

AGREEMENT BETWEEN
GREEN DOT PUBLIC SCHOOLS,
A CALIFORNIA NOT-FOR-PROFIT
CORPORATION

AND THE

ASOCIACIÓN DE MAESTROS
UNIDOS/CTA/NEA

Effective:
Through
June 30, 2016

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Article I – Agreement

- 1.1 This Agreement is made and entered into by and between Green Dot Public Schools, a non-profit public benefit California Corporation, which together with its administrative staff and representatives shall be referred to in this Agreement as “GDPS” and the Asociación de Maestros Unidos, CTA/NEA, the certificated employees' exclusive representative, which together with its officers and representatives shall be referred to in this Agreement as "AMU."
- 1.2 This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code which shall be referred to as the "EERA."
- 1.3 This Agreement shall remain in full force and effect from July 1, 2013 until June 30, 2016.

Article II – Recognition

- 2.1 GDPS recognizes AMU as the exclusive representative of all Certificated employees for GDPS, excluding all day-to-day substitutes, all management, all confidential, and all supervisory personnel, as defined by the EERA

Article III – Definition

- 3.1 [Deleted.]
- 3.2 "AMU" means the Asociación de Maestros Unidos, CTA/NEA, its officers, and representatives. AMU is the exclusive representative of the certificated bargaining unit in GDPS.
- 3.4 "Unit Member" means any certificated employee of GDPS who is included in the appropriate unit as defined in Article II and therefore covered by the terms and provisions of this Agreement.
- 3.5 "Instructional Day(s)" means any day(s) pupils are present for instruction.
- 3.6 "Pupil-Free Day" means any day of service required of unit members for the purposes of staff development, preparation, planning, or other professional activity.
- 3.7 "Paid Leave of Absence" means that a unit member shall be entitled to receive wages and all fringe benefits, including, but not limited to, insurance and retirement benefits, return to the same or similar assignment which she/he enjoyed immediately preceding the commencement of the leave, and receive credit for annual salary increments provided during her/his leave.
- 3.8 “Immediate Family” means any spouse, domestic partner, mother (stepmother, mother-in-law), father (stepfather, father-in-law), daughter (stepdaughter, daughter-in-law), son (stepson, son-in-law), grandmother, grandfather, granddaughter, grandson, sister

(stepsister, sister-in-law), brother (stepbrother, brother-in-law), niece, nephew, aunt, uncle, and any person living in the household of the unit member.

3.9 “Daily Rate of Pay” means the unit member’s annual scheduled salary divided by the number of duty days required by the Agreement.

3.10 “Site” means a building or location where unit members work.

Article IV – Board Rights

4.1 It is understood and agreed that the Board retains all of its powers and authority to direct, manage and control to the full extent of the law. While input from the staff will be considered and decisions will be derived in a collaborative model; final decisions will rest with the Board.

The Board’s rights include, but are not limited to, the following rights to:

- Determine the school intention and overall program design as described in the charter;
- Establish educational policies with respects to admitting students;
- Determine staffing patterns and design;
- Determine the number of personnel and kinds of personnel required;
- Ensure the rights and educational opportunities of all students;
- Maintain Board operations; move or modify facilities;
- Establish budget procedures and determine budgetary allocations;
- Determine the methods of raising revenue;
- Contract out work and take action on any matter in the event of an emergency, consistent with any limitations in this Agreement.

4.2 The exercise of the foregoing powers, rights, authority, duties, responsibilities by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

4.3 The Board retains its right to amend, modify or rescind policies and practices referred to in this Agreement in cases of emergency, which shall be considered only when there is a clear and present danger to the safety of students or employees, or when failure to act would result in cessation of operation of the Board.

4.4 The Board understands that in the formative years of a school certain leeway and flexibilities are necessary to build it. The Board recognizes that for Green Dots schools to succeed the Board and AMU must maintain fluid communication and a willingness to work out issues and concerns with students’ interests at the basis of each decision.

Article V – AMU Rights

5.1 AMU has the right under the Educational Employment Relations Act to represent bargaining unit members in their employment relations with the Board. Nothing in this Agreement shall be construed as a waiver of such rights.

5.2 GDPS Service

5.2.1 AMU shall have the right to use GDPS mail service and unit member mailboxes for communications to unit members without interference, censorship, or examination of such communications by GDPS.

5.2.2 AMU shall have the right to use GDPS electronic mail service and unit member electronic mailboxes for communications to unit members without interference, censorship, or examination of such communications by GDPS.

5.2.3 AMU shall have an electronic mailbox in the GDPS's electronic mail system.

5.3 Bulletin Boards

5.3.1 AMU shall have the right to post notices of activities and matters of AMU concern on AMU bulletin boards, at least one of which shall be provided in each building in areas frequented by unit members.

5.3.2 AMU shall have the right to post notices of activities and matters of AMU concern on electronic bulletin boards maintained by GDPS. Unit members shall have access to GDPS's bulletin boards at each unit member's workstation or classroom.

5.4 Use of Buildings and Equipment

5.4.1 AMU shall have the right to use GDPS buildings, sites, and equipment during all reasonable hours for meetings and other AMU activities.

5.4.2 AMU shall have the right to use GDPS educational technology equipment and/or studios so long as such use does not interfere with GDPS's regular instructional program. In the event any cost accrues to GDPS under this provision AMU shall reimburse GDPS that cost.

5.4.3 Long distance or toll calls related to AMU business shall be made on unit members' personal cell phones and reimbursed by AMU.

5.5 Appointment to GDPS and Joint Committees

AMU reserves the right to select unit member representatives to serve on all GDPS and site committees.

5.6 Reserved Meeting Times

GDPS agrees to provide forty-five (45) minutes per month of AMU time during weekly

professional development allocation to be determined by a majority vote of unit members at the site. GDPS and Site Administration shall not schedule activities requiring the presence of AMU members during the period from 3:30 to 5:00 PM on the First Monday of each month. This time shall be reserved for the conduct of AMU business except when waived by express written mutual agreement of the parties.

5.7 AMU President & Officer Release Time

The AMU President shall have available 100% of his/her time released to perform AMU business. AMU will reimburse GDPS for 1/2 of the release time salary and health benefits. The AMU President will be given the option to return to the position held prior to assuming the Presidency.

In addition, all AMU officers shall have available thirty (30) total days per year for AMU business.

Article VI – Work Year And Hours of Employment

6.1 Work Year

Subject to section 26.1 of Article 26, the Unit Members will work up to one hundred ninety three (193) days to include one hundred eighty three (183) days of instruction, and ten (10) pupil free days. New teachers may have five (5) additional pupil free days.

6.1.1 Counselor Flex Calendar

Recognizing that a counselor's duties may require work outside of the work year scheduled for other unit members, each counselor and his/her principal may mutually agree on a flexible work calendar ("Flex Calendar") to address such needs. Counselors shall work the same number of days as other unit members during each school year (i.e. from July 1 to June 30). Flexible workdays may only be provided for purposes of attending college tours for students outside of the work year scheduled for other unit members and preparing a school's master calendar during Summer Break.

6.1.1.1 For each scheduled day attending a college tour outside of the work year scheduled for other unit members, the counselor will receive one flexible workday (i.e. a 1:1 ratio).

6.1.1.2 A principal may permit up to five flexible workdays for work during Summer Break for purposes of preparing a school's master calendar. For any additional time needed to prepare a school's master calendar, including during Winter Break, the counselor shall be paid at his/her hourly rate.

6.1.1.3 A Flex Calendar must be documented and signed by the counselor and his/her principal by May 15 for the following school year. Should no mutual agreement be reached by May 15, the counselor will work the same schedule as other unit members.

6.2 Work Day

- 6.2.1 The professional workday shall include the student day, staff meetings and time needed for preparation. Once a week, students will have a shortened day while teachers meet and plan together for an allotted amount of time set by each site. A committee made up of site administrators and teachers will create the staff development calendar for these meetings. If meetings are held in the morning, teachers will be released a reasonable amount of time before the start of school. In addition, staff meetings may be called after school to take up school business that was otherwise not completed in the regularly scheduled meetings. It is at the discretion of the principal to cancel these meetings.
- 6.2.2 Each full time teacher will be given the equivalent of 1/6 (17%) of a monthly class schedule devoted to preparation time. However, in any month shortened by school breaks, when less than 17% is afforded, in the month immediately thereafter, sufficient preparation time shall be provided to ensure on average 17% is provided. In no case shall the preparation time in any given month fall below 15% of the class schedule. Acknowledging that site schedules vary significantly, the parties agree that in the event this requirement is not met, the parties shall meet and confer to negotiate a solution for the site. Unit members teaching a 50% or greater schedule shall receive a pro-rated amount of preparation time. While the goal is that preparation time is provided on a regular basis, it is understood by the parties that variations in the provision of preparation time may occur from site to site. Preparation time includes pupil free time during the workday excluding professional development and staff meeting times. Preparation time is not for personal business or conducting personal appointments.
- 6.2.3 For full-time unit members, there will be a duty free lunch period that is equivalent to that of the students but not less than 30 minutes. Supervisor and counselor shall agree upon a duty free lunch period.
- 6.2.4 Unit members who travel from one school to another on a regular basis shall have the same rights to a planning/preparation period, lunch period, and physical relief breaks as do other unit members. Adequate time to travel between sites shall be provided. Further, unit members shall be reimbursed for actual miles driven between sites at the current IRS mileage rate.

Article VII – Savings

- 7.1 If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, then such provisions shall not be deemed valid and subsisting, except to the extent permitted by law; but all other provisions or applications shall continue in full force and effect.
- 7.2 It is further agreed that within twenty (20) days of receipt of notification of the court's decision, negotiations shall commence regarding matters related to such provision.

Article VIII – Statutory Changes

- 8.1 Improvements in benefits included in this Agreement which is brought about by the amendment or addition of statutory guarantees now provided in California or federal law shall be incorporated into this Agreement.
- 8.2 Reduction or elimination of benefits which are brought about by the amendment or repeal of statutory guarantees incorporated into this Agreement shall obligate the parties within ten (10) days of such amendment or repeal to negotiate whether or not such amendments or repeals shall be incorporated into this Agreement. Absent an agreement, no reduction or elimination of statutory guarantees of benefits included in this Agreement shall apply.

Article IX – Professional Responsibilities

- 9.1 It is understood and agreed that AMU retains the power and authority to lead students to academic success; work collaboratively and team teach; participate in school leadership and parent outreach; and organize students toward community service. To the extent possible input from the Board will be considered for all issues when appropriate.
- 9.2 AMU retains the right to question policies and decisions and will expect in situations where mistakes are made that remedies will be discussed and worked out for future so that mistakes will not be repeated. AMU understands that in the formative years of a school, certain flexibilities are necessary to build a school. AMU recognizes that for GDPS to succeed AMU and the Board must maintain fluid communication and a willingness to work out issues and concerns with students' interests at the basis of each decision.

Article X – Discrimination

- 10.1 The Board will comply with all applicable state and federal law regarding discrimination and will maintain a comprehensive process to ensure any employee with a complaint or concern may bring such matters to the School's attention for resolution. Further, nothing in this Article shall constitute a waiver of a unit member's rights to process a discrimination claim through an appropriate government agency, or a court of competent jurisdiction.
- 10.2 Application forms and oral interview procedures shall not refer to membership in or preferences for employee organizations.

Article XI – Maintenance of Standards

- 11.1 The Board shall not unilaterally reduce or eliminate any benefits or professional advantages, which were enjoyed by unit members as of the effective date of this Agreement.
- 11.2 This Agreement shall supersede any rules, regulations, or practices of the Board, except as provided in Section 11.1 above, which are, or may in the future be, contrary to or inconsistent with the express terms of this Agreement.

- 11.3 The parties to this Agreement shall not interpret or apply this Agreement, any of its terms, or the work rules, which implement this Agreement in a manner that is arbitrary, capricious, or discriminatory.
- 11.4 The parties shall administer this Agreement, all its terms, and the work rules, which implement this Agreement with uniform application and effect taking into account all relevant facts and circumstances. The parties shall treat all bargaining unit members equitably in the interpretation of this Agreement, its terms, and the work rules, which implement this Agreement.

Article XII – Modification or Waiver of Provisions

- 12.1 The Parties to this agreement recognize that there may exist circumstances where specific modifications or waiver of provisions may be mutually deemed desirable. Such agreements to modify or waive provisions shall be specific as to the provisions affected, set forth in writing, signed and dated by the parties.

Article XIII – Grievance Procedures

Green Dot encourages free and open communication from employees and other individuals and groups within the community regarding compliments, suggestions, questions, and complaints about any part of the school program or any Green Dot employee

13.1 Definitions

13.1.1 A “grievance” is a claim by one or more unit members or the Asociación that there has been a violation, misinterpretation or misapplication of a provision of this Agreement, a violation of the right to fair treatment, or a violation, misapplication, or misinterpretation of any Board policy, or regulation.

13.1.2 The “grievant” is the unit member, unit members, or the Asociación making the claim.

13.2 Rights of Representation

A grievant may be represented at all stages of the grievance by an Asociación representative(s).

13.3 No Reprisals

No reprisals of any kind will be taken by the Board or by any member or representative of the administration or the Board against any grievant, any party in interest, any bargaining unit member, the Asociación, or any other participant in the grievance procedure by reason of such participation.

13.4 Procedures

If a unit member has a grievance, it helps to bring it to the attention of the correct people. In general, if a unit member has a grievance that does not involve discrimination or harassment, the unit member should communicate first with the school and then with the appropriate person in the GDPS administration. Please follow the steps below:

Informal Level

13.4.1 Every effort should be made to resolve the grievance informally between the grievant and the supervisor involved. A conference between the grievant and the supervisor shall take place within fifteen (15) calendar days of the occurrence or omission which caused the grievance.

Level One: Principal

13.4.2 If the grievance is not resolved with the grievant, a concise summary of the grievance shall be submitted to the principal in writing within seven (7) calendar days from the initial conference, detailing the article or articles of the contract allegedly violated and any supporting documents or materials. A conference shall take place within ten (10) calendar days of submission of the grievance summary. A written response will be returned by the principal within five (5) calendar days of the conference.

Level Two: Vice President of Human Capital or Designee

13.4.3 If the grievance is not resolved with the grievant, the grievant may appeal to the Vice President of Human Capital or designee within fifteen (15) calendar days from the date of receipt of the principal's written responses. The Vice President of Human Capital will then facilitate another meeting to attempt to resolve the grievance. Resolution of the grievance will be discussed and a written response will be returned within five (5) days of the conference.

Level Three: GDPS's Board's Executive Committee or Designee

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

13.4.5 If the grievance is not resolved with the grievant, the grievant may appeal to the GDPS's Board's Executive Committee or, if determined by the Executive Committee, its designee (e.g., Designated Discipline Appeal Committee). The Executive Committee or designee will facilitate a meeting in an attempt to resolve the grievance. This meeting is not an evidentiary hearing. In the event that the issue cannot be resolved by GDPS's Board's Executive Committee within thirty (30) days of the conference, the grievance may be taken to mediation/arbitration as detailed in Article 13.4.6.

Level Four: Mediation

- 13.4.6 If the grievance is not resolved with the grievant, AMU may request that a conciliator/mediator from the California State Mediation & Conciliation Service or any other mutually agreeable dispute resolution center, be assigned to assist the parties in the resolution of the grievance.
- 13.4.7 Unless impractical, the mediator, within ten (10) days of the request shall meet with the parties for the purpose of resolving the grievance.
- 13.4.8 If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the parties. This agreement shall be nonprecedential and shall constitute a settlement of the grievance.
- 13.4.9 In the event that the parties have not resolved the grievance with the assistance of the conciliator/mediator, the parties shall seek an arbitrator from the State Mediation and Conciliation Service.

The decision of the arbitrator shall be submitted to AMU and GDPS and will be final and binding upon the parties. If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the conciliator/mediator only after she/he has had an opportunity to hear the merits of the grievance.

- 13.4.10 All costs for the services of the conciliator/mediator and/or arbitration, including but not limited to, per diem expenses, travel and subsistence expenses, and the cost, if any, of a hearing room, shall be borne equally by GDPS and AMU. All other costs, except for released-time for the grievant(s), AMU representative(s), and witnesses, shall be borne by the party incurring them.

13.5 Miscellaneous

- 13.5.1 AMU, either in its own behalf or in behalf of more than one affected unit member, may initiate a grievance at 13.4.1.
- 13.5.2 If a grievance arises from action or inaction of GDPS at a level above the principal, the grievant shall submit such grievance in writing directly to the Vice president of Human Capital.
- 13.5.3 When it is necessary for a representative designated by AMU to investigate a grievance or attend a grievance meeting or hearing during the day, she/he shall be released without loss of pay in order to permit participation in the foregoing activities. Any unit member who is requested to appear in such investigations, meetings, or hearings as a witness will be accorded the same right.
- 13.5.4 Except for disciplinary records and attachments deemed valid by an arbitrator, all documents, communications and records dealing with the processing of a grievance shall be filed in a separate grievance file and will not be kept in the personnel file of any unit member.

