \$ 93,013 30,688 \$ 62,000 Less amount paid by the State 2 - - Allowable costs claimed in excess of amount paid \$ 30,688 * 62,000 July 1, 2011, through June 30, 2012 **** ***** Direct costs: ***** ****** Salaries and benefits ****** ****** Evaluation activities ******* ******* ****** Total direct costs 115,983 28,843 87,759 Indirect costs 7,759 1,930 65,759 Total program costs ******* ****** ****** Less amount paid by the State 2 - - Allowable costs claimed in excess of amount paid ******** ******* Direct costs: ********* ******** Salaries and benefits ********** ******* Total direct costs *********** ********* Total program costs ************ *********** Total program costs ******************** ***************** Less am	otal direct costs		87,906		29,003		(58,903) (3,422)
Less amount paid by the State 2		<u> </u>	· · · · · · · · · · · · · · · · · · ·				(62,325)
Allowable costs claimed in excess of amount paid July 1, 2011, through June 30, 2012 Direct costs: Salaries and benefits Evaluation activities Salaries and benefits 115,983 28,843 87, Total direct costs Total program costs Less amount paid by the State 2 Allowable costs claimed in excess of amount paid Direct costs: Salaries and benefits Evaluation activities Salaries and benefits Salaries and benefits Evaluation activities Salaries and benefits			75,015		-		(02,323)
Direct costs: Salaries and benefits Sularies and Sula				\$	30,688		
Direct costs: Salaries and benefits \$ 115,983 \$ 28,843 \$ (87, 175) Total direct costs 115,983 28,843 (87, 175) Indirect costs 7,759 1,930 (5, 17, 175) Total program costs \$ 123,742 30,773 \$ (92, 175) Less amount paid by the State 2					·		
Total direct costs 115,983 28,843 (87, 193) (5, 193)	irect costs: Salaries and benefits	\$	115.983	\$	28.843	\$	(87,140)
Indirect costs 7,759 1,930 (5,5) Total program costs \$ 123,742 30,773 \$ 092,700 Less amount paid by the State 2							(87,140)
Less amount paid by the State 2	direct costs						(5,829)
Allowable costs claimed in excess of amount paid July 1, 2012, through June 30, 2013 Direct costs: Salaries and benefits Evaluation activities Salaries and benefits Evaluation activities Salaries and benefits Evaluation activities Salaries and benefits For tal direct costs Total direct costs Total program costs Salaries amount paid by the State 2 Allowable costs claimed in excess of amount paid Summary: July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013 Direct costs: Salaries and benefits	otal program costs		123,742		30,773	\$	(92,969)
July 1, 2012, through June 30, 2013 Direct costs: Salaries and benefits Evaluation activities \$ 114,397 \$ 26,348 \$ (88, 114,397) Total direct costs 114,397 26,348 (88, 114,397) Indirect costs 7,024 1,618 (5, 121,421) Total program costs \$ 121,421 27,966 \$ (93, 121,421) Less amount paid by the State 2 - - Allowable costs claimed in excess of amount paid \$ 27,966 Summary: July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013 \$ 27,966 Direct costs: Salaries and benefits	ess amount paid by the State ²						
Direct costs: Salaries and benefits Evaluation activities S 114,397 \$ 26,348 \$ (88, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$ 26,348 \$ (93, 114,397) \$	lowable costs claimed in excess of amount paid				30,773		
Salaries and benefits Evaluation activities \$ 114,397 \$ 26,348 \$ (88, 114,397) \$ 27,966 \$ 27	ly 1, 2012, through June 30, 2013						
Total direct costs Indirect costs Indirect costs Total program costs Total program costs Less amount paid by the State 2 Allowable costs claimed in excess of amount paid Summary: July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013 Direct costs: Salaries and benefits	Salaries and benefits	\$	114,397	\$	26,348	\$	(88,049)
Total program costs \$ 121,421 27,966 \$ (93, 121,421)	otal direct costs		114,397		26,348		(88,049)
Less amount paid by the State ² Allowable costs claimed in excess of amount paid Summary: July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013 Direct costs: Salaries and benefits					1,618		(5,406)
Allowable costs claimed in excess of amount paid Summary: July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013 Direct costs: Salaries and benefits	otal program costs		121,421		27,966	\$	(93,455)
Summary: July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013 Direct costs: Salaries and benefits	ess amount paid by the State ²						
and July 1, 2010, through June 30, 2013 Direct costs: Salaries and benefits	lowable costs claimed in excess of amount paid			\$	27,966		
Salaries and benefits							
- Evaluation activities - 200.343 - 300.343 - 407.	Salaries and benefits	¢	500 212	¢	195 024	¢	(402,400)
		<u> </u>				<u> </u>	(402,409) (402,409)
							(24,909)
Total program costs \$ 624,988 197,670 \$ (427,	otal program costs	\$	624,988		197,670	\$	(427,318)
Less amount paid by the State ² (286,812)	ess amount paid by the State ²		<u></u>	((286,812)		<u></u>
Amount paid in excess of allowable costs claimed \$ (89,142)	mount paid in excess of allowable costs claimed			\$	(89,142)		

See the Finding and Recommendation section.
 Payment information current as of April 25, 2018.

Finding and Recommendation

FINDING— Overstated salaries and benefits and related indirect costs The district claimed \$588,343 in salaries and benefits for the audit period. We found that \$402,409 in salaries and benefits is unallowable. The costs are unallowable primarily because the district claimed reimbursement for costs not supported by source documentation.

Salaries and benefits were determined by multiplying the number of allowable evaluations by the allowable hours per evaluation (60 minutes), and the average of all claimed productive hourly rates, by fiscal year.

The district overstated salaries and benefits because it misinterpreted the program's parameters and guidelines requirement that it maintain contemporaneous source documentation to support claimed costs. Unallowable related indirect costs total \$24,909.

The following table summarizes the unallowable salaries and benefits and related indirect costs by fiscal year:

	Salaries and Benefits			Claimed	Related	Total
	Amount Amount		Audit	Indirect Cost	Indirect Cost	Audit
Fiscal Year	Claimed	Allowable	Adjustment	Rate	Adjustment 1	Adjustment
2005-06	\$ 51,106	\$ 36,730	\$ (14,376)	6.37%	\$ (915)	\$ (15,291)
2006-07	104,845	44,623	(60,222)	6.76%	(4,070)	(64,292)
2007-08	114,106	20,387	(93,719)	5.62%	(5,267)	(98,986)
2010-11	87,906	29,003	(58,903)	5.81%	(3,422)	(62,325)
2011-12	115,983	28,843	(87,140)	6.69%	(5,829)	(92,969)
2012-13	114,397	26,348	(88,049)	6.14%	(5,406)	(93,455)
	\$ 588,343	\$ 185,934	\$ (402,409)		\$ (24,909)	\$ (427,318)

¹ Immaterial differences due to rounding.

Supporting Time Documents

For the audit period, the district did not provide contemporaneous time documentation to support reimbursable evaluation activities. In lieu of contemporaneous time documentation, the district provided collective bargaining agreements for the audit period that stated that at least two formal observations would be held during an employee's evaluation year, and those formal observations would each be at least 30 minutes in length. Therefore, each evaluation would be based on a minimum of 60 minutes of observational time for the evaluation period. This language was identical for every collective bargaining agreement in place for the audit period. We interviewed staff members responsible for conducting evaluations during this time period, and they confirmed a similar evaluation process as described in the agreement.

Completed Evaluations

The district's Human Resources department provided master lists of employees evaluated by fiscal year. These lists are the basis of support for the total evaluation population for the audit period.

We reviewed the evaluation lists for each fiscal year to ensure that only eligible evaluations were counted for reimbursement. The program's parameters and guidelines allow reimbursement for those evaluations conducted for certificated instructional personnel who perform the requirements of education programs mandated by state or federal law during specific evaluation periods. The parameters and guidelines also allow reimbursement once per year for those evaluations conducted for probationary employees and every other year for permanent employees.

The following table shows the number of evaluations that are not reimbursable under the mandated program:

	Number of Completed Evaluations					
	District-					
Fiscal Year	Provided	Allowable	Difference			
2005-06	569	545	(24)			
2006-07	636	616	(20)			
2007-08	300	294	(6)			
2010-11	374	366	(8)			
2011-12	392	345	(47)			
2012-13	425	408	(17)			
Totals	2,696	2,574	(122)			

We excluded 122 evaluations for the audit period for the following reasons:

- Certificated employees with non-instructional or unallowable job classifications (44);
- Teacher evaluations incorrectly listed as receiving an evaluation in a specific fiscal year (36);
- Teacher evaluations claimed multiple times in one school year (3); and
- Evaluations that we requested during testing, and which the district was unable to locate (39).

Section IV.A.1 of the parameters and guidelines states that the following activities are reimbursable:

Evaluate and assess the performance of certificated instructional employees that perform the requirements of educational programs mandated by state or federal law as it reasonably relates to the instructional techniques and strategies used by the employee and the employee's adherence to curricular objectives.

Reimbursement for this activity is limited to:

- a. Reviewing the employee's instructional techniques and strategies and adherence to curricular objectives, and
- b. Including in the written evaluation of the certificated instructional employees the assessment of these factors during the following evaluation periods:
 - o Once each year for probationary certificated employees;

- Every other year for permanent certificated employees; and
- Beginning January 1, 2004, every five years for certificated employees with permanent status who have been employed at least ten years with the school district, are highly qualified, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree.

Section IV.A.2 of the parameters and guidelines states that the following activities are reimbursable:

Evaluate and assess the performance of certificated instructional employees that teach reading, writing, mathematics, history/social science, and science in grades 2 to 11 as it reasonably relates to the progress of pupils towards the state adopted academic content standards as measured by state adopted assessment tests.

Reimbursement for this activity is limited to:

- a. Reviewing the results of the Standardized Testing and Reporting test as it reasonably relates to the performance of those certificated employees that teach reading, writing, mathematics, history/social science, and science in grades 2 to 11, and
- b. Including in the written evaluation of those certificated employees the assessment of the employee's performance based on the Standardized Testing and Reporting results for the pupils they teach during the evaluation periods specified in Education Code section 44664, and described below:
 - Once each year for probationary certificated employees;
 - o Every other year for permanent certificated employees; and
 - Beginning January 1, 2004, every five years for certificated employees with permanent status who have been employed at least ten years with the school district, are highly qualified, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree.

Section IV.C of the parameters and guidelines states that the district may train staff on implementing the reimbursable activities listed in Section IV of the parameters and guidelines. (One-time activity for each employee.)

Section IV of the parameters and guidelines also states:

To be eligible for mandated cost reimbursement for any fiscal year, only actual costs may be claimed. Actual costs are those costs actually incurred to implement the mandated activities. Actual costs must be traceable and supported by source documents that show the validity of such costs, when they were incurred, and their relationship to the reimbursable activities. A source document is a document created at or near the same time the actual cost was incurred for the event or activity in question. Source documents may include, but are not limited to, employee time records or time logs, sign-in sheets, invoices, and receipts.

Recommendation

Commencing in FY 2013-14, the district elected to participate in a block grant program, pursuant to GC section 17581.6, in lieu of filing annual mandated cost claims. If the district chooses to opt out of the block grant program, we recommend that the district follow the mandated program claiming instructions and ensure that claimed costs are based on actual costs, are for activities reimbursable under the program's parameters and guidelines, and are supported by contemporaneous source documentation.

District's Response

First, the District has concern with the accuracy of the audit finding as it completely ignores all hard and written evidence presented to the State Controller's Office during the audit. The evidence supplied by FSUSD proves that the District incurred a high amount of costs for the activity of writing up the final evaluations for more than two thousand certificated employees, yet the audit disallows these costs entirely due to "unsupported costs". We would be interested to know what supported costs look like if written evidence is considered "insufficient."

Additionally, it appears the draft audit report is attempting to cloud this disallowance by grouping both the observation activities and the final write up activities into a single new category, which has never been brought before the Commission. Specifically, on page 8 of the draft audit report the two activities become one new activity listed as "evaluation activities." The claiming instructions list the two activities separately as a. and b. Please see below for the exact language from the claiming instructions:

"A. Certificated Instructional Employees"

1. Evaluate and assess the performance of certificated instructional employees that perform the requirements of educational programs mandated by state or federal law as it reasonably relates to the instructional techniques and strategies used by the employee and the employee's adherence to curricular objectives (Ed. Code, § 44662,subd. (b), as amended by Stats.1983, ch. 498). (Reimbursement period begins July 1, 1997).

Reimbursement for this activity is limited to:

- a) reviewing the employee's instructional techniques and strategies and adherence to curricular objectives, and
- b) including in the written evaluation of the certificated instructional employees the assessment of these factors during the following evaluation periods:
 - once each year for probationary certificated employees;
 - every other year for permanent certificated employees; and
 - beginning January 1, 2004, every five years for certificated employees with permanent status who have been employed at least ten years with the school district, are highly qualified (as defined in 20 U.S. C.§ 7801), and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree.

It is unclear why the audit report combines the two activities, when the claiming instructions clearly list them as two separate activities. What is actually occurring is the auditors are allowing one hour for the observation (activity a) and zero hours for the final write up (activity b), which we assert is out of compliance with the State's claiming instructions and frankly, egregious and manipulative.

Furthermore, the District expended more than one hundred district-paid hours complying with the State's request to supply requested files for this audit. The District staff provided the State Controller's auditors with actual paper copies of hundreds of **final evaluation write ups** to support **both** the observation costs and the final write up costs separately. The State Controller's auditors reviewed each and every final write up, yet disallowed all costs for the final write ups stating these costs were "not supported." Again, we claim that the actual paper copies serve as complete and more than sufficient support for time spent.

In prior correspondence with the State Controller's auditors, the District has requested the auditors revisit this finding. To date, no response has been made by the auditors to the District, only the issuance of the final draft of the audit. To recap the District's original plea for a reasonable outcome to this audit I am enclosing several paragraphs from the March 2nd letter written to Audit Manager, Ken Howell, from Robert A. Martinez, Ed.D, Fairfield-Suisun's Assistant Superintendent of Human Resources:

Regarding Finding #1, the District disagrees strongly with the SCO's finding that only time for observation is supported. Specifically, the SCO states "each evaluation shall be based on a minimum of 60 minutes of observational time for the evaluation period." This language was identical for every collective bargaining agreement in place for the audit period, The District interviewed staff members responsible for conducting evaluations during this time period, and they confirmed a similar evaluation process as listed in the agreement". It is of specific concern that it appears that the SCO is not allowing any time for the final evaluation write up, although:

- A. The District provided copies of all the final write up reports requested during the SCO's visit as well as a listing of all employees who received a final write up and who were included in the original claims
- B. Last spring the District asked all Administrators to vigorously record their time spent writing up final evaluations. The District was able to obtain a large amount of data showing an average write up time of 1.56 hours per final evaluation, which is in addition to (not included in) the 60 min observation time.

