

## 1. INCORRECT REDUCTION CLAIM TITLE

STULL ACT - FAIRFIELD SUISUN USD

FY 2005-2008 & 2010-2013

## 2. CLAIMANT INFORMATION

FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT

Name of Local Agency 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 Consultant

Title

MGT Consulting Group

Organization

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For CSM Use Only

Filing Date:

**RECEIVED**  
March 02, 2020  
Commission on  
State Mandates

IRC #: **19-9825-I-03**

## 4. IDENTIFICATION OF STATUTES OR EXECUTIVE ORDERS

Please specify the subject statute or executive order that claimant 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.

<u>Fiscal Year</u>	<u>Amount of Reduction</u>
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:** \$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 attached as follows:

### 7. Written Detailed

Narrative: pages 1 to 2.

### 8. Documentary Evidence and Declarations:

Exhibit A-E.

### 9. Claiming Instructions:

Exhibit E.

### 10. Final State Audit Report or Other Written Notice of Adjustment:

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, and in the 2012-2014 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 track 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

FAIRFIELD-SUISUN FINAL EVALUATION WRITE UP

SPRING 2017 FINAL EVALUATIONS

SUMMARY

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

Average                      1.55 hours

FAIRFIELD-SUISUN FINAL EVALUATION WRITE UP

SUMMARY RAW DATA

RAW DATA	SITE	TIME	SCHOOL TYPE
2 hours	SUISUN VALLEY ELEMENTARY		Elementary
3 hours	SUISUN VALLEY ELEM	2	Elementary
3 hours	SUISUN VALLEY ELEM	3	Elementary
3 hours	SUISUN VALLEY ELEM	3	Elementary
3 hours	SUISUN VALLEY ELEM	3	Elementary
3 hours	SUISUN VALLEY ELEM	3	Elementary
3 hours	SUISUN VALLEY ELEM	3	Elementary
3 hours	SUISUN VALLEY ELEM	3	Elementary
5 hours	SUISUN VALLEY ELEM	3	Elementary
5 hours	SUISUN VALLEY ELEM	5	Elementary
1.5 hours	Special Ed	5	SPED
1.5 hours	Special Ed	1.5	SPED
1.5 hours	Special Ed	1.5	SPED
1.5 hours	Special Ed	1.5	SPED
1.5 hours	Special Ed	1.5	SPED
1.5 hours	Special Ed	1.5	SPED
1.5 hours	Special Ed	1.5	SPED
1.5 hours	Special Ed	1.5	SPED
1 hour	Special Ed	1.5	SPED
1 hour	Special Ed	1	SPED
1 hour	Special Ed	1	SPED
1 hour	Special Ed	1	SPED
1 hour	Special Ed	1	SPED
1 hour	Special Ed	1	SPED
1 hour	Special Ed	1	SPED
1 hour	Special Ed	1	SPED
4	Sem Yeto	1	High School
3	Sem Yeto	4	High School
3	Sem Yeto	3	High School
3.5. hours	Sem Yeto Cont	3	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	3	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
1.5 hours	Rodriguez HS	1	High School
1.5 hours	Rodriguez HS	1.5	High School
1.5 hours	Rodriguez HS	1.5	High School
1.5 hours	Rodriguez HS	1.5	High School
1.5 hours	Rodriguez HS	1.5	High School
1.5 hours	Rodriguez HS	1.5	High School

FAIRFIELD-SUISUN FINAL EVALUATION WRITE UP

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

FAIRFIELD-SUISUN FINAL EVALUATION WRITE UP

1 hour	Fairview ES	2	Elementary
1 hour	Fairview ES	1	Elementary
1 hour	Fairview ES	1	Elementary
1 hour	Fairview ES	1	Elementary
1 hour	Fairview ES	1	Elementary
1 hour	Fairview ES	1	Elementary
1 hour	Fairview ES	1	Elementary
45 minutes	Fairview HS	1	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
45 minutes	Fairview HS	0.75	High School
1.5 hours	Sheldon ES	0.75	Elementary
1.5 hours	Sheldon ES	1.5	Elementary
2 hours	Sheldon ES	1.5	Elementary
1.5 hours	Sheldon ES	2	Elementary
1.5 hours	Sheldon ES	1.5	Elementary
1.5 hours	Sheldon ES	1.5	Elementary
1.5 hours	Sheldon ES	1.5	Elementary
2.0 hours	Weir ES	1.5	Elementary
2.0 hours	Weir ES	2	Elementary
1.5 hours	Weir ES	2	Elementary
1.5 hours	Weir ES	1.5	Elementary
2.0 hours	Weir ES	1.5	Elementary
1.5 hours	Weir ES	2	Elementary
1.5 hours	Weir ES	1.5	Elementary

FAIRFIELD-SUISUN FINAL EVALUATION WRITE UP

1.5 hours	Weir ES	1.5	Elementary
1.5 hours	Weir ES	1.5	Elementary
1.5 hours	Weir ES	1.5	Elementary
1.5 hours	Weir ES	1.5	Elementary
2.0 hours	Weir ES	1.5	Elementary
1.5 hours	Weir ES	2	Elementary
1 hour	Root ES	1.5	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	1	Elementary
1 hour	Cleo Gordon es	2	Elementary
1 hour	Cleo Gordon es	1	Elementary
90 minutes	B. Gale Wilson ES	1	Elementary

## FAIRFIELD-SUISUN FINAL EVALUATION WRITE UP

[illegible]

some sites excluded as they are not reimbursible



## FAIRFIELD-SUISUN FINAL EVALUATION WRITE UP

### **DETAILED DATA**

[illegible]



[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



[illegible]

[illegible]



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[illegible]

[illegible]



[illegible]

[illegible]

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:

Date: ~~1/7/13~~ 3/19/13

\*Standard Selected by the Evaluator: 5

\*Standard Selected by the Unit Member: 2

Status: ☐ Temporary ☐ Probationary-Zero ☐ First-Year Probationary ☐ Second-Year Probationary

#### 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)]

## Standard 1: Engaging and Supporting All Students In Learning

<b>Elements</b>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<b>Connecting students' prior knowledge, life experience, and interests with learning goals</b> 1.1	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.	
<b>Uses a variety of instructional strategies and resources to respond to students' needs</b> 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.	
<b>Facilitating learning experiences that promote autonomy, interaction and choice</b> 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.	
<b>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</b> 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.	

<b>Promoting self-directed, reflective learning for all students</b>  <b>1.5</b>	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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
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## 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
<b>Creating a physical environment that engages all students</b>  <b>2.1</b>	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.	<p>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 room provide reminders to students.</p> <p>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</p> <p>How can stronger connections be made during a unit between work being done and the standard and objective being addressed? This is an area that the department needs to work on.</p>
<b>Establishing a climate that promotes fairness and respect</b>  <b>2.2</b>	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.	
<b>Promoting social development and group responsibility</b>  <b>2.3</b>	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.	
<b>Establishing and maintaining standards for student behavior</b>  <b>2.4</b>	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.	

<b>Planning and implementing classroom procedures and routines that support student learning</b> 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.	
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<p><b>Using instructional time effectively</b></p> <p>2.6</p>	<p>Learning activities are not appropriately paced. Poor transitions result in lost instructional time.</p>	<p>Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<div data-bbox="1396 89 2026 535"></div> <p>Students truly like to be in your class. There is a positive atmosphere created for student learning.</p> <div data-bbox="1396 625 2026 828"></div> <p>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.</p> <div data-bbox="1396 1039 2026 1323"></div> <p><b>Rating (Check One):</b>  <input type="checkbox"/> Does Not Meet CSTP    <input checked="" type="checkbox"/> Meets or Exceeds CSTP</p>
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### Standard 3: Understanding and Organizing Subject Matter for Student Learning

<b>Elements</b>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<b><i>Demonstrating knowledge of subject matter and student development</i></b>  <b>3.1</b>	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).	
<b><i>Organizing curriculum to support student understanding of subject matter</i></b>  <b>3.2</b>	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.	
<b><i>Interrelating ideas and information within and across subject matter</i></b>  <b>3.3</b>	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.	
<b><i>Developing student understanding through instructional strategies that are appropriate to subject matter</i></b>  <b>3.4</b>	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.	

<b>Using materials, resources, and technologies to make subject matter accessible to students</b> <b>3.5</b>	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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
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## 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
<b>Drawing on and valuing students' backgrounds, interests, and developmental learning needs</b> <b>4.1</b>	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.	
<b>Establishing and articulating goals for student learning</b> <b>4.2</b>	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.	
<b>Developing and sequencing instructional activities and materials for student learning</b> <b>4.3</b>	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.	

<b>Designing short-term and long-term plans to foster student learning</b>  <b>4.4</b>	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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b>Modifying instructional plans to adjust for student needs</b>  <b>4.5</b>	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 CSTP			Evidence-Based Rationale for Rating
<b>Establishing and communicating learning goals for all students</b>  <b>5.1</b>	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.	<p>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</p> <div></div> <p>The work done by the Edge team to record student data and how to get it into "School City" for disaggregation will improve the program. The scores currently are being looked at and disaggregated which helps to provide needed information</p> <div></div>
<b>Collecting and using multiple sources of information to assess student learning</b>  <b>5.2</b>	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.	



<b><i>Involving and guiding all students in assessing their own learning</i></b> <b>5.3</b>	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.	<div></div> <div>The area of refining formative assessment is where I would like to see you as well as the department move.</div> <div></div>
<b><i>Using the results of assessment to guide instruction</i></b> <b>5.4</b>	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.	
<b><i>Communicating with students, families, and other audiences about student progress</i></b> <b>5.5</b>	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

☒ Meets or Exceeds CSTP

☐ Progressing Towards CSTP

## 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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<b>Reflecting on teaching practice and planning professional development</b> 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.
<b>Establishing professional goals and pursuing opportunities to grow professionally</b> 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.
<b>Working with communities to improve professional practice</b> 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.
<b>Working with families to improve professional practice</b> 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.
<b>Working with colleagues to improve professional practice</b> 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.

\_\_\_\_\_ 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.

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

\_\_\_\_\_ will has provided me with a list of PD attended or planned for this school year.

**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 need to be more attentive to the

**Rating (Check One):**

- ☐ Does Not Meet CSTP    ☒ Meets or Exceeds CSTP  
☐ Progressing Towards CSTP

Employee \_\_\_\_\_

School Year \_\_\_\_\_

Additional Comments - Employee	Additional Comments - Evaluator
	<p>In the area of assessment: Currently assessments (outside of Edge) seem to be used primarily to grade students. There is some evidence of students getting helpful feedback as part of the grading process. Students generally are assessed on a regular basis.</p> <p>Assessment practices need to move towards the following:  Assessment needs to be primarily diagnostic, aimed at identifying what students need to learn. The teacher assesses student understanding before during and after the lesson or activity. Feedback is ongoing and timely. There is a clear emphasis on using assessments and assessment data to ensure that all students have a chance to succeed. teachers should adjust their teaching based upon information from classroom assessments.</p> <p>Emphasis on criterion-referenced (as opposed to norm-referenced) grading, that is, student work compared to an absolute standard, implying that all can ultimately succeed. The use of rubrics and exemplary work displays should be incorporated.</p>

### Recommendations

#### Probationary:

- ☐ Continue Probationary Status  
☐ Continue Probationary Status with Recommendation for Assistance  
☐ Recommend for Permanent Status  
☐ Recommend Non-Re-Employment

#### Temporary:

- ☐ 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<sup>1</sup>.

\_\_\_\_\_  
Administrator      Employee

(Please initial and date above to indicate agreement for Deferral)

<sup>1</sup> **Evaluator and Employee must mutually agree to the third year deferral.**

(Additional information may be attached)

**POSTED**  
RW 4/9/13

Employee's Signature _____		Date <u>3/19/13</u>
Evaluator's Signature _____	Title Principal _____	Date <u>3/19/13</u>
Reviewed by _____	Title _____	Date <u>3/28/13</u>
Reviewed by _____	Title _____	Date <u>3/29/13</u>

Distribution: Personnel File / Evaluator / Employee

July 2007 (Revised 7/1/07)

\*Article 10.5 (c)

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# Fairfield-Suisun Unified School District

 **POSTED**

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

RECEIVED

MAY 22 2012

HUMAN RESOURCES

## 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: **2011-2012** Site/Location:

Date: **April 21, 2012**

\*Standard Selected by the Evaluator:

\*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)]

## Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<b>Connecting students' prior knowledge, life experience, and interests with learning goals</b> 1.1	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.	<u>Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.</u>	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.	<ul style="list-style-type: none"> <li>Reviewed objective/purpose of lesson</li> <li>Short film clip on subject-predicate</li> <li>Mandatory engagement techniques such as stand up, think-pair-share, talk time</li> <li>Group sort activity</li> <li>Do now activity</li> <li>SMART board</li> <li>All students engaged in activity</li> <li>Use of highlighters to highlight the morphs.</li> <li>Students track with their fingers while teacher reads aloud</li> <li>Partner talk</li> <li>Randomly chooses student to share partner discussions</li> <li>Numbered heads together</li> <li>Sentence stems</li> <li>Discussion builders posted on each students' desk</li> <li>Students have assigned roles and responsibilities within their table groups</li> <li>Note taking</li> </ul>
<b>Uses a variety of instructional strategies and resources to respond to students' needs</b> 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.	<u>Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.</u>	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.	
<b>Facilitating learning experiences that promote autonomy, interaction and choice</b> 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.	<u>Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.</u>	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.	
<b>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</b> 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.	<u>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.</u>	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.	
<b>Promoting self-directed, reflective learning for all students</b> 1.5	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.	<u>Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.</u>	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 CSTP			Evidence-Based Rationale for Rating
<i>Creating a physical environment that engages all students</i> 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.	<u>Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.</u>	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.	<ul style="list-style-type: none"> <li>Classroom procedures clearly and explicitly outlined</li> <li>Agenda posted</li> <li>Timed activity- effective pacing</li> <li>Books displayed</li> <li>Key vocabulary posted</li> <li>All students have materials</li> <li>Writing process posted</li> <li>SLANT posted and reinforced</li> <li>Student writing posted</li> <li>Neat and organized room</li> <li>Students arranged in groups of 4</li> <li>Walls are used as teaching tools</li> <li>High levels of mutual respect between teacher and students</li> </ul>
<i>Establishing a climate that promotes fairness and respect</i> 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.	<u>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.</u>	
<i>Promoting social development and group responsibility</i> 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.	<u>Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.</u>	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.	
<i>Establishing and maintaining standards for student behavior</i> 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.	<u>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.</u>	
<i>Planning and implementing classroom procedures and routines that support student learning</i> 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.	<u>Assists and encourages all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.</u>	
<i>Using instructional time effectively</i> 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.	<u>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.</u>	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			Evidence-Based Rationale for Rating
<b>Demonstrating knowledge of subject matter and student development</b>  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.	<u>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.</u>	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).	<ul style="list-style-type: none"> <li>Teacher and students actions are related to the standard/objective</li> <li>Do now activity elicits their own opinion</li> <li>Ties short article with a morphology lesson review</li> <li>Sentence stems</li> <li>A-B partner talk</li> <li>Think-pair-share</li> <li>Numbered heads together</li> <li>Instructional scaffolding</li> <li>Table group activity</li> <li>SMART board use</li> <li>Short film clip</li> </ul>
<b>Organizing curriculum to support student understanding of subject matter</b>  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.	<u>Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.</u>	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.	
<b>Interrelating ideas and information within and across subject matter</b>  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.	<u>Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.</u>	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.	
<b>Developing student understanding through instructional strategies that are appropriate to subject matter</b>  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.	<u>Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.</u>	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.	
<b>Using materials, resources, and technologies to make subject matter accessible to students</b>  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.	<u>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.</u>	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    ☒ 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 CSTP			Evidence-Based Rationale for Rating
<i>Drawing on and valuing students' backgrounds, interests, and developmental learning needs</i> 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.	<u>Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs.</u>	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.	<ul style="list-style-type: none"> <li>• Standard/objective posted</li> <li>• Non-fiction reading article</li> <li>• Students gave opinions and used sentence stems</li> <li>• Partner talk</li> <li>• Prior knowledge connected to lesson</li> <li>• Group activity</li> <li>• Instructional scaffolding- I do, We do, You do</li> <li>• Students able to do independent practice assignment due to effective modeling and guided practice</li> <li>• Clear lesson outcomes</li> </ul>
<i>Establishing and articulating goals for student learning</i> 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.	<u>Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.</u>	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.	
<i>Developing and sequencing instructional activities and materials for student learning</i> 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.	<u>Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs.</u>	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge.	
<i>Designing short-term and long-term plans to foster student learning</i> 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.	<u>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.</u>	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.	
<i>Modifying instructional plans to adjust for student needs</i> 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.	<u>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.</u>	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 Exceeds CSTP  
☐ Progressing Towards CSTP



## Standard 5: Assessing Student Learning

<i>Elements</i>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<b><i>Establishing and communicating learning goals for all students</i></b>  <b>5.1</b>	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.	<u>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.</u>	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.	<ul style="list-style-type: none"> <li>• Standard/objective posted and communicated to students</li> <li>• Informal student observations</li> <li>• Monitors students regularly</li> <li>• Checks for understanding- response cards</li> <li>• Individual student white boards</li> <li>• Reviews student formative assessment data</li> </ul>
<b><i>Collecting and using multiple sources of information to assess student learning</i></b>  <b>5.2</b>	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.	<u>The teacher uses a variety of sources to collect information about student learning and multiple assessment strategies to monitor student progress and inform instruction.</u>	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.	
<b><i>Involving and guiding all students in assessing their own learning</i></b>  <b>5.3</b>	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.	<u>Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.</u>	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.	
<b><i>Using the results of assessment to guide instruction</i></b>  <b>5.4</b>	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.	<u>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.</u>	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.	
<b><i>Communicating with students, families, and other audiences about student progress</i></b>  <b>5.5</b>	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.	<u>Provides students with timely information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.</u>	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.	
						<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input checked="" type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP

## Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<b>Reflecting on teaching practice and planning professional development</b> 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.	<u>Analyzes and reflects on teaching and learning based on evidence gathered. Plans professional development based on reflections and other resources.</u>	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.	<ul style="list-style-type: none"> <li>• Attends site professional development</li> <li>• BTSA</li> <li>• Parent project teacher</li> <li>• School committees</li> <li>• Safe School Ambassadors</li> <li>• Book talks</li> <li>• ELLA</li> <li>• Collaborates with department and grade level</li> <li>• ELAC</li> <li>• LEGACY</li> <li>• Sport-O-Rama</li> <li>• Academic Olympics</li> </ul>
<b>Establishing professional goals and pursuing opportunities to grow professionally</b> 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.	<u>Purposefully pursues opportunities to expand knowledge and skills, and participates in and contributes to the professional community.</u>	Contributes to professional organizations, literature, and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.	
<b>Working with communities to improve professional practice</b> 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.	<u>Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.</u>	Promotes school and community collaborations. Provides students with a range of community experiences that benefit students and/or families.	
<b>Working with families to improve professional practice</b> 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.	<u>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.</u>	
<b>Working with colleagues to improve professional practice</b> 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.	<u>Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.</u>	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for, and contributes to, the learning of other educators.	
<b>Balancing professional responsibilities and maintaining motivation</b> 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.	<u>Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.</u>	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    ☒ Meets or Exceeds CSTP  
☐ Progressing Towards CSTP

Employee School Year 2011-2012

Additional Comments - Employee	Additional Comments - Evaluator
	<div style="border: 1px solid black; width: 50px; height: 20px; margin-bottom: 5px;"></div> <p>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. <span style="border: 1px solid black; display: inline-block; width: 40px; height: 15px; vertical-align: middle;"></span> is an asset to our school!</p>

RecommendationsProbationary:

Continue Probationary Status  
Continue Probationary Status with Recommendation for Assistance  
Recommend for Permanent Status  
Recommend Non-Re-Employment

Temporary:

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<sup>1</sup>. \_\_\_\_\_ date \_\_\_\_\_

Administrator
Employee

(Please initial and date above to indicate agreement for Deferral)

<sup>1</sup> **Evaluator and Employee must mutually agree to the third year deferral.**

Employee's Sig

Evaluator's Sig

Reviewed by

Reviewed by

Distribution: Pers

Title

Title

Title

Date

Date

Date

Date

\*Article 10.5 (c)





# 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"

**POSTED**

JUN 6 2011

## HUMAN RESOURCES

### 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: **2010-2011** Site/Location:

Date: **April 20, 2011**

\*Standard Selected by the Evaluator:

\*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)]