13.5.5 Upon mutual agreement of AMU and GDPS, a grievance may be taken directly to conciliation/mediation.

Article XIV – Safety Conditions

- 14.1 Employees shall be responsible to report, in writing to his/her immediate supervisor any unsafe, hazardous, unhealthy, or potentially dangerous working condition. A response will be provided to the employee within a time frame, which reflects the urgency of the concern, but in no event later than two weeks.
- 14.2 GDPS shall assume the responsibility to investigate all conditions, which are reported to be unsafe, hazardous, unhealthy, or potentially dangerous and shall take necessary steps to have the conditions remedied. GDPS shall institute such emergency safety precautions as deemed necessary.
- 14.3 Unit members who elect to drive students on an extra-curricular field trip shall have the prior approval of the principal. All drivers shall present a valid driver's license and proof of liability insurance. As required by State Law, in case of an accident the driver's insurance shall be primary; GDPS's insurance shall be secondary.
- 14.4 Employees shall continue to assume liability for their own vehicles.
- 14.5 Should a unit member's vehicle be damaged or stolen on school property, GDPS will reimburse the employee up to the amount of their deductible or \$250, whichever is lesser. The burden of proof for demonstrating that the damage occurred on school property shall rest on the employee.
- 14.6 Personal property, which is to be used within the classroom for instructional purposes, must be registered in the school office and authorized by the administrator in charge before being brought onto the campus. All such items must be insured by the unit member. GDPS will be responsible for damages or theft to said items up to the amount of the insurance deductible.
- 14.7 Unit members shall immediately report cases of assault or attacks suffered in connection with their employment to their principal or assistant principal and to the local law enforcement. There shall be no reprisals to the unit member for making reports to law enforcement. The Board or designee shall comply with any reasonable request from the unit member for information in the possession of the Board relating to the incident or the persons involved, and shall act in appropriate ways as liaison between the unit member, local law enforcement and the courts.
- 14.8 In responding to disruptive persons on campus, unit members may request GDPS to take appropriate action to eliminate such disruption. Such action to be taken shall be in the discretion of GDPS but may include ouster (removal) measures or possibly injunctive (restraining order) relief.
- 14.9 Unit members will be notified of any known instances of the following for students assigned to their individual caseloads/teacher rosters: pending or current suspension or

expulsions, or any criminal convictions involving threat of violence or violence. When a pupil has been referred to a school's administrative office by a unit member for behavior that is physically dangerous or repeatedly disruptive, which cannot be addressed through appropriate classroom management and intervention strategies, an administrator or designee shall contact the unit member to discuss returning the pupil to the classroom prior to the pupil's actual return to the classroom.

14.10 Safety Committee

- 14.10.1 A Safety Committee shall be established and convene no less than twice annually to review and make recommendations to GDPS regarding safety concerns, policies, and related protocols.
- 14.10.2 AMU shall be entitled to two (2) representatives on the Safety Committee, and the following stakeholders shall be offered membership on the Safety Committee: two (2) ACEA representatives; GDPS's Chief Operating Officer; GDPS's Security Manager or equivalent position; two (2) school site administrators; and a GDPS Cluster Director. The parties may add members to the Safety Committee as mutually agreed upon by AMU and GDPS.
- 14.10.3 The comprehensive school safety plan and related materials shall be available to the Safety Committee and unit members.

Article XV – Class Size

- 15.1 The Board shall maintain a staffing ratio of no more than twenty-four (24) pupils to one full time classroom teacher.
- 15.2 If any individual class exceeds thirty three (33) students for 20 consecutive school days, there will be a conference between the affected teacher and the principal. Through this dialogue amelioratory measures will be offered (unless declined by the unit member), e.g., lower class sizes in other sections, instructional aide support, limited adjunct supervisory duties, additional curricular support materials, and other ideas which may come into the discussion. Appendix G will be signed by both parties and filed with Human Resources and AMU.
- 15.3 Based on the GDPS board approved enrollment in each campus' budget, if any high school counselor case load exceeds 350 students, there will be a conference between the affected counselor and the principal. Through this dialogue amelioratory measures will be offered (unless declined by the unit member), e.g. additional full or part time counselor, counselor aide, counselor intern, reduced workload in areas other than the counselor role, limited adjunct supervisory duties, additional support from an administrator, and other ideas which may come into the discussion. Appendix G will be signed by both parties and filed with Human Resources and AMU.

Article XVI – Organizational Security

16.1 Dues Deduction

16.1.1 The right of payroll deduction for payment of membership dues, initiation fees, and general assessments shall be accorded exclusively to AMU. The Board shall deduct other voluntary payments as authorized by unit members and AMU. AMU members who currently have authorization cards on file for the above purposes need not be re-solicited. Membership dues, initiation fees, and general assessments, upon formal written request from AMU to the Board, shall be increased or decreased without re-solicitation and authorization from unit members.

16.1.2 Any unit member who is a member of AMU or who has applied for membership may sign and deliver to the Board an assignment authorizing deduction of membership dues, initiation fees, and general assessments of AMU. Pursuant to such authorization, the Board shall deduct one-tenth (1/10) of such dues from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.

16.1.3 With respect to all sums deducted by the Board pursuant to Section 16.1.2 above, the Board agrees to remit such moneys promptly to AMU accompanied by an alphabetical list of unit members, including their names, addresses, and work locations for whom such deductions have been made, and indicating any changes in personnel from the list previously furnished.

16.2 Maintenance of Membership

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

16.3 Agency Fee

16.3.1 Any unit member who is not a member of AMU, or who does not make application for membership within 30 days of the effective date of this Agreement, or within 30 days from the date of commencement of assigned duties within the bargaining unit, shall become a member of AMU or pay to AMU a fee in an amount equal to membership dues, initiation fees and general assessments, payable to AMU in one lump-sum cash payment in the same manner as required for the payment of membership dues. In the event that a unit member does not pay such fee directly to AMU, AMU shall so inform the Board, and the Board

shall immediately begin automatic payroll deduction as provided in Education Code Section 45061 and in the same manner as set forth in this Article. There shall be no charge to AMU for such mandatory agency fee deductions.

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

16.3.2.1 Foundation to Assist California Teachers

16.3.2.2 Christa McAuliffe Institute for Education Pioneering

16.3.2.3 Hilda Maehling Grants Program

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

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

16.3.3 Proof of payment shall be made on an annual basis to AMU and GDPS as a condition of continued exemption from the payment of agency fee. Proof of payment shall be in the form of receipts and/or canceled checks indicating the amount paid, date of payment, and to whom payment in lieu of the service fee has been made. No in-kind services may be received for payments, nor may the payment be in a form other than money such as the donation of used items. Such proof shall be presented on or before the due date for cash dues/fees for each school year.

16.3.4 With respect to all sums deducted by GDPS pursuant to sections above, whether for membership dues or agency fee, GDPS agrees to remit such moneys promptly to AMU accompanied by an alphabetical list of unit members for whom such deductions have been made, categorizing them as to membership or non-membership in AMU, and indicating any changes in personnel from the list previously furnished.

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

Article XVII – Discipline

17.1 **Employment Rights:** Except for substitutes or temporary employees as described herein, no regular unit member shall be disciplined, non-renewed, dismissed, reduced in rank or compensation without just cause.

17.2 **Coaches, Substitutes & Temporary Employees:** Coaching assignments, substitutes and temporary employees are hired on an at-will basis and are not subject to these just cause procedures. Employees serving as substitutes (90 consecutive days or less per school year) or temporary (serving over 90 consecutive days in a school year) employees are defined as employees hired and assigned to cover absences of regular employees or to cover unexpected vacancies which occur during the school year. Such substitute/temporary assignments utilized to cover absences/vacancies during the school year shall not extend beyond the school year in which they are made.

When a temporary teacher is utilized for at least 75% of a school year and hired in the following school year, he or she shall be hired as a regular employee.

Following 30 days of employment as a temporary employee, pursuant to Article XVI Organizational Security, such employees shall become members of AMU, except that such employees (during temporary status) shall not be afforded just cause discipline rights as stated above, the work year provisions of Article VI, Article XX Assignments, Article XXI Evaluation, Article XXV Leave Provisions and Article XXVII Layoffs. Temporary employees will receive one day of sick leave for each month served. At a minimum, GDPS administration shall conduct an informal observation of each temporary employee and provide feedback every eight weeks.

17.3. **Just Cause Process:** As such, GDPS retains the right to discipline unit members provided its reason is based upon just cause (including progressive discipline), as specified herein. The following are just causes for discipline that include but are not limited to:

- 17.3.1 Unsatisfactory performance as defined by this Agreement's article concerning evaluation;
- 17.3.2 Dishonesty, including any falsifying of employment records, employment information, or other school records;
- 17.3.3 Theft or deliberate or careless damage or destruction of any school property, or the property of any employee or student;
- 17.3.4 Possession of any firearms or any other dangerous weapons on school premises at any time;
- 17.3.5 Possession or use of any intoxicant on school grounds, including alcohol or controlled substances (unless such substances are supported by a valid prescription);
- 17.3.6 Conviction of any felony or crime of moral turpitude;
- 17.3.7 Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management;
- 17.3.8 Absence without leave or abuse of leave privileges;
- 17.3.9 Unprofessional conduct;
- 17.3.10 Violating any safety, health, security or school policy, rule, or procedure or engaging in any conduct which risks injury to the employee or others;

- 17.3.11 Committing of or involvement in any act of unlawful harassment of another individual;
 - 17.3.12 Failure to maintain appropriate credential(s) required for the position;
 - 17.3.13 Abandonment of position.
- 17.4 **Progressive Discipline:** Absent egregious conduct, GDPS shall utilize a discipline process which includes the following progression: verbal warning; written warning; written reprimand; suspension without pay; and termination.
- 17.4.1 **Verbal Warning**

A verbal warning may result in a written summary thereafter by the administrator. In such instances, the summary shall confirm the matter is a verbal, not a written warning. This written summary shall not be entered into the unit member's personnel file unless in the event of subsequent discipline, the matter is referenced by GDPS.
 - 17.4.2 **Written Warning**

A written warning may be issued when the verbal warning fails to bring about the proper conduct. Within ten (10) work days of receipt of the written warning, the employee has the right to provide a written response which shall be attached to warning.
 - 17.4.3 **Written Reprimand**

Unless conduct warrants a written reprimand in the first instance, a written reprimand shall not be used unless the employee has been warned about similar actions within the last four (4) proceeding years. Within ten (10) work days of receipt of the written reprimand, the employee has the right to provide a written response which shall be attached to the reprimand.
 - 17.4.4 **Suspension Without Pay**

Suspension may be without pay but shall not reduce or deprive the employee of seniority or any other benefits. Any suspension shall not exceed fifteen (15) work days.
- 17.5 **Discipline Without Progression:** Nothing in this Article shall prohibit the use of a more serious discipline consequence in the first instance (violation) when an offense so warrants. Specifically, a unit member may be suspended without pay or dismissed from employment in instances where the offense is serious or egregious.
- 17.6 **Suspension or Dismissal Process:** Suspension without pay or dismissal for all other offenses shall be initiated in writing by the Vice President of Human Capital providing Notice of Recommended Discipline ("Recommendation") and serving such Recommendation upon the unit member in person or by certified mail. The Recommendation shall contain a statement, in ordinary language, of the factual basis

upon which the disciplinary action is based, any rule or regulation alleged to have been violated, and the proposed penalty. The unit member shall also be given a copy of any documentary materials upon which such action is based and a statement of the unit member's right to respond, verbally and in writing, within five (5) working days prior to the proposed discipline being imposed, unless by agreement of both the Vice President of Human Capital and the employee, this deadline is extended. Following this period, the Vice President of Human Capital may provide Notice of Discipline to be served upon the unit member in person or by certified mail.

17.7 **Appeal of Suspension:** For suspensions without pay, the Notice of Suspension shall be final. If the unit member wishes to grieve the suspension, he or she may request a meeting with the Chief Academic Officer ("CAO") pursuant to the procedures below (see Appeal of Dismissal) but such meeting will constitute the initiation of the grievance process. If the employee chooses to be accompanied by legal counsel and/or an AMU representative at such meeting, the employee shall bear any cost therein involved. If the unit member is not satisfied with the decision of the CAO, within fifteen (15) calendar days, he or she may then directly proceed to have the matter heard pursuant to Section 13.4.5 of the Grievance Article of this contract.

17.8 **Appeal of Dismissal:** If the unit member wishes to appeal the imposition of a dismissal action, the appeal must be filed with the office of the Vice President of Human Capital within ten (10) work days from the time the Notice of Dismissal is served on the employee. The appeal must be made in writing and delivered to the office of the Vice President of Human Capital.

Upon appeal, the employee shall be entitled to appear personally before the CAO to present any evidence or testimony to contest the Notice of Dismissal. This appeal to the CAO is not an evidentiary hearing. If the employee chooses to be accompanied by legal counsel and/or an AMU representative at such meeting, the employee shall bear any cost therein involved. The employee shall be provided a written decision setting forth the decision of the CAO.

The CAO shall render a written decision within ten (10) workdays of the completion of the hearing.

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

17.9 **Reference to or Reliance upon the Education Code:** The parties expressly agree that the Education Code provisions for certificated discipline (suspension or dismissal) and interpreting case law do not apply to GDPS.

Article XVIII – Retirement

18.1 All unit members shall be participants in the State Teachers Retirement System.

Article XIX – Subcontracting

- 19.1 The parties to this agreement recognize that the duties and work performed by the bargaining unit described in Article II above shall be performed only by unit members and shall not be subcontracted or otherwise transferred out of the bargaining unit
- 19.2 Any changes to this provision shall be subject to the meeting and negotiating process described in the Educational Employment Relations Act.
- 19.3 The appropriateness of the placement of any newly created position shall first be discussed by the parties and then subject to the unit clarification provisions of the Educational Employment Relations Act.
- 19.4 The parties recognize that this article is intended to preserve work currently performed by members of the bargaining unit and to provide a process to determine appropriate placement of newly created positions. Nothing in this article is intended to change current GDPS practices regarding the hiring of employees.

Article XX – Assignments and Transfers

20.1 Definitions

An “Assignment” is the placement of a unit member in a course for which they hold an appropriate credential.

A “Re-assignment” is the movement of a unit member from one course or subject area to another or from one grade level to another.

A “Transfer” is move from one Green Dot School Site to another. The transfer may involve a change in grades or subject area as long as the move involves changing worksite.

An “Incumbent unit member” is a currently employed, credentialed unit member.

A “Vacancy” is any position that does not have a unit member assigned to it. This includes any vacated, promotional or newly created position whose work is part of the bargaining unit.

20.2 Assignments

20.2.1 On or before January 15th of each year, the Board will distribute to all unit members a notice of intent to return. On or before February 14 of each year all bargaining unit members must sign a notice of intent to return in order to assure assignment with Green Dot for the following school year. Members who indicate that they do not intend to return may change their election until March 1st of each year and will be assured an assignment for the following year. The unit member and Green Dot may extend the March 1st deadline by mutual written agreement. The notice of intent to return may include a statement of preferred assignment for the following school year. Absent such a statement, the assumption is that the bargaining unit member desires to continue in their current assignment, and, if

they have satisfactory evaluations, shall be so assigned.

20.2.2 In determining initial assignments for the following year for teachers desiring a change within their existing department the following procedure shall be followed.

On or before April 1st of each year, the Board shall provide each Department with the list of classes for the following year. Each Department shall meet to mutually determine initial assignments for the following year. The Department shall present the list of initial assignments to the principal on or before April 14th of each year, including any positions remaining open.

20.2.3 Following the posting of open positions and the initial hiring of new certificated personnel, the initial assignments may be reviewed. Department members will consult with the goal of reaching mutual agreement on final assignments for the following year.

20.2.4 In the event that mutual agreement is not reached in either of the preceding sections, the Board shall make the final determination on assignments using the following criteria:

- Legal requirements and qualifications
- Satisfactory evaluation
- Expertise and relevant experience

In the absence of substantial distinguishing differences in the above criteria, length of service at the site shall be the determining factor.

20.3 Reassignments

In determining initial assignments for the following year for teachers desiring a reassignment outside their existing department the following procedure shall be followed.

- The opening shall be posted as part of the open hiring process
- Preference shall be given to incumbent unit members with satisfactory performance and appropriate credentialing by the Hiring Committee.
- The Hiring Committee shall make a recommendation on hiring to the Board
- The Board will hire based on the recommendation of the Hiring Committee and the principal.

Unit members shall be notified of their final assignments for the next school year on or before June 1.

If a request for reassignment is denied, the unit member, upon request, shall be granted a meeting with the administrator who denied the request to discuss the reason(s) for the denial. Following the meeting the unit member shall, upon request, receive written reason(s) for the denial.

20.4 Voluntary Transfers

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

In determining initial assignments for the following year for teachers desiring a transfer, the following procedure shall be followed.

- The opening shall be posted as part of the open hiring process
- Preference shall be given to incumbent unit members with an Effective Rating performance and appropriate credentialing by the Hiring Committee.
- In the instance of a first-year unit member or if a unit member's evaluation scores do not exist, GDPS and AMU may waive the Effective Rating requirement.
- The Hiring Committee shall make a recommendation on hiring to GDPS.
- GDPS shall hire based on the recommendation of the Hiring Committee and the principal.

GDPS shall, upon request of the unit member, deliver in writing, the reason(s) that the unit member was not selected to fill the vacancy, which may include demonstrable financial need.

20.5 Involuntary Transfers

Involuntary transfers may only be made for just-cause and if no qualified voluntary applicants come forward.

20.6 Vacancies

Upon knowledge of vacancies, GDPS shall deliver to the Asociación and post at all work sites a list of all vacancies for the next school year that they are aware of. The list shall contain:

- A closing date, which is at least ten (10) working days following the posting date
- A job description
- Credentials and qualifications necessary to meet the requirements of the position

Unit members shall, upon request, be notified by mail of any vacancies which may arise during the summer recess or a period of leave. The unit member's request must be in writing and must include a mailing address.

Vacancies shall be filled using the process described in section 20.3 above.

GDPS shall, upon request of the unit member, deliver in writing, the reason(s) that the unit member was not selected to fill the vacancy.