For these reasons the District believes that the <u>finding that allows zero</u> <u>costs for the final write up is unreasonable, and unjustified</u>. The District respectfully requests the State Controller's Office recommend an allowable time increment for Administrators for writing up each final evaluation. Allowing <u>zero</u> time - <u>when the actual final write ups exist</u>is entirely unfounded, without merit, and does not appear to demonstrate the true burden of time that exists for our Administrators in developing these evaluations.

Finally, the District reserves the right to file an Incorrect Reduction Claim any time within the allowable three years after the close of the audit, based on what Fairfield Suisun Unified School District believes to be unreasonable findings in this audit.

SCO Comment

Our finding and recommendation remain unchanged.

The district's assertion that we ignored all of the hard and written evidence during the audit is inaccurate. We requested contemporaneous documentation to support claimed costs for the audit period during the early stages of the engagement; we were told that no such documentation had been maintained by the district.

Section VI of the program's parameters and guidelines states:

Pursuant to Government Code section 17558.5, subdivision (a), a reimbursement claim for actual costs filed by a local agency or school district pursuant to this chapter¹ is subject to the initiation of an audit by the State Controller no later than three years after the date that the actual reimbursement claim is filed or last amended, whichever is later. However, if no funds are appropriated or no payment is made to a claimant for the program for the fiscal year for which the claim is filed, the time for the Controller to initiate an audit shall commence to run from the date of initial payment of the claim. All documentation used to support the reimbursable activities, as described in Section IV, must be retained during the period subject to audit. If an audit has been initiated by the Controller during the period subject to audit, the retention period is extended until the ultimate resolution of any audit findings.

The parameters and guidelines adopted for the Stull Act program authorize claimants to request reimbursement for actual costs incurred, and require claimants to keep contemporaneous source documentation (documentation created at or near the same time the actual costs were incurred) to support the actual costs incurred to implement the mandate:

To be eligible for mandated cost reimbursement for any fiscal year, only actual costs may be claimed. Actual costs are those costs actually incurred to implement the mandated activities. Actual costs must be traceable and supported by source documents that show the validity of such costs, when they were incurred, and their relationship to the reimbursable activities. A source document is a document created at or near the same time the actual cost was incurred for the event or activity in question. Source documents may include, but are not limited to, employee time records or time logs, sign-in sheets, invoices, and receipts.

Evidence corroborating the source documents may include, but is not limited to, worksheets, cost allocation reports (system generated), purchase orders, contracts, agendas, and declarations. Declarations must include a certification or declaration stating, "I certify (or declare) under penalty of perjury under the laws of the State of California that the foregoing is true and correct," and must further comply with the requirements of Code of Civil Procedure section 2015.5. Evidence corroborating the source documents may include data relevant to the reimbursable activities otherwise in compliance with local, state, and federal government requirements. However, corroborating documents cannot be substituted for source documents.

¹ This refers to Title 2, division 4, part 7, chapter 4 of the Government Code.

A review of the district's collective bargaining agreement found that teacher evaluations are based on at least two formal observations of at least 30 minutes in length (per observation). The district's collective bargaining agreement does not indicate a time component associated with writing up the final evaluation.

On September 27, 2017, the district provided an email (with an attached spreadsheet) documenting the time that it took various administrators to complete the "final F-3 evaluation" during the spring of 2017. After reviewing the document, we selected three site administrators to interview.

Each administrator indicated that the time entered on the spreadsheet was not the *actual* time to write up the final evaluation; rather, the time listed was an "approximate" or a "best guess." Therefore, we did not accept any of the time provided for writing up the final evaluations.

We disagree with the assertion that the SCO is attempting to "cloud" the disallowance related to the final write-up time by grouping observational activities and final write-up activities into a single category identified on the Schedule as "evaluation activities." If the district had retained all documentation used to support the reimbursable activities as required by the mandate, we would not have needed to use an alternative methodology for documenting allowable claimed costs.

The district also asserts that the hundreds of paper copies of evaluations provided (as requested as part of our testing sample) serve as sufficient support for "time spent." We disagree. Providing copies of evaluations for review for the audit period does not identify the actual time spent performing the reimbursable activities. The district did not provide contemporaneous time documentation to support the claimed costs at any time during this audit, and after reviewing the district's additional records related to the final evaluation write-up, we determined that those time increments were estimated, not actual.

While we agree that the district incurred *some* allowable costs for the audit period, the district was unable to provide the contemporaneous source documentation to support claimed costs, as required by the program's parameters and guidelines. As such, we used the district's own collective bargaining agreement to ascertain a time increment associated with the evaluation process. The district is required to spend at least 60 minutes providing observational activities for each evaluation, and that time increment was the basis for determining allowable costs for the audit period.

Attachment— District's Response to Draft Audit Report

Lisa Kurokawa
Chief, Compliance Audits Bureau
State Controller's Office, Division of Audits
P.O. Box 942850
Sacramento, CA 94250-5874

Dear Ms. Kurokawa,

Please consider this letter the official response from Fairfield-Suisun Unified School District regarding the Stull Act Program draft audit report issued on April 13,2018 by your office.

First, the District has concern with the accuracy of the audit finding as it completely ignores all hard and written evidence presented to the State Controller's Office during the audit. The evidence supplied by FSUSD proves that the District incurred a high amount of costs for the activity of writing up the final evaluations for more than two thousand certificated employees, yet the audit disallows these costs entirely due to "unsupported costs". We would be interested to know what supported costs look like if written evidence is considered "insufficient,"

Additionally, it appears the draft audit report is attempting to cloud this disallowance by grouping both the observation activities and the final write up activities into a single new category, which has never been brought before the Commission. Specifically, on page 8 of the draft audit report the two activities become one new activity listed as "evaluation activities." The claiming instructions list the two activities separately as a. and b. Please see below for the exact language from the claiming instructions:

"A. Certificated Instructional Employees"

L. Evaluate and assess the performance of certificated instructional employees that perform the requirements of educational programs mandated by state or federal law as it reasonably relates to the instructional techniques and strategies used by the employee and the employee's adherence to curricular objectives (Ed. Code, 5 44662, subd. (b), as amended by Stats.1983, ch, 498), (Reimbursement period begins July 1, L9971.

Reimbursement for this activity is limited to:

- a. reviewing the employee's instructional techniques and strategies and adherence to curricular objectives, and b. including in the written evaluation of the certificated instructional employees the assessment of these factors during the following evaluation periods:
- . once each year for probationary certificated employees;
- . every other year for permanent certificated employees; and
- . beginning January 7,2004, every five years for certificated employees with permanent status who have been employed at least ten years with the school district, are highly qualified (as defined in 20 U.S. C.S 780L)7, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree.

It is unclear why the audit report combines the two activities, when the claiming instructions clearly list them as two separate activities. What is actually occurring is the auditors are allowing one hour for the observation (activity a) and zero hours for the final write up (activity b), which we assert is out of compliance with the State's claiming instructions and frankly, egregious and manipulative.

Furthermore, the District expended more than one hundred district-paid hours complying with the State's request to supply requested files for this audit. The District staff provided the State Controller's auditors with actual paper copies of hundreds of final evaluation write ups to support both the observation costs and the final write up costs separately. The State Controller's auditors reviewed each and every final write up, yet disallowed all costs for the final write ups stating these costs were "not supported." Again, we claim that the actual paper copies serve as complete and more than sufficient support for time spent.

In prior correspondence with the State Controller's auditors, the District has requested the auditors revisit this finding. To date, no response has been made by the auditors to the District, only the issuance of the final draft of the audit. To recap the District's original plea for a reasonable outcome to this audit I am enclosing several paragraphs from the March 2nd letter written to Audit Manager, Ken Howell, from Robert A. Martinez, Ed.D, Fairfield-Suisun's Assistant Superintendent of Human Resources:

Regarding Finding #1, the District disagrees strongly with the SCO's finding that only time for observation is supported. Specifically, the SCO states "each evaluation shall be based on a minimum of 60 minutes of observational time for the evaluation period." This language was identical for every collective bargaining agreement in place for the audit period, The District interviewed staff members responsible for conducting evaluations during this time period, and they confirmed a similar evaluation process as listed in the agreement" If is of specific concern that it appears that the SCO is not allowing any time for the final evaluation write up, although:

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B. Last spring the District asked all Administrators to vigorously record their time spent writing up final evaluations. The District was able to obtain a large amount of data showing an average write up time of 1.55 hours per final evaluation, which is in addition to (not included in) the 60 min observation time.

For these reasons the District believes that the finding that allows zero costs for the final write up is unreasonable, and unjustified. The District respectfully requests the State Controller's Office recommend an allowable time increment for Administrators for writing up each final evaluation. Allowing zero time - when the actual final write ups exist- is entirely unfounded, without merit, and does not appear to demonstrate the true burden of time that exists for our Administrators in developing these evaluations.

Finally, the District reserves the right to file an Incorrect Reduction Claim any time within the allowable

three years after the close of the audit, based on what Fairfield Suisun Unified School District believes to be unreasonable findings in this audit,

Thank you very much for your time and consideration of this important matter.

Michelle Henson Assistant Superintendent, Business Services Fairfield-Suisun Unified School District State Controller's Office Division of Audits Post Office Box 942850 Sacramento, CA 94250-5874

http://www.sco.ca.gov

Incorrect Reduction Claim Name: Stull Act FY 2005-2008 & 2010-2013 Claimant: Fairfield-Suisun Unified School District

SECTION 11: REIMBURSEMENT CLAIMS

EXHIBIT G



BETTY T. YEE California State Controller

DECLARATION OF AUTHENTICITY OF RECORDS

I, Gwendolyn Carlos, declare:

I am the Accounting Administrator I, Supervisor, of the Local Government Programs and Services Division within the State Controller's Office (SCO) and am duly authorized and qualified witness to certify the authenticity of the attached claim records for the SCO.

The attached scanned copies of the documents described below are true copies of the records maintained by this office:

• Claims filed by Fairfield-Suisun Unified School District for The Stull Act (Program 260), for the following fiscal years:

Date of Claim	Fiscal Year of Claims	Total Claimed Amount	Claim Forms	Supporting Documents	Total Number of Claim Pages
01/16/2007	2005-06	\$54,361	FAM 27	Forms SA-1 and SA-2	6
01/17/2008	2006-07	\$111,932	FAM 27	Forms SA-1 and SA-2	4
02/04/2009	2007-08	\$120,519	FAM 27	Forms SA1 and SA-2	11
02/02/2012	2010-11	\$93,013	FAM 27	Forms 1 and 2	8
02/15/2013	2011-12	\$123,742	FAM 27	Forms 1 and 2	7
02/07/2014	2012-13	\$121,421	FAM 27	Forms 1 and 2	10

I declare under penalty of perjury that the foregoing is true and correct.

Executed on January 15, 2020, at Sacramento, California.

(Signature)

Pursuant t	CLAIM FOR PAYMEN to Government Code S THE STULL ACT		For State Controller U (19) Program Number: 0026 (20) Date Filed/7/ (21) LRS Input//		
(01) Claimant Identification	Number S48015		Reimburseme	nt Claim Data	
(02) Claimant Name			(22) SA-1, (03)(a)	463	
County of Location	Fairfield-Suisun USD		(==/ == / (==/(=/		
County of Eccation	Solano		(23) SA-1, (03)(b)	C	
Street Address or P.O		Suite	(24) SA-1, (04)(A)(1)(a)(f)	21,781	
City	2490 Hilborn Road State	Zip Code	(21) 0/11, (01)// (//(4)(1)	21,70	
City	Fairfield CA	94534	(25) SA-1, (04)(A)(1)(b)(f)	29,325	
Type of Claim	Estimated Claim	Reimbursement Clai	im (26) SA-1, (04)(A)(2)(a)(f)	0	
	(03) Estimated X	(09) Reimbursement X	(27) SA-1, (04)(A)(2)(b)(f)	C	
	(04) Combined	(10) Combined	(28) SA-1, (04)(B)(1)(a)(f)		
	(05) Amended	(11) Amended	(29) SA-1, (04)(B)(1)(b)(f)	0	
Fiscal Year of Cost	(06) 2006 - 2007	(12) 2005 - 2006	(30) SA-1, (04)(B)(1)(c)(f)	0	
Total Claimed Amount	(07) \$54,361	(13) \$54,361	(31) SA-1, (04)(B)(1)(d)(f)	0	
Less: 10% Late Penalty		(14)	(32) SA-1, (04)(B)(1)(e)(f)	0	
Less: Prior Claim Payme	ent Received	(15)	(33) SA-1, (06)	6	
Net Claimed Amount		(16) \$54,361	(34) SA-1, (07)	3,255	
Due from State	(08) \$54,361	(17) \$54,361	(35) SA-1, (09)	0	
Due to State		(18)	(36) SA-1, (10)	0	
(37) CERTIFICATION OF CLAIM n accordance with the provisions of Government Code 17561, I certify that I am the officer authorized by the school district to file mandated cost claims with the State of California for this program, and certify under penalty of perjury that I have not violated any of the provisions of Government Code Sections 1090 through 1098, inclusive. further certify that there was no application other than from the claimant, nor any grant or payment received, for reimbursement of costs					
	in the Parameters and Guidel		s of an existing program. All offse osts claimed are supported by sou		
costs set forth on the attac and correct.	ched statements. I certify und	der penalty of perjury under	med from the State for payment of the laws of the State of California		
Signature of Authorized O	MUSA	Da	1/16/07		
Kari Sousa	JI.	As	sistant Superintendent, Bus	iness Svcs.	
Type or Print Name (38) Name of Contact Person for	r Claim	Title		- 400	
(25) Hame of Contact Ferson Iol	Cialli	Telephone Number (91	10) 400-0102	Ext: 108	
Lucille Ramos (MAXIN	IUS, Inc.)	E-Mail Address luc	cilleramos@maximus.com		

State Controller's Office School Mandated Cost Manual Program MANDATED COSTS THE STULL ACT **FORM** 260 CLAIM SUMMARY SA-1 (01) Claimant: Fairfield-Suisun USD (02) Type of Claim Fiscal Year Reimbursement 2005 - 2006 Estimated Claim Statistics (03) (a) Number of Certificated Instructional Employees (CIE's) evaluated per (04)(A) 463 (b) Number OF CIE's and Non-Instructional Employees (NIE's) evaluated per (04)(B) 0 Direct Costs **Object Accounts** (04)(a) (b) (c) (d) (f) (e) Salaries Materials Reimbursable Components and and Contract Fixed Travel Total Supplies Services Benefits Assets A. CIE's 1. Evaluation/Assessment -Ed. Code §44662, subd. (b), as amended by Ch. 498/83; Reimbursement period begins FY 1997-98 a. Review employee's techniques and strategies \$21,781 \$21,781 b. Evaluation of techniques and strategies \$29,325 \$29,325 2. Evaluation/Assessment - Ed. Code §44662, subd. (b), as amended by Ch. 4/99; Reimbursement period begins 03/15/99 a. Review STAR Results b. Assessment per STAR B. CIE's and NIE's 1. Evaluation/Assessment - Ed Code §44662, subd. (b), as amended by Ch. 498/83; Reimbursement period begins FY1997-98 Evaluating and assessing CIE per certain criteria b. Writing Evaluations Transmitting evaluation d. Attaching to personnel file e. Discussing evaluation (05) Total Direct Costs \$51,106 \$51,106 **Indirect Costs** [From J-380 or J-580] 6.37% (06) Indirect Cost Rate (07) Total Indirect Costs [Line $(06) \times Line (05)(a)$] \$3,255 \$54,361 (08) Total Direct and Indirect Costs [Line (05)(f) + Line (07)] Cost Reduction (09) Less: Offsetting Savings (10) Less: Other Reimbursements (11) Total Claimed Amount \$54,361 [Line (08) - {Line (09) + Line (10)}]