## Standard 1: Engaging and Supporting All Students In Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<b>Connecting students' prior knowledge, life experience, and interests with learning goals</b> 1.1	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.	<u>Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.</u>	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.	<ul style="list-style-type: none"> <li>• Agenda posted</li> <li>• Objective posted</li> <li>• Choral response</li> <li>• Randomization</li> <li>• Hand signals</li> <li>• Learning goals are explicitly explained and reviewed</li> <li>• Ticket out the door</li> <li>• Cornell Notes</li> <li>• Student discussions within their groups</li> </ul> <p><input checked="" type="checkbox"/> really grew in this area over the school year. She continuously uses more and more engagement strategies in her classroom each day.</p> <p><b>Rating (Check One):</b>  <input type="checkbox"/> Does Not Meet CSTP    <input checked="" type="checkbox"/> Meets or Exceeds CSTP  <input type="checkbox"/> Progressing Towards CSTP         </p>
<b>Uses a variety of instructional strategies and resources to respond to students' needs</b> 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.	<u>Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.</u>	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.	
<b>Facilitating learning experiences that promote autonomy, interaction and choice</b> 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.	<u>Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.</u>	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.	
<b>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</b> 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.	<u>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.</u>	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.	
<b>Promoting self-directed, reflective learning for all students</b> 1.5	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.	<u>Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on the process and their progress.</u>	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
<b>Creating a physical environment that engages all students</b> 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.	<u>Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.</u>	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.	<ul style="list-style-type: none"> <li>Routines/transitions are observed to being quick and follow up with student corrections done respectfully</li> <li>Students arranged in groups of 4</li> <li>Use of timer</li> <li>PAT</li> <li>Do now activity</li> <li>Bell to bell instruction</li> </ul> <p>By far the area which [ ] had to concentrate all her time to when she arrived to Sullivan. She was hired mid year after 2 different teachers and [ ]ous substitutes. It was a tough beginning, however [ ] won them over with her warm personality and genuine concern for the students. She made numerous parent phone calls and conferences. [ ] is bilingual so she was able to make connections with parents quickly.</p>
<b>Establishing a climate that promotes fairness and respect</b> 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.	<u>Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.</u>	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.	
<b>Promoting social development and group responsibility</b> 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.	<u>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.</u>	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.	
<b>Establishing and maintaining standards for student behavior</b> 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.	<u>Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's behavior in a respectful way.</u>	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.	
<b>Planning and implementing classroom procedures and routines that support student learning</b> 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.	<u>Assists and encourages students in developing and maintaining equitable routines and procedures.</u>	Assists and encourages all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.	
<b>Using instructional time effectively</b> 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.	<u>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.</u>	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			Evidence-Based Rationale for Rating
<b>Demonstrating knowledge of subject matter and student development</b>  <b>3.1</b>	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.	<u>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.</u>	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).	<ul style="list-style-type: none"> <li>Objectives/standards posted</li> <li>Cornell notes</li> <li>Whiteboard configuration</li> <li>Do now activity</li> <li>Goal setting</li> <li>Use of sentence stems</li> <li>Choral response</li> <li>Students engage techniques</li> <li>Good pacing</li> </ul>
<b>Organizing curriculum to support student understanding of subject matter</b>  <b>3.2</b>	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.	<u>Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.</u>	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.	
<b>Interrelating ideas and information within and across subject matter</b>  <b>3.3</b>	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.	<u>Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.</u>	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.	
<b>Developing student understanding through instructional strategies that are appropriate to subject matter</b>  <b>3.4</b>	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.	<u>Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.</u>	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.	
<b>Using materials, resources, and technologies to make subject matter accessible to students</b>  <b>3.5</b>	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.	<u>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.</u>	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.	
						<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input checked="" type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> 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 CSTP			Evidence-Based Rationale for Rating
<b><i>Drawing on and valuing students' backgrounds, interests, and developmental learning needs</i></b> 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.	<u>Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs.</u>	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.	<ul style="list-style-type: none"> <li>• Uses pacing guide for core replacement instruction</li> <li>• Do now activity- Bell work</li> <li>• Learning goals reviewed</li> <li>• Vocabulary posted</li> <li>• Compound words lesson</li> <li>• Think-pair-share</li> <li>• Cornell notes</li> <li>• Randomization</li> <li>• Checks for understanding</li> </ul>
<b><i>Establishing and articulating goals for student learning</i></b> 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.	<u>Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.</u>	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.	
<b><i>Developing and sequencing instructional activities and materials for student learning</i></b> 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.	<u>Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs.</u>	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge.	
<b><i>Designing short-term and long-term plans to foster student learning</i></b> 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.	<u>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.</u>	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.	
<b><i>Modifying instructional plans to adjust for student needs</i></b> 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.	<u>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.</u>	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 Exceeds CSTP  
☐ Progressing Towards CSTP



## Standard 5: Assessing Student Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<b>Establishing and communicating learning goals for all students</b>  5.1	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.	<u>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.</u>	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.	<ul style="list-style-type: none"> <li>• Standard/objective posted</li> <li>• Randomization</li> <li>• Reviews student benchmark data</li> <li>• Teacher observations</li> <li>• Communicates with parents frequently</li> <li>• Parent conferences</li> <li>• Progress reports/report cards</li> <li>• Specific student feedback</li> <li>• Informal observations</li> <li>• Student goal setting</li> </ul>
<b>Collecting and using multiple sources of information to assess student learning</b> 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.	<u>The teacher uses a variety of sources to collect information about student learning and multiple assessment strategies to monitor student progress and inform instruction.</u>	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.	
<b>Involving and guiding all students in assessing their own learning</b> 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.	<u>Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.</u>	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.	
<b>Using the results of assessment to guide instruction</b>  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.	<u>Uses formal and informal assessments to plan lessons.</u> 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.	
<b>Communicating with students, families, and other audiences about student progress</b>  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.	<u>Provides students with timely information about their current progress and how to improve their work.</u> 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.	
						<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input checked="" type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP

## Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<b>Reflecting on teaching practice and planning professional development</b> 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.	<u>Reflects on the relationship of teaching practice to student learning. Plans professional development based on reflection.</u>	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.	<ul style="list-style-type: none"> <li>• BTSA</li> <li>• School committees</li> <li>• ELAC</li> <li>• Setting Limits in the Classroom</li> <li>• Site professional development</li> <li>• Pearson's training</li> <li>• Department meetings</li> </ul> <p><input type="checkbox"/> 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.</p>
<b>Establishing professional goals and pursuing opportunities to grow professionally</b> 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.	<u>Pursues opportunities to acquire new knowledge and skills and participate in the professional community.</u>	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.	
<b>Working with communities to improve professional practice</b> 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.	<u>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.</u>	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.	
<b>Working with families to improve professional practice</b> 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.	<u>Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.</u>	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.	
<b>Working with colleagues to improve professional practice</b> 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.	<u>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.</u>	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.	
<b>Balancing professional responsibilities and maintaining motivation</b> 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.	<u>Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.</u>	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    ☒ Meets or Exceeds CSTP

☐ Progressing Towards CSTP

Empl

School Year 2010-2011

Additional Comments - Employee	Additional Comments - Evaluator
	<div data-bbox="1003 227 1155 272" style="border: 1px solid black; width: 72px; height: 28px; margin-bottom: 5px;"></div> <p>a 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.</p>

RecommendationsProbationary:

- ☐
☐
☐
☐
- ☐ Continue Probationary Status
  - ☐ Continue Probationary Status with Recommendation for Assistance
  - ☐ Recommend for Permanent Status
  - ☐ Recommend Non-Re-Employment

Temporary:

- ☐
☐
☐
- ☐ 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<sup>1</sup>. \_\_\_\_\_ date \_\_\_\_\_

Administrator
Employee

(Please initial and date above to indicate agreement for Deferral)

<sup>1</sup> ***Evaluator and Employee must mutually agree to the third year deferral.***

(Additional information may be attached)

Employee's Signature

Evaluator's Signature

Reviewed by

Reviewed by

Distribution: Personnel File

Title P

Title

Title

Date 4-22-11Date Apr. 22, 2011Date 6/6/11Date 6/10/11

\*Article 10.5 (c)





# FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT

## 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 1

### 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)



# FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT

## F3 - Certificated Personnel Evaluation Form

2013 - 2014 School Year

Standard 1 : Engaging and Supporting All Students in Learning					
Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP		
<b>1.1</b> <b>Using knowledge of students to engage them in learning</b>	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.
<b>1.2</b> <b>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</b>	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.
<b>1.3</b> <b>Connecting subject</b>	Makes no real-life connections during instruction as identified in	Occasionally connects real-life contexts with subject matter to	Regularly utilizes meaningful, real-life connections to develop	Provides opportunities for students to routinely make	Integrates connections to meaningful, real-life contexts in





# FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT

## F3 - Certificated Personnel Evaluation Form

2013 - 2014 School Year

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
<b>matter to meaningful, real-life contexts</b>	subject matter.	support student understanding.	students' understandings of subject matter.	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.	planning subject matter instruction and is responsive during instruction to actively engage students to make their own connections and to extend their understanding. ✓
<b>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</b>	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.
<b>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</b>	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.



# FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT

## F3 - Certificated Personnel Evaluation Form

2013 - 2014 School Year

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
<b>1.6 Monitoring student learning and adjusting instruction while teaching</b>	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.

### 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, your 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.



# FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT

## F3 - Certificated Personnel Evaluation Form

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 : <input checked="" type="checkbox"/> Meets or Exceeds CSTP					

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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP		
<b>2.1 Creating a physical environment that engages all students</b>	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.
<b>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</b>	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	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.





# FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT

## F3 - Certificated Personnel Evaluation Form

2013 - 2014 School Year

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
<b>2.3</b> <b>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</b>	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.
<b>2.4</b> <b>Creating a rigorous learning environment with high expectations and appropriate support for all students</b>	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.
<b>2.5</b> <b>Developing,</b>	No standards for behavior appear to have been established, or	Basic standards for behavior have been established. Reviews	Develops expectations with some student involvement.	Equitably reinforces expectations and consequences and supports	Facilitates a positive environment 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
<b>communicating, and maintaining high standards for individual and group behavior</b>	students are confused about what the standards are.	standards for behavior with students in anticipation of need for reinforcement. Refers to standards for behavior and applies consequences as needed.	Communicates, models, and explains expectations for individual and group behavior. Monitors student behavior during individual and group work.	students to monitor their own behavior and each others' behavior in a respectful way.	students take an active role in monitoring and maintaining high standards for individual and group behaviors.
<b>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</b>	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.
<b>2.7 Using instructional time to optimize learning</b>	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 self-monitor time on task.
<b>Evidence :</b>					



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Rating : ✓					

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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP		
<b>3.1</b> <b>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</b>	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. ✓
<b>3.2</b> <b>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</b>	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.
<b>3.3</b>	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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<b>Organizing curriculum to facilitate student understanding of the subject matter</b>	facilitate student understanding of the subject matter.	as provided by site and district to support student understanding of subject matter.	matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts.	readiness to learn to organize, sequence, and enhance the curriculum. ✓	curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.
<b>3.4 Utilizing instructional strategies that are appropriate to the subject matter</b>	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. ✓
<b>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make</b>	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	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



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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
subject matter accessible to all students			subject matter.	✓	
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	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.

### Evidence :

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

terms - numbers in a ratio

equivalent ratios - 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 put on the board in the appropriate column



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<p>Directed: Everyone record the number of black beans that were put on the board in the appropriate column (must be less than 10)</p> <p>Teacher directed each group to recite the # of beans they placed on the board and number they recorded in each column</p> <p>Stated: the number you have in both columns makes a ratio, then directed students to add the same number of white and black beans they initially placed on the board a second time (double each amount, then record the new findings- in other words, count the beans)</p> <p>4. Directed students to add the same amount of white and black beans as they initially had 4X - [redacted] called for a clarification and did so verbally -</p> <p>5. [redacted] asked a question projected (prepared) what was the progression of white beans related to black beans</p> <p>3,6,9,12,15/ 9,18,27, 13, 36</p> <p>6. Big question #2</p> <p>Did the relationship between the numbers of white and black beans change as you repeatedly added the original #'s? Come to a group census and justify your answer?</p> <p>Comments (please refer to 2nd observation notes): I was immediately excited about the chance you were taking when you had the manipulatives out on the tables and the students immediately began to work in their respective groups. You did an excellent job walking the students through the progressions 3,6,9,.../6,12,18. Continue to make a concerted effort to let the students work through the content (i.e., Student "L" from the second observation) He was confused and you were attempting to scaffold for and he wanted to give up- at this point press on and say "L," were going to walk through this until we get it buddy, because I bet other people might be a little confused." Pre-prepared sentence frames would have aided all of the students in this particular segment- structure the academic discussions so that the students are utilizing the academic vocabulary you have introduced (you clearly shared all of the vocabulary at the onset of the lesson and directed all of the students to repeat the words back).</p> <p><b>Rating :</b> ✓ Meets or Exceeds CSTP</p>					

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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds 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
<b>Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</b>	or reflect students' backgrounds, experiences, interests, and developmental needs, and do not support students' learning.	standardized test data.	using data from a variety of assessments, as well as information on student academic readiness, language, cultural background, and individual development.	that supports student learning based on the knowledge of the students' diverse learning needs and cultural background.	instruction that promotes access to academic content standards, taking into account students' academic, cultural, and linguistic diversity.
<b>4.2 Establishing and articulating goals for student learning</b>	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.
<b>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</b>	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.
<b>4.4</b>	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
<b>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</b>	address students' diverse learning needs.	strategies suggested by curriculum guidelines.	matter, culturally responsive pedagogy, and students' diverse learning needs to plan and implement appropriately paced instructional activities.	learning styles and meets students' assessed language and learning needs. Provides appropriate support and challenge for students.	repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.
<b>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</b>	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.
<b>Evidence :</b>					
<b>Rating :</b> ✓					

### Standard 5 : Assessing Students for Learning

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP		
<b>5.1 Applying knowledge of the purposes, characteristics, and uses</b>	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	Selects and uses assessments based on a clear understanding of the purposes and characteristics of assessments to support student	Develops and adapts a range of appropriate assessments to address questions about students' learning needs and progress.	Demonstrates purposeful use of a wide range of assessments to support differentiated student 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
<b>of different types of assessments.</b>		types of information about student preparedness, progress, and proficiency.	learning.	Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	progress. Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.
<b>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</b>	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.
<b>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</b>	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.
<b>5.4 Using assessment data to</b>	Assessment data is not appropriately used by the teacher	Uses data from available assessments to establish learning	Uses a variety of formal and informal assessment data to	Uses a wide variety of data to establish goals for content and	Reflects on data to make 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
<b>establish learning goals and to plan, differentiate, and modify instruction</b>	to establish learning goals or to plan, differentiate, and modify instruction.	goals.	establish learning goals for content and academic language.. Regularly plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.	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.	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.
<b>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</b>	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.
<b>5.6 Using available technologies to assist in assessment, analysis, and</b>	Does not use available technologies to assist in assessment, analysis, and communication of student	Uses technologies to implement individual assessments, record results and communicate with administration, colleagues and	Uses technology to design and implement assessments, record and analyze results and communicate student learning	Integrates a variety of technologies into the development, implementation, analysis of assessments, and	Uses a wide range of technologies to design, implement and analyze 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
<b>communication of student learning</b>	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.
<b>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</b>	Does not provide students with feedback through assessment of work. Poor communication of student proficiency and behavior issues to family.	Provides students with feedback through assessment of work and required summative assessments. Notifies families of student proficiencies, challenges, and behavior issues.	Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. Communicates regularly to share communication assessment information that is responsive to individual student and family needs.	Integrates feedback to students from formal and informal assessments in ways that support increased learning. Provides opportunities for two-way communications with families to share student assessments and progress, and to raise issues or concerns	Develops student skills in analyzing assessments of their progress to facilitate and accelerate their learning. Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor.
<b>Evidence :</b>					
<b>Rating :</b> ✓					

### Standard 6 : Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP		
<b>6.1</b>	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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<b>Reflecting on teaching practice in support of student learning</b>	professional growth to support student learning over time or to plan professional development.	his/her teaching practice, assesses growth in these areas, and begins to focus professional development on immediate student learning needs	and with colleagues on the relationship between making adjustments in teaching practice and the impact on the full range of learners	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	individually and with colleagues into teaching practice in relationship to professional growth that supports the full-range of student learning. ✓
<b>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</b>	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.
<b>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</b>	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. ✓
<b>6.4</b>	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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<b>Working with families to support student learning</b>	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.	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	progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the support of their children's learning.	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.	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. ✓
<b>6.5 Engaging local communities in support of the instructional program</b>	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. ✓
<b>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</b>	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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Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP	Meets or Exceeds CSTP
<b>Evidence :</b> 8/6/13 becoming tech savvy training. 8/7/13 tech and common core training. 9/11/13 tech and common core training. 9/25/13 tech and common core training. 10/16/13 tech and common core training. 11/13/13 tech and common core training. Enrolled in Fresno Pacific University course Math 929—facilitating math discussion					
<b>Rating :</b> ✓ Meets or Exceeds CSTP					



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### Evaluator Comments :

[Redacted] has 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 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 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

Evaluator Signature - Apr 3, 2014 @ 02:13:20 PM

Evaluatee Signature - Apr 3, 2014 @ 02:13:20 PM

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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 \_\_\_\_\_

Date: 3/15/12

\*Standard Selected by the Evaluator #4 Planning Instruction

\*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)]

\* 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 CSTP			Evidence-Based Rationale for Rating
<b>Connecting students' prior knowledge, life experience, and interests with learning goals</b> <b>1.1</b>	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.	<p>This evaluation is based on formal observations, informal classroom visits and "walk-throughs", written lesson plans and other teacher-provided information.</p> <p>Standard #1 not selected for the current evaluation cycle.</p> <p><b>Rating (Check One):</b></p> <p><input type="checkbox"/> Does Not Meet CSTP      <input type="checkbox"/> Meets or Exceeds CSTP</p> <p><input type="checkbox"/> Progressing Towards CSTP</p>
<b>Uses a variety of instructional strategies and resources to respond to students' needs</b> <b>1.2</b>	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.	
<b>Facilitating learning experiences that promote autonomy, interaction and choice</b> <b>1.3</b>	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.	
<b>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</b> <b>1.4</b>	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 <u>develop skills in identification and understanding of key concepts and issues.</u> 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.	
<b>Promoting self-directed, reflective learning for all students</b> <b>1.5</b>	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
<b>Creating a physical environment that engages all students</b> 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.	<p>Standard #2 not selected for the current evaluation cycle.</p> <p><b>Rating (Check One):</b></p> <p><input type="checkbox"/> Does Not Meet CSTP      <input type="checkbox"/> Meets or Exceeds CSTP</p> <p><input type="checkbox"/> Progressing Towards CSTP</p>
<b>Establishing a climate that promotes fairness and respect</b> 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.	
<b>Promoting social development and group responsibility</b> 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.	
<b>Establishing and maintaining standards for student behavior</b> 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.	
<b>Planning and implementing classroom procedures and routines that support student learning</b> 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.	
<b>Using instructional time effectively</b> 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.	



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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<b>Demonstrating knowledge of subject matter and student development</b>  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.	<u>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.</u>	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).	<p>_____ goals in the area of this standard included developing additional instructional strategies that motivate and engage students in their learning. Strategies observed include:</p> <ul style="list-style-type: none"> <li>• Use of choral response for key terms like Venn Diagram and Prime Factorization and signals with fingers for student responses/ thumbs up-down.</li> <li>• Use of whiteboards to increase student accountability and provide a check for understanding.</li> <li>• Increased use of Pair Share and student interactions, and some use of Numbered Heads Together (groups of 4)</li> </ul> <p>_____ 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 year _____ has begun to utilize ELLA strategies to teach Tier 2 academic vocabulary.</p> <p>_____ 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 numbers. _____ also 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 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.</p> <p><b>Rating (Check One):</b></p> <p><input type="checkbox"/> Does Not Meet CSTP      <input checked="" type="checkbox"/> Meets or Exceeds CSTP</p> <p><input type="checkbox"/> Progressing Towards CSTP</p>
<b>Organizing curriculum to support student understanding of subject matter</b>  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.	<u>Identifies key concepts, skills, and units/themes to facilitate student understanding and reflect standards and frameworks.</u>	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.	
<b>Interrelating ideas and information within and across subject matter</b>  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.	<u>Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.</u>	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.	
<b>Developing student understanding through instructional strategies that are appropriate to subject matter</b>  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.	<u>Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.</u>	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.	
<b>Using materials, resources, and technologies to make subject matter accessible to students</b>  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.	<u>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.</u>	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	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<b>Drawing on and valuing students' backgrounds, interests, and developmental learning needs</b> 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.	<u>Develops lessons that incorporate students' prior knowledge, interests, instructional, and linguistic learning needs.</u>	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.	<p><input type="checkbox"/> 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 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.</p> <p><input type="checkbox"/> has provided several examples of unit level lesson plans this year as a part of observation and debrief conversations which show attention to and 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 for all students.</p> <p>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.</p> <p><b>Rating (Check One):</b>  <input type="checkbox"/> Does Not Meet CSTP      <input checked="" type="checkbox"/> Meets or Exceeds CSTP  <input type="checkbox"/> Progressing Towards CSTP</p>
<b>Establishing and articulating goals for student learning</b> 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.	<u>Articulates and links goals to instructional activities. Goals are appropriately challenging for most students and represent valuable learning. Expectations for students are generally high.</u>	Ensures that students understand and reflect upon short-term and long-term learning goals. <u>Goals reflect high expectations and challenge students at their level.</u>	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.	
<b>Developing and sequencing instructional activities and materials for student learning</b> 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.	<u>Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills. Considers student linguistic and instructional needs.</u>	Develops and sequences lessons to make connections within and across subject matter areas.	Sequences instruction to help students synthesize and apply new knowledge.	
<b>Designing short-term and long-term plans to foster student learning</b> 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 the curriculum to allow enough time for student learning, review and assessment. Neglects to provide opportunities for all students to learn at their own pace.	<u>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.</u>	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.	
<b>Modifying instructional plans to adjust for student needs</b> 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.	<u>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.</u>	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