20.7 Job Share Agreement

- 20.7.1 Job Share Defined: The Job Sharing Program is one in which two (2) employees share the full responsibilities of one (1) identifiable full-time position for an entire school year. The participants shall share a proportional division of the professional work day, which includes the school day, school week, or weekly instructional minutes, including professional development, based on the two employees' proposal. Each job share assignment terminates at the end of the school year, and in the event such participants wish to job share again, a new proposal for the following year must be submitted and will be subject to the same conditions and requirements noted herein.
- 20.7.2 Review of Applications for Job Shares: Job share proposals for the following school year shall be submitted no later than January 15, and such proposals will normally be evaluated prior to February 1. A decision with respect to the acceptance or continuance of a job share proposal will be made on or before March 1. A job share application (see Appendix E) shall be reviewed by the Principal unless there are multiple applications for the same site, in which case the procedures noted herein are utilized.
- 20.7.3 Minimum One (1) Year Commitment: Job share applicants must be willing to provide a written commitment to serve a minimum of one (1) year in the shared position. If, because of extenuating circumstances, one of the participants cannot continue in a part-time assignment during the school year, GDPS is under no obligation to return the individual to a full-time assignment until the following year.
- 20.7.4 Job Share Written Agreements: Upon approval of a job share assignment, along with the school's Principal and the GDPS Vice President of Employee Solutions, the participants will sign a separate agreement detailing plans for the job share assignment. This separate agreement will include the calculation of salary.
- 20.7.5 Minimum Conditions Required to Submit Proposal: Job share participants must be current AMU members, and cannot be brought in from outside GDPS to participate. Participants must also have a valid credential as a job share will not be allowed when the participant only possesses a short-term staff permit, limited assignment permit, or any other temporary credentialing solution. Further, job share assignments shall only be filled by unit members who have jointly requested to work together.
- 20.7.6 Limitations On Number of Job Share Arrangements: No GDPS school may approve more than two (2) job share arrangements at any time. In the event that more than two job share applications are received by a school for the same school year, a decision on which job share application will be approved will be made by the Vice President of Employee Solutions and Vice President of Human Capital. This final decision will be made based on the information provided in the job share application along with consultation with the Principal.

- 20.7.7 Salary & STRS Contributions Prorated: During the job share arrangement, salary for the participants will be at the prorated share of the amount a unit member would have earned had the employee not elected to exercise the option to participate in job sharing. The contribution to STRS/PERS will be based upon the amount of salary actually earned by the participant.
- 20.7.8 Health Benefits: Job share participants have the option to receive full medical, dental, and vision benefits. If an employee serves 75% or greater of the job share assignment, he/she will be provided health benefits at the normal rate of a full-time GDPS employee. If an employee serves less than 75% of the job share assignment, he/she will have the option to pay the difference of the required premium in order to retain his/her health benefits. If such benefits are waived, GDPS receives the prorated share of the waived benefits.
- 20.7.9 Accrual of Sick Leave: Accrual of sick time will be the prorated share of the amount an employee would have earned had the employee not elected to exercise the option to participate in job sharing.
- 20.7.10 Coverage of Job Share Participant Absences: If an employee on shared assignment is absent, the other party, whenever possible and with the approval of the school's principal, will trade days with his/her partner or will agree to substitute for his/her partner in a regular substitute status at the regular substitute rate.
- 20.7.11 Required Participation in School Community: Each employee on a job share contract will be expected to fully participate in professional responsibilities such as, but not limited to, the following: departmental and grade level meetings; faculty meetings; professional development; parent/teacher conferences; Back to School Night; and Open House. Principals will further define the responsibilities with the job share participants.
- 20.7.12 Early Termination of Job Share Assignments: If, because of extenuating circumstances, one job share partner cannot continue in the job share assignment, one of the following shall occur:
- i. The remaining participant fills the previously shared position on a full-time basis;
 - ii. A new partner, mutually agreeable to parties, replaces the non-continuing partner;
 - iii. The remaining participant submits his/her resignation.
- 20.7.13 Possible Layoffs When No Position is Available: If no position at the school is available at the termination of a job share assignment, a reduction in force at the school may be necessary. In such instances, the two (2) job share participants shall be the first positions subject to the reduction. In the event further reduction in force is required, such reductions would be based on the criteria outlined in the AMU contract. The possibility of a reduction in force will be considered prior to the execution of the Job Share agreement. If the

agreement creates a hardship for the school in this regard, it may not be approved.

Article XXI – Multiple Measures of Effectiveness

21.1 Teacher Evaluation

Purpose

Every student deserves to be taught by an effective teacher. Research has shown that effective teaching is the most important school-based factor which can impact student learning. GDPS is committed to the goal of ensuring that an effective teacher is in every one of our classrooms. To that end, GDPS will develop effective educators through the use of a robust and multidimensional teacher evaluation system; this system will include comprehensive tools aimed at evaluating teachers, both in terms of determining their effectiveness and providing them with high quality, targeted supports and opportunities to engage in their own development.

Teacher evaluation is part of an ongoing process in which a teacher will reflect on their own practice in partnership and with coaching from an administrator. Teacher evaluation will help differentiate areas of growth and areas of strength for teachers. GDPS will provide a range of supports to help teachers improve their practice and a teacher will be responsible for accessing and utilizing those supports to meet their career goals.

Measures Included in Teacher Evaluation

Throughout Article XXI, reference will be made to the College-Ready Teaching Framework (CRTF). *The College Ready Teaching Framework* is comprised of five domains. The domains were derived from Charlotte Danielson’s research-based *Framework for Teaching*, and adapted to align to the core values of all the collaborating charter management organizations of The College-Ready Promise. Each domain has several “standards,” and each standard has several “indicators.” Indicators are descriptors of practice that we know to be indicators of great teaching (See Appendix “B” for the College-Ready Teaching Framework.)

The Classroom Observation Measure

Informal Observation

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

the ratings a teacher would receive *if* the observation was a formal one, but such discussion is merely speculative and meant only to inform a teacher's practice.

Formal Observations

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

Pre-observation conference

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

For semester 2:

- a) If the teacher received ratings of 3s or 4s in all of the Domain 1 indicators for semester one (1), then the teacher must only submit the 3-part objective with proving behavior on the Objective and Proving Behavior Submission Form (See Appendix B).
- b) If the teacher did not receive ratings of at least 3s or 4s in all of domain 1 indicators for semester 1, then the teacher must submit a full GDPS Lesson Plan. The teacher **will** be rated on all indicators on which s/he scored a 1 or 2 in semester one (1) AND all indicators which were selected during the Interim Guiding Conference. The teacher will NOT be rated on any indicator whereon s/he was rated a 3 or 4 in semester 1 which was not selected as a re-rate indicator. (A re-rate indicator is an indicator in which the teacher has received a 3 or 4 in semester one (1) but is requesting that this indicator(s) be rated in semester two (2).
- c) If the teacher received all 3s or 4s in domain 1 indicators for semester 1 AND the teacher wishes to be re-rated in some indicators, the teacher must follow the instructions for "b" above.

Classroom observation

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

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

Post-observation conference

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

Ratings Disagreement – 3rd Rater Form

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

Interim guiding conference

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

refined based on the outcome of observations and available data.

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

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

Goals may be changed or modified during the school year if the administrator and teacher both agree.

Summative conference

A Summative Conference shall occur concurrently with the semester two (2) Formal Observation debrief. This part of the post-observation debrief will provide teachers with end-of-year feedback on their growth as a teacher as measured by all available data (stakeholder surveys, prior observations). If needed, the Summative Conference can happen after Semester Two's Post-Observation Debrief.

Eligibility of Observation scores

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

The Student Growth Measure

Individual Student Growth Percentile

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

Teaching Assignments and utilization of SGP scores

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

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

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

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

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

School-level Student Growth Percentile

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

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

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

Student Growth Measure: Non-SGP:

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

The Stakeholder Feedback Measure

360° Survey

The 360° Survey will provide each teacher’s colleagues (teachers) the opportunity to provide unit member with feedback on indicators 4.1(c) - 4.3(e) of the CRTF, “Developing Professional Practice.” The survey will be taken by five (5) various teachers. Where possible, the colleagues taking the survey will be:

- Two (2) randomly selected teacher from the teacher’s grade level;
- Two (2) randomly selected teacher from the teacher’s department;
- One (1) randomly selected teacher from either the teacher’s department OR grade level; and
- The teacher’s designated observing administrator.

The teacher will also answer the survey for him/herself. The scores a teacher provides for him/herself will not be factored into the individual overall 360° survey process.

If it is not possible for the above listed teachers to participate, other teachers may participate on the survey process.

The 360° survey will be given once per year in December. The 360° survey questions are available in Appendix B.

The Student Survey

The questions on the student survey will solicit information from students related to the school and unit members individually.

The Student Survey is a survey taken by approximately thirty (30) computer generated randomly chosen students of each teacher from varying class periods.

In the instance that a teacher has fewer than thirty (30) students, all of his/her students will take the survey. The survey questions are listed in Appendix B.

Students are eligible for their scores to count if they have been present for 85% or more of the days between CBEDS and administration of the survey.

The Student Survey is given once per year in February.

The Family Survey

The Family Survey is a stakeholder feedback survey asking families to provide feedback on the school's performance in Domain 5 of the College-Ready Teaching Framework, "Developing Partnerships with Family and Community." The Family Survey questions can be found in Appendix B.

Taken once each year, a response rate of at least 20% of the families as measured by the student population at the school is required. Should any school receive a response rate of less than 20%, the pies shall be altered so that the total score will be measured out of a 95% possible score. If the requisite threshold of 20% or more family surveys is received, student survey results will be factored in to the family survey in a manner that is proportionate to the number of parent questions on the survey.

The Compliance Measure

The compliance measure will evaluate teachers on their ability to meet IEP compliance regulations. IEP compliance is based on appropriate prescription and implementation of services to students with disabilities, adhering to state and federal mandates, including data reporting, provision of services, timelines, meeting any applicable Modified Consent Decree outcomes, and dispute management. GDPS and AMU are committed to developing the compliance measure during the 2012-2013 school year, but as it has yet to be developed, the pie shall be altered so that the total score will be measured out of a 75% possible score. The 75% possible score alters the percentages as follows: 46.7% Observation, 6.7% Peer Surveys, 13.2% Student Surveys, 6.7% Family Surveys, 26.7% School SGP. The bargaining teams shall receive ongoing progress updates throughout the 2012-2013 school year.

Weighting of multiple measures

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

Group 1: Teachers without individual student growth data

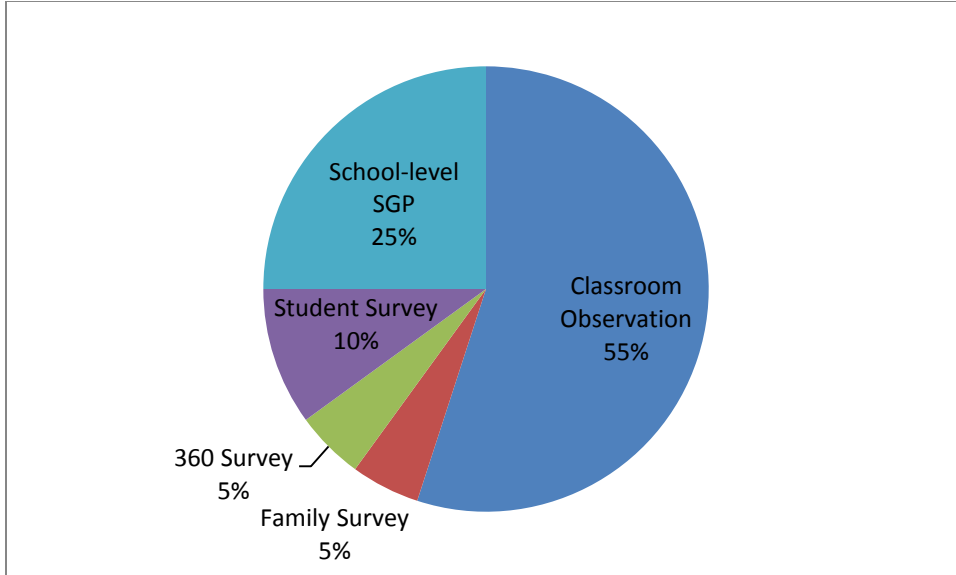
55%: Classroom observation

25%: School-level SGP

10%: Student surveys

5%: 360 surveys

5%: Family surveys



Group 2: Teachers with individual student growth data

40%: Classroom observation

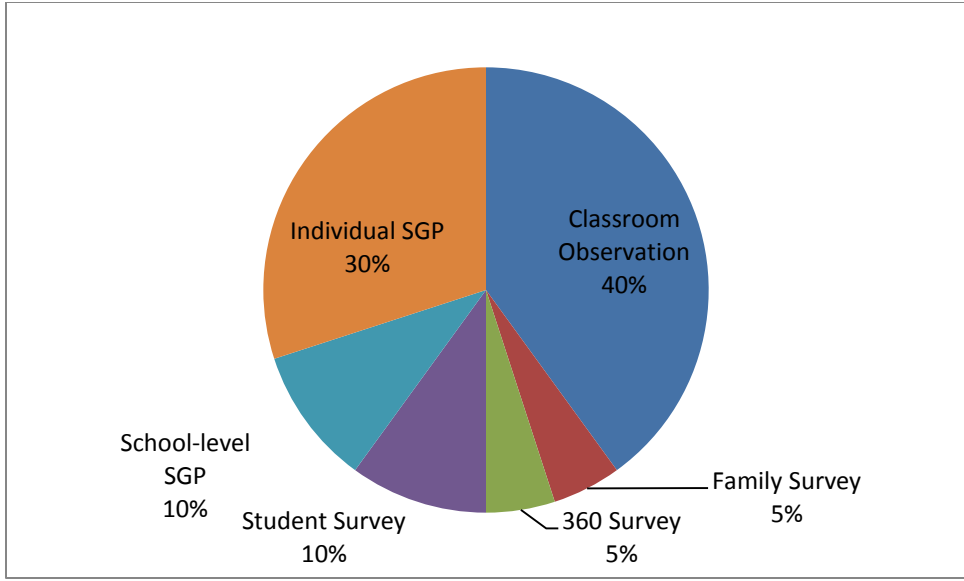
30%: Individual SGP

10%: School-level SGP

10%: Student surveys

5%: 360 surveys

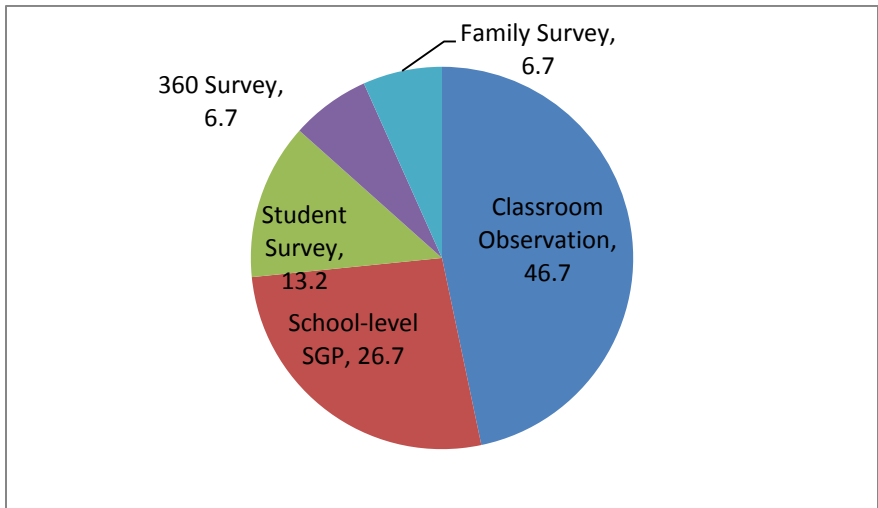
5%: Family surveys



Group 3: Special Education Teachers

(75% possible score for '12-'13)
 46.7 %: Classroom observation
 26.7%: School-level SGP
 13.2%: Student surveys
 6.7%: 360 surveys
 6.7%: Family surveys

(Potential scores in '13-'14)
 35%: Classroom observation
 25%: Compliance
 20%: School-level SGP
 10%: Student surveys
 5%: 360 surveys



Scoring each Measurement of Effectiveness

The Classroom Observation Measure

For each formal classroom observation (in semester 1 and semester 2), the ratings for each indicator measured (all indicators in domain 1, all indicators in domain 2, all indicators in

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

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

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

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

The Stakeholder Feedback Measure

360 Survey

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

Student Survey

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

Family Survey

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

The Student Growth Measure

Individual SGP

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

School-level SGP

All teachers' school-level SGP scores are equal to the median of all eligible students' SGP scores at the school.

Translation of Teacher Effectiveness score to Career Path placement

Weighted scores for each measure are calculated using the following method:

- Observation: Final Classroom Observation Score x 100 x weight = Classroom Observation Weighted Score
- 360 Survey: Final 360 Survey Score x 100 x weight = 360 Survey Weighted Score
- Student Survey: Final Student Survey Score x 100 x weight = Student Survey weighted Score
- Family Survey: Final Family Survey Score x 100 x weight = Family Survey Weighted Score
- School-level SGP: $1 + ((\text{School SGP}/99) \times 3) \times \text{weight} = \text{School-level SGP Weighted Score}$
- Individual SGP: $1 + ((\text{Individual SGP}/99) \times 3) \times \text{weight} = \text{Individual SGP Weighted Score}$
- Compliance: Final Compliance Score x 100 x weight = Compliance Weighted Score

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

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

Development Plan

The Evaluation Committee will continue to develop applicable standards for placement of unit members on a development/improvement plan. The AMU and GDPS bargaining team will receive reports from the above referenced committee.

Purpose

A development plan is a tool used by the school administrator and unit member to increase the level of assistance for those members struggling in their practice. While the role of the school administrator is to ensure additional resources, supports and coaching is being provided to assist with improvement, it is also the responsibility of the teacher to access and utilize those supports as a way to impact and improve his or her own development. The affected teacher may provide input and make recommendations on the development plan supports. However, the administrator retains the final authority on all supports and resources provided on the development plan.