Revised 01/06

MANDATED COSTS

THE STULL ACT

260				· 				FURIVI
	COM	PONENT/A	ACTIVITY C	OST DETA	AIL .			SA-2
(01) Claimant:	Fairfield-Suisun USD				(02) Fiscal Y	'ear		2005 - 2006
(03) Reimbursable	e Components: Check only one box per	r form to ident	ify the compor	ent being cla	imed.			
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(04) Description	of Expenses				O	bject Accou	 ın t s	
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Employee Names,	, Job Classifications, Functions Performed	Hourly Rate	Hours	Salaries	Materials	Contract	Fixed	Travel
1	and Description of Expenses	or Unit Cost	Worked or Quantity	aлd Panefite	and	Services	Assets	
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and Adherence	to Curricular Objectives.							
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Secondary Edu								
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			1.50	\$107				
			9.75	\$640				
			11.00	\$824			·	
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		[]	7.50	\$523]		
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			7.00	\$484 \$484				
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(05) Total ()	Subtotal ()	Page:	of	\$9,448				

MANDATED COSTS THE STULL ACT

(03) Reimbursable Components: Check only one box per form to Identify the component being claimed. A. CIE X Review employee's techniques and strategies Review STR Results Assessment based on STR results B. CIE & NIE Evaluating and assessing CIE according to certain criteria. Transmitting evaluation to CIE Discussing evaluation with CIE (04) Description of Expenses (a) Discussing evaluation with CIE (04) Description of Expenses (a) Company Names, Jub Classifications, Functions Performed and Description of Expenses (b) Discussing evaluation with CIE (05) Description of Expenses (a) Company Names, Jub Classifications, Functions Performed Activation of Expenses (b) Company Names, Jub Classifications, Functions Performed Indicated Employee's Instructional Techniques and Strategies Instructional Techniques Instructional Techniques Instructional Techniques Instructional	260		сом		STULL AC		AIL			FORM SA-2	
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· · · · · · · · · · · · · · · · · · ·	(05) Total () Subtotal ()	Page:	_ of	\$12,333					_

MANDATED COSTS

260	COM	COMPONENT/ACTIVITY COST DETAIL								
(01) Claimant:	Fairfield-Suisun USD				(02) Fiscal \	/ear		2005 - 2006		
(03) Reimbursable	e Components: Check only one box pe	r form to ident	ify the compo	nent being cl	aimed.					
A. CIE	Review employe	ee's technique	s	Х	Ł	ation to includ		nt of		
	Review STR Re	sults	l		1	ssment based		its		
B. CIE & NIE	Evaluating and a according to cer				Redu	cing evaluatio	n to writing			
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	Discussing evaluation	uation with Cl								
(04) Description	of Expenses				0	bject Accou	ınts			
	(a) , Job Classifications, Functions Performed and Description of Expenses	(b) Hourly Rate or Unit Cost	(c) Hours Worked or Quantity	(d) Salaries and Benefits	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel		
Assessment of and Strategies, Curricular Objectificated instanted performance programs listed Board of Educa (k-12) and/or fee	tructional employees that are orm state mandated I within the California State otions's Content Standards deral mandated programs, the Elementary and		24.50 4.50 4.00 5.50 4.00 3.50 59.00 4.50 2.25 16.50 4.00 7.50 8.00 3.50 7.00 0.50 4.25 0.50 1.00 5.00 0.75 3.00	\$1,456 \$323 \$258 \$382 \$243 \$260 \$245 \$3,870 \$330 \$161 \$1,236 \$231 \$523 \$550 \$243 \$550 \$243 \$484 \$35 \$279 \$344 \$72 \$344 \$53 \$209 \$347						
4			24.50	\$1,659 \$13,801						

7.50

6.00

4.00

0.50

1.00

28.50

of

Page:

13.50

\$538

\$358

\$247

\$946

\$31

\$68

\$1,870

\$15,434

Subtotal

	OLAUM FOR RAYMEN		For State Controller Use Only	Program		
Dureuant t	CLAIM FOR PAYMEN O Government Code S		(19) Program Number: 00260			
Fursuant		section 17561	(20) Date Filed FEB 1/5 2008	260		
	THE STULL ACT		(21) LRS Input //			
(01) Claimant Identification N	lumber S48015		Reimbursement Claim	Data		
(02) Claimant Name			(22) SA -1, (03)(a)	554		
	Fairfield-Suisun USD		(22) OA -1, (03)(a)			
County of Location	0.1		(23) SA -1, (03)(b)	554		
Street Address or P.O.	Solano		1			
Chock Address of F.C.	2490 Hilborn Road		(24) SA -1, (04)(A)(1)(a)(f)	80,023		
City	State	Zip Code				
	Fairfield CA	94534	(25) SA -1, (04)(A)(1)(b)(f)	24,82		
Type of Claim	Estimated Claim	Reimbursement Claim	(26) SA -1, (04)(A)(2)(a)(f)	(
	(03) Estimated X	(09) Reimbursement X	(27) SA -1, (04)(A)(2)(b)(f)	1		
	(04) Combined	(10) Combined	(28) SA -1, (04)(B)(1)(a)(f)	(
	(05) Amended	(11) Amended	(29) SA -1, (04)(B)(1)(b)(f)	(
Fiscal Year of Cost	(06) 2007/2008	(12) 2006/2007	(30) SA -1, (04)(B)(1)(c)(f)	(
Total Claimed Amount	(07) \$111,932	(13) \$111,932	(31) SA -1, (04)(B)(1)(d)(f)	(
Less: 10% Late Penalty	,	(14)	(32) SA -1, (04)(B)(1)(e)(f)			
Less: Prior Claim Payme	nt Received	(15)	(33) SA -1, (06)			
Net Claimed Amount		(16) \$111,932	(34) SA -1, (07)	7,08		
Due from State	(08) \$111,932	(17) \$111,932	(35) SA -1, (09)	(
Due to State		(18)	(36) SA -1, (10)			
(37) CERTIFICATION (OF CLAIM					
			rized by the school district to file mandated any of the provisions of Government Code			
such costs are for a new prog	ram or increased level of servi		nt received, for reimbursement of costs cla ting savings and reimbursements set forth ntly maintained by the claimant.			
			State for payment of estimated and/or acturnia that the foregoing is true and correct.	ual costs set forth		
Signature of Authorized	Officer DWA	<u>Date</u>	7/08			
Kari Sousa		Assista	ant Superintendent, Business Sv	rcs.		
Type or Print Name		Title				
(38) Name of Contact Person for	Claim	(916) 4	85-8102			
Lucille Ramos (MAXIM	US, Inc.)	Telephone luciller F-Mail Ade	amos@maximus.com			

F	Program		F					
2				MANDA	TED COSTS			FORM
	260				TULL ACT			SA-1
÷		<u> </u>		CLAIM	SUMMARY		·	
(01)	Claimant:	Fairfield-Suisu	in USD		(02) Type of Clai			Fiscal Year
					Reimburse	ment	<u> </u>	2006/2007
					Estimated			
(03)	(a) Number	of Certificated	Instructional Empl	oyees (CIE's) e	valuated per (04)(A)		554
	Number o	of CIE's and No	n-Instructional Em	ployees (NIE's)	evaluated per (04)(B)		Õ
Dire	ct Costs				Object Accounts			
(04)	Reimbursabl	e Components	l ' '	(b)	(c)	(d)	(e)	(f)
			Salaries	Materials	Contract	Fixed	Travel	-
			and Benefits	and Supplies	Services	Assets	and	Total
			Deficition	Supplies		<u> </u>	Training	<u> </u>
A. C	IE's							
1	Evaluation/As	sessment - Ed. Co	de §44662, subd. (b),	as amended by C	h. 498/83; Reimbursen	nent period begins	fy 1997-98	
a.	 	and strategies	\$80,023					\$80,023
b.	Evaluation of and strategie		\$24,821		1			\$24,821
2	Evaluation/	Assessment - Ed		bd. (b), as amer	nded by Ch. 4/99; R	eimbursement p	eriod begins fy	03/15/99
a.	Review STAR	results						
b.	Assessment	per STAR						
В. С	IE's and NIE's							
1	Evaluation/As	sessment - Ed. Co	ode §44662, subd. (b),	as amended by C	h. 498/83; Reimburser	ment period begins	fy 1997-98	
a.	Evaluating as per to certai	nd assessing CIE in criteria						
b.	Writing eval	uation						
c.	Transmitting	g evaluation						
d.	Attaching to	personnel file						
е.	Discussing e	valuation						
(05)	Total Direct	Costs	\$104,844					\$104,844
Indi	rect Costs							<u>.</u>
(06)	Indirect Cos	st Rate			[From J-380 or J	-580]		6.76%
(07)	Total Indire	ct Costs			[Line (06) x line ((05)(a)]		\$7,087
(08)	Total Direct	and Indirect Co	osts		[Line (05)(f) + lin	e (07)]		\$111,932
Cos	t Reduction							
(09) Less: Offse	etting Savings						
(10) Less: Othe	r Reimburseme	ents					
(11) Total Claim	ed Amount			[Line(08) - {Line	(09) + line(10)}]		\$111,932

School Mandated Cost Manual

State Controller's Office

State Controller's	Office					_ · ·		School Man	dated Cost Manual
Program		1.5	AND ATES	COSTS					EODM
260			ANDATED THE STULI						FORM SA-2
200		COMPONEN			DETAIL				
(01) Claimant	Fairfield-Suisun USD				(02) Fiscal year	ar costs were	incurred		2006/2007
(03) Reimbursah	ole Components: Check only one	box per form to identify the c	omponent beir	ng claimed.					<u> </u>
A. CIE	X	Review employee's techniques		Evaluation to inc	clude assessment				
		and strategies		of techniques a	_				
		Review STR Results		Assessment ba	sed on STR result	s 			
B. CIE & NIE		Evaluation and assessing CIE		Reducing evalu	ation to writing			Transmitting ev	valuation to CIE
ļ ·		according to certain criteria		I Diograpoine cuel	untion with CIE				
		Attaching response to personnel file	<u> </u>	Discussing eval	CORDIN WIRT CIE				
(04) Descriptio	n of Expense: Complete colur	mns (a) through (h)				Object Acc	ounts		
, , , , , , , , , , , , , , , , , , , ,	(a)		(b)	(c)	(d)	(e)	(f)	(g)	(h)
	Employee Names, Job Classifi Functions Performed	cation,	Hourly Rate	Hours Worked	Salaries and	Materials and	Contract Services	Fixed Assets	Travel and
	and Description of Expense		or Unit Cost	or Quantity	Benefits	Supplies			Training
	sess the performance of certific	cated instructional		Quantity					
	perform the requirements of ed ate or federal law, limited to the						1		
	ructional techniques and strate irricular objectives.	gies and the employees'							
Certificated instru	ctional employees that are evaluate]					
	ms listed within the California State ent Standards (K-12) and/or federal								
	e Elementary and Secondary Educa		\$66.00	40.00	\$2,643				
				23.00	\$1,694				
				8.00 46.00					
				34.00	\$2,442				
				30.00 26.00					
				26.00 21.00					
				25.50	\$1,982				
				32.16 8.04					
				24.00	\$1,657			1	
				14.00 29.00					
				22.00 48.00					<u> </u>
				14.25	\$1,136				
ļ				16.50 84.00					
				12.50	\$820				
				20.50 14.74	\$1,084				
				20.10 31.00					
				39.50	\$3,153				
				26.00 9.00	\$719				
				30.00 31.00	\$2,050				
				8.00	\$659				
				24.00 37.00					
				4.62	\$359				
				18.00 28.00	\$2,138				
				13.50 71.00	\$939				
				45.00	\$2,747				
				18.00 15.00					
				24.00					
(05) Total ()	Subto	otal ()	Page:	of	\$80,023				

Program **FORM** MANDATED COSTS SA-2 THE STULL ACT 260 COMPONENT / ACTIVITY COST DETAIL 2006/2007 (02) Fiscal year costs were incurred (01) Claimant Fairfield-Suisun USD (03) Reimbursable Components: Check only one box per form to identify the component being claimed. Evaluation to include assessment A. CIE Review employee's techniques of techniques and strategies and strategies Review STR Results Assessment based on STR results Transmitting evaluation to CIE Evaluation and assessing CIE Reducing evaluation to writing B. CIE & NIE according to certain criteria Discussing evaluation with CIE Attaching response to personnel file **Object Accounts** (04) Description of Expense: Complete columns (a) through (h) (g) (h) (b) (c) (d) Hourly Hours Salaries Materials Contract Fixed Travel Employee Names, Job Classification, Services Assets and Worked Functions Performed Rate and and Benefits Supplies Training and Unit Cost Description of Expense Quantity Certificated instructional employees evaluated below perform state mandated programs listed within the California State Board of Educations's Content Standards (k-12) and/or federal mandated programs compliant with the Elementary and Secondary Education Act. Include in the written evaluation, the assessment of these factors. (Ed. Code § 44662, subd. (b), as amended by Stats. 1983, ch. 498). Certificated instructional employees that are evaluated perform state mandated programs listed within the California State Board of Educations's Content Standards (k-12) and/or federal mandated programs, compliant with the Elementary and Secondary Education Act. 10.00 \$661 \$847 11.50 6.00 \$399 11.50 \$826 18.00 \$1,233 \$342 5.50 6.50 \$505 \$285 4.00 2.52 \$186 5.04 \$348 \$488 7.00 5.50 \$363 6.00 \$468 2 64 \$194 3.96 \$273 12.00 \$803 19.50 \$1,557 \$359 4.50 9.50 \$649 8.50 \$687 4.00 \$329 \$572 8.00 66.00 \$4,847 \$272 3.50 5.25 \$401 \$974 14.00 15.00 \$1,092 11.00 \$672 12.45 \$935 6.00 \$379 10.50 \$781 \$935 12.45 6.00 \$379 10.50 \$781 \$24,821 Page: Subtotal () (05) Total ()

School Mandated Cost Manual

State Controller's Office

Form FAM-27 (Revised 01/06)