<i>Elements</i>	<i>Does Not Meet CSTP</i>	<i>Progressing Towards CSTP</i>	<i>Meets or Exceeds CSTP</i>			<i>Evidence-Based Rationale for Rating</i>
<b><i>Establishing and communicating learning goals for all students</i></b>  <b>5.1</b>	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.	<b>Standard #5 not selected for the current evaluation cycle.</b>  <b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b><i>Collecting and using multiple sources of information to assess student learning</i></b>  <b>5.2</b>	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.	
<b><i>Involving and guiding all students in assessing their own learning</i></b>  <b>5.3</b>	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.	
<b><i>Using the results of assessment to guide instruction</i></b>  <b>5.4</b>	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.	
<b><i>Communicating with students, families, and other audiences about student progress</i></b>  <b>5.5</b>	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
<b>Reflecting on teaching practice and planning professional development</b> 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.	<u>Analyzes and reflects on teaching and learning based on evidence gathered.</u> 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.	<p><input type="checkbox"/> participated in the Grange community in a variety of ways:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Attended Gibson &amp; Associates site training sessions.</li> <li>• Organized field trips for Rush Ranch environmental science experiences for 6<sup>th</sup> grade students. Engaged parents to serve as chaperones.</li> <li>• Attended district-provided Math training throughout year.</li> <li>• Used video recording of authentic classroom instruction to study and reflect upon his professional practice.</li> <li>• Served as Co-Treasurer for P.T.O. and collaborated with parent volunteer in this position.</li> <li>• Organized students to participate in the Grange Clean-up Corp on Friday mornings before school.</li> <li>• Made positive phone calls to parents and families.</li> <li>• Attended concerts and award ceremonies to support Grange students.</li> <li>• Taught math in Wintersession intervention program.</li> <li>• Worked in conjunction with science department to increase personal knowledge and expertise in this content area.</li> </ul> <p>Recommendations for continued development in this standard include:</p> <ul style="list-style-type: none"> <li>• Pursuing additional skills and proficiency with tech tools, and specifically with SmartBoard capabilities and "clickers" as a formative assessment tool.</li> <li>• Continued work on language scaffolding through ELLA vocabulary lessons and ELLA "year 2" development of reading and writing supports.</li> <li>• Continuing and increasing the level of collaboration with 6<sup>th</sup> grade team at the lesson planning level.</li> </ul> <p><b>Rating (Check One):</b></p> <p><input type="checkbox"/> Does Not Meet CSTP      <input checked="" type="checkbox"/> Meets or Exceeds CSTP</p> <p><input type="checkbox"/> Progressing Towards CSTP</p>
<b>Establishing professional goals and pursuing opportunities to grow professionally</b> 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.	<u>Pursues opportunities to acquire new knowledge and skills and participate in the professional community.</u>	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.	
<b>Working with communities to improve professional practice</b> 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.	<u>Uses knowledge of, and strengthens connections with, local communities' cultures, services, and resources to support student learning.</u>	Promotes school and community collaborations. Provides students with a range of community experiences that benefit students and/or families.	
<b>Working with families to improve professional practice</b> 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.	<u>Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.</u>	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.	
<b>Working with colleagues to improve professional practice</b> 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.	<u>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.</u>	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.	
<b>Balancing professional responsibilities and maintaining motivation</b> 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.	<u>Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.</u>	<u>Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.</u>	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 \_\_\_\_\_

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 instruction 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,

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:

- ☐ Continue Probationary Status
- ☐ Continue Probationary Status with Recommendation for Assistance
- ☐ Recommend for Permanent Status
- ☐ Recommend Non-Re-Employment

#### Temporary:

- ☐ 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<sup>1</sup> \_\_\_\_\_ date \_\_\_\_\_

(Please initial and date above to indicate agreement for Deferral: Administrator & Employee Date )

<sup>1</sup> **Evaluator and Employee must mutually agree to the third year deferral.**

(Additional information may be attached)

Employee's Signature \_\_\_\_\_

Date 3/23/12

Evaluator's Signature \_\_\_\_\_

Date 3/23/12

Reviewed by \_\_\_\_\_

Title \_\_\_\_\_

Date 4/23/12

Reviewed by \_\_\_\_\_

Title \_\_\_\_\_

Date 4/26/12

Distribution: Personnel File, Evaluator, Employee

\*Article 10.5 (c)





RECEIVED

"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 24 2010

Fairfield-Suisun Unified School District

POSTED

HUMAN RESOURCES

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: 2009-10 \_\_\_\_\_ Site/Location \_\_\_\_\_

Date: 4-1-10 \_\_\_\_\_

\*Standard Selected by the Evaluator: 1 \_\_\_\_\_

\*Standard Selected by the Unit Member: 2 \_\_\_\_\_

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)]

## Standard 1: Engaging and Supporting All Students In Learning

<i>Elements</i>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<b><i>Connecting students' prior knowledge, life experience, and interests with learning goals</i></b> <i>1.1</i>	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.	-During the Nov. observation [redacted] explained "goes into" 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 [redacted] said, "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 supports students putting miles on their tongues and helps them reinforce ideas that they are learning.
<b><i>Uses a variety of instructional strategies and resources to respond to students' needs</i></b> <i>1.2</i>	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.	-He regularly checks in with RSP teacher who is providing support to several students in a push-in model. [redacted] 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.
<b><i>Facilitating learning experiences that promote autonomy, interaction and choice</i></b> <i>1.3</i>	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 [redacted] 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.	[redacted] 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.
<b><i>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</i></b> <i>1.4</i>	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.	-I observed [redacted] during formal observations on multiple times during informal walkthroughs. He was always respectful to students and provided a clear set of guidelines, procedures, and expectations for students.
<b><i>Promoting self-directed, reflective learning for all students</i></b> <i>1.5</i>	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 CSTP			Evidence-Based Rationale for Rating
<b>Creating a physical environment that engages all students</b> 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.	<p>-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.</p> <p>-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 time you redirected the class about blurting it was polite and gave clear feedback about expectations.</p> <p>-The objective was posted daily and you naturally referred to it twice more during the lesson in Nov. and it is apparent it is part of your regular teaching strategy. Students were made aware of the validity of the concepts and how it would apply to their life (STAR).</p> <p>-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.</p> <p>-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.</p> <p>-Classroom procedures ore posted and in place. Expectations for student behavior was reviewed numerous times during observations in a positive manner.</p> <p>-Students in the class were seated in rows, pairs, and small groups. Students were frequently asked to share 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. [redacted] dealt politely and firmly with the few minor instances of off task behavior.</p>
<b>Establishing a climate that promotes fairness and respect</b> 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.	
<b>Promoting social development and group responsibility</b> 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.	
<b>Establishing and maintaining standards for student behavior</b> 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.	
<b>Planning and implementing classroom procedures and routines that support student learning</b> 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.	
<b>Using instructional time effectively</b> 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  
☒ Meets or Exceeds CSTP  
☐ Progressing Towards CSTP

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

<i>Elements</i>	<i>Does Not Meet CSTP</i>	<i>Progressing Towards CSTP</i>	<i>Meets or Exceeds CSTP</i>			<i>Evidence-Based Rationale for Rating</i>
<b><i>Demonstrating knowledge of subject matter and student development</i></b> 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).	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b><i>Organizing curriculum to support student understanding of subject matter</i></b> 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.	
<b><i>Interrelating ideas and information within and across subject matter</i></b> 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.	
<b><i>Developing student understanding through instructional strategies that are appropriate to subject matter</i></b> 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.	
<b><i>Using materials, resources, and technologies to make subject matter accessible to students</i></b> 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	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<i>Drawing on and valuing students' backgrounds, interests, and developmental learning needs</i> 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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<i>Establishing and articulating goals for student learning</i> 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.	
<i>Developing and sequencing instructional activities and materials for student learning</i> 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.	
<i>Designing short-term and long-term plans to foster student learning</i> 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.	
<i>Modifying instructional plans to adjust for student needs</i> 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

<i>Elements</i>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<b><i>Establishing and communicating learning goals for all students</i></b>  <b>5.1</b>	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.	<b><u>Rating (Check One):</u></b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b><i>Collecting and using multiple sources of information to assess student learning</i></b>  <b>5.2</b>	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.	
<b><i>Involving and guiding all students in assessing their own learning</i></b>  <b>5.3</b>	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.	
<b><i>Using the results of assessment to guide instruction</i></b>  <b>5.4</b>	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.	
<b><i>Communicating with students, families, and other audiences about student progress</i></b>  <b>5.5</b>	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
<b>Reflecting on teaching practice and planning professional development</b> 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.	<p>_____ volunteered to be a department representative for _____ 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 passionate in undertaking this task.</p> <p>_____ also had attended every school function including _____ Night, and the 6<sup>th</sup> grade evening introducing family life to the families of students. He regularly attends sporting events and encourages his, and other, students.</p> <p>He communicates with families through e-mails, 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.</p> <p>In conferences following observations _____ as shared his self-reflections on his teaching techniques and who 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.</p>
<b>Establishing professional goals and pursuing opportunities to grow professionally</b> 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.	
<b>Working with communities to improve professional practice</b> 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.	
<b>Working with families to improve professional practice</b> 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.	
<b>Working with colleagues to improve professional practice</b> 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.	
<b>Balancing professional responsibilities and maintaining motivation</b> 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:   
School Year 2009-10

Additional Comments - Employee	Additional Comments - Evaluator
During the school year I frequently, almost daily, speak with <span style="border: 1px solid black; display: inline-block; width: 20px; height: 15px; vertical-align: middle;"></span> 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 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.	

**Recommendations**

**Probationary:**

Continue Probationary Status

Continue Probationary Status with Recommendation for Assistance

Recommend for Permanent Status

Recommend Non-Re-Employment

**Temporary:**

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

***“Does Not Meet CSTP” Ratings***

Next evaluation of this Permanent Employee is deferred

third school year following the school year of this

evaluation<sup>1</sup> \_\_\_\_\_ date \_\_\_\_\_

(Additional information may be attached)

Employee's Signature			
Evaluator's Signature		Title	Date <u>4/15/10</u>
Reviewed by <u>  <i>CE</i>  </u>		Title	Date <u>4-15-10</u>
Reviewed by _____		Title	Date <u>4/15/10</u>
Distribution: Personnel File / Evaluator / Employee		26/10	Date <u>5.21.21</u>

(Please Initial and date above to indicate agreement for Deferral)

<sup>1</sup> ***Evaluator and Employee must mutually agree to the third year deferral.***

Employee  Position  **POSTED**  
 School  Social Security #   
 Evaluator  Position  School Year 2006-07

Status: Temporary

Rating: U=Unsatisfactory

**STANDARD I – Engaging and Supporting All Students in Learning**

Rating

**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**

Page 2 of 5

Employee

 School Year 2006/07

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

**CERTIFICATED PERSONNEL EVALUATION**Employee School Year 2006/07

<b>STANDARD IV –Planning Instruction and Designing Learning Experiences for All Students</b>	Rating <input type="text"/>	<b>EVIDENCE / COMMENDATIONS / RECOMMENDATIONS</b>
<p>Drawing on and valuing students' backgrounds, interests, and developmental learning needs.</p> <p>Establishing and articulating goals for student learning.</p> <p>Developing and sequencing instructional activities and materials for student learning.</p> <p>Designing short-term and long term plans to foster student learning.</p> <p>Modifying instructional plans to adjust for student needs.</p>	<p><input type="text"/> shows an interest in his students as he moves about the classroom generating enthusiasm. He talks to the students and those who need extra help are quickly accommodated. <input type="text"/> expectations are clear and when students answer his questions he responds with words such as, "beautiful", "excellent", or he asked students to explain their answers. <input type="text"/> directions are clear and his lessons are well sequenced and move students toward understanding.</p>	
<b>STANDARD V – Assessing Student Learning</b>	Rating <input type="text"/>	<b>EVIDENCE / COMMENDATIONS / RECOMMENDATIONS</b>
<p>Establishing and communicating learning goals for students.</p> <p>Collecting and using multiple sources of information to assess student learning.</p> <p>Involving and guiding students in assessing their own learning.</p> <p>Using the results of assessment to guide instruction.</p> <p>Communicating with students/families/others about student progress.</p>	<p>As <input type="text"/> moves about the classroom he visibly assesses his students and speaks to individuals questioning them to lead them to a greater understanding. <input type="text"/> also uses tests and daily assignments to check for comprehension. He communicates with students and parents through progress reports, journals, and personal contact.</p>	

# CERTIFICATED PERSONNEL EVALUATION

Employee

School Year 2006/07

STANDARD VI – Developing as a Professional Educator	Rating <input type="text"/>	EVIDENCE / COMMENDATIONS / RECOMMENDATIONS
<p>Reflecting on teaching practice and planning professional development.</p> <p>Establishing professional goals and pursuing opportunities to grow professionally.</p> <p>Working with communities to improve professional practice.</p> <p>Working with families to improve professional practice.</p> <p>Working with colleagues to improve professional practice.</p>		<p><input type="text"/> has signed up to attend several workshops this year to hone his skills in technology, conflict resolution, and teaching number sense. <input type="text"/> is also taking correspondence courses through <input type="text"/> College. <input type="text"/> attends Professional Learning Community meetings at both the 4<sup>th</sup> and 5<sup>th</sup> 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.</p>

ADDITIONAL COMMENTS - EMPLOYEE	ADDITIONAL COMMENTS – EVALUATOR
	<p>Additional Comments/Evaluator</p> <p><input type="text"/> is a solid member of the <input type="text"/> 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 <input type="text"/>.</p>



**CERTIFICATED PERSONNEL EVALUATION**

Employee

School Year 2006/07

**Recommendations**

**Probationary:**

**Temporary:**

\_\_\_\_\_ Continue Temporary Status

\_\_\_\_\_ Continue Probationary Status with Recommendation for Assistance  
\_\_\_\_\_ Recommendation for

\_\_\_\_\_ Recommend for Permanent Status

Assistance

\_\_\_\_\_ Recommend Non-Re-Employment

\_\_\_\_\_ Continue Permanent Status with Mandated Referral to Voluntary PAR

\_\_\_\_\_ Continue Permanent Status with Mandated Referral to PAR

Additional information may be attached.

Employee's  
Signature

Date

4/17/07

Evaluator's  
Signature

Title

Date

4/17/07

Reviewed  
by

Title

Date

5/7/07

Reviewed  
by

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. 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 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.

- 11.4 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

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

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

**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:**

- 1) 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 this form. A copy shall be provided to the unit member and this original copy of this form shall become a part of the Permanent unit member's evaluation form. [Reference: 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. A copy of the form shall be given to the unit member and this original shall become a part of the final evaluation document.

**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: \_\_\_\_\_

Date: \_\_\_\_\_

\*Standard Selected by the Evaluator: \_\_\_\_\_

\*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

<i>Elements</i>	<i>Does Not Meet CSTP</i>	<i>Progressing Towards CSTP</i>	<i>Meets or Exceeds CSTP</i>			<i>Evidence</i>	<i>Conference Notes</i>
<b><i>Connecting students' prior knowledge, life experience, and interests with learning goals</i></b> <b><i>1.1</i></b>	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.		
<b><i>Uses a variety of instructional strategies and resources to respond to students' needs</i></b> <b><i>1.2</i></b>	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.		
<b><i>Facilitating learning experiences that promote autonomy, interaction and choice</i></b> <b><i>1.3</i></b>	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.		
<b><i>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</i></b> <b><i>1.4</i></b>	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.		
<b><i>Promoting self-directed, reflective learning for all students</i></b> <b><i>1.5</i></b>	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
<b>Creating a physical environment that engages all students</b> 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.		
<b>Establishing a climate that promotes fairness and respect</b> 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.		
<b>Promoting social development and group responsibility</b> 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.		
<b>Establishing and maintaining standards for student behavior</b> 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.		
<b>Planning and implementing classroom procedures and routines that support student learning</b> 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.		
<b>Using instructional time effectively</b> 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.		

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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence	Conference Notes
<b>Demonstrating knowledge of subject matter and student development</b> 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).		
<b>Organizing curriculum to support student understanding of subject matter</b> 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.		
<b>Interrelating ideas and information within and across subject matter</b> 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.		
<b>Developing student understanding through instructional strategies that are appropriate to subject matter</b> 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.		
<b>Using materials, resources, and technologies to make subject matter accessible to students</b> 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

<i>Elements</i>	<i>Does Not Meet CSTP</i>	<i>Progressing Towards CSTP</i>	<i>Meets or Exceeds CSTP</i>			<i>Evidence</i>	<i>Conference Notes</i>
<b>Reflecting on teaching practice and planning professional development</b> 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.		
<b>Establishing professional goals and pursuing opportunities to grow professionally</b> 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.		
<b>Working with communities to improve professional practice</b> 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.		
<b>Working with families to improve professional practice</b> 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.		
<b>Working with colleagues to improve professional practice</b> 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.		
<b>Balancing professional responsibilities and maintaining motivation</b> 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.		

Comments/Commendations/Suggestions

Evaluator	Employee

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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  
Copy 3 – Employee

Employee: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Grade/Subject Area(s): \_\_\_\_\_

Position: \_\_\_\_\_

School Year: \_\_\_\_\_ Site/Location: \_\_\_\_\_

Date: \_\_\_\_\_

\*Standard Selected by the Evaluator: \_\_\_\_\_

\*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 CSTP			Evidence-Based Rationale for Rating
<b>Connecting students' prior knowledge, life experience, and interests with learning goals</b> <b>1.1</b>	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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b>Uses a variety of instructional strategies and resources to respond to students' needs</b> <b>1.2</b>	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.	
<b>Facilitating learning experiences that promote autonomy, interaction and choice</b> <b>1.3</b>	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.	
<b>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</b> <b>1.4</b>	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.	
<b>Promoting self-directed, reflective learning for all students</b> <b>1.5</b>	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
<b>Creating a physical environment that engages all students</b> 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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b>Establishing a climate that promotes fairness and respect</b> 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.	
<b>Promoting social development and group responsibility</b> 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.	
<b>Establishing and maintaining standards for student behavior</b> 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.	
<b>Planning and implementing classroom procedures and routines that support student learning</b> 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.	
<b>Using instructional time effectively</b> 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.	

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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<b>Demonstrating knowledge of subject matter and student development</b> 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).	
<b>Organizing curriculum to support student understanding of subject matter</b> 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.	
<b>Interrelating ideas and information within and across subject matter</b> 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.	
<b>Developing student understanding through instructional strategies that are appropriate to subject matter</b> 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.	
<b>Using materials, resources, and technologies to make subject matter accessible to students</b> 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.	
<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> 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 CSTP			Evidence-Based Rationale for Rating
<b>Drawing on and valuing students' backgrounds, interests, and developmental learning needs</b> 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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b>Establishing and articulating goals for student learning</b> 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.	
<b>Developing and sequencing instructional activities and materials for student learning</b> 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.	
<b>Designing short-term and long-term plans to foster student learning</b> 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.	
<b>Modifying instructional plans to adjust for student needs</b> 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 CSTP			Evidence-Based Rationale for Rating
<b>Establishing and communicating learning goals for all students</b>  5.1	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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b>Collecting and using multiple sources of information to assess student learning</b>  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.	
<b>Involving and guiding all students in assessing their own learning</b>  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.	
<b>Using the results of assessment to guide instruction</b>  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.	
<b>Communicating with students, families, and other audiences about student progress</b>  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.	

## Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<b>Reflecting on teaching practice and planning professional development</b> 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.	
<b>Establishing professional goals and pursuing opportunities to grow professionally</b> 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.	
<b>Working with communities to improve professional practice</b> 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.	
<b>Working with families to improve professional practice</b> 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.	
<b>Working with colleagues to improve professional practice</b> 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.	
<b>Balancing professional responsibilities and maintaining motivation</b> 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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP

Employee \_\_\_\_\_

School Year \_\_\_\_\_

Additional Comments - Employee	Additional Comments - Evaluator

**Recommendations**

**Probationary:**

- \_\_\_\_\_ Continue Probationary Status
- \_\_\_\_\_ Continue Probationary Status with Recommendation for Assistance
- \_\_\_\_\_ Recommend for Permanent Status
- \_\_\_\_\_ Recommend Non-Re-Employment

**Temporary:**

- \_\_\_\_\_ 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<sup>1</sup>. \_\_\_\_\_ date \_\_\_\_\_

(Please initial and date above to indicate agreement for Deferral: Administrator & Employee Date )

<sup>1</sup>. Evaluator and Employee must mutually agree to the third year deferral.

(Additional information may be attached)

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)

# **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.
- 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.

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 prior to 2005/2006 school year and 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)

- 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 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.

- 11.4 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



Fairfield-Suisun Unified School District

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

APPENDIX N

**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:**

- 1) 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 this form. A copy shall be provided to the unit member and this original copy of this form shall become a part of the Permanent unit member's evaluation form. [Reference: 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. A copy of the form shall be given to the unit member and this original shall become a part of the final evaluation document.

**CSTP Standard Selected By Permanent Employee:**

**Standard** \_\_\_\_\_

**Permanent Employee's Signature** \_\_\_\_\_

**Evaluator's Signature** \_\_\_\_\_

**CSTP Standard Selected By Evaluator:**

**Standard** \_\_\_\_\_

**Date** \_\_\_\_\_

**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 Observation Form

(Reference: Collective Bargaining Agreement, Article 10)

Employee: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Grade/Subject Area(s): \_\_\_\_\_

Position: \_\_\_\_\_

School Year: \_\_\_\_\_ Site/Location \_\_\_\_\_

Date: \_\_\_\_\_

\*Standard Selected by the Evaluator \_\_\_\_\_

\*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)

\*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 CSTP			Evidence	Conference Notes
<b>Connecting students' prior knowledge, life experience, and interests with learning goals</b> <i>1.1</i>	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.		
<b>Uses a variety of instructional strategies and resources to respond to students' needs</b> <i>1.2</i>	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.		
<b>Facilitating learning experiences that promote autonomy, interaction and choice</b> <i>1.3</i>	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.		
<b>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</b> <i>1.4</i>	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.		
<b>Promoting self-directed, reflective learning for all students</b> <i>1.5</i>	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
<i>Creating a physical environment that engages all students</i> 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.		
<i>Establishing a climate that promotes fairness and respect</i> 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.		
<i>Promoting social development and group responsibility</i> 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.		
<i>Establishing and maintaining standards for student behavior</i> 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.		
<i>Planning and implementing classroom procedures and routines that support student learning</i> 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.		
<i>Using instructional time effectively</i> 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.		

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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence	Conference Notes
<b>Demonstrating knowledge of subject matter and student development</b> 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).		
<b>Organizing curriculum to support student understanding of subject matter</b> 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.		
<b>Interrelating ideas and information within and across subject matter</b> 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.		
<b>Developing student understanding through instructional strategies that are appropriate to subject matter</b> 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.		
<b>Using materials, resources, and technologies to make subject matter accessible to students</b> 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	Meets or Exceeds CSTP			Evidence	Conference Notes
<i>Drawing on and valuing students' backgrounds, interests, and developmental learning needs</i> 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.		
<i>Establishing and articulating goals for student learning</i> 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.		
<i>Developing and sequencing instructional activities and materials for student learning</i> 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.		
<i>Designing short-term and long-term plans to foster student learning</i> 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.		
<i>Modifying instructional plans to adjust for student needs</i> 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 CSTP			Evidence	Conference Notes
<b>Establishing and communicating learning goals for all students</b>  5.1	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.		
<b>Collecting and using multiple sources of information to assess student learning</b>  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.		
<b>Involving and guiding all students in assessing their own learning</b>  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.		
<b>Using the results of assessment to guide instruction</b>  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.		
<b>Communicating with students, families, and other audiences about student progress</b>  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.		

## Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence	Conference Notes
<i>Reflecting on teaching practice and planning professional development</i> 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.		
<i>Establishing professional goals and pursuing opportunities to grow professionally</i> 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.		
<i>Working with communities to improve professional practice</i> 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.		
<i>Working with families to improve professional practice</i> 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.		
<i>Working with colleagues to improve professional practice</i> 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.		
<i>Balancing professional responsibilities and maintaining motivation</i> 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.		

Comments/Commendations/Suggestions

Evaluator	Employee

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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  
Copy 3 – Employee

Employee: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Grade/Subject Area(s): \_\_\_\_\_

Position: \_\_\_\_\_

School Year: \_\_\_\_\_ Site/Location \_\_\_\_\_

Date: \_\_\_\_\_

\*Standard Selected by the Evaluator \_\_\_\_\_

\*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 CSTP			Evidence-Based Rationale for Rating
<b>Connecting students' prior knowledge, life experience, and interests with learning goals</b> 1.1	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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b>Uses a variety of instructional strategies and resources to respond to students' needs</b> 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.	
<b>Facilitating learning experiences that promote autonomy, interaction and choice</b> 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.	
<b>Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful</b> 1.4	Provides no learning opportunities for students to engage in problem 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.	
<b>Promoting self-directed, reflective learning for all students</b> 1.5	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
<i>Creating a physical environment that engages all students</i> 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.	
<i>Establishing a climate that promotes fairness and respect</i> 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.	
<i>Promoting social development and group responsibility</i> 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.	
<i>Establishing and maintaining standards for student behavior</i> 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.	
<i>Planning and implementing classroom procedures and routines that support student learning</i> 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.	
<i>Using instructional time effectively</i> 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

☐ 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			Evidence-Based Rationale for Rating
<b>Demonstrating knowledge of subject matter and student development</b> 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).	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b>Organizing curriculum to support student understanding of subject matter</b> 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.	
<b>Interrelating ideas and information within and across subject matter</b> 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.	
<b>Developing student understanding through instructional strategies that are appropriate to subject matter</b> 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.	
<b>Using materials, resources, and technologies to make subject matter accessible to students</b> 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	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<i>Drawing on and valuing students' backgrounds, interests, and developmental learning needs</i> 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.	<p><b>Rating (Check One):</b></p> <p><input type="checkbox"/> Does Not Meet CSTP      <input type="checkbox"/> Meets or Exceeds CSTP</p> <p><input type="checkbox"/> Progressing Towards CSTP</p>
<i>Establishing and articulating goals for student learning</i> 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.	
<i>Developing and sequencing instructional activities and materials for student learning</i> 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.	
<i>Designing short-term and long-term plans to foster student learning</i> 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.	
<i>Modifying instructional plans to adjust for student needs</i> 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 CSTP			Evidence-Based Rationale for Rating
<b>Establishing and communicating learning goals for all students</b>  5.1	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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
<b>Collecting and using multiple sources of information to assess student learning</b>  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.	
<b>Involving and guiding all students in assessing their own learning</b>  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.	
<b>Using the results of assessment to guide instruction</b>  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.	
<b>Communicating with students, families, and other audiences about student progress</b>  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.	

### Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<i>Reflecting on teaching practice and planning professional development</i> 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.	
<i>Establishing professional goals and pursuing opportunities to grow professionally</i> 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.	
<i>Working with communities to improve professional practice</i> 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.	
<i>Working with families to improve professional practice</i> 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.	
<i>Working with colleagues to improve professional practice</i> 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.	
<i>Balancing professional responsibilities and maintaining motivation</i> 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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP

Employee \_\_\_\_\_

School Year \_\_\_\_\_

Additional Comments - Employee	Additional Comments - Evaluator

**Recommendations**

**Probationary:**

- \_\_\_\_\_ Continue Probationary Status
- \_\_\_\_\_ Continue Probationary Status with Recommendation for Assistance
- \_\_\_\_\_ Recommend for Permanent Status
- \_\_\_\_\_ Recommend Non-Re-Employment

**Temporary:**

- \_\_\_\_\_ 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<sup>1</sup>. \_\_\_\_\_ date \_\_\_\_\_

(Please initial and date above to indicate agreement for Deferral: Administrator & Employee Date )

<sup>1</sup>. ***Evaluator and Employee must mutually agree to the third year deferral.***

(Additional information may be attached)

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)



**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. 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) 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:

- 1) 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 this 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)]
- 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: \_\_\_\_\_

CSTP Standard Selected By Evaluator: \_\_\_\_\_

Standard \_\_\_\_\_

Standard \_\_\_\_\_

Permanent Employee's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

**Evaluation Deferral Signatures**

The next evaluation of this permanent is deferred 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: \_\_\_\_\_

Date: \_\_\_\_\_

\*Standard Selected by the Evaluator: \_\_\_\_\_

\*Standard 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)

\*A: 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 CSTP			Evidence	Conference Notes
<i>Using knowledge of students to engage them in learning</i> 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.		
<i>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</i> 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.		
<i>Connecting subject matter to meaningful, real-life contexts</i> 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.		



<i>Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</i> 1.4	<p>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.</p>	<p>Uses minimal instructional strategies including technology. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.</p>	<p>Elicits student participation through a variety of instructional strategies including technology intended to match students' academic and linguistic needs. Checks for student understanding.</p>	<p>Uses a repertoire of strategies to meet students' diverse academic and linguistic needs to ensure fullest participation and learning for all students.</p>	<p>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.</p>
<i>Promoting critical thinking through inquiry, problem solving, and reflection.</i> 1.5	<p>Limits questions to recall of factual knowledge. Provides no opportunities for students to engage in critical thinking through inquiry, problem solving, or reflection.</p>	<p>Asks questions that focus on factual knowledge and comprehension and provides some opportunities for students to think critically.</p>	<p>Guides students to think critically through the use of questioning strategies, posing and solving problems, and reflecting on issues in content.</p>	<p>Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives.</p>	<p>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.</p>
<i>Monitoring student learning and adjusting instruction while teaching.</i> 1.6	<p>Instruction is not modified, in spite of evidence that modifications would improve student learning.</p>	<p>Seeks to clarify instructions and learning activities to support student understanding.</p>	<p>Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.</p>	<p>Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.</p>	<p>Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.</p>

## 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
<i>Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.</i> 2.1	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.		
<i>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</i> 2.2	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.		
<i>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</i> 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.		

<p><i>Creating a rigorous learning environment with high expectations and appropriate support for all students</i></p> <p>2.4</p>	<p>High expectations for student learning is not evident. Appropriate scaffolds to address achievement gaps are not implemented. Instruction is not developed for appropriate levels of challenge.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Developing, communicating, and maintaining high standards for individual and group behavior</i></p> <p>2.5</p>	<p>No standards for behavior appear to have been established, or students are confused about what the standards are.</p>	<p>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.</p>	<p>Develops expectations with some student involvement. Communicates, models, and explains expectations for individual and group behavior. Monitors student behavior during individual and group work.</p>	<p>Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each others' behavior in a respectful way.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p>
<p><i>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</i></p> <p>2.6</p>	<p>Has not established routines, procedures, norms, and supports for positive behavior.</p>	<p>Develops procedures and routines. Assists students to learn routines and procedures. Seeks to promote positive behaviors and responds to disruptive behavior.</p>	<p>Establishes and maintains procedures routines, and norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment.</p>	<p>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.</p>	<p>Facilitates students in monitoring and adjusting routines. Classroom climate integrates school standards, promotes positive behaviors, and eliminates most disruptive behavior.</p>
<p><i>Using instructional time to optimize learning</i></p> <p>2.7</p>	<p>Learning activities are not appropriately paced. Poor transitions result in lost instructional time.</p>	<p>Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.</p>	<p>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.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p>	<p>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.</p>

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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence	Conference Notes
<i>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.</i> 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.		
<i>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</i> 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.		
<i>Organizing curriculum to facilitate student understanding of the subject matter.</i> 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.		
<i>Utilizing instructional strategies that are appropriate to the subject matter.</i> 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.		

<p><i>Using and adapting resources, technologies and standards aligned instructional materials, including adopted materials to make subject matter accessible to all students</i></p> <p>3.5</p>	<p>Instructional materials, resources and technologies are not used appropriately.</p>	<p>Uses available instructional materials, resources, and technologies to present concepts and skills.</p>	<p>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.</p>	<p>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.</p>	<p>Engages students in identifying and adapting resources, technologies and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p>		
<p><i>Addressing the needs of English Learners and students with special needs to provide equitable access to the content.</i></p> <p>3.6</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>		

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

<i>Elements</i>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence</b>	<b>Conference Notes</b>
<i>Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</i> 4.1	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.		
<i>Establishing and articulating goals for student learning.</i> 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.		
<i>Developing and sequencing long-term and short-term instructional plans to support student learning.</i> 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.		
<i>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</i> 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.		



<i>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</i>	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

<i>Elements</i>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence</b>	<b>Conference Notes</b>
<i>Applying knowledge of the purposes, characteristics, and uses of different types of assessments.</i> 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.		
<i>Collecting and analyzing assessment data from a variety of sources to inform instruction.</i> 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.	<u>BTSA Integrating</u> 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.		
<i>Reviewing data, both individually and with colleagues, to monitor student learning.</i> 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.		

<p><i>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</i></p> <p>5.4</p>	<p>Assessment data is not appropriately used by the teacher to establish learning goals or to plan, differentiate, and modify instruction.</p>	<p>Uses data from available assessments to establish learning goals.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Involving all students in self-assessment, goal setting, and monitoring progress.</i></p> <p>5.5</p>	<p>Does not involve students in self-assessment, goal setting, and monitoring of their progress.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Using available technologies to assist in assessment, analysis, and communication of student learning.</i></p> <p>5.6</p>	<p>Does not use available technologies to assist in assessment, analysis, and communication of student learning.</p>	<p>Uses technologies to implement individual assessments, record results and communicate with administration, colleagues and families about student learning.</p>	<p>Uses technology to design and implement assessments, record and analyze results and communicate student learning with administration, colleagues, families and students. Ensures that communications are received by those who lack the access to technologies</p>	<p>Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.</p>	<p>Uses a wide range of technologies to design, implement and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.</p>

<p><i>Using assessment information to share timely and comprehensible feedback with students and their families</i></p> <p>567</p>	<p>Does not provide students with feedback through assessment of work. Poor communication of student proficiency and behavior issues to family.</p>	<p>Provides students with feedback through assessment of work and required summative assessments. Notifies families of student proficiencies, challenges, and behavior issues.</p>	<p>Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. Communicates regularly to share communication assessment information that is responsive to individual student and family needs.</p>	<p>Integrates feedback to students from formal and informal assessments in ways that support increased learning. Provides opportunities for two-way communications with families to share student assessments and progress, and to raise issues or concerns</p>	<p>Develops student skills in analyzing assessments of their progress to facilitate and accelerate their learning. Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor.</p>	
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## Standard 6: Developing as a Professional Educator

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence	Conference Notes
<i>Reflecting on teaching practice in support of student learning.</i> 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.		
<i>Establishing professional goals and engaging in continuous and purposeful professional growth and development.</i> 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.		
<i>Collaborating with colleagues and the broader professional community to support teacher and student learning.</i> 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.		
<i>Working with families to support student learning.</i> 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.		

<b>Engaging local communities in support of the instructional program</b> 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.	
<b>Managing professional responsibilities to maintain motivation and commitment to all students</b> 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.	



**Comments/Commendations/Suggestions**

Evaluator	Employee

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

- 
- 
- 

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)

Employee:

Evaluator:

Grade/Subject Area(s):

Position:

School Year: \_\_\_\_\_ Site/Location: \_\_\_\_\_

Date:

\*Standard Selected by the Evaluator:

\*Standard 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 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)]

\* Applies to Permanent Unit Members ONLY

## Standard 1: Engaging and Supporting All Students In Learning

<i>Elements</i>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<i>Using knowledge of students to engage them in learning.</i> 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.	
<i>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.</i> 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.	
<i>Connecting subject matter to meaningful, real-life contexts.</i> 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.	

<p><i>Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</i></p> <p>1.4</p>	<p>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.</p>	<p>Uses minimal instructional strategies including technology. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.</p>	<p>Elicits student participation through a variety of instructional strategies including technology intended to match students' academic and linguistic needs. Checks for student understanding.</p>	<p>Uses a repertoire of strategies to meet students' diverse academic and linguistic needs to ensure fullest participation and learning for all students.</p>	<p>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.</p>
<p><i>Promoting critical thinking through inquiry, problem solving, and reflection.</i></p> <p>1.5</p>	<p>Limits questions to recall of factual knowledge. Provides no opportunities for students to engage in critical thinking through inquiry, problem solving, or reflection.</p>	<p>Asks questions that focus on factual knowledge and provides some opportunities for students to think critically.</p>	<p>Guides students to think critically through the use of questioning strategies, posing and solving problems, and reflecting on issues in content.</p>	<p>Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives.</p>	<p>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.</p>
<p><i>Monitoring student learning and adjusting instruction while teaching.</i></p> <p>1.6</p>	<p>Instruction is not modified, in spite of evidence that modifications would improve student learning.</p>	<p>Seeks to clarify instructions and learning activities to support student understanding.</p>	<p>Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.</p>	<p>Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.</p>	<p>Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.</p>

## 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
<i>Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</i> 2.1	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.	
<i>Creating physical or virtual learning environments that promote student learning, reflect diversity and encourage constructive and productive interactions among students</i> 2.2	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.	
<i>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</i> 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.	

<p><i>Creating a rigorous learning environment with high expectations and appropriate support for all students</i></p> <p>2.4</p>	<p>High expectations for student learning is not evident. Appropriate scaffolds to address achievement gaps are not implemented. Instruction is not developed for appropriate levels of challenge.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Developing, communicating, and maintaining high standards for individual and group behavior</i></p> <p>2.5</p>	<p>No standards for behavior appear to have been established, or students are confused about what the standards are.</p>	<p>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.</p>	<p>Develops expectations with some student involvement. Communicates, models, and explains expectations for individual and group behavior. Monitors student behavior during individual and group work.</p>	<p>Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each others' behavior in a respectful way.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p>
<p><i>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</i></p> <p>2.6</p>	<p>Has not established routines, procedures, norms, and supports for positive behavior.</p>	<p>Develops procedures and routines. Assists students to learn routines and procedures. Seeks to promote positive behaviors and responds to disruptive behavior.</p>	<p>Establishes and maintains procedures routines, and norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment.</p>	<p>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.</p>	<p>Facilitates students in monitoring and adjusting routines. Classroom climate integrates school standards, promotes positive behaviors, and eliminates most disruptive behavior.</p>
<p><i>Using instructional time to optimize learning</i></p> <p>2.7</p>	<p>Learning activities are not appropriately paced. Poor transitions result in lost instructional time.</p>	<p>Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.</p>	<p>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.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p>	<p>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.</p>



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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<b>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.</b> 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.	
<b>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</b> 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.	
<b>Organizing curriculum to facilitate student understanding of the subject matter.</b> 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.	
<b>Utilizing instructional strategies that are appropriate to the subject matter.</b> 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.	

<p><i>Using and adapting resources, technologies and standards aligned instructional materials, including adopted materials to make subject matter accessible to all students</i></p> <p>3.5</p>	<p>Instructional materials, resources and technologies are not used appropriately.</p>	<p>Uses available instructional materials, resources, and technologies to present concepts and skills.</p>	<p>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.</p>	<p>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.</p>	<p>Engages students in identifying and adapting resources, technologies and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p>		
<p><i>Addressing the needs of English Learners and students with special needs to provide equitable access to the content.</i></p> <p>3.6</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>		

## 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
<i>Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</i> 4.1	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.	
<i>Establishing and articulating goals for student learning.</i> 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.	
<i>Developing and sequencing long-term and short-term instructional plans to support student learning.</i> 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.	
<i>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</i> 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.	

<i>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</i> 4:5	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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence-Based Rationale for Rating
<i>Applying knowledge of the purposes, characteristics, and uses of different types of assessments.</i> 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.	
<i>Collecting and analyzing assessment data from a variety of sources to inform instruction.</i> 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.	<u>BTSA Integrating</u> 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.	
<i>Reviewing data, both individually and with colleagues, to monitor student learning.</i> 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.	

<p><i>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</i></p> <p>5.4</p>	<p>Assessment data is not appropriately used by the teacher to establish learning goals or to plan, differentiate, and modify instruction.</p>	<p>Uses data from available assessments to establish learning goals.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Involving all students in self-assessment, goal setting, and monitoring progress.</i></p> <p>5.5</p>	<p>Does not involve students in self-assessment, goal setting, and monitoring of their progress.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><i>Using available technologies to assist in assessment, analysis, and communication of student learning.</i></p> <p>5.6</p>	<p>Does not use available technologies to assist in assessment, analysis, and communication of student learning.</p>	<p>Uses technologies to implement individual assessments, record results and communicate with administration, colleagues and families about student learning.</p>	<p>Uses technology to design and implement assessments, record and analyze results and communicate student learning with administration, colleagues, families and students. Ensures that communications are received by those who lack the access to technologies</p>	<p>Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.</p>	<p>Uses a wide range of technologies to design, implement and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.</p>



<p><i>Using assessment information to share timely and comprehensible feedback with students and their families</i></p>	<p>Does not provide students with feedback through assessment of work. Poor communication of student proficiency and behavior issues to family.</p>	<p>Provides students with feedback through assessment of work and required summative assessments. Notifies families of student proficiencies, challenges, and behavior issues.</p>	<p>Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. Communicates regularly to share communication assessment information that is responsive to individual student and family needs.</p>	<p>Integrates feedback to students from formal and informal assessments in ways that support increased learning. Provides opportunities for two-way communications with families to share student assessments and progress, and to raise issues or concerns</p>	<p>Develops student skills in analyzing assessments of their progress to facilitate and accelerate their learning. Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor.</p>
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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
<i>Reflecting on teaching practice in support of student learning.</i> 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.	
<i>Establishing professional goals and engaging in continuous and purposeful professional growth and development.</i> 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.	
<i>Collaborating with colleagues and the broader professional community to support teacher and student learning.</i> 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.	
<i>Working with families to support student learning.</i> 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.	

<b>Engaging local communities in support of the instructional program</b> 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.
<b>Managing professional responsibilities to maintain motivation and commitment to all students</b> 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.

Employee

School Year

Additional Comments - Employee	Additional Comments - Evaluator

**Recommendations**

**Probationary:**

- ☐ Continue Probationary Status
- ☐ Continue Probationary Status with Recommendation for Assistance
- ☐ Recommend for Permanent Status
- ☐ Recommend Non-Re-Employment

**Temporary:**

- ☐ 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<sup>1</sup>. \_\_\_\_\_ date

Administrator      Employee

(Please initial and date above to indicate agreement for Deferral)

<sup>1</sup> ***Evaluator and Employee must mutually agree to the third year deferral.***

(Additional information may be attached)

Employee's Signature

Evaluator's Signature

Reviewed by

Reviewed by

Title

Title

Title

Date

Date

Date

Date

# **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**

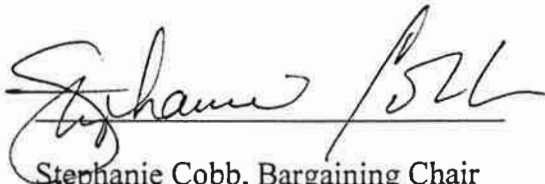


**Fairfield-Suisun Unified School District  
2490 Hilborn Road  
Fairfield, California 94534  
(707) 399-5000**

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

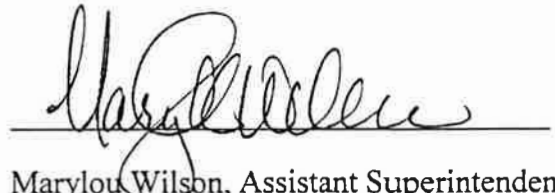
November 12, 2013

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

Date: 11/12/13



Marylou Wilson, Assistant Superintendent  
Fairfield-Suisun Unified School District

Date: 11/12/13



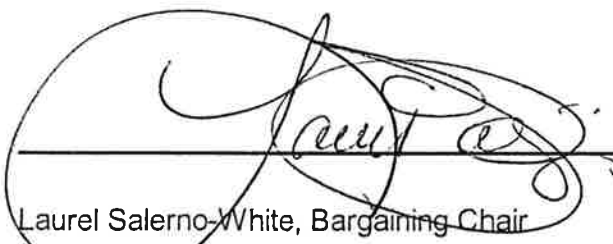
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Memorandum of Understanding  
Between  
Fairfield-Suisun Unified Teachers Association (F-SUTA)  
And  
Fairfield-Suisun Unified School District (FSUSD)

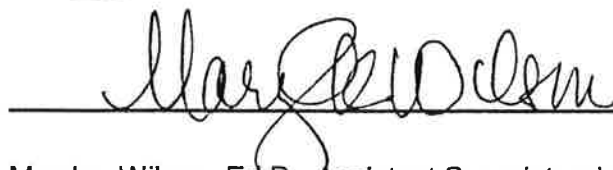
May 30, 2013

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

5/30/13

Date

  
\_\_\_\_\_  
Marylou Wilson, Ed.D., Assistant Superintendent, HR  
Fairfield-Suisun Unified School District

5/30/13

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.
- 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 10.3.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. 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) 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.