Criteria for Placement on a Development Plan

At the discretion of the administrator, a unit member with less than two (2) years of service with GDPS may be placed on a development plan after two informals/debriefs that reveal two (2) or

more indicators scoring 1.0. During the debrief, the administrator will review the evidence and provide a score of the indicators of concern.

At the discretion of the administrator, a unit member with two (2) or more years of service with GDPS may be placed on a development plan if, after any formal observation process, the unit members averages less than 2.0 on Domains 1-4 of the CRTF.

The development plan shall include the following:

- Areas of growth, where specific improvement is needed and supporting evidence;
- Specific expected outcomes for improvement;
- Supports and resources to be utilized to assist with the improvement; and
- The means by which improvement will be measured.

During informal observation debriefs while on the development plan, the administrator of record will provide the teacher with hypothetical scores based on the CRTF that reflect observed performance.

A report of the teacher's progress toward reaching the development plan's expected outcomes will be provided to the teacher in the middle of the development plan, which is approximately between the 20th and 30th working days on the development plan.

If an administrator places a teacher on a development plan with fifteen (15) or fewer working days prior to the end of the school year, the 45-day timeline described below will not begin until the first instructional workday of the following school year.

There are two options to consider when determining the next steps for a teacher on a development plan:

If at the end of forty-five (45) working days, the teacher makes sufficient improvement on the chosen (3 to 4) indicators and there are no other indicators of concern, then the teacher is removed from the development plan.

If at the end of forty-five (45) working days, the teacher improves on the chosen indicators but there are other indicators of concern, the unit member may be placed on a new development plan for the indicators of concern.

Improvement Plan

If at the end of forty five (45) working days has been given for the teacher to improve as specified in the development plan, and there is insufficient progress based on the chosen indicators identified in the development plan, a forty five school day improvement plan shall be developed.

The improvement plan must include (but is not limited to):

- Areas of growth, where specific improvement is needed and supporting evidence;
- Expected outcomes recommendations for improvement;
- Supports and resources provided to assist with the improvement;
- The means by which improved shall be measured; and
- A reasonable date for achieving the specified improvement(s).

The principal will take affirmative action to give support to help the teacher correct any cited areas of improvement. The affected teacher may provide input and make recommendations on the improvement plan supports. However, the administrator retains the final authority on all supports and resources provided on the teacher's improvement plan. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time for the teacher to visit and observe similar classes in other GDPS schools.

A report of the teacher's progress toward reaching the improvement plan's specified targets will be provided to the teacher in the middle of the improvement plan, which is approximately between the 20th and 30th working days on the improvement plan.

If an administrator places a teacher on an improvement plan with fifteen (15) or fewer working days prior to the end of a school year, the 45-day timeline described below will not begin until the first instructional workday of the following school year.

In the event a teacher on an improvement plan has not improved their performance to meet the standard, GDPS may terminate and/or not re-hire for the following year. In this case, the following procedures will apply:

Termination

- The teacher will be given written notice of the termination on or before May15th of that school year;
- The notice shall include the reason for the action and notification of an opportunity to appeal;
- The teacher may request a conference in writing within ten working days of receiving the notice;
- If the teacher does not submit a request for a conference in writing within ten (10) working days of receiving the notice, such failure to make a request shall be deemed a waiver of the right to a conference;
- The conference, if requested, shall follow the grievance process as described in Article XIII of the collectively bargained agreement between GDPS and AMU;
- The teacher may have an Association representative present at the conference if he/she

desires.

21.2 Counselor Evaluation

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

The following apply to all counselors:

- No later than thirty (30) days from the start of the school year, principals will hold an individual conference with each counselor to establish goals for that school year. Prior to this meeting, the principal will provide the counselor with copies of his/her evaluation documents for the year and expectations for the meeting (located in Appendix B). Focus areas may be changed or modified during the school year at the mutual discretion of the principal and teacher.
- Counselors will be observed twice per year during the completion of one School Site responsibility task and one Parent and Community Engagement task. These observations may include, but are not limited to the following:
 - Staff Professional Development
 - Parent conferences
 - Parent and Student Informational Nights
 - College Classroom Workshops
- Counselors shall be formally evaluated twice each school year, by the teacher formal observation deadlines.

Article XXII – Working Conditions Related to Special Education Requirements

- 22.1 The regular classroom teacher will be informed of and have immediate access to view the Individualized Educational Program for each assigned pupil with exceptional needs from GDPS on the first day of the school; IEPs for students in their first year in GDPS schools will be made available for viewing as soon as possible.
- 22.2 All IEPs will be developed and maintained consistent with all legal requirements.
- 22.3 The caseload for a special education teacher shall adhere to all applicable federal and state law.

Article XXIII – Complaints Against Unit Members

- 23.1 Complaints against unit members shall be handled according to applicable GDPS policies and legal requirements. When appropriate, complainants may be asked to attempt to informally resolve such complaints with the involved unit member. If a unit member requests an administrator to facilitate a meeting with the complainant, the administrator shall participate in such a meeting, unless in the opinion of the administrator the meeting should not take place (such as for safety or legal concerns).
- 23.2 As soon as is reasonable or allowed under the circumstances, the written complaint or a written summary of the material allegations shall be reduced to writing by GDPS and shared with the unit member for review and response.
- 23.3 Any disciplinary action taken by GDPS following an investigation of complaints must be in compliance with Article XVII of this Agreement. This includes the requirement that unit members be given a reasonable opportunity for review and respond to material allegations relied upon by GDPS to support the personnel action before personnel action is taken.

Article XXIV -- Negotiations

- 24.1 No later than June 30th of the year in which this Agreement expires, the Asociación and Board shall submit their initial proposals to each other for a successor Agreement. The Board shall give proper public notice of such proposals at the first Board of Directors meeting following the submission of the proposals
- 24.2 The parties shall commence to meet and negotiate on re-openers or a successor Agreement beginning no later than five (5) days after the completion of the public notice requirements listed above. Any Agreement reached between the parties shall be reduced to writing and signed by them.
- 24.3 Within thirty (30) days of ratification of the Agreement by both parties herein, GDPS shall post the ratified agreement on the GDPS intranet and notify bargaining unit members via e-mail of the internet link. GDPS shall provide a copy of the Agreement to any new bargaining unit members hired during the term of the agreement. GDPS shall make available a hard copy of the agreement in a teacher common area at each site.
- 24.4 Negotiations meetings will be scheduled as mutually agreed upon by both parties. Asociación representatives appointed for the purpose of meeting and negotiating will receive release time from duties without loss of compensation as per the EERA. (Govt. Code Section 3543.1.)

Article XXV – Leave Provisions

25.1 Personal Illness and Injury Leave

25.1.1 Full-time unit members shall be entitled to ten (10) days leave with full pay for each school year for purposes of personal illness or injury. Unit members who work less than full-time shall be entitled to that portion of the ten (10) days leave as the number of hours per week that scheduled duty relates to the number of hours for a full-time unit member in a comparable position.

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

25.1.3 Pay warrants shall record accumulated sick days.

25.1.4 Whenever possible, a unit member must call the principal as soon as the need to be absent is known, but in no event less than one-and-a-half (1-1/2) hours prior to the start of the work day unless it was an emergency to permit the employer time to secure a substitute service. Failure to provide adequate notice is grounds for disciplinary action.

25.1.5 Unit members may report their absence as a one-day only absence. If the absence needs to be extended the unit member needs to notify the principal or designee as soon as possible. This practice can help assure consistency of coverage.

25.1.6 In the event that a member requests a sub and decides to attend work anyway, the unit member will still be using up a sick day.

25.1.7 For unit member absences of one-half a work day or less, GDPS will deduct from a unit member's accumulated illness leave, in hourly increments for every fraction of an hour the employee is tardy/absent from work; and absences of more than one-half a work day shall continue to be deducted as a full day of leave.

Absences of more than one-half a work day shall be deducted as a full day of leave.

25.1.8 Unit member shall be entitled to sick days accrued from previous employment in a school district, charter school or public school.

25.2 Personal Necessity Leave

25.2.1 A unit member may use, at her/his election, up to seven (7) days of unused sick leave for the purpose of personal necessity leave.

25.2.2 Unit members shall submit notification for personal necessity leave to their immediate supervisor at least one (1) day prior to the beginning date of the leave, except where extenuating circumstances make this impossible. Such leave may be used at the discretion of the unit member who shall not be required to give

verification or explain the reason for the leave.

25.3 Bereavement Leave

A unit member shall be granted leave of absence for the death or imminent death of any member of the immediate family without loss of pay or deduction from other leave benefits found in this Article. This leave shall be for three (3) days, unless travel of more than 200 miles is required; in such case the length of the leave shall be for five (5) days.

25.4 Leave Rights

25.4.1 Unit members on a paid leave of absence shall continue to receive wages, health and welfare benefits, and retirement credit in the same amounts as if they were not on leave. Those unit members who go on an unpaid leave of absence during any pay period shall receive their health and welfare benefits for the balance of that pay period. Thereafter, they shall be allowed continued benefits at their own expense.

25.4.2 A unit member returning from any type of paid leave shall be entitled to return to the same position and assignment she/he had prior to the leave. A unit member returning from any type of unpaid leave shall be entitled to return to the same position and assignment she/he had prior to the leave unless that position was filled in her/his absence with a unit member, and in such case the returning unit member shall be entitled to an equivalent position.

25.5 Industrial Accident Leave

25.5.1 Unit member shall be entitled to industrial accident and illness leave according to the provision in Education Code Section 44984 which has qualified for worker's compensation under the provisions of the existing insurance carrier.

25.5.2 Such leave shall not exceed sixty (60) days during which the school is in session or when the employee would otherwise have been performing work for the Board in any one fiscal year for the same industrial accident or illness.

25.5.3 A unit member claiming an industrial accident or illness leave shall be subject to examination by a physician designated by the Board's insurance carrier, or a physician previously designated by the unit member to assist in determining the qualification and the length of time during which the teacher will be temporarily unable to perform assigned duties, and the degree to which a disability is attributable to the injury or illness involved.

25.5.4 During any industrial accident or illness paid leave of absence, the unit member shall endorse to the Board the temporary disability and indemnity checks received on account of the industrial accident or illness. The Board, in turn, shall issue the unit member appropriate salary warrants for payment of salary less normal deductions.

25.6 Judicial Leave

25.6.1 It is encouraged for teachers to attend to jury duty during vacation time.

25.6.2 Unit members shall be granted leave, without loss of pay, to appear in court as a witness, other than as a litigant, or to respond to an official order from duly authorized government agencies, or to serve as a juror for up to five days of pay reimbursement.

25.6.3 Any compensation, less any mileage expenses, received for appearance as a witness or from serving as a juror under this section shall be endorsed over to the school site so that the unit member's compensation for any days of absence for the above purposes shall not be in excess of nor less than, her/his regular pay.

25.7 Leaves Without Pay

The applications for and granting of such leaves of absence shall be in writing to the principal. Applications shall be given careful consideration and any denial will be set forth in writing with reasons on the basis of the best interest of the organization.

Unit members on leaves without pay shall be permitted participation in the Board Insurance Programs by making premium payments directly to the Board. In addition, a unit member on such leave shall notify the Principal by March 1st of the school year as to the intent to return to employment in the school. Failure to notify may be considered an abandonment of position and forfeiture of all insurance benefits.

25.7.1 Child Bearing Preparation and Child Rearing

25.7.1.1 Unit members may use their accrued personal illness and injury leave for purposes of preparation for child birth, post-birth bonding or adoption.

25.7.1.2 Upon exhaustion of their accrued personal illness and injury leave, unit members may request the donation of additional leave time from other bargaining unit members. The donated leave will be deducted from the accrued personal illness and injury leave of the member who donates it. No member may contribute more than one (1) additional day of leave per incident.

25.7.1.3 The total amount of paid leave for purposes of preparation for child birth, post-birth or adoption shall be limited to a maximum of fifty (50) days.

25.7.1.4 Notwithstanding any other section of this article, receipt of donated leave is contingent upon the agreement of the recipient of such leave returning for a minimum of one (1) additional year of employment at Green Dot Public Schools. This condition may be waived by the mutual agreement of the parties.

25.7.1.5 Upon the exhaustion of accrued and/or donated personal illness and injury leave, for child bearing, child rearing, or adoption purposes only, additional non-accumulated sub differential leave shall be available annually for a period, not to exceed one hundred work days. During the sub differential leave time, the unit member's salary shall be the difference between the employee's salary and the amount actually paid a substitute employee employed to fill the position during the leave, or, if no substitute is employed, the amount which would have been paid to a substitute.

25.7.1.6 There shall not be a diminution of employment status for child bearing or child rearing except that no person shall be entitled to compensation or increment, nor shall the time taken on parental leave count toward credit for probationary teachers in earning tenure status.

25.7.1.7 If a teacher is on leave for child bearing or child rearing and in the event of a miscarriage or death of child subsequent to childbirth, the unit member may request an immediate assignment to a unit position. If there is no vacancy for which a unit member is qualified, GDPS will assign the teacher to a position as soon as practicable.

25.7.2 Family Care and Medical Leave

Under state and federal law, unit members who have served GDPS more than 12 months and have at least 1,250 hours of service with GDPS during the previous 12-month period, have the right to an unpaid family care and medical leave of up to 12 work weeks in a 12-month period for the birth of a child, for the placement of a child for adoption or foster care, for the serious health condition of their child, parent or spouse, or for their own serious health condition which makes them unable to perform their job. When granting this leave, GDPS guarantees reinstatement to the same or a comparable position at the end of the leave, subject to any exceptions or limitations provided by law.

If possible, at least 30 calendar days written advance notice must be provided for foreseeable events such as the expected birth of a child or the planned medical treatment of yourself or a family member. For events which are unforeseeable 30 days in advance, GDPS must be notified as soon as practicable. Failure to comply with these notice rules is grounds for, and may result in, denial or deferral of the requested leave until this notice policy is complied with.

25.7.3 Miscellaneous Leaves Without Pay

Upon recommendation of Chief Academic Officer and approval by GDPS, leave without compensation, increment or tenure credit, may be granted for a period not to exceed one school year for the following purposes: care for a member of the immediate family who is ill, long-term illness of the unit member, service in an elected public office, educational travel, professional study or research or public

service. Extension of such leaves may be granted at the sole discretion of GDPS.

25.7.4 Military Leave

GDPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, GDPS shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Green Dot will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

25.7.5 California Military Spousal Leave

Green Dot shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide Green Dot with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee’s military spouse will be on leave from deployment, and (2) documentation certifying that the employee’s military spouse will be on leave from deployment during the time that the employee requests leave.

Article XXVI – Compensation

26.1 Salary Schedule: The salary schedule shall be set forth in Appendix A.

There will be a two percent (2%) salary schedule increase for the 2014-2015 school year and if the State of California’s Local Control Funding Formula is equal to or above the proposed funding for 2014-2015, a two percent (2%) salary schedule increase for the 2015-2016 school year. This Article 26 shall be closed during the 2014-2015 negotiations year contingent upon the above language in this paragraph.

New hires with one year of teaching experience or less shall be placed at step zero on the

salary schedule, and all other new hires will be credited with one (1) year less experience on the salary schedule than their regular GDPS placement.

Except for teachers hired in the 2010-2011 school year and teachers placed at step "O" as of July 1, 2011, all other unit members will have a step restored over the course of three years as follows: beginning in August 2012, such members shall receive a .25 base salary enhancement; in August 2013, such unit members shall receive another .25 base salary step enhancement; and in August 2014, a base salary step enhancement of .50 will be provided. As a further specific restoration only for those unit members hired as of July 1, 2011 (who were placed two steps behind upon employment), such members shall receive an additional step over the course of three years as follows: Beginning in August 2012, such members shall receive a .25 base salary enhancement; in August 2013, such unit members shall receive a .25 base salary step enhancement, and in August 2014, a base salary step enhancement of .50 will be provided.

Unit members will have a total of ten (10) professional development days per year (a total of 198 for new teachers and 193 for other unit members).

- 26.2 All members will have their salary, as determined by the salary schedule, paid over twelve (12) months. Members will be paid twice monthly, August through July on the 10th and 25th for the service period August 1 through June 30. Should a pay date fall on a weekend or designated GDPS holiday, members will be paid on the business day immediately preceding that date.
- 26.3 GDPS will include an amount in each school's budget to be used to pay members for duties outside of those provided during the normal instructional day. Beginning July 1, 2011 and thereafter, this amount shall be calculated at the rate of \$50 per high school pupil and \$45 per middle school pupil based upon the GDPS approved enrollment in each campus' budget. For the 2011-2012 school year, should this allocation result in less funding for any school compared to its allocation in the prior school year, such stipend allocation shall be funded at the higher rate. The stipend committee may decide to reduce the stipend funding below the minimum allocation.

A committee which includes unit members and an administrator shall be formed at each site to discuss the distribution of stipends and other forms of compensation including release time. A process for distributing stipends shall be developed and documented at each site. The discussion shall include compensation for unit members who have three or more preparations, coaching and other activities designated as warranting a stipend as determined at each school site by the committee described above. The committee shall compose a draft stipend schedule for the following school year that shall be ratified by majority vote at the site, and shall be published no later than the last day of school at each site. A stipend schedule shall be published no later than September 30 of each school year.

- 26.4 Salary schedule advancement shall be based on graduate semester units or the equivalent in quarter units. To qualify for advancement, the units must:
- 1) Be earned at an accredited college or university; and

- 2) Reasonably relate to the unit member's assignment; or
- 3) Reasonably relate to educational theory of practice

Salary schedule advancement will take effect on the first payroll processed after receipt of official transcripts by the GDPS Human Resources Department.