School Mandated Cost Manual

	01 4114 505 5 43/4/54	-	For State Controller Use Only	Program			
	CLAIM FOR PAYMEN		(19) Program Number: 00260				
Pursuant to	Government Code S	ection 1/561	(20) Date Filed <u>FFB 0 5 2009</u>	260			
	THE STULL ACT		(21) LRS Input//				
(01) Claimant Identification No	umber						
	S48015	ORIGINAL	Reimbursement Clair	n Data			
(02) Claimant Name			(00) CA 1 (00)(a)	1007			
	Fairfield-Suisun USD		(22) SA -1, (03)(a)	1097			
County of Location			(23) SA -1, (03)(b)	0			
	Solano		(20) 3A-1, (00)(0)	0			
Street Address or P.O. E			(24) SA -1, (04)(A)(1)(a)(f)	114,106			
0'1-	2490 Hilborn Road	7: 0 !	(-1) -1 1, (-1) 4, (-1) 4, (-1)	,			
City	State	Zip Code	(25) SA -1, (04)(A)(1)(b)(f)	0			
T (0)	Fairfield CA	94534					
Type of Claim	Estimated Claim	Reimbursement Claim	(26) SA -1, (04)(A)(2)(a)(f)	0			
	(03) Estimated	(09) Reimbursement X	(27) SA -1, (04)(A)(2)(b)(f)	0			
	(04) Combined	(10) Combined	(28) SA -1, (04)(B)(1)(a)(f)	0			
	(05) Amended	(11) Amended	(29) SA -1, (04)(B)(1)(b)(f)	0			
Fiscal Year of Cost	(06)	(12) 2007/2008	(30) SA -1, (04)(B)(1)(c)(f)	0			
Total Claimed Amount	(07)	(13) \$120,519	(31) SA -1, (04)(B)(1)(d)(f)	0			
Less: 10% Late Penalty		(14)	(32) SA -1, (04)(B)(1)(e)(f)				
Less: Prior Claim Paymer	nt Received	(15)	(33) SA -1, (06)	6			
Net Claimed Amount		(16) \$120,519	(34) SA -1, (07)	6,413			
Due from State	(08)	(17) \$120,519	(35) SA -1, (09)	0			
Due to State		(18)	(36) SA -1, (10)	0			
(37) CERTIFICATION O	FCLAIM	•					
the State of California for this p through 1098, inclusive. I further certify that there was r	orogram, and certify under pena no application other than from t	alty of perjury that I have not violate the claimant, nor any grant or paym	orized by the school district to file mandate ed any of the provisions of Government Co ent received, for reimbursement of costs of etting savings and reimbursements set fort	de Sections 1090			
and Guidelines are identified, a	and all costs claimed are suppo	orted by source documentation curr	ently maintained by the claimant.				
			e State for payment of estimated and/or ac fornia that the foregoing is true and correct				
		Name of the second					
Signature of Authorized C	Officer Officer	<u>Date</u>	14/05				
Kethy Morgan		Assis	tant Superintendent, Business S	Pervices			
Kelly Morgan Type or Print Name		Title	dant Superintendent, Business S	OCI VIUGO			
(38) Name of Contact Person for C	Claim		471-5516				
2007			ne Number				
Kimberley T.T. Nguyen	(MAXIMUS)		erleyNguyen@MAXIMUS.com				

State	Controller's Office					School M	andated Cost Manual	
ŧ	Program		MANDA.	TED COSTS			FORM	
	260			TULL ACT	8		SA-1	
-			CLAIM	SUMMARY				
(01)	Claimant: Fairfield-Suisu	ın USD		(02) Type of Cla			Fiscal Year	
				Reimburse		X	2007/2008	
				Estimated]	
(03)	(a) Number of Certificated	Instructional Empl	loyees (CIE's) ev	aluated per (04)(A	()		1097	
	Number of CIE's and No	n-Instructional Em	iployees (NIE's)	evaluated per (04)	(B)		0	
	ct Costs			Object Accounts	5		_	
(04)	Reimbursable Components	(a)	(b)	(c)	(d)	(e)	(f)	
		Salaries	Materials	Contract	Fixed	Travel		
		and Benefits	and Supplies	Services	Assets	and	Total	
_	60000	Denents	Supplies			Training		
A. CI	E's							
1	Evaluation/Assessment - Ed. Co	ode §44662, subd. (b)	, as amended by Ch	ı. 498/83; Reimbursen	nent period begins	fy 1997-98		
a.	Review employee's techniques			T		T		
	and strategies	\$114,106					\$114,106	
b.	Evaluation of techniques and strategies							
2	Evaluation/Assessment - Ed. Co	ode §44662, subd. (b)	, as amended by Ch	. 4/99; Reimbursemei	nt period begins fy	03/15/99		
a.	Review STAR results	Review STAR results						
b.	Assessment per STAR							
B. C	IE's and NIE's							
1	Evaluation/Assessment - Ed. Co	ode §44662, subd. (b),	, as amended by Ch	. 498/83; Reimbursen	nent period begins f	fy 1997-98		
a.	Evaluating and assessing CIE per to certain criteria							
b.	Writing evaluation							
c.	Transmitting evaluation							
d.	Attaching to personnel file							
е.	Discussing evaluation							
(05)	Total Direct Costs	\$114,106					\$114,106	
Indir	rect Costs							
(06)	Indirect Cost Rate			[From J-380 or J-	-580]		5.62%	
(07)	Total Indirect Costs			[Line (06) x line (05)(a)]		\$6,413	
(80)	Total Direct and Indirect Co.	sts		[Line (05)(f) + line	ə (07)]		\$120,519	
Cost	t Reduction							
(09)	Less: Offsetting Savings							
(10)	Less: Other Reimbursemen	nts						
(11)	Total Claimed Amount			[Line(08) - {Line ((09) + line(10)}]		\$120,519	

MANDATED COSTS THE STULL ACT

FORM SA-2

(30) Clarimonic Partielled Sauses USD (20) Reliminariation Componentia Check (in your box per form to identify the component boring plantand. A. CIE X. Protoc complexes to invested or	(20) Palmonnella Component: Check only one port form to identify the component being garance.	200	COMPONENT / ACTIVI	TY COST D	ETAIL					
College	Colin	(01) Claimant	Fairfield-Suisun USD	50		(02) Fiscal ye	ar costs were	incurred		2007/2008
College	Colin									
Secretary Secr	Secretary Secr	S 12			T Evaluation to inc	duda accacement				
Bothston and asserting OE Bothston and asserting OE Bothston and asserting OE Bothston and the second procession under the personne file Bothston and asserting OE Bothston and asserting	Collaboration and assessing CE Seducing necessary	7 012								
April	Comparison of Expenses: Complete columns (a) Brinciph (b) Column of Expenses: Consideration (b) Column of Expenses: Column of Ex		Review STR Results		Assessment bas	sed on STR results	S			
Coli Description of Expenses: Complete columns (a) through 27) Coling	Column Parameter Complete columns (a) through (ii) Column	B. CIE & NIE			Reducing evalua	ation to writing			Transmitting ev	valuation to CIE
Column C	Employee Normes, 20 Classification, Proceedings of Control of Co				Discussing eval	uation with CIE				
Employee Names, Act Consolication Provided Part	Employee Sames, Acc Classification	(04) Description	of Expense: Complete columns (a) through (h)				Object Acco	ounts		
Purction Performed and a continuence of certificated instructional tendences and afford the services of the	Purctions Performed Purction Performed Purcti		17. 10.	Care Til	0000	100 miles (100 miles (
Description of Expense	Description of Expanse Certificated Instructional Employees Reimbursement Period: July 1, 1927 Exchalast and assess the performance of certificated controlled and assess the performance of certificated contr		Functions Performed	Rate	Worked	and	and	STATE OF THE PARTY		0.001/00/00/00
Tellular and assess the performance of certificated instructional employees that perform the mounterments of educational process manufact by state or federal beautiful and the mounterment of educational process manufact by state or federal beautiful and the employees and attended to the instructional expectation of the section of th	Reinhaumement Period. ship. 1, 1997				55%	Benefits	Supplies			Training
1. Explained and assess the performance of certificated immiractional employees that perform the requirements of adolesticational programs mandated by states or federal less than the continuation of the performance of the certification of	LEvaluate and assess the performance of certificated particulated amplicate that provides that perform the requirements of educational groups and another the requirements of educational groups and attributed by the employees and the throughout particular photocology and the performance of the pe									
(05) Total () Page:of \$114,106		instructional emp of educational pre law as it reasonat techniques and st and the employee objectives. (Ed. C by Stats. 1983, ch Reimbursement fo a. Reviewing the and strategies and	loyers that perform the requirements operars mandated by state or federal only relates to the instructional trategies used by the employees of sadherence to curricular odes \$4465, subd. (b), as amended .498)	\$70.14 \$72.04 \$77.87 \$64.00 \$74.05 \$69.17 \$69.96 \$71.39 \$70.22 \$70.14 \$65.68 \$76.91 \$63.75 \$77.19 \$63.75 \$77.19 \$63.71 \$60.25 \$63.88 \$71.49 \$78.81 \$70.14 \$63.66 \$65.94 \$60.25 \$68.16 \$75.16 \$66.97 \$74.05 \$70.69 \$60.23 \$66.97 \$74.05 \$70.69 \$60.23 \$68.16 \$77.40 \$7	112.50 30.00 24.00 12.00 10.50 69.00 21.00 114.00 103.50 9.00 64.50 3.00 37.50 81.00 30.00 10.50 25.50 73.50 73.50 10.50 6.00 45.00 6.00 45.00 6.00 45.00 6.00 45.00 6.00 45.00 6.00 45.00 6.00 6.00 6.00 6.00 6.00 6.00 6.00	\$7,890 \$2,161 \$1,869 \$768 \$778 \$4,773 \$1,469 \$8,139 \$7,268 \$635 \$4,524 \$197 \$2,884 \$5,164 \$232 \$1,529 \$1,808 \$662 \$1,823 \$5,792 \$2,104 \$668 \$593 \$633 \$4,090 \$2,454 \$3,382 \$402 \$3,221 \$2,757 \$4,517 \$1,562 \$3,344 \$2,275 \$1,740 \$1,745 \$5,786 \$4,137 \$2,863 \$4,524				

State Controller's Office		**.	i.					School Ma	indated Cost Manu
Program 260		MANDATED THE STULI	_ ACT) ΕΤΔΙΙ					FORM SA-2
(01) Claimant Fairfiel	ld-Suisun USD	oom onem, norm	11 0001 2	LIME	(02) Fiscal y	ear costs were	incurred		2007/2008
(03) Reimbursable Comp	ponents: Check only one box per form to identify the co	mponent being claimed							
A. CIE		Review employee's techniques and strategies	Х	Evaluation to in of techniques a	clude assessmen nd strategies	t			
		Review STR Results		Assessment ba	sed on STR resul	its			
B. CIE & NIE		Evaluation and assessing CIE according to certain criteria		Reducing evalu	ation to writing			Transmitting e	valuation to CIE
		Attaching response to personnel file		Discussing eval	luation with CIE				
(04) Description of Exp	pense: Complete columns (a) through (h)					Object Acc	ounts		
	(a) Employee Names, Job Classification, Functions Performed and Description of Expense		(b) Hourly Rate or Unit Cost	(c) Hours Worked or Quantity	(d) Salaries and Benefits	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel and Training

Page:___of_

(05) Total () New 12/05 Subtotal ()

MANDATED COSTS THE STULL ACT

FORM SA-2

(01) Claimant	COMPONENT / ACTIVITY COST DETAIL								
(01) Claimant	Fairfield-Suisun USD				ear costs were	incurred		2007/2008	
(03) Reimbursab	le Components: Check only one box per form to identify the components	onent being cla	imed.	1					
A. CIE	Review employee's techniques and strategies		Evaluation to in of techniques a	nclude assessmer	nt				
	X Review STR Results			ased on STR resu	lts				
						7			
B. CIE & NIE	Evaluation and assessing CIE according to certain criteria		Reducing evalu	uation to writing			Transmitting e	valuation to CIE	
	Attaching response to personnel file		Discussing eva	duation with CIE					
(04) Description	n of Expense: Complete columns (a) through (h)				Object Acc	ounts			
	(a) Employee Names, Job Classification,	(b) Hourly	(c) Hours	(d) Salaries	(e) Materials	(f) Contract	(g) Fixed	(h) Travel	
	Functions Performed and	Rate	Worked	and Benefits	and	Services	Assets	and	
	Description of Expense	or Unit Cost	or Quantity	Denents	Supplies			Training	
No Activity									
			1						
(05) Total ()	Subtotal ()	Page:of							

MANDATED COSTS THE STULL ACT

FORM SA-2

COMPONENT / ACTIVITY COST DETAIL

	COMPONEN	I / ACTIVII	YCOSTL					
(01) Claimant	Fairfield-Suisun USD			(02) Fiscal y	ear costs were	incurred		2007/2008
(03) Reimbursab	le Components: Check only one box per form to identify the comp	onent being cla	imed					
A. CIE	Review employee's techniques	John Dolling Gla		include assessme	nt			
NAME OF TAXABLE PARTY O	and strategies		of techniques	and strategies				
	Review STR Results	X	Assessment b	ased on STR resu	ılts			
B. CIE & NIE	Evaluation and assessing CIE according to certain criteria		Reducing eva	luation to writing			Transmitting e	evaluation to CIE
	Attaching response to personnel file		Discussing ev	aluation with CIE				
(04) Description	n of Expense: Complete columns (a) through (h)				Object Acc			
	(a) Employee Names, Job Classification,	(b) Hourly	(c) Hours	(d) Salaries	(e) Materials	(f) Contract	(g) Fixed	(h)
	Functions Performed	Rate	Worked	and	and	Services	Assets	Travel and
	and Description of Expense	or Unit Cost	or	Benefits	Supplies			Training
	Description of Expense	Offit Cost	Quantity					
No Activity								
(05) Total ()	Subtotal ()	Page:o						
New 12/05								

MANDATED COSTS THE STULL ACT

260				THE STULL						SA-2
			COMPONEN	T / ACTIVI	TY COST I					
(01) Claimant F	airfield-Suisur	USD				(02) Fiscal y	ear costs were	incurred		2007/2008
(03) Reimbursable	Components:	Check only one bo	ox per form to identify the co	mponent being	claimed.					
A. CIE			Review employee's techniques			nclude assessmer	nt			
			and strategies		of techniques a	and strategies				
			Review STR Results		Assessment ba	ased on STR resu	lts			
						×				
B. CIE & NIE		Х	Evaluation and assessing CIE according to certain criteria		Reducing evalu	uation to writing			Transmitting e	valuation to CIE
				11						
			Attaching response to personnel file		Discussing eva	luation with CIE				
			poteerinerine							
(04) Description of	of Expense:	Complete column	s (a) through (h)				Object Acc	ounts		
		(a)		(b)	(c)	(d)	(e)	(f)	(g)	(h)
		Names, Job Classifica	ation,	Hourly	Hours	Salaries	Materials	Contract	Fixed	Travel
	FL	unctions Performed and		Rate or	Worked or	and Benefits	and Supplies	Services	Assets	and Training
	Des	scription of Expense		Unit Cost	Quantity		Оцррпез			Trailing
No Activity										
No Activity										
					İ					
								ш		l
(05) Total ()		Subtotal	()	Page:o	f					