## 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:**

- 1) 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 this 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)]
- 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:**

**CSTP Standard Selected By Evaluator:**

Standard \_\_\_\_\_

Standard \_\_\_\_\_

Permanent Employee's Signature \_\_\_\_\_

Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Date \_\_\_\_\_

## Evaluation Deferral Signatures

The next evaluation of this permanent is deferred 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: \_\_\_\_\_

Date: \_\_\_\_\_

\*Standard Selected by the Evaluator: \_\_\_\_\_

\*Standard 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 10.3, 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

<i>Elements</i>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence</b>	<b>Conference Notes</b>
<i>Using knowledge of students to engage them in learning.</i> 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.		
<i>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.</i> 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.		
<i>Connecting subject matter to meaningful, real-life contexts.</i> 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.		



<b>Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</b> 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.		
<b>Promoting critical thinking through inquiry, problem solving, and reflection.</b> 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.		
<b>Monitoring student learning and adjusting instruction while teaching.</b> 1.6	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**

<i>Elements</i>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence</b>	<b>Conference Notes</b>
<i>Creating a physical environment that engages all students.</i> 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.		
<i>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</i> 2.2	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.		
<i>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</i> 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.		

<p><b><i>Creating a rigorous learning environment with high expectations and appropriate support for all students.</i></b></p> <p>2.4</p>	<p>High expectations for student learning is not evident. Appropriate scaffolds to address achievement gaps are not implemented. Instruction is not developed for appropriate levels of challenge.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b><i>Developing, communicating, and maintaining high standards for individual and group behavior.</i></b></p> <p>2.5</p>	<p>No standards for behavior appear to have been established, or students are confused about what the standards are.</p>	<p>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.</p>	<p>Develops expectations with some student involvement. Communicates, models, and explains expectations for individual and group behavior. Monitors student behavior during individual and group work.</p>	<p>Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each others' behavior in a respectful way.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p>	
<p><b><i>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.</i></b></p> <p>2.6</p>	<p>Has not established routines, procedures, norms, and supports for positive behavior.</p>	<p>Develops procedures and routines. Assists students to learn routines and procedures. Seeks to promote positive behaviors and responds to disruptive behavior.</p>	<p>Establishes and maintains procedure, routines, and norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment.</p>	<p>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.</p>	<p>Facilitates students in monitoring and adjusting routines. Classroom climate integrates school standards, promotes positive behaviors, and eliminates most disruptive behavior.</p>	
<p><b><i>Using instructional time to optimize learning.</i></b></p> <p>2.7</p>	<p>Learning activities are not appropriately paced. Poor transitions result in lost instructional time.</p>	<p>Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.</p>	<p>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.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p>	<p>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.</p>	

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

<i>Elements</i>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence</b>	<b>Conference Notes</b>
<i>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.</i> 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.		
<i>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</i> 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.		
<i>Organizing curriculum to facilitate student understanding of the subject matter.</i> 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.		
<i>Utilizing instructional strategies that are appropriate to the subject matter.</i> 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.		

<p><b><i>Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</i></b></p> <p>3.5</p>	<p>Instructional materials, resources and technologies are not used appropriately.</p>	<p>Uses available instructional materials, resources, and technologies to present concepts and skills.</p>	<p>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.</p>	<p>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.</p>	<p>Engages students in identifying and adapting resources, technologies and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter</p>		
<p><b><i>Addressing the needs of English Learners and students with special needs to provide equitable access to the content.</i></b></p> <p>3.6</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>		

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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence	Conference Notes
Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. 4.1	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.		



<b><i>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</i></b> 4.5	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

Elements	Does Not Meet CSTP	Progressing Towards CSTP	Meets or Exceeds CSTP			Evidence	Conference Notes
<i>Applying knowledge of the purposes, characteristics, and uses of different types of assessments.</i> 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.		
<i>Collecting and analyzing assessment data from a variety of sources to inform instruction.</i> 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.		
<i>Reviewing data, both individually and with colleagues, to monitor student learning.</i> 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.		

<p><b>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</b></p> <p>5.4</p>	<p>Assessment data is not appropriately used by the teacher to establish learning goals or to plan, differentiate, and modify instruction.</p>	<p>Uses data from available assessments to establish learning goals.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>		
<p><b>Involving all students in self-assessment, goal setting, and monitoring progress.</b></p> <p>5.5</p>	<p>Does not involve students in self-assessment, goal setting, and monitoring of their progress.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>		
<p><b>Using available technologies to assist in assessment, analysis, and communication of student learning.</b></p> <p>5.6</p>	<p>Does not use available technologies to assist in assessment, analysis, and communication of student learning.</p>	<p>Uses technologies to implement individual assessments, record results and communicate with administration, colleagues and families about student learning.</p>	<p>Uses technology to design and implement assessments, record and analyze results and communicate student learning with administration, colleagues, families and students. Ensures that communications are received by those who lack the access to technologies</p>	<p>Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.</p>	<p>Uses a wide range of technologies to design, implement and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.</p>		

<p><i>Using assessment information to share timely and comprehensible feedback with students and their families.</i></p> <p>5.7</p>	<p>Does not provide students with feedback through assessment of work. Poor communication of student proficiency and behavior issues to family.</p>	<p>Provides students with feedback through assessment of work and required summative assessments. Notifies families of student proficiencies, challenges, and behavior issues.</p>	<p>Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. Communicates regularly to share communication assessment information that is responsive to individual student and family needs.</p>	<p>Integrates feedback to students from formal and informal assessments in ways that support increased learning. Provides opportunities for two-way communications with families to share student assessments and progress, and to raise issues or concerns</p>	<p>Develops student skills in analyzing assessments of their progress to facilitate and accelerate their learning. Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor.</p>		
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## Standard 6: Developing as a Professional Educator

<b>Elements</b>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence</b>	<b>Conference Notes</b>
<b>Reflecting on teaching practice in support of student learning.</b> 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.		
<b>Establishing professional goals and engaging in continuous and purposeful professional growth and development.</b> 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.		
<b>Collaborating with colleagues and the broader professional community to support teacher and student learning.</b> 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.		
<b>Working with families to support student learning.</b> 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.		
<b>Engaging local communities in support of the instructional program.</b> 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.		

<b>Managing professional responsibilities to maintain motivation and commitment to all students.</b> 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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**Comments/Commendations/Suggestions**

<b>Evaluator</b>	<b>Employee</b>

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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)

Employee: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Grade/Subject Area(s): \_\_\_\_\_

Position: \_\_\_\_\_

School Year: \_\_\_\_\_ Site/Location: \_\_\_\_\_

Date: \_\_\_\_\_

\*Standard Selected by the Evaluator: \_\_\_\_\_

\*Standard 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 10.3, 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 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)]

## Standard 1: Engaging and Supporting All Students In Learning

<b>Elements</b>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<b>Using knowledge of students to engage them in learning.</b> <b>1.1</b>	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.	
<b>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</b> <b>1.2</b>	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.	
<b>Connecting subject matter to meaningful, real-life contexts</b> <b>1.3</b>	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.	

<b><i>Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.</i></b> <b>1.4</b>	<p>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.</p>	<p>Uses minimal instructional strategies including technology. Delivers instruction with available resources and materials. Makes minimal adjustments to respond to students' needs.</p>	<p>Elicits student participation through a variety of instructional strategies including technology intended to match students' academic and linguistic needs. Checks for student understanding.</p>	<p>Uses a repertoire of strategies to meet students' diverse academic and linguistic needs to ensure fullest participation and learning for all students.</p>	<p>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.</p>	<p><b>Rating (Check One):</b>  <input type="checkbox"/> Does Not Meet CSTP    <input type="checkbox"/> Meets or Exceeds CSTP  <input type="checkbox"/> Progressing Towards CSTP </p>
<b><i>Promoting critical thinking through inquiry, problem solving, and reflection.</i></b> <b>1.5</b>	<p>Limits questions to recall of factual knowledge. Provides no opportunities for students to engage in critical thinking through inquiry, problem solving, or reflection.</p>	<p>Asks questions that focus on factual knowledge and comprehension and provides some opportunities for students to think critically.</p>	<p>Guides students to think critically through the use of questioning strategies, posing/solving problems, and reflecting on issues in content.</p>	<p>Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives.</p>	<p>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.</p>	
<b><i>Monitoring student learning and adjusting instruction while teaching.</i></b> <b>1.6</b>	<p>Instruction is not modified, in spite of evidence that modifications would improve student learning.</p>	<p>Seeks to clarify instructions and learning activities to support student understanding.</p>	<p>Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.</p>	<p>Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.</p>	<p>Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.</p>	

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

<b>Elements</b>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<b><i>Creating a physical environment that engages all students.</i></b> 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.	
<b><i>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</i></b> 2.2	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.	
<b><i>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</i></b> 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.	

<p><b>Creating a rigorous learning environment with high expectations and appropriate support for all students.</b></p> <p>2.4</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><b>Developing, communicating, and maintaining high standards for individual and group behavior.</b></p> <p>2.5</p>	<p>No standards for behavior appear to have been established, or students are confused about what the standards are.</p>	<p>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.</p>	<p>Develops expectations with some student involvement. Communicates, models, and explains expectations for individual and group behavior. Monitors student behavior during individual and group work.</p>	<p>Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each others' behavior in a respectful way.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p>	
<p><b>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.</b></p> <p>2.6</p>	<p>Has not established routines, procedures, norms, and supports for positive behavior.</p>	<p>Develops procedures and routines. Assists students to learn routines and procedures. Seeks to promote positive behaviors and responds to disruptive behavior.</p>	<p>Establishes and maintains procedure, routines, and norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning environment.</p>	<p>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.</p>	<p>Facilitates students in monitoring and adjusting routines. Classroom climate integrates school standards, promotes positive behaviors, and eliminates most disruptive behavior.</p>	
<p><b>Using instructional time to optimize learning.</b></p> <p>2.7</p>	<p>Learning activities are not appropriately paced. Poor transitions result in lost instructional time.</p>	<p>Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely.</p>	<p>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.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p>	<p>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.</p>	

**Rating (Check One):**

☐ Does Not Meet CSTP    ☐ Meets or Exceeds CSTP

☐ Progressing Towards CSTP

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

<b>Elements</b>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<b>Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.</b> 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.	
<b>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</b> 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.	
<b>Organizing curriculum to facilitate student understanding of the subject matter.</b> 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.	
<b>Utilizing instructional strategies that are appropriate to the subject matter.</b> 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.	

<p><i>Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</i></p> <p>3.5</p>	<p>Instructional materials, resources and technologies are not used appropriately.</p>	<p>Uses available instructional materials, resources, and technologies to present concepts and skills.</p>	<p>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.</p>	<p>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.</p>	<p>Engages students in identifying and adapting resources, technologies and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter</p>	
<p><i>Addressing the needs of English Learners and students with special needs to provide equitable access to the content.</i></p> <p>3.6</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p><b>Rating (Check One):</b></p> <p><input type="checkbox"/> Does Not Meet CSTP    <input type="checkbox"/> Meets or Exceeds CSTP</p> <p><input type="checkbox"/> Progressing Towards CSTP</p>



## 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
<i>Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</i> 4.1	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.	
<i>Establishing and articulating goals for student learning.</i> 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.	
<i>Developing and sequencing long-term and short term instructional plans to support student learning.</i> 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.	
<i>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</i> 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.	

<i>Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</i> 4.5	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.	<p><b><u>Rating (Check One):</u></b></p> <p><input type="checkbox"/> Does Not Meet CSTP    <input type="checkbox"/> Meets or Exceeds CSTP</p> <p><input type="checkbox"/> Progressing Towards CSTP</p>
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## Standard 5: Assessing Student Learning

<b>Elements</b>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<b><i>Applying knowledge of the purposes, characteristics, and uses of different types of assessments.</i></b> 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.	
<b><i>Collecting and analyzing assessment data from a variety of sources to inform instruction.</i></b> 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.	
<b><i>Reviewing data, both individually and with colleagues, to monitor student learning.</i></b> 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.	

<p><i>Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.</i></p> <p>5.4</p>	<p>Assessment data is not appropriately used by the teacher to establish learning goals or to plan, differentiate, and modify instruction.</p>	<p>Uses data from available assessments to establish learning goals.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><i>Involving all students in self-assessment, goal setting, and monitoring progress.</i></p> <p>5.5</p>	<p>Does not involve students in self-assessment, goal setting, and monitoring of their progress.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
<p><i>Using available technologies to assist in assessment, analysis, and communication of student learning.</i></p> <p>5.6</p>	<p>Does not use available technologies to assist in assessment, analysis, and communication of student learning.</p>	<p>Uses technologies to implement individual assessments, record results and communicate with administration, colleagues and families about student learning.</p>	<p>Uses technology to design and implement assessments, record and analyze results and communicate student learning with administration, colleagues, families and students. Ensures that communications are received by those who lack the access to technologies</p>	<p>Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.</p>	<p>Uses a wide range of technologies to design, implement and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.</p>	

<i>Using assessment information to share timely and comprehensible feedback with students and their families.</i> 5.7	Does not provide students with feedback through assessment of work. Poor communication of student proficiency and behavior issues to family.	Provides students with feedback through assessment of work and required summative assessments. Notifies families of student proficiencies, challenges, and behavior issues.	Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. Communicates regularly to share communication assessment information that is responsive to individual student and family needs.	Integrates feedback to students from formal and informal assessments in ways that support increased learning. Provides opportunities for two-way communications with families to share student assessments and progress, and to raise issues or concerns	Develops student skills in analyzing assessments of their progress to facilitate and accelerate their learning. Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor.	<p><b>Rating (Check One):</b></p> <p><input type="checkbox"/> Does Not Meet CSTP    <input type="checkbox"/> Meets or Exceeds CSTP</p> <p><input type="checkbox"/> Progressing Towards CSTP</p>
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## Standard 6: Developing as a Professional Educator

<b>Elements</b>	<b>Does Not Meet CSTP</b>	<b>Progressing Towards CSTP</b>	<b>Meets or Exceeds CSTP</b>			<b>Evidence-Based Rationale for Rating</b>
<b>Reflecting on teaching practice in support of student learning.</b> 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.	
<b>Establishing professional goals and engaging in continuous and purposeful professional growth and development.</b> 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.	
<b>Collaborating with colleagues and the broader professional community to support teacher and student learning.</b> 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.	
<b>Working with families to support student learning.</b> 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.	
<b>Engaging local communities in support of the instructional program.</b> 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.	

<b>Managing professional responsibilities to maintain motivation and commitment to all students.</b> 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.	<b>Rating (Check One):</b> <input type="checkbox"/> Does Not Meet CSTP <input type="checkbox"/> Meets or Exceeds CSTP <input type="checkbox"/> Progressing Towards CSTP
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Employee \_\_\_\_\_

School Year \_\_\_\_\_

**Additional Comments - Employee**

**Additional Comments - Evaluator**

**Recommendations**

**Probationary:**

- \_\_\_\_\_ Continue Probationary Status
- \_\_\_\_\_ Continue Probationary Status with Recommendation for Assistance
- \_\_\_\_\_ Recommend for Permanent Status
- \_\_\_\_\_ Recommend Non-Re-Employment

**Temporary:**

- \_\_\_\_\_ 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<sup>1</sup>. \_\_\_\_\_ date \_\_\_\_\_

Administrator      Employee

(Please Initial and date above to indicate agreement for Deferral)

<sup>1</sup>. **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 \_\_\_\_\_

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

A handwritten signature in cursive script, reading "Michelle Henson", written over a horizontal line.

Michelle Henson  
Asst. Supt. Business Services

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, 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, 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](http://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:

- 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.
- 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
  - 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));
    - 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

- Conduct 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:
  - 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.

*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:

- 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.

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 chapter<sup>1</sup> 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

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<sup>1</sup> 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.

CLAIM FOR PAYMENT Pursuant to Government Code Section 17561 THE STULL ACT			For State Controller Use Only	Program <b>260</b>
(01) Claimant Identification Number			(19) Program Number 00260	
(02) Claimant Name			(20) Date Filed ____/____/____	
County of Location			(21) LRS Input ____/____/____	
Street Address or P.O. Box Suite			(22) SA -1, (03)(A)(f)	
City State Zip Code			(23) SA -1, (03)(B)(f)	
			(24) SA -1, (03)(A)(1)(a)(f)	
			(25) SA -1, (03)(A)(1)(b)(f)	
Type of Claim	Estimated <input type="checkbox"/>	Reimbursement Claim <input type="checkbox"/>	(26) SA -1, (03)(A)(2)(a)(f)	
	Combined <input type="checkbox"/>	Combined <input type="checkbox"/>	(27) SA -1, (03)(A)(2)(b)(f)	
	Amended <input type="checkbox"/>	Amended <input type="checkbox"/>	(28) SA -1, (03)(B)(1)(a)(f)	
			(29) SA -1, (03)(B)(1)(b)(f)	
Fiscal Year of Cost	(06) ____/____	(12) ____/____	(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		(14)	(32) SA -1, (03)(B)(1)(e)(f)	
Less: Prior Claim Payment Received		(15)	(33) SA -1, (05)	
Net Claimed Amount		(16)	(34) SA -1, (06)	
Due from State	(08)	(17)	(35) SA -1, (08)	
Due to State		(18)	(36) SA -1, (09)	
<b>(37) CERTIFICATION OF CLAIM</b>				
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 ( ) - Ext.	
			E-Mail Address	

<b>Program</b> <b>260</b>	<b>THE STULL ACT</b> <b>Certification Claim Form</b> <b>Instructions</b>	<b>FORM</b> <b>FAM-27</b>
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- (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**

<b>Program</b> <b>260</b>	<b>MANDATED COSTS</b> <b>THE STULL ACT</b> <b>CLAIM SUMMARY</b>					<b>FORM</b> <b>SA-1</b>
(01) Claimant			(02) Type of Claim		Fiscal Year	
			Reimbursement <input type="checkbox"/>			
			Estimated <input type="checkbox"/>		___ / ___	
<b>Direct Costs</b>		<b>Object Accounts</b>				
(03)	(a)	(b)	(c)	(d)	(e)	(f)
Reimbursable Components	Salaries and Benefits	Materials and Supplies	Contract Services	Fixed Assets	Travel and Training	Total
<b>A. Certificated Instructional Employees (CIE)</b>		<b>Claim Statistics:</b> Number of CIE's evaluated per (03)(A)(1) and (03)(A)(2)				
1.	<b>Evaluate and assess performance</b> Ed. Code §44662, subd. (b), as amended by Ch. 498/83; Reimbursement period begins fy 1997-98					
a.	Review employee's techniques and strategies					
b.	Evaluation to include assessment of techniques and strategies					
2.	<b>Evaluate and assess CIE who teach certain subjects</b> Ed. Code §44662, subd. (b), as amended by Ch. 4/99; Reimbursement period begins 03/15/99					
a.	Review STAR results					
b.	Assessment based on STAR results					
<b>B. CIE and NIE Employees</b>		<b>Claim Statistics:</b> Number of CIE's and NIE's evaluated per (03)(B)(1)				
1.	<b>Evaluate and assess CIE and NIE employees</b> Ed. Code §44664, subd. (b), as amended by Ch. 498/83; Reimbursement period begins fy 1997-98					
a.	Evaluating and assessing CIE according to certain criteria					
b.	Reducing evaluation to writing					
c.	Transmitting evaluation to CIE					
d.	Attaching response to personnel file					
e.	Discussing evaluation with CIE					
(04) Total Direct Costs						
<b>Indirect Costs</b>						
(05) Indirect Cost Rate				[From J-380 or J-580]	%	
(06) Total Indirect Costs				[Line (05) x line (04)(a)]		
(07) Total Direct and Indirect Costs				[Line (04)(f) + line (06)]		
<b>Cost Reduction</b>						
(08) Less: Offsetting Savings						
(09) Less: Other Reimbursements						
(10) Total Claimed Amount				[Line (07) - {line (08) + line (09)}]		

<b>Program</b> <b>260</b>	<b>THE STULL ACT</b> <b>CLAIM SUMMARY</b> <b>Instructions</b>	<b>FORM</b> <b>SA-1</b>
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- (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.

<b>Program</b> <span style="font-size: 2em; font-weight: bold;">260</span>	<b>MANDATED COSTS</b> <b>THE STULL ACT</b> <b>COMPONENT/ACTIVITY COST DETAIL</b>	<b>FORM</b> <b>SA-2</b>
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(01) Claimant	(02) Fiscal Year
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(03) Reimbursable Components: Check only one box per form to identify the component being claimed.