Credit towards advancement for units that are not graduate units or that do not meet the criteria in 1 and 2 or 3 above may be granted if pre-approval is given in writing by the unit member's immediate superior.

If pre-approval is denied, the unit member may appeal to a joint Green Dot/AMU committee for resolution.

- 26.5
1. In addition to any salary schedule related payments, the parties agree that teaching unit members will be paid one-time annual bonuses (above their base salary) for the 2012-2013 and 2013-2014 school years based upon the results of their performance ratings as measured by the GDPS multiple-measures evaluation tool. The specific amounts of the bonuses are as follows: unit members in the Effective performance band will receive a \$500.00 bonus, unit members in the Highly Effective performance band will receive a \$1,000.00 bonus and unit members in the Highly Effective II performance band will receive a \$2,000.00 bonus. This bonus system is only for the school years 2012-2013 and 2013-2014, and will be paid out in the January following the year in which the bonus was earned. If a teaching unit member leaves the organization at the end of the 2012-2013 or 2013-2014 school year, they will not be eligible for the bonus based on their prior year effectiveness rating.
 2. Student growth will comprise a significant component for each teacher's effectiveness rating. These percentages may change based on stakeholder feedback but will remain a significant component.
 - a. Group 1 non-tested teachers: 25%
 - b. Group 2 tested teachers: 40%
 - c. Group 3 special education teachers: 20%
 3. GDPS and AMU will continue to research and discuss developing a GDPS College Readiness Performance-Based Compensation Pay Scale ("Scale"). Because this change would replace the traditional step and column system GDPS and AMU fully understand the essential need to further develop, study and broadly disseminate/share vital data, in order to be ready to fully accept a new compensation system. For example, GDPS and AMU agree that more work needs to be done to ensure unit members are confident that all components of the evaluation system are calibrated appropriately
- 26.6 Unit members who are required to cover classes during the preparation period(s) shall receive compensation at pro rata of the daily substitute rate for each period covered. Members shall record the coverage hours on the appropriate form and submit the form no

less frequently than once a month.

- 26.7 When unit members voluntarily take on a teaching assignment during their preparation period(s), they shall receive compensation at their prorated actual salary rates.

A conference will take place between administration and the member to agree on the basis of support that which is consistent with the collective bargaining agreement. Any agreement not within the boundaries of the contract must be agreed upon by AMU and GDPS.

Article XXVII – Health Benefits

- 27.1 The GDPS contribution for all medical, dental, vision, life insurance, long and short term disability and employee assistance program premiums for AMU members shall be at the HMO rate for CIGNA. The parties agree to review the relative costs and benefits offered under the plan with input from the Health Benefits Committee as described in Articles 27.4 and 27.5 below.

A copy of the Plan Summary shall be available at the Human Resources office.

- 27.2 Unit members who elected the PPO plans shall have the full amount of the difference between the premium costs of the HMO plan and the PPO plans deducted from their pay on a monthly basis.
- 27.3 Unit members electing the PPO option shall receive a written statement of their maximum monthly contribution to health insurance premiums at the time of their enrollment. If such statement is not provided, GDPS shall pay the full cost of medical benefits for the unit member regardless of their plan choice.
- 27.4 A Health Benefits Committee shall be established and to convene no later than November 1, 2014 to review and make recommendations to GDPS regarding options for health benefits.
- 27.5 AMU shall be entitled to two (2) representatives on the Health Benefits Committee and the following stakeholders shall be offered membership on the Health Benefits Committee: two (2) ACEA representatives; GDPS's Chief Operating Officer; GDPS's Director of Human Resources; and two (2) school site administrators. The parties may add members to the Benefits Committee as mutually agreed upon by AMU and GDPS.
- 27.6 GDPS shall slice (i.e. use multiple carriers) or replace Cigna with Kaiser Permanente or another medical carrier for the 2015-2016 school year, if fiscally feasible, according to the Health Benefits Committee's recommendation and so as long as cost does not exceed the cost for the Cigna plan for the 2015-2016 school year at that time.

Article XXVIII – Layoffs

- 28.1 Layoffs may occur at that the end of the year due to programmatic changes or a reduction in funds.

- 28.2 There shall be no layoffs during the school year unless mutually agreed upon by AMU and GDPS management.
- 28.3 Final notice of any certificated layoffs will be finalized by May 15 of each school year, but may be determined sooner. To the extent possible, preliminary layoff notices will be distributed by March 31. This will allow time for an assessment of any attrition.
- 28.4 The decision as to which teachers are to be laid off at the end of each school year will be based upon the following criteria:

The principal and members of the affected department(s) will meet to review the placement of department members and attempt to make a determination regarding who will be laid off. If they are unable to reach a consensus, the teachers in the affected department(s) will be ranked using the following criteria:

1. Teacher qualifications – (40% weighting)
 - a. Clear single subject teaching credential – 4 points
 - b. Preliminary single subject teaching credential – 3 points
 - c. Internship single subject teaching credential – 1 points
 - d. None of the above – 0 points
2. History of performance evaluations – (30% weighting)
 - a. The average score on all performance evaluations completed during employment with Green Dot
3. Expertise and relevant experience (30% weighting for the category)
 - a. Expertise in subject matter (15% weighting)
 - i. Masters degree – 4 points
 - ii. Bachelors degree in the subject matter being taught – 3 points
 - iii. Passed CSET in the subject matter being taught – 2 points
 - iv. Completed 20 semester units in the subject matter being taught – 1 point
 - v. None of the above – 0 points
 - b. Years of experience (15% weighting)

- i. Total teaching experience (6%)
 1. 11+ years – 4 points
 2. 6-10 years – 3 points
 3. 3-5 years – 2 points
 4. 0-2 years – 1 point
- ii. GDPS teaching experience (9%)
 1. 6-10 years – 4 points
 2. 3-5 years – 3 points
 3. 0-2 years – 2 points

Using the above criteria, an agreed to list (including each teacher subject to layoff and the score associated with that teacher will then be generated. Depending upon the number of positions needed to be reduced, as decided by GDPS, the lowest scoring teachers will be notified of their potential layoff. If a teacher requests details regarding their scoring or the teacher believes he or she has additional information that was not considered in determining the rankings, such teacher may meet with the Vice President of Human Capital, along with an AMU representative to provide any and all written or oral information to contest the scoring.

Layoffs will be carried out by GDPS on a school by school basis, and as such, any teachers laid off at one school shall not possess any bumping rights as to teachers at other schools.

Teachers selected for layoff will be placed on a reemployment list for a period of twelve (12) months from the decision to layoff, and so long as the teacher remains on that list, such teachers will be notified of any vacant positions at GDPS schools and will be offered a position that meets the teacher's qualification. Teachers who decline a position will then be removed from the list and would have to reapply for consideration of future employment.

Article XXIX – Assignability of Agreement

- 29.1 This Agreement is assignable.
- 29.2 GDPS's Board agrees to reasonably involve the Asociación in any decision leading to a corporate merger, affiliation, change of affiliation, employer or transfer of employees. Reasonable involvement shall be defined as providing for a meaningful exchange of proposals and counterproposals in writing. GDPS's Board shall take final action only after such involvement.

- 29.3 Terms and conditions of the assignment of this Agreement shall be developed with reasonable involvement of the Asociación. Reasonable involvement shall be defined as providing for a meaningful exchange of proposals and counterproposals in writing. GDPS's Board shall take final action only after such involvement.
- 29.4 The current collective bargaining agreement shall continue in full force and effects subsequent to any actions taken above.

Article XXX – Professional Growth

- 30.1 The parties to this agreement recognize that in order for GDPS to maintain its organizational vigor and best serve its students it is necessary to develop a systematic, on-going, program of professional growth and development.
- 30.2 The parties further recognize that the professional development of unit members is both a personal and institutional responsibility of the unit members, AMU, GDPS, and GDPS's Board.
- 30.3 The parties commit to jointly plan in-service programs that will further professional development of individual unit members and advance the mission of GDPS.
- 30.3.1 Not later than thirty (30) days following the commencement of each school year AMU and GDPS will appoint not less than two (2) representatives each to a committee whose responsibilities shall be to develop in-service activities for that school year. If a site has a counselor, one of the seats in the committee must be offered to a counselor in addition to the other representative selected by AMU and GDPS.
- 30.3.2 Not later than thirty (30) days following the beginning of the school year the parties will meet to define the scope of the in-service program as it relates to the above objectives. The committee shall meet at least once a quarter with periodic check-ins throughout the quarter. They will meet to jointly develop and decide on the professional development plan for the site. AMU and the Administration shall mutually develop a professional development survey to be administered twice annually. Both survey results and site data shall guide future planning for the professional development of the site. Survey results shall be made available to the staff.
- 30.3.3 It shall be the responsibility of the above committee to recommend to GDPS's Board a budget deemed appropriate to accomplish the jointly agreed to annual in-service activities.
- 30.4 The parties to this agreement will work together to foster partnerships with institutions of higher education to provide resources for the development of GDPS and its unit members.
- 30.5 It is the intent of the parties to maintain an on-going financial commitment to assist unit members in their formal professional development.

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

30.5.2 AMU unit members and Green Dot believe that making release time available to unit members to observe educational practices of their colleagues or other skilled practitioners is an important component of teacher professional development and it is the intent of the parties to include this practice within broader teacher professional development programs at each school site.

Article XXXI – School Leadership

31.1 Each school site and the Asociación agree to establish a teacher led school environment, where teacher talents will be utilized to their fullest potential, offering perspectives in administrative, curricular and extra-curricular decision making.

31.2 The Asociación shall be allowed to participate during Board of Directors meetings as appropriate. The Asociación shall receive all proposed Board Agendas in advance and shall receive the minutes of all Board meetings. The Asociación shall receive reasonable release time to attend Board Meetings held during the workday.

31.3 At each site the Asociación shall have representation on all Leadership bodies. The exact composition and authority of those bodies may differ from site to site.

Green Dot is committed to a school environment where teacher and counselor talents will be supported and utilized to their fullest potential. Unit members will have the opportunity to participate in shared decision-making on curricular and extra-curricular issues. Unit members shall have representation on school committees; however, the exact composition and authority of these bodies may differ. Committee members shall be selected by site unit members for all site committees. All requirements, processes and expectations of all committee members and/or leadership positions (non-administrative) shall be communicated to all members. Each site shall determine the requirements, processes and expectations for committee members and/or leadership positions.

31.4 Green Dot management shall inform AMU of upcoming Green Dot-wide committees needed to analyze or develop recommendations for programming, curriculum and instruction. Green Dot and AMU will develop a process for informing members, soliciting participation on the committees and selecting committee members.

AMU will make recommendations through the Green Dot Teacher Leader Program, department chairs, instructional leader teams and the SAC on the selection, development and implementation of all academic programs, curriculum and instruction. No decisions shall be made by the Board without soliciting recommendations from unit members.

31.5 Course offerings will be decided at each site collaboratively. By March 15 of each year, each department will recommend changes to the course offerings based on input from administrators and counselors. Those suggestions will be sent to the School Advisory Council for input from stakeholders in April. A final decision on course offerings shall

be made by GDPS.

School Advisory Council

Each school site shall have a School Advisory Council (SAC). The SAC has preliminary approval over the budget prior to submission to the Green Dot Board for final approval. The composition of the SAC will include AMU members as voted upon their school site members.

Hiring Committee

A committee will be convened by the principal at each school site to provide input and make recommendations on the hiring of unit members. The exact make-up of the committee may vary from site to site. During the site interview, committee members will be provided with the resumes of all applicants being considered. There must be a minimum of two (2) candidates considered by the committee, provided there are at least two (2) qualified applicants. Should the hiring committee be unable to reach a consensus in its decision to hire a particular candidate, a meeting will take place with the cluster director to attempt to reach an agreement. However, the principal retains the final authority on all hiring decisions.

Community Feedback Panel - Administrator

A community feedback panel will be convened by the principal or cluster director at each site where there is an administrative vacancy. In addition to groups which may include classified, parents, students, the community feedback panel will include at least four (4) unit members. If there are more unit members interested in serving than there are spots available, selection shall be by lottery. The community feedback panel will be provided with the resumes of all applicants being considered. There must be a minimum of two (2) candidates considered by the committee, provided there are at least two (2) qualified applicants. The committee will provide feedback to the principal and/or cluster director. However, GDPS retains the final authority on all hiring decisions.

Discipline Review Board

Subject to applicable suspension/expulsion policies as defined by the applicable charter, a representative body of unit members will serve on the Discipline Review Board (DRB). This group convenes on a monthly basis to monitor campus-wide discipline data and determine consequences or interventions (pursuant to applicable GDPS policies) for individual students up to and including a recommendation for expulsion to the GDPS Discipline Review Panel (DRP).

Article XXXII – Effect of Agreement

32.1 It is understood and agreed that the specific provisions contained in this Agreement shall prevail over GDPS practices and procedures and over state laws to the extent permitted by state law, and that in the absence of specific provisions in this Agreement, GDPS practices and procedures shall prevail.

Article XXXIII – No Strike, No Lockout

- 33.1 There shall be no strike conducted by the Asociación during the term of this agreement
- 33.2 There shall be no lockout conducted by GDPS's Board during the term of the agreement.
- 33.3 Violations of this Article shall be remedied through the Binding Arbitration provisions of this agreement or the processes of the Public Employment Relations Board as is appropriate
- 33.4 It is understood that the provisions of this article are not in effect during any negotiations pursuant to re-opener provisions of this agreement and shall lapse at the expiration of this agreement.
- 33.5 Nothing herein shall be deemed to in any way waive or impede the exercise of rights under the EERA, State or Federal statutory or constitutional law.

Article XXXIV – Calendar

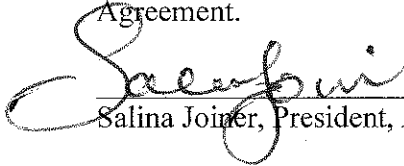
- 34.1 A school calendar committee which includes an equal number of Association members (appointed by AMU) and GDPS representatives will be formed to determine the annual school calendar for the 2013-2014, 2014-2015 and 2015-2016 school years. The committee shall be advisory in nature and will make recommendations to AMU and GDPS concerning parameters and best practices for bell schedules, bell schedule changes and related training to be provided to site-based calendar committees. GDPS will retain authority for approval of bell schedules to ensure compliance with state law, academic requirements and related instructional totals. The parties may agree to exceptions to this process on a school specific case by case basis.
 - 34.1.1 In the event that significant changes in calendar are required, the committee shall reconvene and reach agreement on the changes.
 - 34.1.2 When calendar changes are made, unit members shall make all reasonable efforts to re-arrange any personal plans they've made under the old calendar. Unit members shall be held harmless from disciplinary action for plans made under an agreed upon calendar which is changed subsequent to the finalization of those plans.

Article XXXV – Term

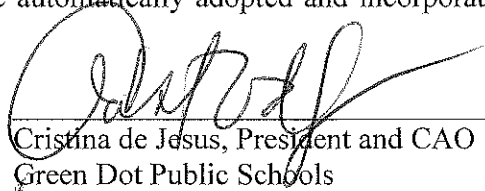
Article XXXV – Term

This agreement shall remain in full force and effect up to and including June 30, 2016; and thereafter shall continue in effect year-by-year unless one of the parties notifies the other in writing of its request to modify, amend or terminate the Agreement.

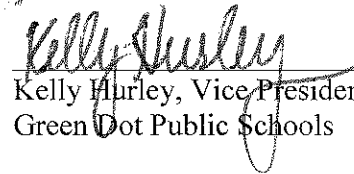
Any provisions of this Agreement that are not requested to be modified, amended or terminated as indicated in the parties' initial proposal presented for the new Agreement to be negotiated, shall remain in full force and effect and be automatically adopted and incorporated in the new Agreement.