State Controller's Office	5.0						School Mar	ndated Cost Manual
Program 260	THE S	TED COSTS						FORM SA-2
(01) Claimant Fairfield-Suisun USD	COMPONENT / AC	TIVITY CO	ST DETAIL					2207/2000
(01) Claimant Fairfield-Suisun USD				(02) Fiscal ye	ear costs were	incurred		2007/2008
(03) Reimbursable Components: Check only one box per form	to identify the component being cla	aimed.		1				
A. CIE	Review employee's techniques and strategies		Evaluation to in of techniques a	nclude assessmer and strategies	ıt			
	Review STR Results		Assessment ba	ased on STR resu	lts			
B. CIE & NIE	Evaluation and assessing CIE according to certain criteria	Х	Reducing evalu	uation to writing			Transmitting e	evaluation to CIE
	Attaching response to personnel file		Discussing eva	aluation with CIE				
(04) Description of Expense: Complete columns (a) throu	ugh (h)	-			Object Acco	ounts		
(a) Employee Names, Job Classificat Functions Performed and Description of Expense	ion,	(b) Hourly Rate or Unit Cost	(c) Hours Worked or Quantity	(d) Salaries and Benefits	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel and Training
No Activity								

Page:___of_

(05) Total ()

New 12/05

Subtotal ()

State Controller's Office School Mandated Cost Manual Program MANDATED COSTS **FORM** THE STULL ACT 260 SA-2 COMPONENT / ACTIVITY COST DETAIL (01) Claimant Fairfield-Suisun USD (02) Fiscal year costs were incurred 2007/2008 (03) Reimbursable Components: Check only one box per form to identify the component being claimed. A. CIE Evaluation to include assessment Review employee's techniques and strategies of techniques and strategies Review STR Results Assessment based on STR results B. CIE & NIE Evaluation and assessing CIE Reducing evaluation to writing X Transmitting evaluation to CIE according to certain criteria Discussing evaluation with CIE Attaching response to personnel file (04) Description of Expense: Complete columns (a) through (h) Object Accounts (b) (c) (d) (g) (h) Employee Names, Job Classification, Hourly Salaries Materials Contract Hours Fixed Travel Functions Performed Rate Worked and and Services Assets and Benefits and or Supplies Training Description of Expense Unit Cost Quantity No Activity

Page:_

__of_

Subtotal ()

School Mandated Cost Manual State Controller's Office Program **MANDATED COSTS FORM** THE STULL ACT SA-2 260 **COMPONENT / ACTIVITY COST DETAIL** Fairfield-Suisun USD (02) Fiscal year costs were incurred 2007/2008 (01) Claimant (03) Reimbursable Components: Check only one box per form to identify the component being claimed. A. CIE Evaluation to include assessment Review employee's techniques and strategies of techniques and strategies Review STR Results Assessment based on STR results B. CIE & NIE Evaluation and assessing CIE Reducing evaluation to writing Transmitting evaluation to CIE according to certain criteria Discussing evaluation with CIE Attaching response to personnel file (04) Description of Expense: Complete columns (a) through (h) **Object Accounts** (h) (b) (c) (d) (f) (g) Materials Travel Employee Names, Job Classification, Hourly Hours Salaries Contract Fixed Functions Performed Rate Worked and Services Assets and and Benefits Training and or Supplies Description of Expense Unit Cost Quantity No Activity

Page:

of

(05) Total ()

Subtotal ()

MANDATED COSTS THE STULL ACT

Sec. 1 1 2

FORM SA-2

200		T / ACTIVI		DETAIL				3A-2
(01) Claimant	COMPONEN Fairfield-Suisun USD	I / ACTIVI	11 0051		ear costs were	incurred		2007/2008
(01) Olaman	Tallield-Galsull GGB			(02) Fiscal y	ear costs were	incurred		2007/2008
	ole Components: Check only one box per form to identify the co	mponent being	g claimed.					
A. CIE	Review employee's techniques and strategies		Evaluation to in of techniques a	nclude assessmer	nt			
	Review STR Results			ased on STR resu	lte			
	TIOVICH OTTITICALIS			ased on on these	110			
B. CIE & NIE	Evaluation and assessing CIE		Reducing evaluation	uation to writing			Transmitting e	valuation to CIE
	according to certain criteria		1.5					
	Attaching response to personnel file	Х	Discussing eva	aluation with CIE				
(04) Description	n of Evnance: Complete columns (a) through (b)				01:	2000		
(04) Description	n of Expense: Complete columns (a) through (h)	(b)	(c)	(d)	Object Acc	(f)	(g)	(h)
	Employee Names, Job Classification,	Hourly	Hours	Salaries	Materials	Contract	(9) Fixed	Travel
	Functions Performed and	Rate	Worked	and Benefits	and	Services	Assets	and
	Description of Expense	or Unit Cost	or Quantity	Delients	Supplies			Training
No Activity								
,								
		1						
(05) Total () New 12/05	Subtotal ()	Page:o	<u> </u>					

1.55	THE S	TULL ACT					F ate Controller Use On (19) Program Number 00260	nly	Program
		R PAYMEN	т				(20) Date Filed (21) LRS Input		260
	<u> </u>	/IX I /A I IVII—			corp.		0/15	12	
(01) Claimant Identification	n Number \$48015						Reimbursem	ent Claim	Data
(02) Claimant Name	Fairfield-Suisu	un USD /					(22) FORM 1, (04) A. (f)		43,213
County of Location	Solano						(23) FORM 1, (04) B. (f)		3,224
Street Address of P.O. B		Road		Suite			(24) FORM 1, (04) C. (f)		41,428
City	Fairfield	State CA		Zip Code 94534			(25) FORM-1, (04) D. (f)		41,420
	aimeid			Type of Cla	im		(26) FORM 1, (04) E. (f)		
	(03)		(09)	Reimburseme	ent [X	(27) FORM 1, (04) F. (f)		40
	(04)		(10)	Combined			(28) FORM 1, (04) G. (f)		
	(05)		(11)	Amended			(29) FORM-1, (04) H. (f)		
Fiscal Year of Cost	(06)		(12)	2010-2	011		(30) FORM 1, (04) I. (f)		
Total Claimed Amount	(07)		(13)	\$93,	30, 30	/	(31) FORM 1, (05)		87,905
Less: 10% Late Penalty (R	Refer to attached ins	tructions)	(14)	, ,			(32) FORM 1, (06)		6%
Less: Prior Claim Paymen	nt Received		(15)				(33) FORM 1, (08)		93,013
Net Claimed Amount			(16)	\$93,0	013		(34) FORM 1, (09)		
Due from State	(08)		(17)	\$93,0	013		(35) FORM 1, (10)		
Due to State			(18)		1	5	(36)		
(37) CERTIFICATION	OF CLAIM	· ·							
	cost claims with the S	tate of California	for th				the officer authorized by the sc penalty of perjury that I have no		
claimed costs are for a new	v program or increased offsetting revenues a	d level of service nd reimburseme	es of a	n existing program	n; and	claime	t(s) received, for reimbursemer ed amounts do not include char guidelines are identified, and all	ter school co	osts, either directly
			for pa	ayment of actua	l costs	s set fo	orth on the attached statemen	nts.	
I certify under penalty of	perjury under the lav	vs of the State of	of Cali	fornia that the f	oregoi	ing is 1	true and correct.		
Signature of Authorized	Officer			Date Signed	-	21	2/12		
gestrys	3			Telephone Nu	mber <u>(</u>	707)	399-5000		
Kelly Morgan	Asst. Supt. Bu	siness Svcs.		E-mail Addre	ss <u>k</u>	Celly	M@fsusd.k12.ca.us		
Type or Print Name and Title o	f Authorized Signatory								
(38) Name of Agency Contact I	Person for Claim			Telephone Nu	mber (916) 2	243-8913		
Jolene Tollenaar				E-mail Addre	_		a@mgtamer.com		
Name of Consulting Firm / Clai	m Preparer			Telephone Nui	-				
MGT of America				E-mail Addre	ss <u>j</u> 1	ollen	a@mgtamer.com		

FORM Program THE STULL ACT **260 CLAIM SUMMARY** 1 (01) Claimant: Fairfield-Suisun USD (02)Fiscal Year 2010-2011 **Direct Costs Object Accounts** (04) Reimbursable Activities (b) (c) (d) **(f)** (a) (e) Salaries Materials Contract Fixed Travel Total Services and and Assets and Benefits Supplies Training Reviewing Employee's Techniques \$43,213 \$43,213 and Strategies & Training Review STR results \$3,224 \$3,224 Evaluating to include Assessment of \$41,428 \$41,428 Techniques and Strategies D. Assessing Based on STR Results Evaluating and Assessing CIE E. \$40 \$40 Based on Certain Criteria Attaching Response to Personnel File Reducing Evaluation to Writing G. Discussing Evaluation with CIE Transmitting Evaluation to CIE (05) Total Direct Costs \$87,905 \$87,905 Indirect Costs (06) Indirect Cost Rate [Refer to claiming instructions] 5.81% [Line (05)(f) - line (05)(d) - \$ \$5,107 (07) Total Indirect Costs x line (06) (08) Total Direct and indirect Costs [Line (05)(f) - line (07)] \$93,013 Cost Reduction (09) Less: Offsetting Revenues (10) Less: Other Reimbursements [Line (08) - {line (09)+ line (10)}] (11) Total Claimed Amount \$93,013

Revised 10/11

Revised 10/11

THE STULL ACT **ACTIVITY COST DETAIL**

(01) Claimant Fairfield-Suisun USD	(02) Fisc	cal Year				2010-201	1
(03) Reimbursable Activities: Check only one box per form to ider	ntify the ac	tivity being	g claimed.				
A. CIE	B. CIE	& NIE					
X Reviewing Employee's Techniques and Strategies			g and Asse	ssing CIE	Based on	Certain C	riteria
Reviewing STR Results	Attaching Response to Personnel File						
Evaluating to Include Assessment of Techniques and Strategies		Reducing	Evaluation	to Writing			
Assessing Based on STR Results		Discussin	g Evaluatio	n with CIE			
		Transmitti	ing Evaluati	on to CIE			
(04) Description of Expenses	•			Object A	ccounts		
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
	Hourly	Hours	Salaries	Materials	Contract	Fixed	Travel
Employee Names, Job	Rate	Worked	and	and	Services	Assets	l and
Classifications, Functions Performed and Description of Expenses	or	or	Benefits	Supplies			Training
and Boosington of Exponess	Unit Cost	Quantity					
Reviewing the CIE's instructional techniques and strategies							
and adherence to curricular objectives.	1						
All time claimed for this component is limited to evaluating		·					
and assessing CIE's that perform the requirements of							
educational programs mandated by state or							
federal law. These programs are listed within							
State Board of Education's content standards (k12)							
Board of Education's Content Standards (K12)							
and federal mandated programs, and comply with							
the Elementary and Secondary Education Acts.		1 000	4600				
		8.00	\$608				
		11.00	\$803				
		12.08	\$1,051				
		4.00	\$276				
		21.00	\$1,722				
		9.33	\$690				
		12.00	\$912				
		38.00	\$3,458				
		6.50	\$488				
		12.00	\$972				
		2.00	\$158				
		13.00	\$1,001			:	
		22.00	\$1,958				
		41.00	\$4,018				
		18.00	\$1,386				
		12.00	\$888				
		15.00	\$1,260				
		7.50	\$323				
		14.00	\$1,092				
		14.00				•	
(05) Total X Subtotal Page	. 4 5		·				
(05) Total X Subtotal Page	e: <u>1</u> _of	_ <u></u>	\$24,323				

THE STULL ACT ACTIVITY COST DETAIL

FORM

2

Eaguathis as a calculate and calculate and calculate and calculate and calculate and calculate and calculate a							<u></u>
(01) Claimant Fairfield-Suisun USD	(02) Fisc	al Year				2010-201	i1
(03) Reimbursable Activities: Check only one box per form to	identify the ac	tivity being	claimed.				
A. CIE	B. CIE	& NIE					
X Reviewing Employee's Techniques and Strategies		Evaluating	g and Asse	ssing CIE	Based on	Certain C	Criteria
Reviewing STR Results		Attaching	Response	to Person	nel File		
Evaluating to Include Assessment of Techniques an Strategies	ıd	Reducing	Evaluation	to Writing	I		
Assessing Based on STR Results		Discussin	g Evaluatio	n with CIE			
		Transmitti	ng Evaluati	ion to CIE			
(04) Description of Expenses	cription of Expenses				ccounts		
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
_ , ,,	Hourly	Hours	Salaries	Materials	Contract	Fixed	Travel
Employee Names, Job Classifications, Functions Performed	Rate	Worked	and	and	Services	Assets	and
and Description of Expenses	or	ог	Benefits	Supplies		İ	Training
	Unit Cost	Quantity					
Reviewing the CIE's instructional techniques and strateg	ies						
and adherence to curricular objectives.							
All time claimed for this component is limited to evaluating	ng						
and assessing CIE's that perform the requirements of							
educational programs mandated by state or				ļ			
federal law. These programs are listed within						f	
State Board of Education's content standards (k12)						i	
Board of Education's Content Standards						·	
and federal mandated programs, and comply with	•						
the Elementary and Secondary Education Acts.		<u> </u>					
		2.00	\$154				
		12.33	\$986			 -	
		14.00	\$1,036			 -	
		18.00	\$1,332			 -	
		23.00	\$1,909			 -	
		9.00	\$756				
		11.17	\$905				
		3.00	\$237			;	
		4.50	\$423				
		18.00	\$1, 44 0				
		11.50	\$863				
		8.00	\$552				
		5.00	\$430				
		8.25	\$718				
		34.50	\$2,553				
		17.33	\$1,386				
		30.00	\$2,490				
		8.00	\$720				
		J]		
(05) Total X Subtotal	Page:2_of	2	\$18,890	_			
Revised 10/11			, ,				

THE STULL ACT ACTIVITY COST DETAIL

FORM

2

(01) Cla	imant	Fairfield-Suisun USI)	(02) Fisc	cal Year				2010-201	1			
(03) Rei	imbursable /	Activities: Check only on	e box per form to ide	ntify the ac	tivity being	claimed.							
A. CIE	=			B. CIE	& NIE								
	Reviewing	Employee's Techniques	and Strategies		Evaluating	g and Asse	ssing CIE	Based on	Certain C	riteria			
	Reviewing	STR Results			Attaching	Response	to Personi	nel File					
X	Evaluating Strategies	to Include Assessment of	f Techniques and	Reducing Evaluation to Writing									
	I	Based on STR Results			Discussin	g Evaluatio	n with CIE	Ĭ.					
						ing Evaluati	ion to CIE						
(04) Des	scription of I	Expenses					Object A	ccounts					
		(a)		(b)	(c)	(d)	(e)	(f)	(g)	(h)			
				Hourly	Hours	Salaries	Materials	Contract	Fixed	Travel			
	Olara	Employee Names, Job		Rate	Worked	and	and	Services	Assets	and			
		sifications, Functions Perfo and Description of Expense		or	or	Benefits	Supplies	00000	, 100010	Training			
	'	and Description of Expense		Unit Cost	Quantity	201.00	00000			1100111119			
Includin	a in the wri	itten evaluation the CIE	's instructional		a.co.co.recty								
	_	ategies and adherence		ves.									
-		ned for this component	-										
		essing CIE's that perfo											
	_	ial programs mandated		ļ									
			•										
federal law. These programs are listed within State Board of Education's content standards (k12)													
			ards (K12)										
		's Content Standards											
		ted programs, and com	· -										
the Elen	nentary and	Secondary Education	Acts.										
					16.00								
					18.00								
					2.00	l .							
					15.00								
					27.00								
					12.50								
					12.00	\$912							
					19.00	\$1,729							
					15.50	\$1,163							
					9.00	\$729							
					2.00	\$158							
					9.75	\$751							
					6.00	\$534							
					50.00	\$4,900							
					19.00								
					15.00	\$1,110							
					10.00	\$840							
					8.00	1							
					10.50	\$819							
					21.00	\$1,890							
						Ţ.,500							
(05)	Total	X Subtotal	Pag	e: <u>1</u> of	2	\$24,453							