**A. CIE**

<input type="checkbox"/> Review employee's techniques and strategies	<input type="checkbox"/> Evaluation to include assessment of techniques and strategies
<input type="checkbox"/> Review STR Results	<input type="checkbox"/> Assessment based on STR results

**B. CIE & NIE**

<input type="checkbox"/> Evaluating and assessing CIE according to certain criteria	<input type="checkbox"/> Reducing evaluation to writing	<input type="checkbox"/> Transmitting evaluation to CIE
<input type="checkbox"/> Attaching response to personnel file	<input type="checkbox"/> Discussing evaluation with CIE	

(04) Description of Expenses			Object Accounts				
(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
(05) Total <input type="checkbox"/> Subtotal <input type="checkbox"/> Page: ____ of ____							



<b>Program</b> <b>260</b>	<b>THE STULL ACT</b> <b>COMPONENT/ACTIVITY COST DETAIL</b> <b>Instructions</b>	<b>FORM</b> <b>SA-2</b>
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- (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.
- (04) 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 Accounts	Columns								Submit supporting documents with the claim
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	
<b>Salaries and Benefits</b>									
Salaries	Employee Name/Title	Hourly Rate	Hours Worked	Salaries = Hourly Rate x Hours Worked					
Benefits	Activities Performed	Benefit Rate		Benefits = Benefit Rate x Salaries					
<b>Materials and Supplies</b>	Description of Supplies Used	Unit Cost	Quantity Used		Cost = Unit Cost x Quantity Used				
<b>Contract Services</b>	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
<b>Fixed Assets</b>	Description of Equipment Purchased	Unit Cost	Usage				Cost= Unit Cost x Usage		
<b>Travel and Training</b>	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	
Travel									
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](http://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**

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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 <sup>1</sup>
<u>July 1, 2005, through June 30, 2006</u>			
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	<u>\$ 54,361</u>	39,070	<u>\$ (15,291)</u>
Less amount paid by the State <sup>2</sup>		(54,361)	
Amount paid in excess of allowable costs claimed		<u>\$ (15,291)</u>	
<u>July 1, 2006, through June 30, 2007</u>			
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	<u>\$ 111,932</u>	47,640	<u>\$ (64,292)</u>
Less amount paid by the State <sup>2</sup>		(111,932)	
Amount paid in excess of allowable costs claimed		<u>\$ (64,292)</u>	
<u>July 1, 2007, through June 30, 2008</u>			
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	<u>\$ 120,519</u>	21,533	<u>\$ (98,986)</u>
Less amount paid by the State <sup>2</sup>		(120,519)	
Amount paid in excess of allowable costs claimed		<u>\$ (98,986)</u>	

## Schedule (continued)

Cost Elements	Actual Costs Claimed	Allowable per Audit	Audit Adjustment <sup>1</sup>
<u>July 1, 2010, through June 30, 2011</u>			
Direct costs:			
Salaries and benefits			
Evaluation activities	\$ 87,906	\$ 29,003	\$ (58,903)
Total direct costs	87,906	29,003	(58,903)
Indirect costs	5,107	1,685	(3,422)
Total program costs	<u>\$ 93,013</u>	30,688	<u>\$ (62,325)</u>
Less amount paid by the State <sup>2</sup>		-	
Allowable costs claimed in excess of amount paid		<u>\$ 30,688</u>	
<u>July 1, 2011, through June 30, 2012</u>			
Direct costs:			
Salaries and benefits			
Evaluation activities	\$ 115,983	\$ 28,843	\$ (87,140)
Total direct costs	115,983	28,843	(87,140)
Indirect costs	7,759	1,930	(5,829)
Total program costs	<u>\$ 123,742</u>	30,773	<u>\$ (92,969)</u>
Less amount paid by the State <sup>2</sup>		-	
Allowable costs claimed in excess of amount paid		<u>\$ 30,773</u>	
<u>July 1, 2012, through June 30, 2013</u>			
Direct costs:			
Salaries and benefits			
Evaluation activities	\$ 114,397	\$ 26,348	\$ (88,049)
Total direct costs	114,397	26,348	(88,049)
Indirect costs	7,024	1,618	(5,406)
Total program costs	<u>\$ 121,421</u>	27,966	<u>\$ (93,455)</u>
Less amount paid by the State <sup>2</sup>		-	
Allowable costs claimed in excess of amount paid		<u>\$ 27,966</u>	
<u>Summary: July 1, 2005, through June 30, 2008; and July 1, 2010, through June 30, 2013</u>			
Direct costs:			
Salaries and benefits			
Evaluation activities	\$ 588,343	\$ 185,934	\$ (402,409)
Total direct costs	588,343	185,934	(402,409)
Indirect costs	36,645	11,736	(24,909)
Total program costs	<u>\$ 624,988</u>	197,670	<u>\$ (427,318)</u>
Less amount paid by the State <sup>2</sup>		(286,812)	
Amount paid in excess of allowable costs claimed		<u>\$ (89,142)</u>	

<sup>1</sup> See the Finding and Recommendation section.

<sup>2</sup> 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:

Fiscal Year	Salaries and Benefits			Claimed Indirect Cost Rate	Related Indirect Cost Adjustment <sup>1</sup>	Total Audit Adjustment
	Amount Claimed	Amount Allowable	Audit 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)
	<u>\$ 588,343</u>	<u>\$ 185,934</u>	<u>\$ (402,409)</u>		<u>\$ (24,909)</u>	<u>\$ (427,318)</u>

<sup>1</sup> 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:

Fiscal Year	Number of Completed Evaluations		
	District- 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	<u>2,696</u>	<u>2,574</u>	<u>(122)</u>

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:
  - 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;
  - 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 **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.

### 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 chapter<sup>1</sup> 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.

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<sup>1</sup> 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**

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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:

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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. 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.

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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:

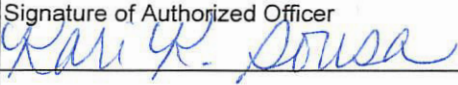
- Claims filed by Fairfield-Suisun Unified School District for The Stull Act (Program 260), for the following fiscal years:

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)

CLAIM FOR PAYMENT Pursuant to Government Code Section 17561 THE STULL ACT			For State Controller Use Only (19) Program Number: 00260 (20) Date Filed <u>JAN 17 2007</u> (21) LRS Input <u>   </u> / <u>   </u> / <u>   </u>		Program <b>260</b>
(01) Claimant Identification Number <b>S48015</b>			Reimbursement Claim Data		
(02) Claimant Name <b>Fairfield-Suisun USD</b>			(22) SA-1, (03)(a)	463	
County of Location <b>Solano</b>			(23) SA-1, (03)(b)	0	
Street Address or P.O. Box <b>2490 Hilborn Road</b>			(24) SA-1, (04)(A)(1)(a)(f)	21,781	
City <b>Fairfield</b>			(25) SA-1, (04)(A)(1)(b)(f)	29,325	
State <b>CA</b>					
Zip Code <b>94534</b>					
Type of Claim	Estimated Claim	Reimbursement Claim	(26) SA-1, (04)(A)(2)(a)(f)	0	
	(03) Estimated <input checked="" type="checkbox"/>	(09) Reimbursement <input checked="" type="checkbox"/>	(27) SA-1, (04)(A)(2)(b)(f)	0	
	(04) Combined <input type="checkbox"/>	(10) Combined <input type="checkbox"/>	(28) SA-1, (04)(B)(1)(a)(f)	0	
	(05) Amended <input type="checkbox"/>	(11) Amended <input type="checkbox"/>	(29) SA-1, (04)(B)(1)(b)(f)	0	
Fiscal Year of Cost	(06) <b>2006 - 2007</b>	(12) <b>2005 - 2006</b>	(30) SA-1, (04)(B)(1)(c)(f)	0	
Total Claimed Amount	(07) <b>\$54,361</b>	(13) <b>\$54,361</b>	(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 Payment Received			(15)	(33) SA-1, (06)	6
Net Claimed Amount			(16) <b>\$54,361</b>	(34) SA-1, (07)	3,255
Due from State	(08) <b>\$54,361</b>	(17) <b>\$54,361</b>	(35) SA-1, (09)	0	
Due to State		(18)	(36) SA-1, (10)	0	
<b>(37) CERTIFICATION OF CLAIM</b>					
In 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.					
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 <u>1/16/07</u>		
Kari Sousa			Assistant Superintendent, Business Svcs.		
Type or Print Name			Title		
(38) Name of Contact Person for Claim			Telephone Number		Ext:
Lucille Ramos (MAXIMUS, Inc.)			(916) 485-8102		108
			E-Mail Address		
			lucilleramos@maximus.com		

<b>Program</b>  <b>260</b>	<b>MANDATED COSTS</b> <b>THE STULL ACT</b> <b>CLAIM SUMMARY</b>					<b>FORM</b>  <b>SA-1</b>
(01) Claimant: Fairfield-Suisun USD			(02) Type of Claim Reimbursement <input checked="checked" type="checkbox"/> <b>X</b> Estimated <input type="checkbox"/>		Fiscal Year 2005 - 2006	
<b>Claim Statistics</b>						
(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
<b>Direct Costs</b>		<b>Object Accounts</b>				
(04)	(a)	(b)	(c)	(d)	(e)	(f)
Reimbursable Components	Salaries and Benefits	Materials and Supplies	Contract Services	Fixed Assets	Travel	Total
<b>A. CIE's</b>						
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>B. CIE's and NIE's</b>						
1. Evaluation/Assessment - Ed Code §44662 , subd. (b), as amended by Ch. 498/83; Reimbursement period begins FY1997-98						
a. Evaluating and assessing CIE per certain criteria						
b. Writing Evaluations						
c. Transmitting evaluation						
d. Attaching to personnel file						
e. Discussing evaluation						
(05) Total Direct Costs	\$51,106					\$51,106
<b>Indirect Costs</b>						
(06) Indirect Cost Rate					[From J-380 or J-580]	6.37%
(07) Total Indirect Costs					[Line (06) x Line (05)(a)]	\$3,255
(08) Total Direct and Indirect Costs					[Line (05)(f) + Line (07)]	\$54,361
<b>Cost Reduction</b>						
(09) Less: Offsetting Savings						
(10) Less: Other Reimbursements						
(11) Total Claimed Amount					[Line (08) - {Line (09) + Line (10)}]	\$54,361



<b>Program</b>  <div style="font-size: 24pt; font-weight: bold;">260</div>	<b>MANDATED COSTS</b>  <b>THE STULL ACT</b>  <b>COMPONENT/ACTIVITY COST DETAIL</b>						<b>FORM</b>  <b>SA-2</b>															
(01) Claimant: <b>Fairfield-Suisun USD</b>					(02) Fiscal Year: <b>2005 - 2006</b>																	
(03) Reimbursable Components: Check only <b>one</b> box per form to identify the component being claimed.																						
<table style="width: 100%; border: none;"> <tr> <td style="width: 15%;">A. CIE</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 35%;">Review employee's techniques and strategies</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> <td style="width: 30%;">Evaluation to include assessment of techniques and strategies</td> </tr> <tr> <td></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Review STR Results</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Assessment based on STR results</td> </tr> </table>								A. CIE	<input checked="" type="checkbox"/>	Review employee's techniques and strategies	<input type="checkbox"/>	Evaluation to include assessment of techniques and strategies		<input type="checkbox"/>	Review STR Results	<input type="checkbox"/>	Assessment based on STR results					
A. CIE	<input checked="" type="checkbox"/>	Review employee's techniques and strategies	<input type="checkbox"/>	Evaluation to include assessment of techniques and strategies																		
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B. CIE & NIE	<input type="checkbox"/>	Evaluating and assessing CIE according to certain criteria	<input type="checkbox"/>	Reducing evaluation to writing																		
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<b><u>Review of the Certificated Employee's Instructional Techniques and Strategies and Adherence to Curricular Objectives. Certificated instructional employees that are evaluated perform state mandated programs listed within the California State Board of Education's Content Standards (K-12) and/or federal mandated programs, compliant with the Elementary and Secondary Education Act.</u></b>																						
		5.25	\$312																			
		4.50	\$323																			
		4.00	\$258																			
		11.00	\$764																			
		4.00	\$243																			
		4.00	\$260																			
		3.50	\$245																			
		12.75	\$836																			
		4.50	\$330																			
		1.50	\$107																			
		9.75	\$640																			
		11.00	\$824																			
		4.00	\$231																			
		7.50	\$523																			
		3.00	\$206																			
		3.50	\$243																			
		7.00	\$484																			
		0.50	\$35																			
		3.00	\$197																			
		0.50	\$34																			
		1.00	\$72																			
		8.30	\$571																			
		0.50	\$35																			
		3.00	\$209																			
		6.36	\$420																			
		1.00	\$67																			
		12.50	\$847																			
		2.00	\$134																			
(05) Total ( ) Subtotal ( )			\$9,448																			

<b>Program</b>  <div style="font-size: 24pt; font-weight: bold;">260</div>	<b>MANDATED COSTS</b>  <b>THE STULL ACT</b>  <b>COMPONENT/ACTIVITY COST DETAIL</b>						<b>FORM</b>  <b>SA-2</b>															
(01) Claimant: <b>Fairfield-Suisun USD</b>					(02) Fiscal Year: <b>2005 - 2006</b>																	
(03) Reimbursable Components: Check only one box per form to identify the component being claimed.																						
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B. CIE & NIE	<input type="checkbox"/>	Evaluating and assessing CIE according to certain criteria	<input type="checkbox"/>	Reducing evaluation to writing																		
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(04) Description of Expenses				Object Accounts																		
(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															
<b><u>Review of the Certificated Employee's Instructional Techniques and Strategies and Adherence to Curricular Objectives. Certificated instructional employees that are evaluated perform state mandated programs listed within the California State Board of Education's Content Standards (K-12) and/or federal mandated programs.</u></b>																						
		9.00	\$641																			
		7.50	\$484																			
		4.50	\$295																			
		2.75	\$166																			
		2.50	\$149																			
		8.75	\$584																			
		7.50	\$531																			
		12.00	\$832																			
		42.00	\$2,772																			
		10.00	\$704																			
		7.47	\$450																			
		10.00	\$600																			
		17.00	\$1,154																			
		5.25	\$364																			
		6.25	\$420																			
		7.50	\$538																			
6.00	\$358																					
4.00	\$247																					
0.50	\$31																					
13.50	\$946																					
1.00	\$68																					
(05) Total ( ) Subtotal ( )		Page: ____ of ____		\$12,333																		

<b>Program</b>  <div style="font-size: 24pt; font-weight: bold;">260</div>	<b>MANDATED COSTS</b>  <b>THE STULL ACT</b>  <b>COMPONENT/ACTIVITY COST DETAIL</b>	<b>FORM</b>  <b>SA-2</b>															
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B. CIE & NIE	<input type="checkbox"/>	Evaluating and assessing CIE according to certain criteria	<input type="checkbox"/>	Reducing evaluation to writing													
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(04) Description of Expenses																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 40%;">(a) Employee Names, Job Classifications, Functions Performed and Description of Expenses</th> <th style="width: 10%;">(b) Hourly Rate or Unit Cost</th> <th style="width: 10%;">(c) Hours Worked or Quantity</th> <th style="width: 10%;">(d) Salaries and Benefits</th> <th style="width: 10%;">(e) Materials and Supplies</th> <th style="width: 10%;">(f) Contract Services</th> <th style="width: 10%;">(g) Fixed Assets</th> <th style="width: 10%;">(h) Travel</th> </tr> </table>			(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							
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<u>Include in the Written Evaluation of the Certificated Instructional Employees, the Assessment of the Instructional Techniques and Strategies, and Adherence to Curricular Objectives.</u> <u>Certificated instructional employees that are evaluated perform state mandated programs listed within the California State Board of Education's Content Standards (K-12) and/or federal mandated programs, compliant with the Elementary and Secondary Education Act.</u>																	
			24.50	\$1,456													
			4.50	\$323													
			4.00	\$258													
			5.50	\$382													
			4.00	\$243													
			4.00	\$260													
			3.50	\$245													
			59.00	\$3,870													
			4.50	\$330													
			2.25	\$161													
			16.50	\$1,236													
			4.00	\$231													
			7.50	\$523													
			8.00	\$550													
			3.50	\$243													
			7.00	\$484													
			0.50	\$35													
			4.25	\$279													
			0.50	\$34													
			1.00	\$72													
			5.00	\$344													
			0.75	\$53													
			3.00	\$209													
			5.25	\$347													
			1.00	\$67													
			24.50	\$1,659													
			of _____	\$13,891													

<b>Program</b>  <div style="font-size: 24pt; font-weight: bold;">260</div>	<b>MANDATED COSTS</b>  <b>THE STULL ACT</b>  <b>COMPONENT/ACTIVITY COST DETAIL</b>						<b>FORM</b>  <b>SA-2</b>
(01) Claimant: <b>Fairfield-Suisun USD</b>					(02) Fiscal Year: <b>2005 - 2006</b>		
(03) Reimbursable Components: Check only <b>one</b> box per form to identify the component being claimed.							
<b>A. CIE</b> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"> <input type="checkbox"/> Review employee's techniques and strategies         </div> <div style="width: 10%; text-align: center;"> <input checked="" type="checkbox"/> </div> <div style="width: 45%;"> <input type="checkbox"/> Review STR Results         </div> <div style="width: 10%; text-align: center;"> <input type="checkbox"/> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"></div> <div style="width: 10%;"></div> <div style="width: 45%;">           Evaluation to include assessment of techniques and strategies         </div> <div style="width: 10%;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;"></div> <div style="width: 10%;"></div> <div style="width: 45%;">           Assessment based on STR results         </div> <div style="width: 10%;"></div> </div>							
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(04) Description of Expenses				Object Accounts			
(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
<u>Include in the Written Evaluation of the</u> <u>Certificated Instructional Employees, the</u> <u>Assessment of the Instructional Techniques</u> <u>and Strategies, and Adherence to</u> <u>Curricular Objectives.</u> <u>Certificated instructional employees that are</u> <u>evaluated perform state mandated</u> <u>programs listed within the California State</u> <u>Board of Educations's Content Standards</u> <u>(K-12) and/or federal mandated programs,</u> <u>compliant with the Elementary and</u> <u>Secondary Education Act.</u>							
		2.00	\$134				
		9.00	\$641				
		7.50	\$484				
		6.75	\$442				
		13.00	\$786				
		2.50	\$149				
		7.00	\$467				
		4.00	\$283				
		6.00	\$416				
		10.00	\$704				
		4.50	\$271				
		20.00	\$1,200				
		34.00	\$2,309				
		14.00	\$972				
		31.50	\$2,119				
		7.50	\$538				
		6.00	\$358				
		4.00	\$247				
		0.50	\$31				
		13.50	\$946				
		1.00	\$68				
		28.50	\$1,870				
(05) Total ( ) Subtotal ( )			Page: _____ of _____	\$15,434			

CLAIM FOR PAYMENT Pursuant to Government Code Section 17561 THE STULL ACT			For State Controller Use Only	Program
			(19) Program Number: 00260	260
			(20) Date Filed <u>FEB 15 2008</u>	
			(21) LRS Input <u>    </u> / <u>    </u> / <u>    </u>	
(01) Claimant Identification Number <b>S48015</b>			Reimbursement Claim Data	
(02) Claimant Name <b>Fairfield-Suisun USD</b>			(22) SA -1, (03)(a)	554
County of Location <b>Solano</b>			(23) SA -1, (03)(b)	554
Street Address or P.O. Box <b>2490 Hilborn Road</b>			(24) SA -1, (04)(A)(1)(a)(f)	80,023
City <b>Fairfield</b>	State <b>CA</b>	Zip Code <b>94534</b>	(25) SA -1, (04)(A)(1)(b)(f)	24,821
Type of Claim	Estimated Claim	Reimbursement Claim	(26) SA -1, (04)(A)(2)(a)(f)	0
	(03) Estimated <input checked="" type="checkbox"/>	(09) Reimbursement <input checked="" type="checkbox"/>	(27) SA -1, (04)(A)(2)(b)(f)	0
	(04) Combined <input type="checkbox"/>	(10) Combined <input type="checkbox"/>	(28) SA -1, (04)(B)(1)(a)(f)	0
	(05) Amended <input type="checkbox"/>	(11) Amended <input type="checkbox"/>	(29) SA -1, (04)(B)(1)(b)(f)	0
Fiscal Year of Cost	(06) <b>2007/2008</b>	(12) <b>2006/2007</b>	(30) SA -1, (04)(B)(1)(c)(f)	0
Total Claimed Amount	(07) <b>\$111,932</b>	(13) <b>\$111,932</b>	(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 Payment Received		(15)	(33) SA -1, (06)	7
Net Claimed Amount		(16) <b>\$111,932</b>	(34) SA -1, (07)	7,087
Due from State	(08) <b>\$111,932</b>	(17) <b>\$111,932</b>	(35) SA -1, (09)	0
Due to State		(18)	(36) SA -1, (10)	0

**(37) CERTIFICATION OF CLAIM**

In 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.

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

*Kari K. Sousa*

Kari Sousa

Type or Print Name

(38) Name of Contact Person for Claim

Lucille Ramos (MAXIMUS, Inc.)

Date

*1/17/08*

Assistant Superintendent, Business Svcs.