Salina Joiner, President, AMU



Cristina de Jesus, President and CAO
Green Dot Public Schools



Kelly Hurley, Vice President, Human Capital
Green Dot Public Schools

Appendix A

2014-15 Green Dot Teacher and Counselor Salary Schedule

Step	Column					
	I	II	III	IV	V	VI
0	\$48,070	\$48,460	\$50,310	\$51,176	\$52,713	\$54,030
1	\$48,311	\$48,753	\$50,947	\$52,221	\$53,788	\$55,132
2	\$48,553	\$49,046	\$51,583	\$53,265	\$54,863	\$56,234
3	\$48,796	\$49,364	\$52,874	\$55,061	\$57,194	\$58,626
4	\$49,040	\$49,735	\$54,196	\$56,948	\$59,576	\$61,065
5			\$55,822	\$59,423	\$62,009	\$63,558
6			\$58,194	\$62,611	\$64,488	\$66,101
7			\$60,668	\$65,065	\$67,017	\$68,693
8			\$63,244	\$67,565	\$69,592	\$71,332
9			\$65,775	\$70,108	\$72,211	\$74,017
10			\$68,241	\$72,694	\$74,876	\$76,748
11			\$70,800	\$75,421	\$77,684	\$79,626
12			\$73,455	\$78,249	\$80,596	\$82,612

Column I	Bachelor's Degree
Column II	Bachelor's Degree, plus 15 semester units beyond B.A.
Column III	Bachelor's Degree, plus 30 semester units beyond B.A. including Valid Subject area Teaching Credential or Emergency Credential with Subject Area Masters
Column IV	Bachelor's Degree, plus 45 semester units beyond B.A. including Valid Subject area Teaching Credential Or Master's Degree w/ Valid Subject area Teaching Credential Or National Board Certification w / Valid Subject area Teaching Credential.
Column V	Bachelor's Degree, plus 60 semester units beyond B.A. including Valid Subject area Credential Or Master's Degree / National Board Certification plus 15 units beyond Master's Degree & Valid Subject area teaching Credential
Column VI	Bachelor's Degree, plus 75 semester units beyond B.A. including Valid Subject area Credential Or Master's Degree / National Board Certification plus 30 units beyond Master's Degree & Valid Subject area teaching Credential

2014-2015 Work Year

- Current work year for **returning teachers and counselors** is 193 days
- Current work year for **new teachers and counselors** is 198 days

New Hires for 2014-2015

- New hires will be credited 1 year less experience on the salary schedule than their regular GDPS placement
- New hires with one year of teaching experience or less will be placed on Step "zero"

Teacher Effectiveness Schedule and Bonuses for 2012-2013, 2013-2014

Effectiveness Title	Effectiveness Rating Range	Bonus
Highly Effective 2	345-400	\$2000
Highly Effective 1	310-344	\$1000
Achieving	270-309	\$500
Emerging	230-269	
Entry	100-229	

Green Dot Public School California's
Appendix B 2014-2015 - Table of Contents

Evaluation Overview

1. College Ready Teaching Framework (CRTF)
2. Performance Evaluation Calendar
3. Observation Cycle Summary
4. Observation Cycle Timeline
5. Interim Guiding Conference: One Sheet
6. Interim Guiding Conference: Reflection Sheet
7. Summative Conference: One Sheet

Observation

8. Green Dot Public School Lesson Plan
9. Informal Observation: One Sheet
10. Pre-Observation Conference: One Sheet
11. Classroom Observation: One Sheet
12. Post Observation Conference: One Sheet
13. Post-Observation Conference: Reflection Questions
14. Three Part Objective and Proving Behavior Document

Survey

15. 360 Survey
16. Student Survey
17. Family Survey

Forms

18. Leave of Absence Form
19. Independent Third Rater Submission Form
20. Photo Release and Consent Agreement

COLLEGE READY TEACHING	
Domain 1: Data-Driven Planning and Assessing Student Learning	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery	A) Selection and progression assessments
	B) Planned response to assessment data
Domain 2: The Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instruction	A) Lesson Structure
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 Monitoring student learning during instruction	A) Checking for understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

The College Ready Teaching Framework 2014-2015

CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES

Domain 4: Developing Professional Practice

4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Use of feedback
4.2 Engage in collaborative relationships with peers	A) Participation in a professional community
	B) Professional development
	C) Participation in the school community
4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential
	B) Passion for excellence
	C) Personal Responsibility
	D) Respect for others and community
	E) All stakeholders critical to process

Domain 5: Developing Partnerships with Family and Community

5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge or use of community resources

Domain 1: Data-Driven Planning and Assessing Student Learning 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives for instructional plans	1.1A Selection of learning objectives	Learning objective(s) is missing a specific level of cognition or content. AND Learning objective(s) is misaligned with progress toward mastery of content standards.	Learning objective(s) is missing either a specific level of cognition or content. OR Learning objective(s) is misaligned with progress toward mastery of content standards.	Learning objective(s) includes both a specific level of cognition and content. AND Learning objective(s) is aligned to and progresses toward mastery of content standards.	<i>All of level 3 and...</i> Teacher creates secondary learning objective(s) that aligns to differentiated learning activities to meet the identified needs of individuals or subgroups of students.
	1.1B Measurability of learning objective(s)	Proving behavior does not measure the independent mastery of the learning objective(s).	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes general criteria (quantitative or qualitative) for measuring success.	Proving behavior measures the independent mastery of the learning objective(s). AND Proving behavior includes specific criteria (quantitative or qualitative) for measuring success.	<i>All of level 3 and...</i> Proving behavior(s) includes opportunity for student choice. OR Proving behavior(s) includes opportunity for differentiated outputs. OR Proving behavior measures mastery of learning objective(s) through multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	1.2A Design and sequence of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are either not sequenced or not timed to enable students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced and timed to enable all students to demonstrate independent mastery of the learning objective(s) through the appropriate release of responsibility.	<i>All of level 3 and...</i> The timing or sequence of the learning experiences is differentiated for individual students or subgroups of students. OR The design of the learning experiences offers students choice in time or sequence of learning experiences.

Domain 1: Data-Driven Planning and Assessing Student Learning 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
	1.2B Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences throughout the lesson. OR The instructional plans do not include appropriate support so that all students can access the content of the lesson.	The teacher designs each learning experience with appropriate support, but inconsistently plans cognitively engaging learning experiences throughout the lesson. OR Instructional plans include cognitively engaging learning experiences throughout the lesson cycle, but inconsistently include appropriate support so that all students can access the content of the lesson.	Instructional plans include cognitively engaging learning experiences throughout the lesson. AND Teacher designs each learning experience with appropriate support so that all students can access the content of the lesson.	<i>All of level 3 and...</i> Teacher designs differentiated learning experiences for individual students or subgroups of students. OR Teacher structures lesson to offer student choice of learning experiences to enhance cognitive engagement.
1.3 Use student data to guide planning	1.3A Lesson design guided by data	The teacher does not cite data. OR Data is used to inform neither content nor instructional strategies.	The teacher cites multiple sources of data, but they are not relevant to the objective. OR The teacher cites multiple sources of data, but none of the sources are current and specific. OR Data is used to inform only content <i>or</i> instructional strategies.	The teacher cites multiple sources of data relevant to the objective including sources that are current and specific. AND Data informs the content and instructional strategies to scaffold for individual students or subgroups of students.	<i>All of Level 3 and...</i> The teacher plans differentiated learning experiences to meet the needs of individual students or subgroups of students based on cited data. OR The teacher plans for students to use their own data to inform choice of learning experience.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	1.4A Knowledge of subject matter to identify pre-requisite knowledge	The teacher does not accurately identify the prerequisite knowledge necessary to access the lesson.	The teacher accurately identifies the prerequisite knowledge necessary to access the lesson, but does not include strategies to activate prerequisite knowledge. OR The teacher accurately identifies the prerequisite knowledge or skills necessary to access the lesson, but does not include opportunities to address potential gaps.	The teacher accurately identifies the prerequisite knowledge necessary to access the lesson. AND The teacher includes opportunities to activate prerequisite knowledge necessary to access the lesson. AND The teacher includes strategies to address potential gaps in prerequisite knowledge or skills necessary to access the lesson.	<i>All of level 3 and...</i> The teacher designs differentiated learning experiences to address potential gaps for individual students or subgroups of students.

Domain 1: Data-Driven Planning and Assessing Student Learning 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

	1.4B Addresses common content misconception(s)	The teacher does not anticipate common student content misconception(s).	The teacher anticipates common student content misconception(s) but does not include a strategy for addressing each misconception.	The teacher anticipates common student content misconception(s) that would inhibit the students' ability to master the learning objective(s) and includes a strategy for addressing each misconception.	<i>All of level 3 and...</i> The teacher includes strategies that ensure students recognize and correct these misconceptions. OR The teacher includes multiple strategies for correcting the same misconceptions.
1.5 Design assessments to ensure student mastery	1.5A Selection and progression of assessments	Checks for understanding are not aligned to the learning objective(s). OR Checks for understanding are not planned.	Checks for understanding are inconsistently aligned to the learning objective(s). OR Checks for understanding do not yield actionable data. OR Checks for understanding are planned for a single component of the lesson cycle.	Different types of checks for understanding are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Checks for understanding are planned for different components of the lesson cycle, progressing towards student mastery of the learning objective(s).	<i>All of level 3 and...</i> Checks for understanding are differentiated to yield actionable data about individual students or subgroups of students. OR Teacher offers students choice of checks for understanding to enhance progress toward or beyond the learning objective(s).
	1.5B Planned response to assessment data	The teacher has not planned to adjust instruction based on the data from checks for understanding.	The teacher inconsistently plans to adjust instruction based on the data from checks for understanding.	The teacher plans to adjust instruction based on the data from each check for understanding.	<i>All of level 3 and...</i> The teacher articulates how students will be involved in establishing next steps.

Domain 2: The Classroom Learning Environment 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
2.1 Creates a classroom/ community culture of learning	A) Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	All of level 3 and... Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or demonstrate high behavioral expectations that support the classroom's academic environment.
	B) Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	Classroom exhibits minimal need for teachers or students to redirect negative behavior. OR Students appropriately respond to, redirect, provide feedback, or provide positive reinforcement to each other's behavior.
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, are inconsistently appropriate for the age and needs of students, or inconsistently support student growth. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students and support student growth. AND Students exhibit respect for the teacher.	All of level 3 and... The teacher's interactions demonstrate a positive rapport with individual students.

Domain 2: The Classroom Learning Environment 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
	B) Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	All of level 3 and... Students encourage each other individually.
2.4 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions	The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently implemented, resulting in the loss of instructional time.	The teacher has established and implemented routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate some routines, procedures, and transitions.

Domain 3: Instruction 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson	The learning objective(s) is not communicated. OR The learning objective(s) is unclear.	The learning objective(s) is communicated but not referred to throughout the lesson. OR Students cannot articulate the learning objective(s).	The learning objective(s) is communicated and referred to throughout the lesson. AND Students are able to articulate the learning objective(s).	<i>All of level 3 and...</i> Students are able to articulate the relevance of the learning objective(s) within or outside of the discipline.
	B) Connections to prior and future learning experiences	The teacher does not make connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior or future learning. OR The teacher makes connections to prior and future learning but the connections are vague or are primarily based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior and future learning to further student understanding of the content material.	The teacher facilitates as students build connections between the current learning objective(s) and their prior and future learning to further student understanding of the content material.
	C) Criteria for success	The teacher does not communicate criteria for successfully demonstrating attainment of the learning objective(s). OR Students are unable to articulate criteria for successfully demonstrating attainment of the learning objective(s).	The teacher communicates general criteria for successfully demonstrating attainment of the learning objective(s). OR The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s), but students are only able to articulate general criteria for successfully demonstrating attainment of the learning objective(s).	The teacher communicates specific criteria for successfully demonstrating attainment of the learning objective(s). AND Students are able to articulate specific criteria for successfully demonstrating attainment of the learning objective(s).	<i>All of level 3 and...</i> The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Instruction	3.2A Lesson structure	The teacher facilitates a lesson that is inappropriately sequenced and timed. AND The teacher does not execute a lesson that appropriately releases responsibility.	The teacher facilitates a lesson that is inappropriately sequenced or timed. OR The teacher does not execute a lesson that appropriately releases responsibility.	The teacher facilitates an appropriately sequenced and timed lesson that appropriately releases responsibility so that students can independently master the learning objective(s).	<i>All of level 3 and...</i> Teacher facilitates differentiated timing or sequencing of lesson for individual students or subgroups of students. OR Teacher offers student choice of timing or sequencing of the lesson.

Domain 3: Instruction 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

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

Domain 3: Instruction 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

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

Domain 4: Developing Professional Practice 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which the lesson or its elements, was effective.	The teacher has an accurate impression of the lesson's effectiveness and success in meeting the instructional goals, but does not cite data to support the judgment. OR The teacher makes a somewhat accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing data to support the judgment. AND The teacher makes an accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	<i>All of level 3 and...</i> The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional needs of subgroups or individuals.
	B) Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes only general suggestions about how the lesson could be improved. OR The teacher makes specific suggestions about how the lesson could be improved, but does not address future instructional plans or specific instructional practices.	The teacher makes specific suggestions about how the lesson could be improved. AND The teacher explains future instructional plans based on the results of this lesson. AND The teacher explains how their specific instructional practices can be improved.	<i>All of level 3 and...</i> The teacher explains future plans for differentiated instruction based on results of this lesson.
	C) Use of feedback	The teacher rarely uses feedback from supervisors or colleagues to improve practice.	The teacher inconsistently uses feedback from supervisors and colleagues to improve practice.	The teacher consistently uses feedback from supervisors and colleagues to improve practice.	<i>All of level 3 and...</i> The teacher proactively seeks out feedback from supervisors and colleagues to improve their practice.
4.2 Engage in collaborative relationships with peers	A) Participation in a professional community	The teacher rarely participates in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive, collegial, and professional relationships with colleagues.	<i>All of level 3 and...</i> The teacher assumes appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher rarely applies learning gained from professional development activities, and does not contribute to the development of others.	The teacher applies learning gained from professional development activities, and makes inconsistent contributions to the development of others.	The teacher applies the learning gained from professional development. The teacher contributes to the development of others.	<i>All of level 3 and...</i> The teacher seeks out professional development opportunities and initiates activities that contribute to the development of others.

Domain 4: Developing Professional Practice 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV

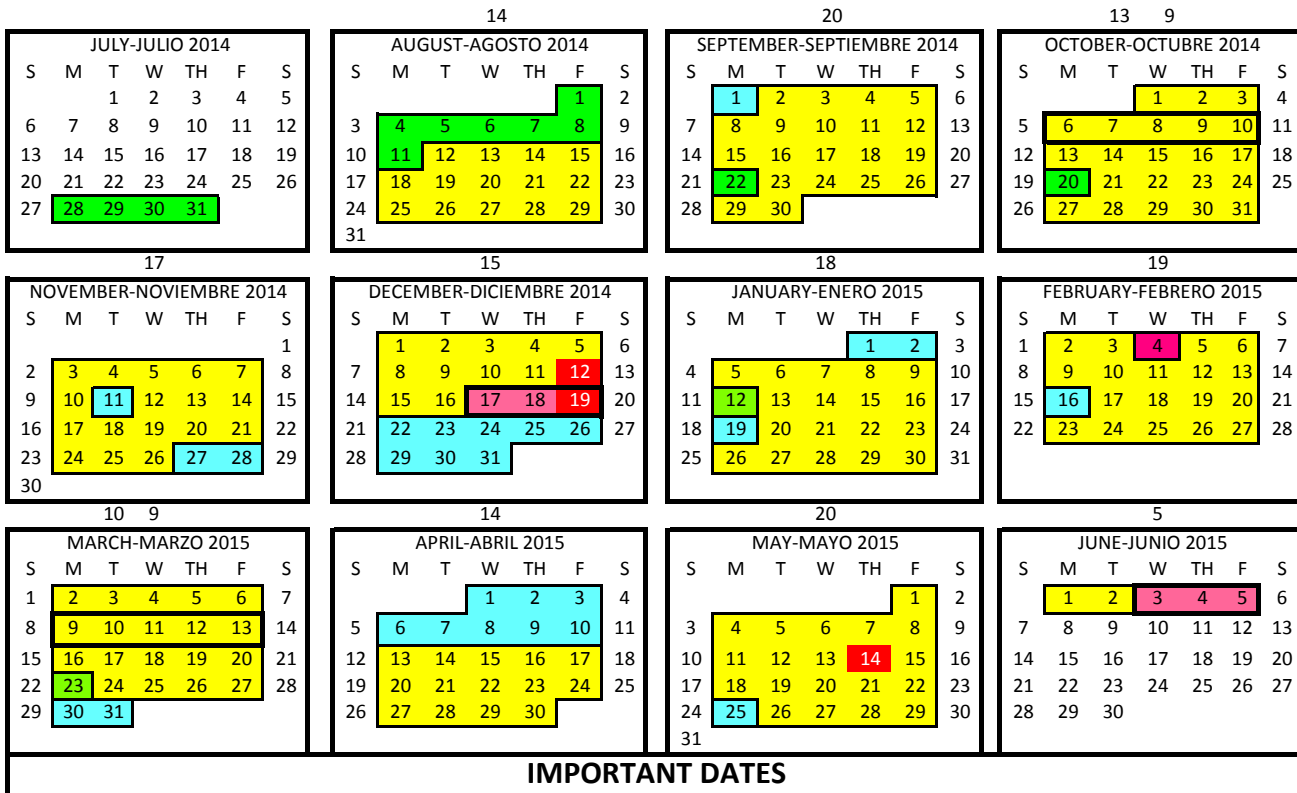
	C) Participation in the school community	The teacher rarely maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher inconsistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	The teacher consistently maintains a united front with the staff by following and supporting agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).	<i>All of level 3 and...</i> The teacher contributes to and supports the development and implementation of the agreed upon expectations and policies within the school (uniform, electronics policy, staff norms).
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4.3 Exhibiting and upholding the Green Dot Core Values	A) Unwavering belief in all student's potential	The teacher's words and actions rarely demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions inconsistently demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	The teacher's words and actions demonstrate a belief in the ability of all students to achieve regardless of circumstance(s).	<i>All of level 3 and...</i> The teacher demonstrates leadership in encouraging others to develop this belief.
	B) Passion for excellence	The teacher is rarely solution-oriented.	The teacher is solution-oriented but inconsistently uses data and feedback to inform their decisions in order to ensure continuous improvement.	The teacher is solution oriented within the classroom and at the school site, and uses data and feedback to inform their decisions in order to ensure continuous improvement.	<i>All of level 3 and...</i> The teacher demonstrates leadership and actively participates at the school level to collaboratively develop solutions, and present them to staff and stakeholders.
	C) Personal responsibility	The teacher rarely holds themselves accountable for their results and responsibilities in their classroom and in the school community.	The teacher inconsistently holds themselves accountable for their results and responsibilities in their classroom and in the school community.	The teacher holds themselves accountable for their results and responsibilities in their classroom and in the school community.	<i>All of level 3 and...</i> The teacher demonstrates leadership to help others develop their accountability.
	D) Respect for others and community	The teacher rarely interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher inconsistently interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	The teacher interacts with all stakeholders (school staff, parents, students) and the community in a respectful and productive manner.	<i>All of level 3 and...</i> The teacher demonstrates leadership to strengthen relationships among stakeholders.
	E) All stakeholders critical to process	The teacher rarely seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	The teacher inconsistently seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	The teacher seeks feedback and input from all stakeholders in order to refine, develop, and make decisions regarding their classroom practice and at the school site.	<i>All of level 3 and...</i> The teacher demonstrates leadership in helping others incorporate and use stakeholder feedback.