THE STULL ACT **ACTIVITY COST DETAIL**

								
(01) Claimant	Fairfield-Suisun USD	(02) Fise	cal Year				2010-201	:1
(03) Reimbursable A	ctivities: Check only one box per form to identify the	e activity l	being claim	ed.				
A. CIE Reviewing E	Employee's Techniques and Strategies	B. CIE	7	g and Asse	essing CIE	Based or	n Certain (Criteria
Reviewing S	STR Results		Attaching	Response	to Persor	nel File		
X Evaluating to Strategies	o Include Assessment of Techniques and		Reducing	Evaluation	n to Writing	g		
Assessing E	eased on STR Results		Discussin	g Evaluatio	on with CIE	Ξ		
			Transmitt	ing Evalua	tion to CIE	Ē		
(04) Description of Ex	kpenses				Object A	Accounts		
Cla	(a) Employee Names, Job assifications, Functions Performed and Description of Expenses	(b) Hourly Rate or	(c) Hours Worked	(d) Salaries and Benefits	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel and Training
	and Description of Expenses	Unit Cost	Quantity	Deticina	Guppiles			Franting
Note: All time claims and assessing CIE's educational program federal law. These parts Board of Education's and federal mandate	tegies and adherence to curricular objectives. In that perform the requirements of the mandated by state or the organism are listed within the ation's content standards (k12) to Content Standards organism, and comply with Secondary Education Acts.		2.00 8.00 14.00 17.00 11.00 8.33 15.00 3.50 6.00 12.00 15.00 8.00 3.33 10.00 24.50 21.50 24.00	\$913 \$700 \$1,215 \$277 \$564 \$960 \$1,125 \$552 \$286 \$870 \$1,813 \$1,720				
(05) Total	X Subtotal Page: 2	of <u>2</u>		\$16,975				
Revised 10/11	,							

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	ro			
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		d di	HIII	

THE STULL ACT ACTIVITY COST DETAIL

							2
(01) Claimant Fairfield-Suisun USD	(02)	Fiscal Yea	r			2010-201	1
(03) Reimbursable Activities: Check only one box per form to ide A. CIE Reviewing Employee's Techniques and Strategies X Reviewing STR Results Evaluating to Include Assessment of Techniques and Strategies Assessing Based on STR Results	•	IE & NIE Evaluating Attaching Reducing Discussing	g and Asse Response Evaluation g Evaluation	to Persor to Writing	nnel File 9	n Certain (Criteria
(04) Description of Expenses (a) Employee Names, Job Classifications, Functions Performed and Description of Expenses	(b) Houriy Rate or Unit Cost	(c) Hours Worked or Quantity	(d) Salaries and Benefits	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel and Training
Reviewing the results of the Standardized Testing and Reporting test as it reasonably relates to the performance of those certificated employees that teach reading, writing, mathematics, history/social science, and science in grades 2 to 11.		2.00 3.00 1.25 1.00 6.50 8.00 1.00 2.00 1.00 2.00 1.00 7.00	\$146 \$261 \$94 \$79 \$501 \$784 \$80 \$162 \$79 \$150 \$138 \$86 \$581				
(05) Total X Subtotal Page:			\$3,224				

THE STULL ACT ACTIVITY COST DETAIL

							2
(01) Claimant Fairfield-Suisun USD	(02) Fi	scal Year				2010-201	1
(03) Reimbursable Activities: Check only one box per form to ide	ntify the activ	ity being cl	aimed.				
A. CIE Reviewing Employee's Techniques and Strategies Reviewing STR Results Evaluating to Include Assessment of Techniques and Strategies Assessing Based on STR Results	B. CIE	E & NIE Evaluating Attaching Reducing Discussing Transmitti	Response Evaluation g Evaluation	to Persor	nnel File g E	n Certain	Criteria
(04) Description of Expenses				Object A	ccounts		
(a) Employee Names, Job Classifications, Functions Performed and Description of Expenses	(b) Hourly Rate or Unit Cost	(c) Hours Worked or Quantity	(d) Salaries and Benefits	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel and Training
Evaluating and assessing the certificated employee performance as it reasonably relates to the following criteria: (1) the progress of pupils toward the standards established by the school district of expected pupil achievement at each grade level in each area of study, and, if applicable, the state adopted content standards as measured by state adopted criterion referenced assessments; (2) the instructional techniques and strategies used by the employee; (3) the employee's adherence to curricular objectives; (4) the establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities; and, if applicable, (5) the fulfillment of other job responsibilities established by the school district for certificated non-		0.50	\$40				
(05) Total X Subtotal Page:_	1_of_1	_	\$40				

For State Controller Use Only (19) Program Number 00260 (20) Date Filed FEB 1 5 2013 THE STULL ACT Program 260 (21) LRS Input CLAIM FOR PAYMENT (01) Claimant Identification Number Reimbursement Claim Data S48015 (02) Claimant Name (22) FORM 1, (03) (a) Fairfield-Suisun USD County of Location (23) FORM 1, (03) (b) Solano Street Address of P.O. Box (24) FORM 1, (04) A. 1. a. (f) Suite 2490 Hilborn Road 54,832 (25) FORM-1, (04) A. 1. b. (f) City State Zip Code Fairfield 94534 CA 56,696 Type of Claim (26) FORM 1, (04) A. 2. a. (f) 4,455 X (27) FORM 1, (04) A. 2. b. (f) (03)(09)Reimbursement (04)Combined (28) FORM 1, (04) B. 1. a. (f) (10)(29) FORM-1, (04) B. 1. b. (f) (05)(11)Amended (30) FORM 1, (04) B. 1. c. (f) (06)(12)Fiscal Year of Cost 2011-2012 (07)(13)(31) FORM 1, (04) B. 1. d. (f) **Total Claimed Amount** \$123,742 (14)(32) FORM 1, (04) B. 1. e. (f) Less: 10% Late Penalty (Refer to attached instructions) (33) FORM 1, (04) C. (f) (15)Less: Prior Claim Payment Received (34) FORM 1, (06) (16)**Net Claimed Amount** \$123,742 7% (35) FORM 1, (07) (80)(17)**Due from State** 7,759 \$123,742 (18)(36) FORM 1, [(09) + (10)] Due to State (37) CERTIFICATION OF CLAIM In accordance with the provisions of Government Code Sections 17560 and 17561, I certify that I am the officer authorized by the school district or county office of education to file mandated cost claims with the State of California for this program, and certify under penalty of perjury that I have not violated any of the provisions of Article 4, Chapter 1 of Division 4 of Title 1 of the Government Code. I further certify that there was no application other than from the claimant, nor any grant(s) or payment(s) received, for reimbursement of costs claimed herein; claimed costs are for a new program or increased level of services of an existing program; and claimed amounts do not include charter school costs, either directly or through a third party. All offsetting revenues and reimbursements set forth in the parameters and guidelines are identified, and all costs claimed are supported by source documentation currently maintained by the claimant. The amount reimbursement is hereby claimed from the State for payment of actual costs set forth on the attached statements. I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Signature of Authorized Officer Date Signed Telephone Number (707) 399-5000 KellyM@fsusd.k12.ca.us Kelly Morgan Asst. Supt. Business Svcs. E-mail Address Type or Print Name and Title of Authorized Signatory Telephone Number (916) 243-8913 (38) Name of Agency Contact Person for Claim Jolene Tollenaar E-mail Address jtollena@mgtamer.com Telephone Number (916) 243-8913 Name of Consulting Firm / Claim Preparer MGT of America jtollena@mgtamer.com E-mail Address

Program THE STULL ACT CLAIM SUMMARY								
(01) Claimant: Fairfield-Suisun USD		(02)				Fiscal Year		
						2011-2012		
Claim Statistics								
(03) (a) Number of Certificated Instruction	onal Employees evaluated	per (04)(A)						
(b) Number of Certificated Instruction	nal and Non-Instructional	Employees evalu	ued per (04)(B)					
Direct Costs			Object /	Accounts				
(04) Reimbursable Activities	(a) Salaries and Benefits	(b) Materials and Supplies	(c) Contract Services	(d) Fixed Assets	(e) Travel and Training	(f) Total		
A. Certificated Instructioal Employess								
Evaluate and assess performance Review employee's instructional technique strategies and adherence to curricular obj	es and \$54,832					\$54,832		
Include in the written evaluation the asses	ecaves				 	\$56,696		
Evaluate and assess performance as it rela	***************************************					1		
STAR results a. Review STAR results	\$4,455					\$4,455		
Include in the written evaluation assessme								
B. Certicated Instructional and Non-Instruction	nal Employees							
Evaluate performance following unsatisfation off-cycle years	ctory evaluation							
a. Evaluate and assess performance								
b. Reduce the evaluation to writing								
c. Transmit evaluation to employee								
d. Attach response to personnel file						ļ		
e. Discuss evaluation with employee								
C. Training (one-time activity for each employ	yee)							
(05) Total Direct Costs	\$115,983			W ((r) () 3)		\$115,983		
Indirect Costs						T		
(06) Indirect Cost Rate				[Refer to clain	ning instructions]	6.69%		
(07) Total Indirect Costs			[Line (05)(f) - l	ine (05)(d) - \$	x line (06)	\$7,759		
(08) Total Direct and indirect Costs				[Line (05)	(f) - line (07)]	\$123,742		
Cost Reduction		<u>-</u>	· 					
(09) Less: Offsetting Revenues		···-						
(10) Less: Other Reimbursements				·				
(11) Total Claimed Amount			[Line ((08) - {line (09)+ lin	e (10)}]	\$123,742		
Revised 07/12	·			 	· · ·	,		

THE STULL ACT ACTIVITY COST DETAIL

FORM

2

01) Claimant Fairfield-Suisun USD (02) I			(02) Fiscal Year					2011-2012		
(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed. A. Certificated Instructional Employees B. Certificated Instructional and Non-Instructional										
Employees 1. Evaluate and assess performance evaluation off-cycle years										
a. Review employee's instructional techniques and strategies and adherence to curricular objectives		a. Evaluate and assess performance								
b. Include in the written evaluation the assessment identified in A.1.a.		b. Reduce the evaluation to writing								
Evaluate and assess performance as it relates to STAR results		c. Transmit evaluation to employee								
a. Review STAR results		d. Attach response to personnel files								
b. Include in the written evaluation assessment based on STAR results	d e. Discuss evaluation with employee									
C. Training (one-time activity for each employee)										
(04) Description of Expenses					Object A	ccounts				
(a)		(b)	(c)	(d)	(e)	(f)	(g)	(h)		
Employee Names Joh		Hourly	Hours	Salaries	Materials	Contract	Fixed	Travel		
Employee Names, Job Classifications, Functions Performed	Rate or		Worked	and	and	Services	Assets	and		
and Description of Expenses			or	Benefits	Supplies			Training		
	u	Init Cost	Quantity							
Reviewing the CIE's instructional techniques and strategies	\$									
and adherence to curricular objectives.										
All time claimed for this component is limited to evaluating	l									
and assessing CIE's that perform the requirements of										
educational programs mandated by state or										
ederal law. These programs are listed within										
State Board of Education's content standards (k12)										
Board of Education's Content Standards								•		
and federal mandated programs, and comply with										
the Elementary and Secondary Education Acts.										
ne Elementary and Secondary Education Acts.		***	9.00	\$745						
			6.00	\$542						
			6.17	\$464						
			12.00	\$1,101						
			12.00	\$968						
			35.00	\$3,265						
			13.00	\$985 \$442						
			5.00	\$442						
			33.00	\$2,661						
			7.00	\$556						
			38.00	\$3,191						
			20.00	\$1,668	1					
			14.50	\$714						
			34.00							
	20.33	\$1,630 \$675								
6.50 \$675										
			23.08	\$1,916 \$1,078						
			24.17	\$1,978						
	1		17.00	\$1,539						
	<u> </u>									
(05) Total X Subtotal Page	e: 1	_of_1		\$27,903						

THE STULL ACT ACTIVITY COST DETAIL

FORM

2

(01) Claimant Fairfield-Suisun USD		(02) Fisca	al Year				2011-2012	2		
(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.										
A. Certificated Instructional Employees B. Certificated Instructional and Non-Instructional Employees										
Evaluate and assess performance		Evaluate		e following years	unsatisfac	tory				
a. Review employee's instructional techniques and strategies and adherence to curricular objectives	a. Evaluate and assess performance									
x b. Include in the written evaluation the assessment	b. Reduce the evaluation to writing									
identified in A.1.a. 2. Evaluate and assess performance as it relates to STAR	c. Transmit evaluation to employee									
results										
a. Review STAR results	d. Attach response to personnel files									
b. Include in the written evaluation assessment based on STAR results		e. Discus	s evaluation	n with employ	yee					
C. Training (one-time activity for each employee)				_						
(04) Description of Expenses					Object A					
(a)		(b)	(C)	(d)	(e)	(f)	(g)	(h)		
Employee Names, Job		Hourty Rate	Hours Worked	Salaries and	Materials and	Contract Services	Fixed Assets	Travel and		
Classifications, Functions Performed and Description of Expenses	or		or	and Benefits	Supplies	20171008		Training		
and Dosdiption of Expenses			Quantity							
Including in the written evaluation the CIE's instructional							- 1			
techniques and strategies and adherence to curricular obje	*		1							
Note: All time claimed for this component is limited to										
evaluating and assessing CIE's that perform the require-		Ì		1						
ments of educational programs mandated by state or										
federal law. These programs are listed within		Ì						i		
State Board of Education's content standards (k12) Board of Education's Content Standards								ı		
and federal mandated programs, and comply with								ı		
the Elementary and Secondary Education Acts.								i		
Elementary and secondary Education Police	1		15.50	\$1,335		1		i		
			22.00	\$1,802				ı		
			3.00	\$234				ı		
			18.00					ı		
			24.00	l		1				
			19.00	\$1,553						
			3.50	\$260		ļ				
			18.00	\$1,600 \$2,143						
			26.33 29.00	\$2,143 \$2,202			ļ			
			6.00				ļ			
			38.00	\$3,170						
			18.00		1			1		
			24.00	I		Ì				
			14.00			1 1				
			15.00	ł			ļ			
			6.75	t .			! I			
			16.50	\$1,331			ļ			
			7.00	\$556						
C. BUZZIII FIIII CIMO	1	900.20	51.00 لے	\$4,758						
(05) Total X Subtotal Pag	e: <u>1</u>	_of_1		\$31,3 5 3				·		
Revised 07/12		***								