Title

(916) 485-8102

Telephone Number

lucilleramos@maximus.com

E-Mail Address

<b>Program</b>  <b>260</b>	<b>MANDATED COSTS</b> <b>THE STULL ACT</b> <b>CLAIM SUMMARY</b>	<b>FORM</b> <b>SA-1</b>
(01) Claimant: Fairfield-Suisun USD		(02) Type of Claim Reimbursement <input checked="checked" type="checkbox"/> X Estimated <input type="checkbox"/>
		Fiscal Year 2006/2007
(03) (a) Number of Certificated Instructional Employees (CIE's) evaluated per (04)(A)		554
Number of CIE's and Non-Instructional Employees (NIE's) evaluated per (04)(B)		0
<b>Direct Costs</b>	<b>Object Accounts</b>	
(04) Reimbursable Components	(a) Salaries and Benefits	(b) Materials and Supplies
	(c) Contract Services	(d) Fixed Assets
	(e) Travel and Training	(f) Total
<b>A. CIE's</b>		
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	\$80,023
b.	Evaluation of techniques and strategies	\$24,821
2	Evaluation/Assessment - Ed. Code §44662, subd. (b), as amended by Ch. 4/99; Reimbursement period begins fy 03/15/99	
a.	Review STAR results	
b.	Assessment per STAR	
<b>B. CIE's and NIE's</b>		
1	Evaluation/Assessment - Ed. Code §44662, subd. (b), as amended by Ch. 498/83; Reimbursement period begins fy 1997-98	
a.	Evaluating and assessing CIE per to certain criteria	
b.	Writing evaluation	
c.	Transmitting evaluation	
d.	Attaching to personnel file	
e.	Discussing evaluation	
(05)	Total Direct Costs	\$104,844
<b>Indirect Costs</b>		
(06)	Indirect Cost Rate	[From J-380 or J-580] 6.76%
(07)	Total Indirect Costs	[Line (06) x line (05)(a)] \$7,087
(08)	Total Direct and Indirect Costs	[Line (05)(f) + line (07)] \$111,932
<b>Cost Reduction</b>		
(09)	Less: Offsetting Savings	
(10)	Less: Other Reimbursements	
(11)	Total Claimed Amount	[Line(08) - {Line (09) + line(10)}] \$111,932

<b>Program</b>	<b>MANDATED COSTS THE STULL ACT</b>						<b>FORM SA-2</b>
<b>260</b>	<b>COMPONENT / ACTIVITY COST DETAIL</b>						
(01) Claimant    Fairfield-Suisun USD				(02) Fiscal year costs were incurred		2006/2007	
(03) Reimbursable Components: Check only <b>one</b> box per form to identify the component being claimed.							
<b>A. CIE</b> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input checked="" type="checkbox"/> Review employee's techniques and strategies         </div> <div> <input type="checkbox"/> Evaluation to include assessment of techniques and strategies         </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Review STR Results         </div> <div> <input type="checkbox"/> Assessment based on STR results         </div> </div>							
<b>B. CIE &amp; NIE</b> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Evaluation and assessing CIE according to certain criteria         </div> <div> <input type="checkbox"/> Reducing evaluation to writing         </div> <div> <input type="checkbox"/> Transmitting evaluation to CIE         </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Attaching response to personnel file         </div> <div> <input type="checkbox"/> Discussing evaluation with CIE         </div> </div>							
(04) Description of Expense: Complete columns (a) through (h)				<b>Object Accounts</b>			
(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
<u>Evaluate and assess the performance of certificated instructional employees that perform the requirements of educational programs mandated by state or federal law, limited to the review of the employees' instructional techniques and strategies and the employees' adherence to curricular objectives.</u> <u>Certificated instructional employees that are evaluated perform state mandated programs listed within the California State Board of Education's Content Standards (K-12) and/or federal mandated programs compliant with the Elementary and Secondary Education Act.</u>							
		40.00	\$2,643				
		23.00	\$1,694				
		8.00	\$532				
		46.00	\$3,278				
		34.00	\$2,442				
		30.00	\$2,054				
		26.00	\$1,681				
		26.00	\$1,737				
		21.00	\$1,307				
		25.50	\$1,982				
		32.16	\$2,289				
		8.04	\$595				
		24.00	\$1,657				
		14.00	\$976				
		29.00	\$2,174				
		22.00	\$1,452				
		48.00	\$3,747				
		14.25	\$1,136				
		16.50	\$1,108				
		84.00	\$6,380				
		12.50	\$820				
		20.50	\$1,503				
		14.74	\$1,084				
		20.10	\$1,386				
		31.00	\$2,074				
		39.50	\$3,153				
		26.00	\$2,008				
		9.00	\$719				
		30.00	\$2,050				
		31.00	\$2,505				
		8.00	\$659				
		24.00	\$1,716				
		37.00	\$2,717				
		4.62	\$359				
		18.00	\$1,329				
		28.00	\$2,138				
		13.50	\$939				
		71.00	\$5,168				
		45.00	\$2,747				
		18.00	\$1,352				
		15.00	\$947				
		24.00	\$1,784				
(05) Total ( )                      Subtotal ( )			Page:      of		\$80,023		



<b>Program</b>  <b>260</b>	<b>MANDATED COSTS</b> <b>THE STULL ACT</b> <b>COMPONENT / ACTIVITY COST DETAIL</b>						<b>FORM</b> <b>SA-2</b>
(01) Claimant    Fairfield-Suisun USD						(02) Fiscal year costs were incurred    2006/2007	
(03) Reimbursable Components: Check only <b>one</b> box per form to identify the component being claimed.							
<b>A. CIE</b> <input type="checkbox"/> Review employee's techniques and strategies <input checked="" type="checkbox"/> Evaluation to include assessment of techniques and strategies <input type="checkbox"/> Review STR Results <input type="checkbox"/> Assessment based on STR results							
<b>B. CIE &amp; NIE</b> <input type="checkbox"/> Evaluation and assessing CIE according to certain criteria <input type="checkbox"/> Reducing evaluation to writing <input type="checkbox"/> Transmitting evaluation to CIE <input type="checkbox"/> Attaching response to personnel file <input type="checkbox"/> Discussing evaluation with CIE							
(04) Description of Expense: Complete columns (a) through (h)						Object Accounts	
(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
<u>Certificated instructional employees evaluated below perform state mandated programs listed within the California State Board of Education's Content Standards (K-12) and/or federal mandated programs compliant with the Elementary and Secondary Education Act.</u> <u>Include in the written evaluation, the assessment of these factors. (Ed. Code § 44662, subd. (b), as amended by Stats. 1983, ch. 498).</u> <u>Certificated instructional employees that are evaluated perform state mandated programs listed within the California State Board of Education's Content Standards (K-12) and/or federal mandated programs, compliant with the Elementary and Secondary Education Act.</u>							
		10.00	\$661				
		11.50	\$847				
		6.00	\$399				
		11.50	\$826				
		18.00	\$1,233				
		5.50	\$342				
		6.50	\$505				
		4.00	\$285				
		2.52	\$186				
		5.04	\$348				
		7.00	\$488				
		5.50	\$363				
		6.00	\$468				
		2.64	\$194				
		3.96	\$273				
		12.00	\$803				
		19.50	\$1,557				
		4.50	\$359				
		9.50	\$649				
		8.50	\$687				
		4.00	\$329				
		8.00	\$572				
		66.00	\$4,847				
		3.50	\$272				
		5.25	\$401				
		14.00	\$974				
		15.00	\$1,092				
		11.00	\$672				
		12.45	\$935				
		6.00	\$379				
		10.50	\$781				
		12.45	\$935				
		6.00	\$379				
		10.50	\$781				
(05) Total ( )    Subtotal ( )			\$24,821				

**CLAIM FOR PAYMENT**  
**Pursuant to Government Code Section 17561**  
**THE STULL ACT**

**For State Controller Use Only**

(19) Program Number: 00260  
 (20) Date Filed FEB 05 2009  
 (21) LRS Input \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Program****260**

(01) Claimant Identification Number <b>S48015</b>			<b>Reimbursement Claim Data</b>	
(02) Claimant Name <b>Fairfield-Suisun USD</b>			(22) SA -1, (03)(a)	<b>1097</b>
County of Location <b>Solano</b>			(23) SA -1, (03)(b)	<b>0</b>
Street Address or P.O. Box <b>2490 Hilborn Road</b>			(24) SA -1, (04)(A)(1)(a)(f)	<b>114,106</b>
City <b>Fairfield</b>	State <b>CA</b>	Zip Code <b>94534</b>	(25) SA -1, (04)(A)(1)(b)(f)	<b>0</b>
<b>Type of Claim</b>	<b>Estimated Claim</b>	<b>Reimbursement Claim</b>	(26) SA -1, (04)(A)(2)(a)(f)	<b>0</b>
	(03) Estimated <input type="checkbox"/>	(09) Reimbursement <input checked="" type="checkbox"/>	(27) SA -1, (04)(A)(2)(b)(f)	<b>0</b>
	(04) Combined <input type="checkbox"/>	(10) Combined <input type="checkbox"/>	(28) SA -1, (04)(B)(1)(a)(f)	<b>0</b>
	(05) Amended <input type="checkbox"/>	(11) Amended <input type="checkbox"/>	(29) SA -1, (04)(B)(1)(b)(f)	<b>0</b>
<b>Fiscal Year of Cost</b>	(06)	(12) <b>2007/2008</b>	(30) SA -1, (04)(B)(1)(c)(f)	<b>0</b>
<b>Total Claimed Amount</b>	(07)	(13) <b>\$120,519</b>	(31) SA -1, (04)(B)(1)(d)(f)	<b>0</b>
<b>Less: 10% Late Penalty</b>		(14)	(32) SA -1, (04)(B)(1)(e)(f)	<b>0</b>
<b>Less: Prior Claim Payment Received</b>		(15)	(33) SA -1, (06)	<b>6</b>
<b>Net Claimed Amount</b>		(16) <b>\$120,519</b>	(34) SA -1, (07)	<b>6,413</b>
<b>Due from State</b>	(08)	(17) <b>\$120,519</b>	(35) SA -1, (09)	<b>0</b>
<b>Due to State</b>		(18)	(36) SA -1, (10)	<b>0</b>


**(37) CERTIFICATION OF CLAIM**

In 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.

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**

  
**Kelly Morgan**  
 Type or Print Name

(38) Name of Contact Person for Claim

**Kimberley T.T. Nguyen (MAXIMUS)****Date**2/4/09**Assistant Superintendent, Business Services**

Title

**(916) 471-5516**

Telephone Number

**KimberleyNguyen@MAXIMUS.com**

E-Mail Address

<b>Program</b>  <b>260</b>	<b>MANDATED COSTS THE STULL ACT CLAIM SUMMARY</b>						<b>FORM SA-1</b>
(01) Claimant: Fairfield-Suisun USD				(02) Type of Claim Reimbursement <input checked="checked" type="checkbox"/> X Estimated <input type="checkbox"/>		Fiscal Year 2007/2008	
(03) (a) Number of Certificated Instructional Employees (CIE's) evaluated per (04)(A)						<b>1097</b>	
Number of CIE's and Non-Instructional Employees (NIE's) evaluated per (04)(B)						<b>0</b>	
<b>Direct Costs</b>		<b>Object Accounts</b>					
(04) Reimbursable Components	(a) Salaries and Benefits	(b) Materials and Supplies	(c) Contract Services	(d) Fixed Assets	(e) Travel and Training	(f)  Total	
<b>A. CIE's</b>							
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	\$114,106					\$114,106
b.	Evaluation of techniques and strategies						
2	Evaluation/Assessment - Ed. Code §44662, subd. (b), as amended by Ch. 4/99; Reimbursement period begins fy 03/15/99						
a.	Review STAR results						
b.	Assessment per STAR						
<b>B. CIE's and NIE's</b>							
1	Evaluation/Assessment - Ed. Code §44662, subd. (b), as amended by Ch. 498/83; Reimbursement period begins fy 1997-98						
a.	Evaluating and assessing CIE per to certain criteria						
b.	Writing evaluation						
c.	Transmitting evaluation						
d.	Attaching to personnel file						
e.	Discussing evaluation						
(05) Total Direct Costs	\$114,106						\$114,106
<b>Indirect Costs</b>							
(06) Indirect Cost Rate	[From J-380 or J-580]						5.62%
(07) Total Indirect Costs	[Line (06) x line (05)(a)]						\$6,413
(08) Total Direct and Indirect Costs	[Line (05)(f) + line (07)]						\$120,519
<b>Cost Reduction</b>							
(09) Less: Offsetting Savings							
(10) Less: Other Reimbursements							
(11) Total Claimed Amount	[Line(08) - {Line (09) + line(10)}]						\$120,519



Program

260

MANDATED COSTS  
THE STULL ACTFORM  
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	<input checked="" type="checkbox"/>	Review employee's techniques and strategies	<input type="checkbox"/>	Evaluation to include assessment of techniques and strategies
	<input type="checkbox"/>	Review STR Results	<input type="checkbox"/>	Assessment based on STR results
B. CIE & NIE	<input type="checkbox"/>	Evaluation and assessing CIE according to certain criteria	<input type="checkbox"/>	Reducing evaluation to writing
	<input type="checkbox"/>	Attaching response to personnel file	<input type="checkbox"/>	Discussing evaluation with CIE
	<input type="checkbox"/>		<input type="checkbox"/>	Transmitting evaluation to CIE

(04) Description of Expense: Complete columns (a) through (h)

## Object Accounts

(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
<b>A. Certificated Instructional Employees</b> <b>(Reimbursement Period: July 1, 1997)</b> <b>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 employees and the employee's adherence to curricular objectives. (Ed. Code § 44662, subd. (b), as amended by Stats. 1983, ch. 498)</b> <b>Reimbursement for this activity is limited to:</b> <b>a. Reviewing the employee's instructional techniques and strategies and adherence to curricular objectives.</b> <b>and</b>	\$70.14	13.50	\$947				
	\$70.14	112.50	\$7,890				
	\$72.04	30.00	\$2,161				
	\$77.87	24.00	\$1,869				
	\$64.00	12.00	\$768				
	\$74.05	10.50	\$778				
	\$69.17	69.00	\$4,773				
	\$69.96	21.00	\$1,469				
	\$71.39	114.00	\$8,139				
	\$70.22	103.50	\$7,268				
	\$70.52	9.00	\$635				
	\$70.14	64.50	\$4,524				
	\$65.68	3.00	\$197				
	\$76.91	37.50	\$2,884				
	\$63.75	81.00	\$5,164				
	\$77.19	3.00	\$232				
	\$63.71	24.00	\$1,529				
	\$60.25	30.00	\$1,808				
	\$63.08	10.50	\$662				
	\$71.49	25.50	\$1,823				
	\$78.81	73.50	\$5,792				
	\$70.14	30.00	\$2,104				
	\$63.66	10.50	\$668				
	\$65.94	9.00	\$593				
	\$60.25	10.50	\$633				
	\$68.16	60.00	\$4,090				
	\$68.16	36.00	\$2,454				
	\$75.16	45.00	\$3,382				
	\$66.97	6.00	\$402				
	\$74.05	43.50	\$3,221				
	\$70.69	39.00	\$2,757				
	\$60.23	75.00	\$4,517				
	\$69.41	22.50	\$1,562				
	\$67.55	49.50	\$3,344				
	\$68.93	33.00	\$2,275				
	\$77.32	22.50	\$1,740				
	\$68.42	25.50	\$1,745				
	\$70.14	82.50	\$5,786				
	\$61.29	67.50	\$4,137				
	\$68.16	42.00	\$2,863				
	\$70.14	64.50	\$4,524				
(05) Total ( )	Subtotal ( )	Page: ____ of ____	\$114,106				

**New 12/05**

Program

260

MANDATED COSTS  
THE STULL ACTFORM  
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

☐ Review employee's techniques  
and strategies☐ Evaluation to include assessment  
of techniques and strategies☒ Review STR Results☐ Assessment based on STR results

## B. CIE &amp; NIE

☐ Evaluation and assessing CIE  
according to certain criteria☐ Reducing evaluation to writing☐ Transmitting evaluation to CIE☐ Attaching response to  
personnel file☐ Discussing evaluation with CIE

(04) Description of Expense: Complete columns (a) through (h)

## Object Accounts

(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
No Activity							
(05) Total ( )	Subtotal ( )	Page: ____ of ____					

<b>Program</b>  <b>260</b>	<b>MANDATED COSTS</b> <b>THE STULL ACT</b> <b>COMPONENT / ACTIVITY COST DETAIL</b>						<b>FORM</b> <b>SA-2</b>
(01) Claimant    Fairfield-Suisun USD				(02) Fiscal year costs were incurred    2007/2008			
(03) Reimbursable Components: Check only <b>one</b> box per form to identify the component being claimed.							
<b>A. CIE</b> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Review employee's techniques and strategies         </div> <div> <input type="checkbox"/> Evaluation to include assessment of techniques and strategies         </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Review STR Results         </div> <div> <input checked="" type="checkbox"/> Assessment based on STR results         </div> </div>							
<b>B. CIE &amp; NIE</b> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Evaluation and assessing CIE according to certain criteria         </div> <div> <input type="checkbox"/> Reducing evaluation to writing         </div> <div> <input type="checkbox"/> Transmitting evaluation to CIE         </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Attaching response to personnel file         </div> <div> <input type="checkbox"/> Discussing evaluation with CIE         </div> </div>							
(04) Description of Expense: Complete columns (a) through (h)				<b>Object Accounts</b>			
(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
No Activity							
(05) Total ( )                      Subtotal ( )			Page: ____ of ____				



**New 12/05**

Program

260

MANDATED COSTS  
THE STULL ACTFORM  
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

☐Review employee's techniques  
and strategies☐Evaluation to include assessment  
of techniques and strategies☐

Review STR Results

☐

Assessment based on STR results

## B. CIE &amp; NIE

☐Evaluation and assessing CIE  
according to certain criteria☒

Reducing evaluation to writing

☐

Transmitting evaluation to CIE

☐Attaching response to  
personnel file☐

Discussing evaluation with CIE

(04) Description of Expense: Complete columns (a) through (h)

## Object Accounts

(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
No Activity							

(05) Total ( )

Subtotal ( )

Page: \_\_\_\_ of \_\_\_\_

Program

260

## MANDATED COSTS

## THE STULL ACT

## COMPONENT / ACTIVITY COST DETAIL

FORM  
SA-2

(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

☐Review employee's techniques  
and strategies☐Evaluation to include assessment  
of techniques and strategies☐

Review STR Results

☐

Assessment based on STR results

## B. CIE &amp; NIE

☐Evaluation and assessing CIE  
according to certain criteria☐

Reducing evaluation to writing

☒

Transmitting evaluation to CIE

☐Attaching response to  
personnel file☐

Discussing evaluation with CIE

(04) Description of Expense: Complete columns (a) through (h)

## Object Accounts

(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
No Activity							

(05) Total ( )

Subtotal ( )

Page: \_\_\_\_ of \_\_\_\_

New 12/05

**New 12/05**



**THE STULL ACT  
CLAIM FOR PAYMENT**

F Date Controller Use Only

(19) Program Number 00260  
(20) Date Filed  
(21) LRS Input

2-15-12

**Program  
260**

(01) Claimant Identification Number <b>S48015</b>			<b>Reimbursement Claim Data</b>	
(02) Claimant Name <b>Fairfield-Suisun USD</b>			(22) FORM 1, (04) A. (f)	<b>43,213</b>
County of Location <b>Solano</b>			(23) FORM 1, (04) B. (f)	<b>3,224</b>
Street Address of P.O. Box <b>2490 Hilborn Road</b>			(24) FORM 1, (04) C. (f)	<b>41,428</b>
City <b>Fairfield</b>	State <b>CA</b>	Zip Code <b>94534</b>	(25) FORM-1, (04) D. (f)	
Type of Claim (03) (09) Reimbursement <input checked="" type="checkbox"/> (04) (10) Combined <input type="checkbox"/> (05) (11) Amended <input type="checkbox"/>			(26) FORM 1, (04) E. (f)	<b>40</b>
			(27) FORM 1, (04) F. (f)	
			(28) FORM 1, (04) G. (f)	
			(29) FORM-1, (04) H. (f)	
Fiscal Year of Cost	(06)	(12) <b>2010-2011</b>	(30) FORM 1, (04) I. (f)	
Total Claimed Amount	(07)	(13) <b>\$93,013</b>	(31) FORM 1, (05)	<b>87,905</b>
Less: 10% Late Penalty (Refer to attached instructions)			(14)	(32) FORM 1, (06) <b>6%</b>
Less: Prior Claim Payment Received			(15)	(33) FORM 1, (08) <b>93,013</b>
Net Claimed Amount			(16)	(34) FORM 1, (09) <b>\$93,013</b>
Due from State	(08)	(17) <b>\$93,013</b>	(35) FORM 1, (10)	
Due to State		(18)	(36)	

**(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

**Kelly Morgan Asst. Supt. Business Svcs.**

E-mail Address **KellyM@fsusd.k12.ca.us**

Type or Print Name and Title of Authorized Signatory

(38) Name of Agency Contact Person for Claim

Telephone Number **(916) 243-8913**

**Jolene Tollenaar**

E-mail Address **jtollena@mgtamer.com**

Name of Consulting Firm / Claim Preparer

Telephone Number **(916) 443-3411**

**MGT of America**

E-mail Address **jtollena@mgtamer.com**

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



(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year 2010-2011

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**A. CIE**

**B. CIE & NIE**

- ☒ Reviewing Employee's Techniques and Strategies
- ☐ Reviewing STR Results
- ☐ Evaluating to Include Assessment of Techniques and Strategies
- ☐ Assessing Based on STR Results

- ☐ Evaluating and Assessing CIE Based on Certain Criteria
- ☐ Attaching Response to Personnel File
- ☐ Reducing Evaluation to Writing
- ☐ Discussing Evaluation with CIE
- ☐ Transmitting Evaluation to CIE

(04) Description of Expenses

**Object Accounts**

(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
Reviewing the CIE's instructional techniques and strategies 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 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.							
		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	\$1,260				

(05) Total ☒ Subtotal ☐ Page: 1 of 2 \$24,323

(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year 2010-2011

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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 & NIE**

- ☐ Evaluating and Assessing CIE Based on Certain Criteria
- ☐ Attaching Response to Personnel File
- ☐ Reducing Evaluation to Writing
- ☐ Discussing Evaluation with CIE
- ☐ Transmitting Evaluation to CIE

**(04) Description of Expenses**

**Object Accounts**

(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
<p>Reviewing the CIE's instructional techniques and strategies and adherence to curricular objectives.</p> <p>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.</p>							
		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	\$1,440				
		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				

(05) Total

☒ Subtotal ☐

Page: 2 of 2

**\$18,890**

(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year

2010-2011

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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 & NIE**

- ☐ Evaluating and Assessing CIE Based on Certain Criteria
- ☐ Attaching Response to Personnel File
- ☐ Reducing Evaluation to Writing
- ☐ Discussing Evaluation with CIE
- ☐ Transmitting Evaluation to CIE

**(04) Description of Expenses**

**Object Accounts**

(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
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.							
		16.00	\$1,216				
		18.00	\$1,314				
		2.00	\$138				
		15.00	\$1,305				
		27.00	\$2,214				
		12.50	\$925				
		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	\$1,463				
		15.00	\$1,110				
		10.00	\$840				
		8.00	\$344				
		10.50	\$819				
		21.00	\$1,890				

(05) Total

☒

Subtotal

Page: 1 of 2

\$24,453

Program  
260

THE STULL ACT  
ACTIVITY COST DETAIL

FORM

2

(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year

2010-2011

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

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 & NIE

- ☐ Evaluating and Assessing CIE Based on Certain Criteria
- ☐ Attaching Response to Personnel File
- ☐ Reducing Evaluation to Writing
- ☐ Discussing Evaluation with CIE
- ☐ Transmitting Evaluation to CIE

(04) Description of Expenses

Object Accounts

(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
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.							
		2.00	\$154				
		8.00	\$640				
		14.00	\$1,036				
		17.00	\$1,258				
		11.00	\$913				
		8.33	\$700				
		15.00	\$1,215				
		3.50	\$277				
		6.00	\$564				
		12.00	\$960				
		15.00	\$1,125				
		8.00	\$552				
		3.33	\$286				
		10.00	\$870				
		24.50	\$1,813				
		21.50	\$1,720				
		24.00	\$1,992				
		10.00	\$900				