Domain 5: Developing Partnerships with Family and Community 2014-15

Standard	Indicators	Does Not Meet Standard	Partially Meets Standard	Meets Standard	Exemplifies Standard
		Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The teacher rarely initiates communication with parents in order to keep them updated about their student's progress.	The teacher inconsistently initiates communication with parents in order to keep them updated about their student's progress.	The teacher has a system to initiate communication with parents in order to keep them updated about their student's progress.	<i>All of level 3 and...</i> The teacher demonstrates leadership in supporting others to develop and implement systems that initiate communication with parents.
	B) Responsiveness to parent inquiries and communication	The teacher rarely responds to parent communication in an appropriate and timely manner.	The teacher inconsistently responds to parent communication in an appropriate and timely manner.	The teacher responds to parent communication in an appropriate and timely manner.	<i>All of level 3 and...</i> The teacher demonstrates leadership in supporting others with responding to parent communication in an appropriate and timely manner.
	C) Inclusion of the family as a partner in learning decisions	The teacher rarely engages parents in the instructional program as a partner in their child's education.	The teacher inconsistently engages parents in the instructional program as a partner in their child's education.	The teacher engages parents in the instructional program as a partner in their child's education.	<i>All of level 3 and...</i> The teacher demonstrates leadership in initiating endeavors and supporting others in the engagement of parents.
5.2 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	The teacher rarely advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher inconsistently advocates for student success through setting and monitoring rigorous learning goals for college readiness.	The teacher advocates for student success through setting and monitoring rigorous learning goals for college readiness.	<i>All of level 3 and...</i> The teacher establishes processes through which students establish and monitor rigorous learning goals for college readiness, and self-advocate for their attainment of the goals.
	B) Knowledge or use of community resources	The teacher rarely refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher inconsistently refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	The teacher refers students and parents to the appropriate campus supports for academic and socio-emotional development, and college readiness.	<i>All of level 3 and...</i> The teacher establishes processes for students to identify and incorporate relevant resources that increase their college readiness.

Green Dot Public Schools California's 2014-2015 Performance Evaluation Calendar



IMPORTANT DATES

FIRST SEMESTER DATES

- 360 Survey: December 1-December 12
- August 12: Begin Informal Observations.
- December 12: **Deadline** for Formal (in-class) Observation
- December 19: **Deadline** for Post-Observation Conferences

SECOND SEMESTER DATES

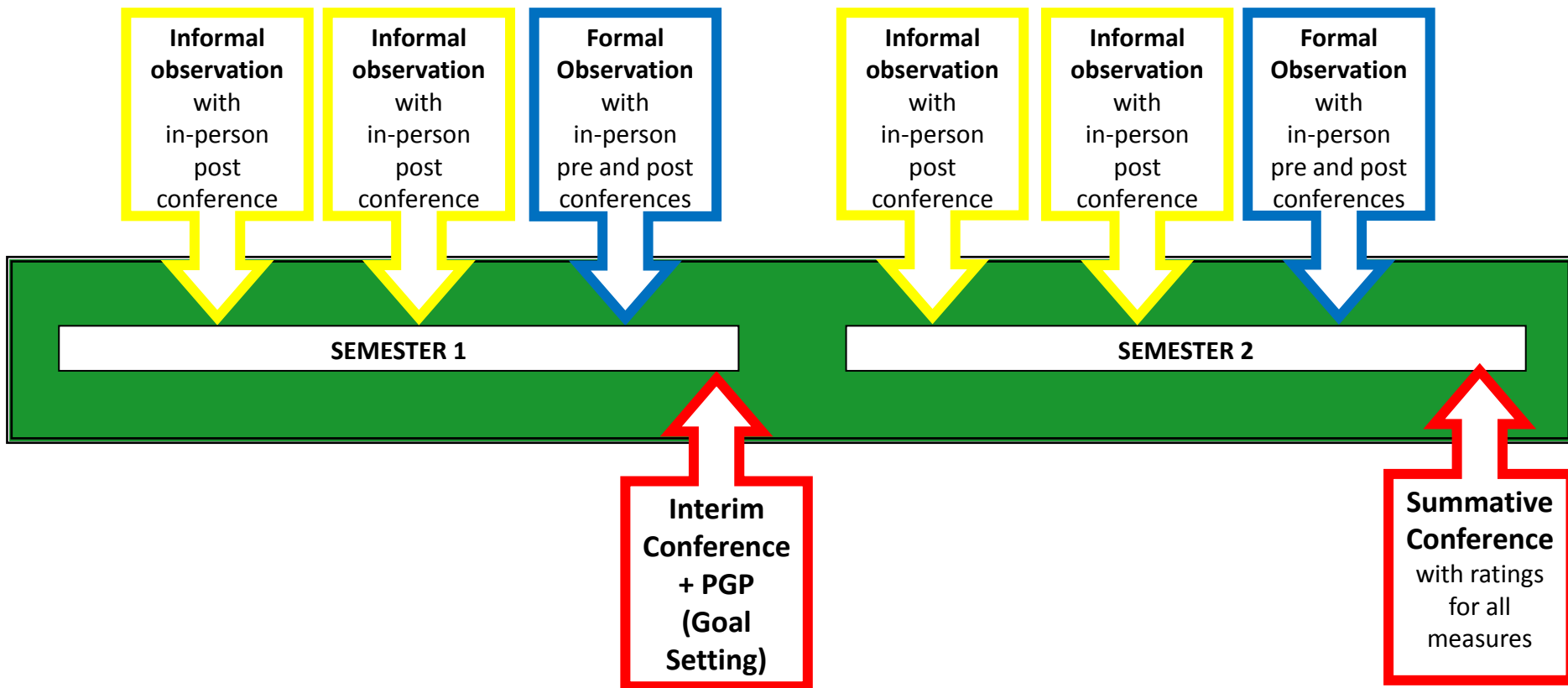
- Student Survey Window: February 17-March 6
- Family Survey Window: January 20-June 3
- Interim Guiding Conference PD January 26-February 14
- January 5: Begin Informal Observations.
- May 14: **Deadline** for Formal (in-class) Observations to be completed
- May 26: **Deadline** for Formal, Post Observation Conference and Summative Conference

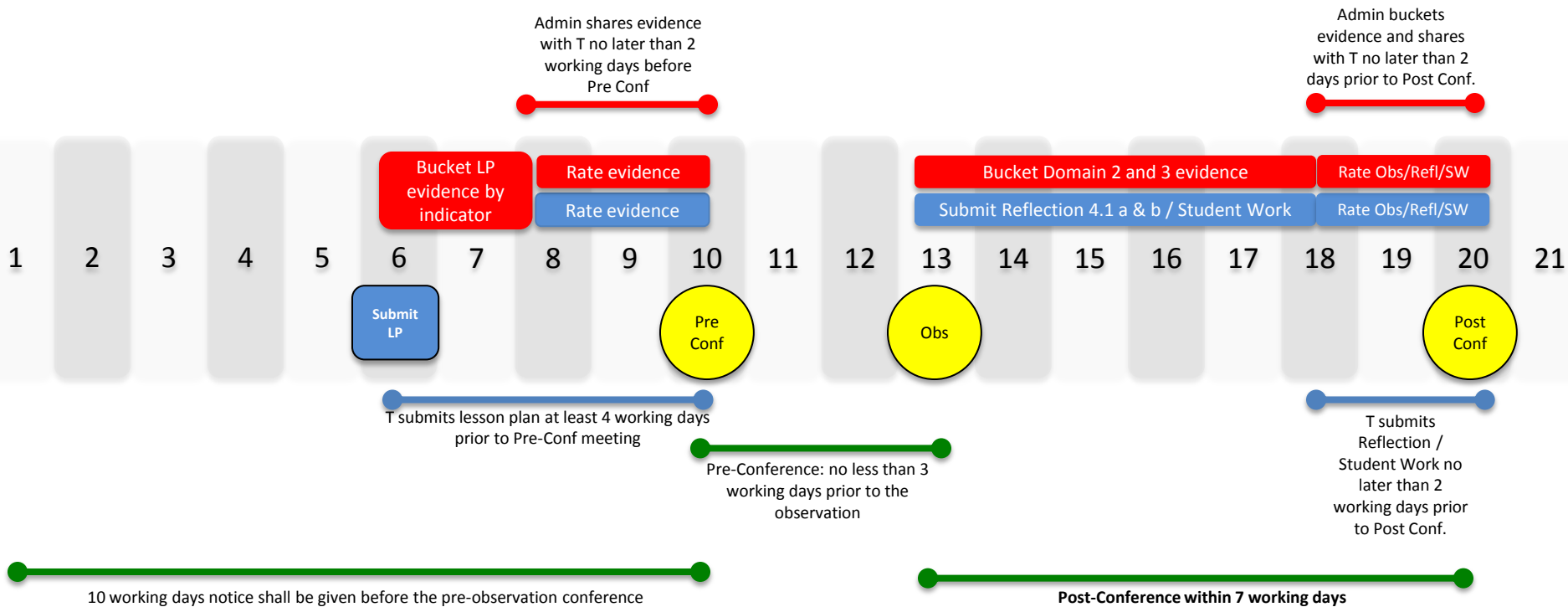
TIMELINES

- Informal Observations: conduct at least 2 prior to each semester's Formal Observation
- Pre-Observation Conference: provide teacher with 10 working days notice prior to Pre-Obs Conference
- Pre-Observation Conference: must be held no less than 3 working days prior to the observation
- Post-Observation Conference: must be held within 7 working days of the formal classroom observation
- Interim Guiding Conference: Shall be held concurrent with or prior to the 2nd Informal Observation Debrief
- Professional Growth Proposal: This meeting is now part of the Interim Guiding Conference

Holidays Staff Professional Development

Green Dot California's Observation Cycle Summary 2014-2015





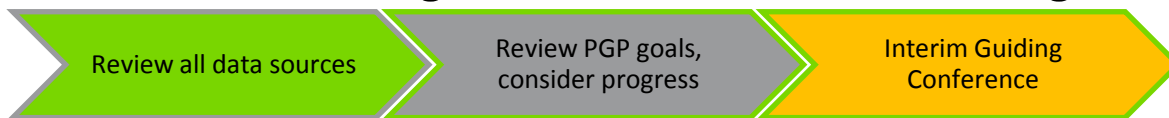
Legend

- Administrator** (Red box)
- Teacher** (Blue box)
- Admin Action Window** (Red line with dots)
- Teacher Action Window** (Blue line with dots)
- Timeline Windows** (Green line with dots)

Green Dot California's Observation Cycle Timeline 2014-2015

The Formal Observation Process:

Interim Guiding Conference and PGP Meeting



TEACHER ROLES	ADMINISTRATOR ROLES	TIME/LOCATION
<ul style="list-style-type: none"> • Fill-out the Interim Guiding Conference Reflection Form (During PD 1/26-2/6) • Upload it to BloomBoard • Review past PGP goals and be prepared to discuss the degree to which you met them • Draft 2 new, annual, CRTF indicator-aligned PGP goals and be prepared to present them to your administrator • Complete the Ratings Transfer form on BloomBoard. 	<ul style="list-style-type: none"> • During PD provide all teachers with the Interim Guiding Conference Reflection sheet and the opportunity to complete it (1/26-2/13) • Prior to the conference, review a teacher’s relevant evaluation data and past goals • Use teacher input and data from observations and surveys to consider the degree to which a teacher has met their past PGP goals • Discuss proposed PGP goals with the teacher and finalize during the meeting. • Ensure you have the teacher’s Ratings Transfer form for Semester 2 	<p>In conference: 30-40 minutes</p>
PURPOSE		
<p>The purpose of the IGC is to discuss a teacher’s strengths and areas for growth using all available data sources (including prior years’ SGP, observations, surveys and semester 1 360 survey and observations); analyze a teacher’s progress on Professional Growth Proposal (PGP) goals, and collaborate to finalize new Professional Growth Proposal goals. It is also a time to determine which indicators they are transferring to semester 2.</p>		
All indicators		
BEFORE THE CONFERENCE		
Teacher Responsibility	Administrator Responsibility	
<ol style="list-style-type: none"> 1. Fill-in the Interim Guiding Conference Reflection Sheet. 2. Reflect on your past PGP goals and determine the degree to which you have met your goals. Use data to support your determination of goal completion and enter comments explaining your conclusions into the comments section of each goal 3. Come prepared to discuss new PGP goals. 4. Complete the Ratings Transfer form on BloomBoard. Print two copies for your meeting (one for you and one for your admin). 	<ol style="list-style-type: none"> 1. Assign Interim Guiding Conference Reflection due date on BB to all teachers you will be meeting with 2. Provide teachers with time (and TE Reports if available) to fill-in the Interim Guiding Conference Reflection Form 3. Notify teacher if Interim conference is a separate meeting or concurrent with an Informal Observation Debrief. <ol style="list-style-type: none"> a. If the meeting is concurrent, plan for 1 hour of meeting time. 4. Review teacher’s semester 1 ratings, 360 survey data, prior year’s evaluation data (if available), IGC Reflection Form (in BB), and past PGP goals. 5. Given the data, reflect on the teacher’s past PGP goal completion. Be prepared to use data to discuss your conclusions 6. Read their proposed, new PGP goals in BloomBoard Come prepared to discuss potential modifications or additions to the PGP. 	

DURING THE CONFERENCE

- Discuss teacher's Interim Guiding Conference Reflection Form (uploaded in BloomBoard) .
- Discuss progress made on past goals, and co-determine if teacher has completed the goals. If a goal has been met, mark as complete
- Discuss the teacher's proposed, new PGP goals. If necessary, support the teacher in revising goals so that they meet the SMART format and are reasonable and appropriate given their evaluation data.
- Propose targeted supports to assist teacher in meeting goals; identify which resources and/or supports would be appropriate to use in order to improve in these indicators. You may assign resources to goals in BB.
- Ensure that you know which specific indicators a teacher wants to transfer to Semester 2 (Semester 1 3s and 4s from Domains 1, 2 and 3 can be transferred. Domain 4 scores may not be transferred).
- Ensure a teacher completes the ratings transfer form according to directions on BloomBoard

For Special Education Teachers, include these steps in the conference

- Teacher should present caseload changes to admin and review changes to their caseload (students who have transferred in, exited SpEd, moved to another teacher's caseload, left the school).
- Admin should ensure that any changes to a teacher's caseload have been noted in PowerSchool.
- Admin should review compliance dates with teacher from semester 1 – fill-in check list based on evidence of closed IEPs (use Welligent or SEIS to determine).

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

Interim Guiding Conference Reflection Sheet

The purpose of the Interim Guiding Conference is to review data, analyze a teacher's progress on personal goals, and determine goals for their Professional Growth Proposal (PGP). The conference provides an opportunity to discuss a teacher's strengths and areas for growth using all available data sources, including prior years' evaluation scores (if available), Semester 1 360 surveys, and Semester 1 observations. During this time, teachers will determine which 3s and 4s they want to transfer to semester 2 final ratings.

Record your current PGP Goal(s) in the space below: (These were drafted early January of the 2013-2014 school year. If you are new to Green Dot this year, you will not have these goals and should include goals you have been working on in coaching.)

GOALS

1)

2)

Assess your progress on your Goal(s) using your available data in BloomBoard and Connect/Tableau:

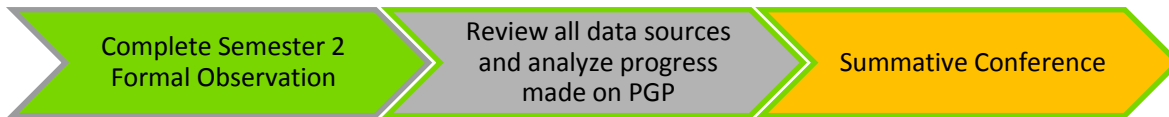
- **Observation data**
 - 2013-2014: Tableau, Teacher Effectiveness Reports
 - Semester 1 2014-2015: BloomBoard
- **Student survey results:**
 - 2013-2014: Tableau
- **360 survey results:**
 - 2013-2014: Tableau
 - Semester 1 2014-2015: Tableau– available after January 28, 2015

Does your data indicate that you met your PGP goal(s)? Why or why not?

Identify two areas of strength and two areas of focus highlighted by your semester 1 and/or prior year's data.