THE STULL ACT ACTIVITY COST DETAIL

							2
(01) Claimant Fairfield-Suisun USD	(02) Fisc	al Year				2011-201	2
(03) Reimbursable Activities: Check only one box per form to identify to A. Certificated Instructional Employees 1. Evaluate and assess performance a. Review employee's instructional techniques and strategies and adherence to curricular objectives x b. Include in the written evaluation the assessment identified in A.1.a. 2. Evaluate and assess performance as it relates to STAR results a. Review STAR results b. Include in the written evaluation assessment based on STAR results C. Training (one-time activity for each employee)	B. Certificate Employees 1. Evaluate evaluatio a. Evalu b. Redu c. Trans d. Attach	d Instructi s	onal and loce followin years less performation to the ation to emonotone	ng unsatisfa mance writing nployee			
(04) Description of Expenses			 	Oblant I	Accounts		
Employee Names, Job Classifications, Functions Performed and Description of Expenses Including in the written evaluation the CIE's instructional Elechniques and strategies and adherence to curricular objectives Note: All time claimed for this component is limited to evaluating and assessing CIE's that perform the requirements of electrical programs mandated by state or federal law. These programs are listed within State Board of Education's content standards (k12) Board of Education's Content Standards and federal mandated programs, and comply with the Elementary and Secondary Education Acts.	(b) Hourly Rate or Unit Cost	(c) Hours Worked or Quantity 14.00 3.00 31.50 5.00 12.00 5.87 8.00 17.00 16.00 26.00 44.00 24.00 32.00 10.50 11.00	\$1,061 \$265 \$2,500 \$3,148 \$414 \$1,083 \$441 \$830 \$1,411 \$1,309 \$1,468 \$1,281 \$3,706	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel and Training
(05) Total X Subtotal Page: 1	of 1		\$25,343				

THE STULL ACT ACTIVITY COST DETAIL

							2			
(01) Claimant Fairfield-Suisun USD (02) Fiscal Year 2011-201							2			
(03) Reimbursable Activities: Check only one box per form to ic A. Certificated Instructional Employees 1. Evaluate and assess performance a. Review employee's instructional techniques and strategies and adherence to curricular objectives b. Include in the written evaluation the assessment identified in A.1.a. 2. Evaluate and assess performance as it relates to STAR results X a. Review STAR results b. Include in the written evaluation assessment based on STAR results	lentify the a B. Certific Employ 1. Evaluevalu a. E b. F c. T	ctivity being	etional and ance follow de years assess performation to each to person	ving unsations ormance to writing employee net files			2			
C. Training (one-time activity for each employee)										
(04) Description of Expenses				Object A	ccounts	counts				
(a) Employee Names, Job Classifications, Functions Performed and Description of Expenses	(b) Hourly Rate or Unit Cost	(c) Hours Worked or Quantity	(d) Salaries and Benefits	(e) Materials and Supplies	(f)	(g) Fixed Assets	(h) Travel and Training			
Reviewing the results of the Standardized Testing and Reportingtest as it reasonably relates to the performance of those certificated employees that teach reading, writing, mathematics, history/social science, and science in grades 2 to 11.		12.00 1.00 3.50 3.00 1.00 2.00 2.00 1.00 2.00 1.00 5.00	\$934 \$76 \$280 \$233 \$288 \$78 \$167 \$162 \$258 \$203 \$83 \$166 \$92 \$982 \$453							
05) Total X Subtotal Page:	1 of '	1	\$4,455							

Revised 07/12

THE STULL ACT ACTIVITY COST DETAIL

FORM

2

CONTROL DELINERATION DE LA CONTROL DE LA CONTROL DE LA CONTROL DE LA CONTROL DE LA CONTROL DE LA CONTROL DE LA							1				
(01) Claimant Fairfield-Suisun USD		(02) Fisc	ai Year				2011-2012				
(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.											
A. Certificated Instructional Employees B. Certificated Instructional and Non-Instructional Employees											
Evaluate and assess performance Evaluate performance following unsatisfactory evaluation off-cycle years											
a. Review employee's instructional techniques and strategies and adherence to curricular objectives	a. Evaluate and assess performance										
b. Include in the written evaluation the assessment	b. Reduce the evaluation to writing										
identified in A.1.a. 2. Evaluate and assess performance as it relates to STAR	c. Transmit evaluation to employee										
results											
a. Review STAR results	d. Attach response to personnel files										
b. Include in the written evaluation assessment based e. Discuss evaluation with employee on STAR results											
C. Training (one-time activity for each employee)											
(04) Description of Expenses					Object A	ccounts					
(a)		(b)	(c)	(d)	(e)	(f)	(g)	(h)			
Employee Names, Job	'	lourly	Hours	Salaries	Materials	Contract	Fixed	Travel			
Classifications, Functions Performed	Rate		Worked	and	and	Services	Assets	and			
and Description of Expenses	or		or	Benefits	Supplies			Training			
Parlaming the CIEIs instructional techniques and atratagies		nit Cost	Quantity								
Reviewing the CIE's instructional techniques and strategies and adherence to curricular objectives.	1	:									
and adherence to curricular objectives. All time claimed for this component is limited to evaluating											
and assessing CIE's that perform the requirements of								,			
educational programs mandated by state or											
ederal law. These programs are listed within											
State Board of Education's content standards (k12)											
Board of Education's Content Standards											
and federal mandated programs, and comply with the Elementary and Secondary Education Acts.											
The Elementary and Secondary Education Acts.		COC 11	33.00	\$2,842							
			14.75	\$1,193							
			14.70	\$1,088							
			22.25	\$1,856							
			7.00	\$519							
			29.00	\$2,202							
			6.25	\$486							
			16.00	\$1,302							
						1					
			14.50	\$1,185							
			23.00	\$2,044							
			17.50	\$1,338 \$4,404							
			18.00	\$1,401							
			33.00	\$2,703			[
			11.00	\$881							
			26.75	\$2,564							
			4.50	\$358		1					
			14.00	\$1,168							
			18.00	\$1,799							
				¢0¢ 000			-				
(05) Total X Subtotal Page	e: <u> 1</u>	of1_		\$26,929	l						

For State Controller Use Only THE STULL ACT (19) Program Number 00260 Program FEB 1 8 20 4 (20) Date Filed 260 (21) LRS Input CLAIM FOR PAYMENT (01) Claimant Identification Number Reimbursement Claim Data S48015 (02) Claimant Name (22) FORM 1, (03) (a) Fairfield-Suisun USD County of Location (23) FORM 1, (03) (b) Solano Street Address of P.O. Box Suite (24) FORM 1, (04) A. 1. a. (f) 2490 Hilborn Road 53,332 (25) FORM-1, (04) A. 1. b. (f) State Zip Code City 94534 **Fairfield** CA 48,433 Type of Claim (26) FORM 1, (04) A. 2. a. (f) 11,718 Reimbursement X (27) FORM 1, (04) A. 2. b. (f) (03)(09)(28) FORM 1, (04) B. 1. a. (f) Combined (04)(10)721 (29) FORM-1, (04) B. 1. b. (f) (05)Amended 48 (30) FORM 1, (04) B. 1. c. (f) (06)(12)Fiscal Year of Cost 2012-2013 (31) FORM 1, (04) B. 1. d. (f) (07)(13)**Total Claimed Amount** \$121,421 (32) FORM 1, (04) B. 1. e. (f) (14)Less: 10% Late Penalty (Refer to attached instructions) 144 (33) FORM 1, (04) C. (f) (15)Less: Prior Claim Payment Received (34) FORM 1, (06) (16)Net Claimed Amount 6% \$121,421 (35) FORM 1, (07) (17)(80)Due from State \$121,421 7,024 (18)(36) FORM 1, [(09) + (10)] Due to State (37) CERTIFICATION OF CLAIM In accordance with the provisions of Government Code Sections 17560 and 17561, I certify that I am the officer authorized by the school district or county office of education to file mandated cost claims with the State of California for this program, and certify under penalty of perjury that I have not violated any of the provisions of Article 4, Chapter 1 of Division 4 of Title 1 of the Government Code. I further certify that there was no application other than from the claimant, nor any grant(s) or payment(s) received, for reimbursement of costs claimed herein; claimed costs are for a new program or increased level of services of an existing program; and claimed amounts do not include charter school costs, either directly or through a third party. All offsetting revenues and reimbursements set forth in the parameters and guidelines are identified, and all costs claimed are supported by source documentation currently maintained by the claimant. The amount reimbursement is hereby claimed from the State for payment of actual costs set forth on the attached statements. I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct. Signature of Authorized Officer Date Signed Telephone Number (707) 399-5000 E-mail Address KellyM@fsusd.k12.ca.us Asst. Supt. Business Svcs. Kelly Morgan Type or Print Name and Title of Authorized Signatory Telephone Number (916) 243-8913 (38) Name of Agency Contact Person for Claim E-mail Address jtollena@mgtamer.com Jolene Tollenaar Telephone Number (916) 243-8913 Name of Consulting Firm / Claim Preparer MGT of America E-mail Address jtollena@mgtamer.com

Form FAM-27 (Revised 07/13)

FORM Program THE STULL ACT 260 **CLAIM SUMMARY** (01) Claimant: Fairfield-Suisun USD (02)Fiscal Year 2012-2013 **Claim Statistics** (03) (a) Number of Certificated Instructional Employees evaluated per (04)(A) (b) Number of Certificated Instructional and Non-Instructional Employees evalued per (04)(B) **Direct Costs Object Accounts** (04) Reimbursable Activities (b) (f) (a) (c) (d) (e) Salaries Materials Contract Fixed Travel Total Services and and Assets and **Benefits** Supplies Training Certificated Instructioal Employess 1. Evaluate and assess performance Review employee's instructional techniques and \$53,332 \$53,332 a. strategies and adherence to curricular objectives b. Include in the written evaluation the assessment identified in A. 1. a \$48,433 \$48,433 2. Evaluate and assess performance as it relates to STAR results a. Review STAR results \$11,718 \$11,718 Include in the written evaluation assessment based on B. Certicated Instrctional and Non-Instructional Employees Evaluate performance following unsatisfactory evaluation in off-cycle years a. Evaluate and assess performance \$721 \$721 b. Reduce the evaluation to writing \$48 \$48 c. Transmit evaluation to employee d. Attach response to personnel file e. Discuss evaluation with employee \$144 \$144 C. Training (one-time activity for each employee) \$114,397 (05) Total Direct Costs \$114,397 Indirect Costs (06) Indirect Cost Rate [Refer to Claim Summary Instructions] 6.14% \$7,024 [Line (05)(f) - line (05)(d) - \$ x line (06) (07) Total Indirect Costs [Line (05)(f) - line (07)] (08) Total Direct and indirect Costs \$121,421 Cost Reduction (09) Less: Offsetting Revenues (10) Less: Other Reimbursements (11) Total Claimed Amount [Line (08) - {line (09)+ line (10)}] \$121,421

Revised 07/13

THE STULL ACT ACTIVITY COST DETAIL

ACTIVITI COST DETAIL								2	
(01) Claimant	Fairfield-Suisun USD (02) Fiscal Year 2012-2013							3	
127 2	Activities: Check only one box per form to instructional Employees	(5)		ž 175	aimed. onal and N	lon-Instru	ctional		
1. Evaluate and	d assess performance	1. Eva			ce following years	unsatisfa	ctory		
	employee's instructional techniques and sand adherence to curricular objectives	a.	Evalua	ate and ass	ess performa	ance			
b. Include i identified	n the written evaluation the assessment in A.1.a.	b.	b. Reduce the evaluation to writing						
Evaluate and ass results	sess performance as it relates to STAR	c.	Trans	mit evalua	ition to emp	loyee			8
	STAR results	_		**	personnel f				
007700370000	b. Include in the written evaluation assessment based e. Discuss evaluation with employee on STAR results								
	g (one-time activity for each employee)								
(04) Description of						Object A			
	(a)	(b)		(c)	(d)	(e)	(f)	(g)	(h)
	Employee Names, Job	Hourly	y	Hours	Salaries	Materials	Contract	Fixed	Travel
Clas	ssifications, Functions Performed	Rate		Worked	and	and	Services	Assets	and
	and Description of Expenses	or		or	Benefits	Supplies			Training
		Unit Co	ost	Quantity					
CANDELL CHEST CANDELL CONTRACTOR CONTRACTOR CONTRACTOR	E's instructional techniques and strategie	4							
PROVINCE TO ASSESSED TO CONTRACT CONTRA	curricular objectives.								
STATES AND STATES AND	or this component is limited to evaluating	1							
	E's that perform the requirements of	1							
educational progr	ams mandated by state or								
federal law. Thes	e programs are listed within								
State Board of Ed	ucation's content standards (k12)								
Board of Education	on's Content Standards								
and federal mand	ated programs, and comply with								
the Elementary ar	nd Secondary Education Acts.								
				30.00	\$1,976				
				8.00	\$503				
				24.00	\$1,452				
				18.00	\$1,089				
				9.00	\$446				
				22.00	\$1,331				
				9.00	\$545				
				40.00	\$2,515				
				6.00	\$385				
				32.50	\$2,293				
				11.50	\$696				
				8.00	\$397				
				15.00	\$981				
				15.00	\$981				
				3.50	\$174				
				40.00	\$3,027				
				10.00	+0,027				I
<u> </u>				J					
(05) Total	X Subtotal Pag	e: <u>1</u> of	1	_	\$18,790				

THE STULL ACT ACTIVITY COST DETAIL

200	AU		, DETAIL					2	
(01) Claimant	Fairfield-Suisun USD (02) Fiscal Year 2012-2013							3	
(03) Reimbursable	Activities: Check only one box per form to ic	lentify the activ	vity being cla	aimed.					
A. Certificated In	nstructional Employees	B. Certificate Employee	ed Instruction	onal and N					
	d assess performance		on off-cycle						
a. Review employee's instructional techniques and strategies and adherence to curricular objectives									
	b. Include in the written evaluation the assessment identified in A.1.a.								
2. Evaluate and assess performance as it relates to STAR c. Transmit evaluation to employee									
results a. Review STAR results d. Attach response to personnel files									
b. Include in the written evaluation assessment based e. Discuss evaluation with employee on STAR results									
C. Training	g (one-time activity for each employee)								
(04) Description of					Object A				
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	
	Employee Names, Job	Hourly	Hours	Salaries	Materials	Contract	Fixed	Travel	
	ssifications, Functions Performed	Rate	Worked	and Benefits	and Supplies	Services	Assets	and	
	and Description of Expenses	or Unit Cost	or Quantity	benefits	Supplies			Training	
Reviewing the CIE	E's instructional techniques and strategies		dountry						
	curricular objectives.								
All time claimed for	or this component is limited to evaluating								
and assessing Cl	E's that perform the requirements of								
educational progr	ams mandated by state or								
	e programs are listed within								
	ucation's content standards (k12)								
	on's Content Standards								
	ated programs, and comply with								
the Elementary ar	nd Secondary Education Acts.		0.75	¢E0					
			0.75 9.00	\$50 \$545					
			123.00	\$9,874					
			21.00	\$1,508					
			22.00	\$1,411	26				
			24.00	\$1,154					
			12.00	\$803					
			17.25	\$1,203					
			40.00	\$2,532		_			
			28.00	\$1,841					
			24.00	\$1,581					
			25.00	\$1,513					
			28.00	\$1,663					
			20.25	\$1,225					
			17.00 34.00	\$1,108 \$2,730					
			35.00	\$2,730					
			28.00	\$1,440					
			3.00	\$1,440					
			0.50	4				11.19	
(05) Total	X Subtotal Page	e: <u>1</u> of <u>1</u>		\$34,542					