(05) Total

X

Subtotal

Page: 2 of 2

\$16,975

**Program  
260**

**THE STULL ACT  
ACTIVITY COST DETAIL**

**FORM  
2**

(01) Claimant **Fairfield-Suisun USD**

(02) Fiscal Year **2010-2011**

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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 & NIE**

- ☐ Evaluating and Assessing CIE Based on Certain Criteria
- ☐ Attaching Response to Personnel File
- ☐ Reducing Evaluation to Writing
- ☐ Discussing Evaluation with CIE
- ☐ Transmitting Evaluation to CIE

**(04) Description of Expenses**

**Object Accounts**

(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
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 1.00 2.00 1.00 2.00 2.00 1.00 7.00	\$146 \$261 \$94 \$79 \$501 \$784 \$84 \$80 \$162 \$79 \$150 \$138 \$86 \$581				
(05) Total	<input checked="" type="checkbox"/>	Subtotal					

Page: 1 of 1

**\$3,224**

**THE STULL ACT  
ACTIVITY COST DETAIL**

(01) Claimant **Fairfield-Suisun USD**

(02) Fiscal Year **2010-2011**

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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 & NIE**

- ☒ Evaluating and Assessing CIE Based on Certain Criteria
- ☐ Attaching Response to Personnel File
- ☐ Reducing Evaluation to Writing
- ☐ Discussing Evaluation with CIE
- ☐ Transmitting Evaluation to CIE

(04) Description of Expenses

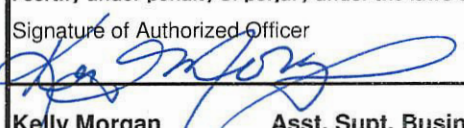
**Object Accounts**

(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 ☒ Subtotal ☐

Page: 1 of 1

**\$40**

THE STULL ACT CLAIM FOR PAYMENT				For State Controller Use Only	Program <b>260</b>
(01) Claimant Identification Number <b>S48015</b>				(19) Program Number 00260 (20) Date Filed <b>FEB 15 2013</b> (21) LRS Input	
(02) Claimant Name <b>Fairfield-Suisun USD</b>				(22) FORM 1, (03) (a)	
County of Location <b>Solano</b>				(23) FORM 1, (03) (b)	
Street Address of P.O. Box <b>2490 Hilborn Road</b>				(24) FORM 1, (04) A. 1. a. (f) <b>54,832</b>	
City <b>Fairfield</b> State <b>CA</b> Zip Code <b>94534</b>				(25) FORM-1, (04) A. 1. b. (f) <b>56,696</b>	
Type of Claim				(26) FORM 1, (04) A. 2. a. (f) <b>4,455</b>	
(03) (09) Reimbursement <input checked="" type="checkbox"/>				(27) FORM 1, (04) A. 2. b. (f)	
(04) (10) Combined <input type="checkbox"/>				(28) FORM 1, (04) B. 1. a. (f)	
(05) (11) Amended <input type="checkbox"/>				(29) FORM-1, (04) B. 1. b. (f)	
Fiscal Year of Cost (06) <b>2011-2012</b>				(30) FORM 1, (04) B. 1. c. (f)	
Total Claimed Amount (07) <b>\$123,742</b>				(31) FORM 1, (04) B. 1. d. (f)	
Less: 10% Late Penalty (Refer to attached instructions)				(32) FORM 1, (04) B. 1. e. (f)	
Less: Prior Claim Payment Received				(33) FORM 1, (04) C. (f)	
Net Claimed Amount (16) <b>\$123,742</b>				(34) FORM 1, (06) <b>7%</b>	
Due from State (08) <b>\$123,742</b>				(35) FORM 1, (07) <b>7,759</b>	
Due to State (18) <i>MC</i>				(36) FORM 1, [(09) + (10)]	
<b>(37) CERTIFICATION OF CLAIM</b>					
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 <b>2/15/13</b>	
<b>Kelly Morgan</b> Asst. Supt. Business Svcs.				Telephone Number <b>(707) 399-5000</b>	
Type or Print Name and Title of Authorized Signatory				E-mail Address <b>KellyM@fsusd.k12.ca.us</b>	
(38) Name of Agency Contact Person for Claim				Telephone Number <b>(916) 243-8913</b>	
<b>Jolene Tollenaar</b>				E-mail Address <b>jtollena@mgtamer.com</b>	
Name of Consulting Firm / Claim Preparer				Telephone Number <b>(916) 243-8913</b>	
<b>MGT of America</b>				E-mail Address <b>jtollena@mgtamer.com</b>	



<b>Program</b> <b>260</b>	<b>THE STULL ACT</b> <b>CLAIM SUMMARY</b>					<b>FORM</b> <b>1</b>	
(01) Claimant: Fairfield-Suisun USD			(02)		Fiscal Year  2011-2012		
<b>Claim Statistics</b>							
(03) (a) Number of Certificated Instructional Employees evaluated per (04)(A)							
(b) Number of Certificated Instructional and Non-Instructional Employees evaluated per (04)(B)							
<b>Direct Costs</b>			<b>Object Accounts</b>				
(04) Reimbursable Activities			(a) Salaries and Benefits	(b) Materials and Supplies	(c) Contract Services	(d) Fixed Assets	(e) Travel and Training
			(f) Total				
<b>A. Certificated Instructional Employee</b>							
1. Evaluate and assess performance							
a. Review employee's instructional techniques and strategies and adherence to curricular objectives			\$54,832				\$54,832
b. Include in the written evaluation the assessment identified in A. 1. a			\$56,696				\$56,696
2. Evaluate and assess performance as it relates to STAR results							
a. Review STAR results			\$4,455				\$4,455
b. Include in the written evaluation assessment based on STAR results							
<b>B. Certificated Instructional and Non-Instructional Employees</b>							
1 Evaluate performance following unsatisfactory evaluation in off-cycle years							
a. Evaluate and assess performance							
b. Reduce the evaluation to writing							
c. Transmit evaluation to employee							
d. Attach response to personnel file							
e. Discuss evaluation with employee							
<b>C. Training (one-time activity for each employee)</b>							
(05) Total Direct Costs			\$115,983				\$115,983
<b>Indirect Costs</b>							
(06) Indirect Cost Rate [Refer to claiming instructions]						6.69%	
(07) Total Indirect Costs [Line (05)(f) - line (05)(d) - \$ <input type="text"/> x line (06)]						\$7,759	
(08) Total Direct and indirect Costs [Line (05)(f) - line (07)]						\$123,742	
<b>Cost Reduction</b>							
(09) Less: Offsetting Revenues							
(10) Less: Other Reimbursements							
(11) Total Claimed Amount [Line (08) - (line (09)+ line (10))]						\$123,742	

(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year

2011-2012

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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)**

**B. Certificated Instructional and Non-Instructional Employees**

1. Evaluate performance following unsatisfactory evaluation off-cycle years

☐ a. Evaluate and assess performance

☐ b. Reduce the evaluation to writing

☐ c. Transmit evaluation to employee

☐ d. Attach response to personnel files

☐ e. Discuss evaluation with employee

(04) Description of Expenses

**Object Accounts**

(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
Reviewing the CIE's instructional techniques and strategies 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 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.							
		9.00	\$745				
		6.00	\$542				
		6.17	\$464				
		12.00	\$1,101				
		12.00	\$968				
		35.00	\$3,265				
		13.00	\$985				
		5.00	\$442				
		33.00	\$2,661				
		7.00	\$556				
		38.00	\$3,191				
		20.00	\$1,668				
		14.50	\$714				
		34.00	\$2,863				
		20.33	\$1,630				
		6.50	\$675				
		23.08	\$1,916				
		24.17	\$1,978				
		17.00	\$1,539				

(05) Total

☒

Subtotal

Page: 1 of 1

\$27,903

(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year

2011-2012

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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)**

**B. Certificated Instructional and Non-Instructional Employees**

1. Evaluate performance following unsatisfactory evaluation off-cycle years

- ☐ a. Evaluate and assess performance
- ☐ b. Reduce the evaluation to writing
- ☐ c. Transmit evaluation to employee
- ☐ d. Attach response to personnel files
- ☐ e. Discuss evaluation with employee

**(04) Description of Expenses**

**Object Accounts**

(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
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.							
		15.50	\$1,335				
		22.00	\$1,802				
		3.00	\$234				
		18.00	\$1,376				
		24.00	\$1,922				
		19.00	\$1,553				
		3.50	\$260				
		18.00	\$1,600				
		26.33	\$2,143				
		29.00	\$2,202				
		6.00	\$466				
		38.00	\$3,170				
		18.00	\$1,398				
		24.00	\$2,301				
		14.00	\$1,168				
		15.00	\$1,213				
		6.75	\$567				
		16.50	\$1,331				
		7.00	\$556				
		51.00	\$4,758				

(05) Total

☒ Subtotal

☐

Page: 1 of 1

**\$31,353**

(01) Claimant Fairfield-Suisun USD

(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

1. 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 identified in A.1.a.

☐ b. Reduce the evaluation to writing

2. 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

☐ e. Discuss evaluation with employee

☐ C. Training (one-time activity for each employee)

(04) Description of Expenses

**Object Accounts**

(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
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.		14.00	\$1,061				
		3.00	\$265				
		31.00	\$2,500				
		31.50	\$3,148				
		5.00	\$414				
		12.00	\$1,083				
		5.87	\$441				
		8.00	\$830				
		17.00	\$1,411				
		16.00	\$1,309				
		16.00	\$1,468				
		26.00	\$1,281				
		44.00	\$3,706				
		24.00	\$1,924				
		32.00	\$2,669				
		10.50	\$836				
		11.00	\$996				

(05) Total

☒ X

Subtotal

Page: 1 of 1

\$25,343

(01) Claimant **Fairfield-Suisun USD**

(02) Fiscal Year **2011-2012**

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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)**

**B. Certificated Instructional and Non-Instructional Employees**

1. Evaluate performance following unsatisfactory evaluation off-cycle years

- ☐ a. Evaluate and assess performance
- ☐ b. Reduce the evaluation to writing
- ☐ c. Transmit evaluation to employee
- ☐ d. Attach response to personnel files
- ☐ e. Discuss evaluation with employee

(04) Description of Expenses

**Object Accounts**

(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
<b>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.</b>							
		12.00	\$934				
		1.00	\$76				
		3.50	\$280				
		3.00	\$233				
		3.00	\$288				
		1.00	\$78				
		2.00	\$167				
		2.00	\$162				
		3.00	\$258				
		2.50	\$203				
		1.00	\$83				
		2.00	\$166				
		1.00	\$92				
		12.00	\$982				
		5.00	\$453				

(05) Total ☒ Subtotal ☐ Page: 1 of 1

**\$4,455**

(01) Claimant Fairfield-Suisun USD

(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

1. 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 identified in A.1.a.

☐ b. Reduce the evaluation to writing

2. 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

☐ e. Discuss evaluation with employee

☐ **C. Training (one-time activity for each employee)**

**(04) Description of Expenses**

**Object Accounts**

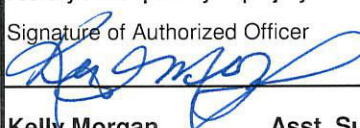
(a) Employee Names, Job Classifications, Functions Performed and Description of Expenses	(b) Hourly Rate or Unit Cost	(c) Hours Worked or Quantity	(d) Salaries and Benefits	(e) Materials and Supplies	(f) Contract Services	(g) Fixed Assets	(h) Travel and Training
<p>Reviewing the CIE's instructional techniques and strategies and adherence to curricular objectives.</p> <p>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.</p>							
	\$96.11	33.00	\$2,842				
		14.75	\$1,193				
		14.00	\$1,088				
		22.25	\$1,856				
		7.00	\$519				
		29.00	\$2,202				
		6.25	\$486				
		16.00	\$1,302				
		14.50	\$1,185				
		23.00	\$2,044				
		17.50	\$1,338				
		18.00	\$1,401				
		33.00	\$2,703				
		11.00	\$881				
		26.75	\$2,564				
		4.50	\$358				
		14.00	\$1,168				
		18.00	\$1,799				

(05) Total

☒ Subtotal

Page: 1 of 1

\$26,929

<b>THE STULL ACT</b>  <b>CLAIM FOR PAYMENT</b>			<b>For State Controller Use Only</b> (19) Program Number 00260 (20) Date Filed <b>FEB 18 2014</b> (21) LRS Input		<b>Program</b> <b>260</b>	
(01) Claimant Identification Number <b>S48015</b>			<b>Reimbursement Claim Data</b>			
(02) Claimant Name <b>Fairfield-Suisun USD</b>			(22) FORM 1, (03) (a)			
County of Location <b>Solano</b>			(23) FORM 1, (03) (b)			
Street Address of P.O. Box <b>2490 Hilborn Road</b>			Suite (24) FORM 1, (04) A. 1. a. (f)		<b>53,332</b>	
City <b>Fairfield</b>			State <b>CA</b>		<b>48,433</b>	
Zip Code <b>94534</b>			(25) FORM-1, (04) A. 1. b. (f)		<b>11,718</b>	
(03)  (04)  (05)			<b>Type of Claim</b>			
			(09) Reimbursement <input checked="checked" type="checkbox"/>		(26) FORM 1, (04) A. 2. a. (f)	
			(10) Combined <input type="checkbox"/>		(27) FORM 1, (04) A. 2. b. (f)	
			(11) Amended <input type="checkbox"/>		(28) FORM 1, (04) B. 1. a. (f)	<b>721</b>
(29) FORM-1, (04) B. 1. b. (f)					<b>48</b>	
Fiscal Year of Cost (06)			(12) <b>2012-2013</b>		(30) FORM 1, (04) B. 1. c. (f)	
Total Claimed Amount (07)			(13) <b>\$121,421</b>		(31) FORM 1, (04) B. 1. d. (f)	
Less: 10% Late Penalty (Refer to attached instructions)			(14)		(32) FORM 1, (04) B. 1. e. (f)	<b>144</b>
Less: Prior Claim Payment Received			(15)		(33) FORM 1, (04) C. (f)	
Net Claimed Amount			(16) <b>\$121,421</b>		(34) FORM 1, (06)	<b>6%</b>
Due from State (08)			(17) <b>\$121,421</b>		(35) FORM 1, (07)	<b>7,024</b>
Due to State			(18)		(36) FORM 1, [(09) + (10)]	
<b>(37) CERTIFICATION OF CLAIM</b>  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. <b>The amount reimbursement is hereby claimed from the State for payment of actual costs set forth on the attached statements.</b>  <b>I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.</b>  <div style="display: flex; justify-content: space-between;"> <div>           Signature of Authorized Officer    <b>Kelly Morgan</b>      <b>Asst. Supt. Business Svcs.</b> </div> <div>           Date Signed <b>2-7-14</b>            Telephone Number <b>(707) 399-5000</b>            E-mail Address <b>KellyM@fsusd.k12.ca.us</b> </div> </div>						
Type or Print Name and Title of Authorized Signatory						
(38) Name of Agency Contact Person for Claim <b>Jolene Tollenaar</b>			Telephone Number <b>(916) 243-8913</b>			
Name of Consulting Firm / Claim Preparer <b>MGT of America</b>			E-mail Address <b>jtollena@mgtamer.com</b>			
			Telephone Number <b>(916) 243-8913</b>			
			E-mail Address <b>jtollena@mgtamer.com</b>			



<b>Program 260</b>	<b>THE STULL ACT CLAIM SUMMARY</b>					<b>FORM 1</b>
(01) Claimant: Fairfield-Suisun USD			(02)		Fiscal Year 2012-2013	
<b>Claim Statistics</b>						
(03) (a) Number of Certificated Instructional Employees evaluated per (04)(A)						
(b) Number of Certificated Instructional and Non-Instructional Employees evaluated per (04)(B)						
<b>Direct Costs</b>		<b>Object Accounts</b>				
(04) Reimbursable Activities	(a) Salaries and Benefits	(b) Materials and Supplies	(c) Contract Services	(d) Fixed Assets	(e) Travel and Training	(f) Total
<b>A. Certificated Instructional Employees</b>						
1. Evaluate and assess performance						
a. Review employee's instructional techniques and strategies and adherence to curricular objectives	\$53,332					\$53,332
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
b. Include in the written evaluation assessment based on STAR results						
<b>B. Certificated Instructional and Non-Instructional Employees</b>						
1. 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
<b>C. Training (one-time activity for each employee)</b>						
(05) Total Direct Costs	\$114,397					\$114,397
<b>Indirect Costs</b>						
(06) Indirect Cost Rate	[Refer to Claim Summary Instructions]					6.14%
(07) Total Indirect Costs	[Line (05)(f) - line (05)(d) - \$ x line (06)]					\$7,024
(08) Total Direct and indirect Costs	[Line (05)(f) - line (07)]					\$121,421
<b>Cost Reduction</b>						
(09) Less: Offsetting Revenues						
(10) Less: Other Reimbursements						
(11) Total Claimed Amount	[Line (08) - (line (09) + line (10))]					\$121,421



**Program  
260**

**THE STULL ACT  
ACTIVITY COST DETAIL**

**FORM  
2**

(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year

2012-2013

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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)**

**B. Certificated Instructional and Non-Instructional Employees**

1. Evaluate performance following unsatisfactory evaluation off-cycle years

- ☐ a. Evaluate and assess performance
- ☐ b. Reduce the evaluation to writing
- ☐ c. Transmit evaluation to employee
- ☐ d. Attach response to personnel files
- ☐ e. Discuss evaluation with employee

(04) Description of Expenses

**Object Accounts**

(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
<p><b>Reviewing the CIE's instructional techniques and strategies and adherence to curricular objectives.</b></p> <p><b>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.</b></p>							
		0.75	\$50				
		9.00	\$545				
		123.00	\$9,874				
		21.00	\$1,508				
		22.00	\$1,411				
		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	\$1,108				
		34.00	\$2,730				
		35.00	\$2,245				
		28.00	\$1,440				
		3.00	\$118				

(05) Total

☒

Subtotal

Page: 1 of 1

\$34,542



**Program  
260**

**THE STULL ACT  
ACTIVITY COST DETAIL**

**FORM  
2**

(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year

2012-2013

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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)**

**B. Certificated Instructional and Non-Instructional Employees**

1. Evaluate performance following unsatisfactory evaluation off-cycle years

- ☐ a. Evaluate and assess performance
- ☐ b. Reduce the evaluation to writing
- ☐ c. Transmit evaluation to employee
- ☐ d. Attach response to personnel files
- ☐ e. Discuss evaluation with employee

(04) Description of Expenses

**Object Accounts**

(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
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.							
		31.50	\$2,075				
		6.25	\$409				
		20.00	\$1,308				
		6.50	\$322				
		9.00	\$446				
		4.00	\$257				
		8.00	\$397				
		28.25	\$1,993				
		16.00	\$1,006				
		26.00	\$1,573				
		8.00	\$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				

(05) Total

☒

Subtotal

Page: 1 of 1

\$18,126

**Program  
260**

**THE STULL ACT  
ACTIVITY COST DETAIL**

**FORM  
2**

(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year

2012-2013

(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

1. Evaluate performance following unsatisfactory evaluation off-cycle years

- ☐ 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.

- ☐ a. Evaluate and assess performance
- ☐ b. Reduce the evaluation to writing

2. 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

☐ e. Discuss evaluation with employee

☐ **C. Training (one-time activity for each employee)**

(04) Description of Expenses

**Object Accounts**

(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
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	11.00	\$705				
	80.28	33.00	\$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	18.75	\$1,114				
	60.50	23.75	\$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	51.00	\$3,228				
	60.50	16.50	\$998				

(05) Total

☒

Subtotal

☐

Page: 1 of 1

\$30,308

(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year 2012-2013

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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)**

**B. Certificated Instructional and Non-Instructional Employees**

1. Evaluate performance following unsatisfactory evaluation off-cycle years

☐ a. Evaluate and assess performance

☐ b. Reduce the evaluation to writing

☐ c. Transmit evaluation to employee

☐ d. Attach response to personnel files

☐ e. Discuss evaluation with employee

**(04) Description of Expenses**

**Object Accounts**

(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
<b>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.</b>							
		2.00	\$131				
		3.00	\$149				
		10.00	\$496				
		10.00	\$605				
		6.00	\$454				
		3.00	\$182				
		2.00	\$121				
		4.00	\$251				
		3.00	\$198				
		25.00	\$1,572				
		1.00	\$48				
		20.00	\$1,606				
		6.00	\$236				
		10.00	\$416				
		21.00	\$1,329				
		1.50	\$91				
		5.00	\$327				
		13.00	\$917				
		0.50	\$32				
		5.00	\$303				
		5.00	\$349				
		23.00	\$1,512				
		6.00	\$395				

(05) Total

☒

Subtotal

Page: 1 of 1

\$11,718



**Program  
260**

**THE STULL ACT  
ACTIVITY COST DETAIL**

**FORM  
2**

(01) Claimant Fairfield-Suisun USD

(02) Fiscal Year 2012-2013

(03) Reimbursable Activities: Check only one box per form to identify the activity being claimed.

**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)**

**B. Certificated Instructional and Non-Instructional Employees**

1. Evaluate performance following unsatisfactory evaluation off-cycle years

- ☒ a. Evaluate and assess performance
- ☐ b. Reduce the evaluation to writing
- ☐ c. Transmit evaluation to employee
- ☐ d. Attach response to personnel files
- ☐ e. Discuss evaluation with employee

(04) Description of Expenses

**Object Accounts**

(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 performances 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-		15	721.2				
(05) Total	<input checked="" type="checkbox"/>	Subtotal		\$721			

Page: 1 of 1







## 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

  
\_\_\_\_\_  
Signature of Authorized Local Agency or  
School District Official

Superintendent  
\_\_\_\_\_  
Print or Type Title

January 27, 2020  
\_\_\_\_\_  
Date

*\* 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 e-mail address below.*

**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.



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# 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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