THE STULL ACT ACTIVITY COST DETAIL

200	ACTIVITI GOST DETAIL								
(01) Claimant	Fairfield-Suisun USD (02) Fiscal Year 2012-2013							3	
1,243 96	e Activities: Check only one box per form to instructional Employees	B. Certificate Employees	d Instructi s	onal and N					
	d assess performance		n off-cycle	years	-	ctory			
	employee's instructional techniques and adherence to curricular objectives	a. Evalu	ate and ass	ess perform	ance				
b. Include i identified	n the written evaluation the assessment in A.1.a.	b. Reduce the evaluation to writing							
Evaluate and ass results	sess performance as it relates to STAR	c. Transmit evaluation to employee							
a. Review	STAR results	d. Attach	response to	o personnel	files				
b. Include in the written evaluation assessment based e. Discuss evaluation with employee on STAR results									
	g (one-time activity for each employee)								
(04) Description of		T			Object A				
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	
	Employee Names, Job	Hourly	Hours	Salaries	Materials	CORE - 105 (25) 10 (20)	Fixed	Travel	
Clas	sifications, Functions Performed	Rate	Worked	and	and	Services	Assets	and	
	and Description of Expenses	or	or	Benefits	Supplies			Training	
		Unit Cost	Quantity						
NAME OF THE OWNER OWNER OWNER OF THE OWNER OW	ritten evaluation the CIE's instructional								
	rategies and adherence to curricular obje								
	med for this component is limited to								
	sessing CIE's that perform the require-								
ALVINORAL TOPO CONTRACTOR OF THE PROPERTY OF THE	nal programs mandated by state or								
A STATE OF THE PARTY OF THE PAR	e programs are listed within								
	ucation's content standards (k12)								
	on's Content Standards								
A STATE OF THE STA	ated programs, and comply with								
the Elementary ar	d Secondary Education Acts.		,						
			31.50	\$2,075					
			6.25	\$409					
			20.00	\$1,308					
			6.50	\$322					
			9.00 4.00	\$446 \$257					
				\$397					
			8.00						
			28.25	\$1,993					
			16.00	\$1,006					
			26.00 8.00	\$1,573 \$484					
			24.00	\$1,452					
			18.00	\$1,089					
			20.25	\$1,533					
			9.00	\$545					
			4.00	\$251					
			18.00	\$1,185					
			25.83	\$1,801					
		1	J						
(05) Total	X Subtotal Page	e: <u>1</u> of 1		\$18,126					

THE STULL ACT ACTIVITY COST DETAIL

200		ACTIV	II Y CC)51 L	EIAIL					2
(01) Claimant	Fairfield-Suisun USD		(0:	2) Fisc	al Year				2012-201	3
(03) Reimbursable	Activities: Check only one bo	x per form to identify t	he activi	ty bein	g claimed.)	- V			1000
	structional Employees		Emp	loyees	d Instructi s performan					
	assess performance		eva	aluatio	n off-cycle	years		,		
a. Review employee's instructional techniques and strategies and adherence to curricular objectives										
b. Include in identified in	in the written evaluation the assessment b. Reduce the evaluation to writing in A.1.a.									
Evaluate and assertesults	2. Evaluate and assess performance as it relates to STAR									
	TAR results		d.	Attach	response to	o personne	files			
b. Include in the written evaluation assessment based on STAR results										
C. Training	(one-time activity for each	employee)								
(04) Description of E	LITTLE AND CONTROL TOWNS						Object A	ccounts		
	(a)		(b		(c)	(d)	(e)	(f)	(g)	(h)
	Employee Names, Job		Hour Rat	270	Hours Worked	Salaries and	Materials and	Contract Services	Fixed Assets	Travel and
CI	lassifications, Functions Perforn and Description of Expenses	ned	or		or	Benefits	Supplies	Services	Assets	Training
			Unit C		Quantity					,
Including in the written evaluation the CIE's instructional techniques and strategies and adherence to curricular objectives. Note: All time claimed for this component is limited to evaluating and assessing CIE's that perform the requirements of educational programs mandated by state or federal law. These programs are listed within State Board of Education's content standards (k12) Board of Education's Content Standards and federal mandated programs, and comply with the Elementary and Secondary Education Acts.				66.92	12.00	\$803				
				80.28	88.00	\$7,065				
				71.83	11.50	\$826				
				64.13 80.28	11.00 33.00	\$705 \$2,649				
				64.13	40.00	\$2,565				
				51.43	32.00	\$1,646				
				65.74	43.00	\$2,827				
				48.08	24.00	\$1,154				
				59.39 60.50	18.75 23.75	\$1,114 \$1,437				
				60.50	26.00	\$1,573				
				65.20	23.00	\$1,500				
				66.70	1.50	\$100				
				39.33	3.00	\$118				
				63.30 60.50	51.00 16.50	\$3,228 \$998				
				23.50	. 5.55	4500				
										77
(05) Total	X Subtotal	Page: 1	of 1	_		\$30,308				

THE STULL ACT ACTIVITY COST DETAIL

FORM

2

(01) Claimant	Fairfield-Sui	isun USD	(02)) Fiscal Year				2012-201	3
(03) Reimbursa	able Activities: Check	only one box per form to ic	dentify the a	activity being	claimed.				
	d Instructional Empl	100/	-	icated Instru		d Non-Inst	ructional	ſ	
		,	Emplo	oyees					
1. Evaluate	and assess performa	ance		luate perform uation off-cyc		ing unsatis	sfactory		
	No. 1970 April 1970	ctional techniques and to curricular objectives	a.	Evaluate and	assess perfo	ormance			
b. Include in the written evaluation the assessment b. Reduce the evaluation to writing identified in A.1.a.									
2. Evaluate and assess performance as it relates to STAR									
results									
X a. Revie	ew STAR results		d. /	Attach respons	se to person	nel files			
	de in the written evalu FAR results	uation assessment based	e. ſ	Discuss evalua	ation with em	ıployee			
C. Train	ing (one-time activi	ity for each employee)							
(04) Description	n of Expenses				T	Object /	Accounts		
(6.) 2 2 2 2 7 2	(a)		(b)	(c)	(d)	(e)	(f)	(g)	(h)
			Hourly	Hours	Salaries	Materials		Fixed	Travel
	Employee Name		Rate	Worked	and	and	Services	Assets	and
	Classifications, Function and Description of E		or	or	Benefits	Supplies	A STATE OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF T	(Sales restroyes)	Training
			Unit Cost	(0.559)	SSSS Francisco		L!		
		lardized Testing and							
		ates to the performance of	f						
		teach reading, writing,						1 1	
mathematics, h 2 to 11.	ilstory/social scienc	ce, and science in grades	1						
21011.				2.00	\$131	1 /			
				3.00				1 1	
				10.00	and the second second				
				10.00					
				6.00	420 marca			1 1	
				3.00	1 1000				
				2.00	200000000000000000000000000000000000000			1 1	
				4.00	\$251			1 1	
				3.00	\$198				
				25.00	\$1,572			1 1	
				1.00	\$48			1 1	
				20.00	\$1,606				
				6.00	\$236			1 - 1	-
				10.00	\$416			1 1	
				21.00	\$1,329			1 1	
				1.50	\$91			1 1	
				5.00	\$327			1 1	
				13.00	\$917			1 1	
				0.50				I = I	
				5.00				1 1	
				5.00				i = 1	ı
				23.00	all all will want to de			1 1	
				6.00	\$395				
									
(OS) T -4-1 [Cubasasi	Dem.		5	044 740				
(05) Total	X Subtotal	Page	e: <u>1</u> of_	1	\$11,718				

THE STULL ACT ACTIVITY COST DETAIL

									2	
(01) Claimant	Fairfield-Sui	isun USD	(02) Fi	scal Yea				2012-201	3
A. Certificated Instructional Employees 1. Evaluate and assess performance a. Review employee's instructional techniques and strategies and adherence to curricular objectives b. Include in the written evaluation the assessment identified in A.1.a. 2. Evaluate and assess performance as it relates to STAR results a. Review STAR results b. Include in the written evaluation assessment based on STAR results c. Training (one-time activity for each employee)										
(04) Description	of Expenses						Object A	ccounte		
Evaluating and performanceas criteria: (1) the established by achievement at fappplicable, to measured by stassessments; (strategies used adherence to cand maintenance withing the scoapplicable, (5) to a second maintenance of the scoapplicable, (Employee Name Classifications, Function and Description of E assessing the certi it reasonably relate progress of pupils the school district of each grade level in the state adopted co tate adoped criterio (2) the instructional I by the employee (3 urricular objectives ce of a suitable lear ope of the employee the fulfillment of oth	ificated employee es to the following toward the standards of expected pupil a eash area of study, and ontent standards as an referenced techniques and 3) the employee's ; (4) the establishment	(b) Hourl Rate or Unit Co	y	(c) Hours Worked or Quantity	(d) Salaries and Benefits	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel and Training
(05) Total [X Subtotal	Page		of_1	15	721.2 \$ 721				
			-	-		21 100 100 100 100 100 100 100 100 100 1				

THE STULL ACT **ACTIVITY COST DETAIL**

									2
(01) Claimant	Fairfield-Sui	sun USD	(02) F	iscal Year				2012-201	3
A. Certificated 1. Evaluate and results a. Review strateg identificated identificated and results b. Including an on ST	and assess performand assess performand we employee's instructional Employee's instruction and adherence to be in the written evaluated in A.1.a. assess performance as we STAR results in the written evaluated in the written evaluated in the written evaluated.	nce tional techniques and o curricular objectives ation the assessment	B. Certifica Employ 1. Evalua evalua a. Ev X b. Re c. Tr d. Att	ited Instruct	ional and nee followi years sess perfor aluation to ation to er to personn	ing unsatis rmance o writing mployee el files			
(04) Description	of Evponsos			-		Object A	ccounts		
Reducing the e evaluation shal to areas of implemployee. If the duties in a satis prescribed by the	Employee Names Classifications, Function and Description of E valuation and asses I include recommen rovement in the per e employee is not pe sfactory manner acc he governing board n writing of that fact	s Performed xpenses sment to writing. The dations, if necessary, as formance of the erforming his or her cording to the standards , the district shall notify	(b) Hourly Rate or Unit Cost	(c) Hours Worked or Quantity	(d) Salaries and Benefits	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel and Training
(05) Total	X Subtotal	Page:	1 of 1		\$48				

THE STULL ACT **ACTIVITY COST DETAIL**

							2		
(01) Claimant Fairfield-Suisun USD	(02	2) Fiscal Yea	r			2012-201	3		
(03) Reimbursable Activities: Check only one box per form to id A. Certificated Instructional Employees	Tarrest Viscon Tarrest	activity being	-		etruction	nal			
Evaluate and assess performance	Empl	ovees			ISTRUCTION	ıaı			
	unsatisfa	lustion off-o							
a. Review employee's instructional techniques and strategies and adherence to curricular objectives									
b. Include in the written evaluation the assessment identified in A.1.a.									
Evaluate and assess performance as it relates to STAR c. Transmit evaluation to employee results									
a. Review STAR results d. Attach response to personnel files									
b. Include in the written evaluation assessment based on STAR results	X e.	Discuss evalu	uation with	employee					
C. Training (one-time activity for each employee)									
(04) Description of Expenses				Object A	ccounts				
(a) Employee Names, Job Classifications, Functions Performed and Description of Expenses	(b) Hourly Rate or	(C) Hours Worked or	(d) Salaries and Benefits	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel and Training		
Conduct a meeting with the certificated employee to discuss the evaluation.	Unit Cost	Quantity							
inscuss the evaluation.] 3	\$144						
						- 1			
							8 11		
		1							
			-						
05) Total X Subtotal Page	: <u>1</u> of_	1	\$144						

12. CLAIM CERTIFICATION

Read, sign, and date this section and insert at the end of the incorrect reduction claim submission.*

This claim alleges an incorrect reduction of a reimbursement claim filed with the State Controller's Office pursuant to Government Code section 17561. This incorrect reduction claim is filed pursuant to Government Code section 17551, subdivision (d). I hereby declare, under penalty of perjury under the laws of the State of California, that the information in this incorrect reduction claim submission is true and complete to the best of my own knowledge or information or belief.

Kris Corey

Print or Type Name of Authorized Local Agency or School District Official

Superintendent

Print or Type Title

January 27, 2020

Signature of Authorized Local Agency or

School District Official

e-mail address below.

* If the declarant for this Claim Certification is different from the Claimant contact identified in section 2 of the incorrect reduction claim form, please provide the declarant's address, telephone number, fax number, and

DECLARATION OF SERVICE BY EMAIL

I, the undersigned, declare as follows:

I am a resident of the County of Sacramento and I am over the age of 18 years, and not a party to the within action. My place of employment is 980 Ninth Street, Suite 300, Sacramento, California 95814.

On March 10, 2020, I served the:

- Notice of Complete Incorrect Reduction Claim, Schedule for Comments, and Notice of Tentative Hearing Date issued March 10, 2020
- Incorrect Reduction Claim filed by the Fairfield-Suisun Unified School District on March 2, 2020

The Stull Act, 19-9825-I-03

Education Code Sections 44660-44665;

Statutes 1983, Chapter 498; Statutes 1999, Chapter 4

Fiscal Years: 2005-2006, 2006-2007, 2007-2008, 2010-2011, 2011-2012, 2012-2013

Fairfield-Suisun Unified School District, Claimant

By making it available on the Commission's website and providing notice of how to locate it to the email addresses provided on the attached mailing list.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct, and that this declaration was executed on March 10, 2020 at Sacramento, California.

Jill L. Magee

Commission on State Mandates 980 Ninth Street, Suite 300

Sacramento, CA 95814

(916) 323-3562

3/9/2020 Mailing List

COMMISSION ON STATE MANDATES

Mailing List

Last Updated: 3/9/20

Claim Number: 19-9825-I-03

Matter: The Stull Act

Claimant: Fairfield-Suisun Unified School District

TO ALL PARTIES, INTERESTED PARTIES, AND INTERESTED PERSONS:

Each commission mailing list is continuously updated as requests are received to include or remove any party or person on the mailing list. A current mailing list is provided with commission correspondence, and a copy of the current mailing list is available upon request at any time. Except as provided otherwise by commission rule, when a party or interested party files any written material with the commission concerning a claim, it shall simultaneously serve a copy of the written material on the parties and interested parties to the claim identified on the mailing list provided by the commission. (Cal. Code Regs., tit. 2, § 1181.3.)

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