Draft two goals around your areas of focus

The Formal Observation Process: Summative Conference



TEACHER ROLES	ADMINISTRATOR ROLES	TIME/LOCATION
<ul style="list-style-type: none"> Synthesize data with administrator to determine strengths and areas of growth Evaluate progress on PGP goals 	<ul style="list-style-type: none"> Synthesize data with teacher to determine strengths and areas of growth Facilitate the conversation 	<p>In conference: 20-30 minutes</p> <ul style="list-style-type: none"> Could be concurrent with the S2 Post-Observation Conference
PURPOSE		
<p>The purpose of the Summative Conference is to provide an opportunity to discuss a teacher’s strengths and areas for growth using all available data sources, including prior years’ SGP, stakeholder surveys, and observations. The Summative Conference serves as a check-in for the Professional Growth Proposal.</p>		
RELEVANT INDICATORS		
All indicators		
BEFORE THE CONFERENCE		
Teacher Responsibility	Administrator Responsibility	
<ol style="list-style-type: none"> Review all data. Identify your areas of strength and growth. You should record these in Bloom Board and use data to support where applicable. Review your student survey results, be prepared to discuss these during your Summative Conference. Reflect on your PGP progress thus far. Provide comments in BloomBoard 	<ol style="list-style-type: none"> Notify teacher if the Summative Conference is a separate meeting or concurrent with the Post-Observation Conference. Review teacher’s semester 1 & 2 ratings, student survey data, prior year’s SGP data and Professional Growth Proposal. Discuss the progress the teacher has made on the PGP goals and co-determine next steps for semester 1 of the following year. Discuss resources and supports the teacher could access. Identify areas of growth you think the teacher should focus on in the following year. 	
DURING THE CONFERENCE		
<ul style="list-style-type: none"> Discuss progress made on current goals. Include comments on BloomBoard Identify which resources and/or supports would be appropriate to use in order to improve in these indicators. 		
<p>For Special Education Teachers, include these steps in the conference</p>		
<ul style="list-style-type: none"> <input type="checkbox"/> Teacher should present caseload changes to admin and review changes to their caseload (students who have transferred in, exited SpEd, moved to another teacher’s caseload, left the school). <input type="checkbox"/> Admin should ensure that any changes to a teacher’s caseload has been noted in PowerSchool. <input type="checkbox"/> Admin should review compliance dates with teacher from semester 2 – fill-in check list based on evidence of closed IEPs (use Welligent or SEIS to determine). <input type="checkbox"/> Give teachers a final compliance rating. 		
<p>This is a guiding document for use as a teacher and administrative support. It is not a substitute for the contract. For more details, please see Article XX1</p>		

Green Dot Core Values

- Unwavering Belief in all Students' Potential
- Passion for Excellence
- Personal Responsibility
- Respect for Others and the Community
- All Stakeholders Critical in Education Process

2014-2015 Lesson Plan Template

Teacher Name _____ Subject _____ Grade Level(s) _____ Date _____

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

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

Key Vocabulary

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Proving Behavior (1.1b): The proving behavior should provide the teacher with specific data that reveals the degree of independent mastery for each student.

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

Lesson Design Guided by Data (1.3A): Data (e.g., exit slip data, SRI data, SpEd, ELL, standardized test data, teacher generated data) should be current, specific, and carefully selected for relevance to current lesson.

 ➤ **SpEd** - Academic Success teachers should also include current grades/quick look-ups, general education teacher feedback and IEP goal data they will use to guide Content Support time.

- *What data have you considered in creating this plan and how has this informed content organization and instructional strategies planned for this lesson?*
- *What subgroups or individual students have been defined by your data and how do you plan to scaffold or extend learning to meet their needs?*
 - SpEd/EL:
 - Teacher –Created Subgroups (defined by data):

Pre-Requisite Knowledge (1.4A): Teacher utilizes knowledge of subject matter to identify and activate students' pre-requisite knowledge, and plans strategies to address potential gaps in students' knowledge or skills.

- *What pre-requisite knowledge, vocabulary or skills are necessary for students to access the lesson?*
- *What opportunities will you provide to activate pre-requisite knowledge or skills?*
- *What strategies will you use to address potential gaps in pre-requisite knowledge or skills?*

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

- *What common misconception(s) do you anticipate students will have about the content?*
- *What strategies will you use to ensure that students recognize and address these misconceptions?*

Lesson Structure (1.2a) and Cognitive Engagement (1.2B): Lesson structure is sequenced and timed to promote cognitively engaging learning experiences and enable all students to demonstrate independent mastery through appropriate release of responsibility.

- **Checks for Understanding (1.5A) and Planned Response (1.5B):** Checks for understanding are planned for each component of the lesson to yield actionable data about students' real-time progress toward the learning objective. Adjustments to instruction are planned as a response to each CFU.

Do Now (min): 5-10 minute opening routine students can do independently that may aim to build a specific skill (e.g., grammar, mental math), practice/review content material, or activate prerequisite knowledge.

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Anticipatory Set (min): A "hook" that introduces new material by relating students' experiences to the objective(s) of the lesson, activating prior knowledge, or developing engagement/curiosity to focus students' attention on the lesson.

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	Student Action	Teacher Action
<p>Chunk 1: Time Allotment (min):</p> <p>Level of Cognition: <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation</p> <p>Depth of Knowledge: <input type="checkbox"/> Level I: Recall <input type="checkbox"/> Level II: Skill/Concept <input type="checkbox"/> Level III: Strategic Thinking <input type="checkbox"/> Level IV: Extended Thinking</p>	<ul style="list-style-type: none"> • Scaffolds for subgroups – 	
	<p>Checks for Understanding (1.5a):</p> <p>Planned Responses for each CFU (1.5b):</p> <ul style="list-style-type: none"> • If _____ [actionable data] _____, then _____ [planned response] _____. 	
<p>Chunk 2: Time Allotment (min):</p> <p>Level of Cognition: <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation</p> <p>Depth of Knowledge: <input type="checkbox"/> Level I: Recall <input type="checkbox"/> Level II: Skill/Concept <input type="checkbox"/> Level III: Strategic Thinking <input type="checkbox"/> Level IV: Extended Thinking</p>	<ul style="list-style-type: none"> • Scaffolds for subgroups – 	
	<p>Checks for Understanding (1.5a):</p> <p>Planned Responses for each CFU (1.5b):</p> <ul style="list-style-type: none"> • If _____ [actionable data] _____, then _____ [planned response] _____. 	
<p>Chunk 3: Time Allotment (min):</p> <p>Level of Cognition: <input type="checkbox"/> Knowledge <input type="checkbox"/> Comprehension <input type="checkbox"/> Application <input type="checkbox"/> Analysis <input type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation</p> <p>Depth of Knowledge: <input type="checkbox"/> Level I: Recall <input type="checkbox"/> Level II: Skill/Concept <input type="checkbox"/> Level III: Strategic Thinking <input type="checkbox"/> Level IV: Extended Thinking</p>	<ul style="list-style-type: none"> • Scaffolds for subgroups – 	
	<p>Checks for Understanding (1.5a):</p> <p>Planned Responses for each CFU (1.5b):</p> <ul style="list-style-type: none"> • If _____ [actionable data] _____, then _____ [planned response] _____. 	
<p>Proving Behavior: Time Allotment (min):</p> <ul style="list-style-type: none"> • Measures independent mastery of the objective. • Provides specific data that reveals where re-teaching may be needed for next lesson 		
<p>Closure: Time Allotment (min):</p> <ul style="list-style-type: none"> • Final self-monitoring • Summary/reflection on the objective • Reflecting on prior and future learning 		
<p>Homework (min): What homework will you assign to practice content from this lesson or frontload for tomorrow's lesson?</p>		

Resources and Materials:

➤ **SpEd - Considerations for Academic Success Teachers:**

- Indicate lessons, projects, assignments or assessment that students are working on during content support time.
- Describe established protocol you use to get coursework, homework, class updates and test/project dates from general education teachers. You may also include copies of documents used to get this information.

Informal Observation and Debrief



TEACHER ROLE	ADMINISTRATOR ROLE	TIME/LOCATION
Informal Observation: <ul style="list-style-type: none"> Execute your lesson plan Debrief: <ul style="list-style-type: none"> Reflect on the lesson Prepare to discuss the observation, especially as it may relate to your PGP goals 	Informal Observation: <ul style="list-style-type: none"> Observe and script Debrief: <ul style="list-style-type: none"> Listen Pose questions for reflection Present feedback and next-steps 	Informal Observation: <ul style="list-style-type: none"> Determined by administrator Between 10 and 20minutes Debrief <ul style="list-style-type: none"> 15-20 minutes

PURPOSE

Informal Observation:
The purpose of an informal observation is to provide an accurate picture of a teacher’s authentic day-to-day practice to inform coaching and teacher development.

Debrief:
The purpose of a debrief is for a teacher to receive formative feedback, recognition of strengths, and specific next steps for growth. They are meant to support a teacher in their efforts to improve.

STADARDS BEING ADDRESSED

Informal Observation
Domain 2: The Classroom Learning Environment **Domain 3:** Instruction

Debrief:
Domain 2: The Classroom Learning Environment **Domain 3:** Instruction
Domain 4: Developing Professional Practice - 4.1 Engage in critical reflection, constantly revising practice to increase effectiveness

Administrator responsibilities

Administrator steps (Informal Observation)

- Refer to the teacher’s PGP prior to conducting the observation.
- Carefully script student and teacher dialogue and actions/interactions.
- Share evidence using BloomBoard within 24 hours of the observation.
- Schedule debrief within 3 working days of the observation.

Administrator steps (Debrief):

- Use BloomBoard to share the script with the teacher within 24 hours of the observation.
- Schedule a post-observation debrief no more than 3 working days after the observation.
- Be prepared to discuss with the teacher his/her PGP goal indicators (if observed).
- Provide tangible next steps for improvement and goals for the next informal observation.
- Encourage the teacher to take notes regarding feedback and next steps in BloomBoard.

Teacher responsibilities

Teacher steps (Informal Observation):

- Reflect on the lesson – refer to exit data/proving behavior.
- Review PGP after observation to identify any areas that were observed.
- Be available/flexible for debriefing within 3 working days.

Teacher steps (Debrief):

- Review your objective and proving behaviors and reflect on the success of the lesson.
- Review the script shared on BloomBoard by the administrator and reflect on strengths and areas of growth regarding the observed instruction.
- Take notes in BloomBoard on feedback and next steps.

Guided questions for debrief (Be prepared to discuss)

Reflection—

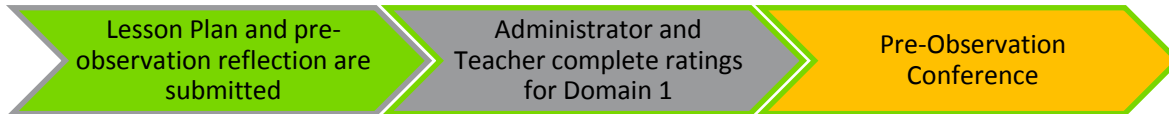
- What was successful about your lesson execution? How do you know these parts were successful?
- What improvements would you make to this lesson and how will those changes impact student learning?

Professional Growth Planning— (if applicable)

- What progress have you made so far towards meeting your goals set in your Professional Growth Proposal?

The Formal Observation Process:

Pre-Observation Conference



TEACHER ROLES	ADMINISTRATOR ROLES	TIME/LOCATION
<ul style="list-style-type: none"> Provides evidence (completed GD lesson plan) Self-rates based on the evidence an administrator tags in BloomBoard Discusses ratings using evidence <p>SPED:</p> <input type="checkbox"/> Ensures admin have received current passports or profile sheets of students in the class that include eligibility, services/frequency, accommodations, goals, behavior support plan etc.	<ul style="list-style-type: none"> Buckets and shares evidence from the lesson plan Rates teacher using bucketed evidence Plans coaching conversation Asks questions to guide conversation and to clarify Discusses ratings using evidence <p>SPED:</p> <input type="checkbox"/> Reviews current passports or profile sheets of students in the class so that they aware of the students' eligibility, services/frequency, accommodations, goals, behavior support plan etc.	<p>Preparation: varies by individual</p> <p>Conference: 30 minutes</p>

PURPOSE

The purpose is to evaluate the effectiveness of a teacher's planning and provide coaching to ensure the most effective lesson.

STANDARDS BEING ASSESSED

Domain 1: Data-Driven Planning and Assessing Student Learning

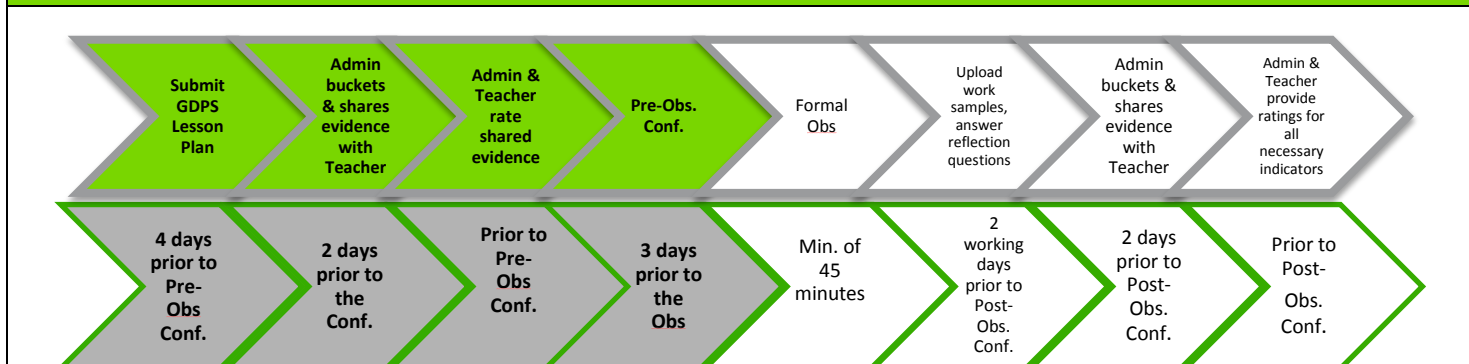
BEFORE THE CONFERENCE

Teacher Responsibility	Administrator Responsibility
<ol style="list-style-type: none"> Create an original Green Dot lesson plan that describes the lesson you are planning on teaching during your formal observation. Upload lesson plan to BloomBoard 4 days prior to pre-conference. Self-rate bucketed lesson plan in Bloomboard prior to the pre-conference. <p>SPED: Teachers who will be observed teaching Academic Success (or other Content Support class) should ensure that they answer (a) Rationale section using SpEd data (as described in the LP) and (b) Considerations for SpEd and Resources sections at the back of the LP</p>	<ol style="list-style-type: none"> Bucket and share evidence 2 days prior to the conference. Rate evidence prior to the scheduled pre-observation conference meeting. Prepare for coaching conversation. <p>SPED</p> <input type="checkbox"/> If observing an Academic Success (or other content support class) read the Rationale section and the Considerations for SpEd and Resources sections at the back of the LP.

THE CONFERENCE – 30 Minutes

- Administrator summarizes the lesson objective, activities and proving behavior to share their understanding of the overall lesson.
- Teacher can provide clarification for any misunderstanding or additional explanation as needed.
- The administrator shares ratings and they discuss the Domain 1 ratings using the evidence presented and the CRTF as the basis of the coaching discussion.
 - In order to begin this conversation, the administrator may choose to start with indicators on which s/he and the teacher are misaligned or indicators which are low.
- During the pre-observation conference, If the teacher is able to provide valid evidence on the lesson plan justifying an increase, the administrator shall increase the rating of the indicator.
- Administrator and teacher discuss any revisions/changes to the lesson plan for implementation in the formal observation.
- Administrator will prompt teacher to pre-think actions in Domain 2 and 3 which will help him/her have a successful classroom observation.
- Administrator will prompt teacher to reflect on focus indicators and PGP goals as relevant to this lesson.

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



The Formal Observation Process: Classroom Observation



TEACHER ROLES	ADMINISTRATOR ROLES	TIME/LOCATION
<ul style="list-style-type: none"> Execute lesson plan 	<ul style="list-style-type: none"> Observe and script Ask students questions and script their answers <u>Move around the room</u> 	<p>In observation: A minimum of 45 minutes Location: In teacher's classroom</p>

PURPOSE

The purpose is to capture a teacher's execution of a well-prepared lesson cycle in order to collect evidence of growth and implementation of best practices.

STANDARDS BEING ASSESSED

Domain 2: The Classroom Learning Environment
Domain 3: Instruction

DURING OBSERVATION

Teacher Responsibility	Administrator Responsibility
<ol style="list-style-type: none"> Teach the class. Collect student work samples. Recommended: high, medium, low and subgroups (ie SpEd and EL) 	<ol style="list-style-type: none"> Script student and teacher actions as evidence of Domains 2 and 3. Note non-verbal evidence such as posted objectives, posted classroom expectations, and students following routines that are not tied to verbal cues given by the teacher Ask several students to articulate what they are expected to learn and the relevance of the learning objectives. Script the questions and answers. <ol style="list-style-type: none"> What is the objective for today's class? How do you know you are doing good work in this class? Prior to leaving, collect any artifacts that will help you to remember and/or accurately rate the teacher (student handouts, proving behaviors, etc) <p>SPED</p> <p><input type="checkbox"/> Move around the room to ensure that you hear and script one-on-one or small group conversations</p>

AFTER THE OBSERVATION

Teacher Responsibilities	Administrator Responsibilities
<ol style="list-style-type: none"> Upload or submit evidence of student mastery of the objective or any other relevant student work samples. You should submit high, medium, and low work samples as well as evidence of performance of subgroups (ie SpEd, EL). Fill-in your answers to the reflection questions to BloomBoard (shown below). This must be done for semester 1 and 2. Use administrator's shared evidence to complete the self-ratings for Domains 2, 3, and 4.1 in Bloom Board. If Semester 2, only provide ratings for indicators you agreed to rate in the Interim Conference as well as 4.1a and b. If you wish, provide comments for your ratings, if you keep private, bring your computer to refer to them. Recommend: When your ratings are finished, share self-ratings with administration on BloomBoard. 	<ol style="list-style-type: none"> Review teacher-submitted materials prior to post-observation conference. Tag evidence to the framework. Share evidence Within Bloom Board, complete ratings for the teacher for Domains 2, 3, and 4.1. In S2, only provide ratings for unrated indicators and for indicators 4.1 a and b If you wish, provide comments to remind you of talking points. If you keep private, bring your computer to refer to them. Prepare a coaching conversation to have with the teacher during the conference.

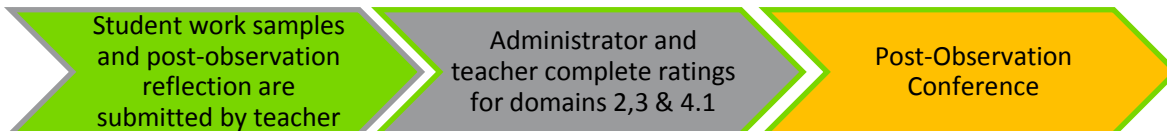
Student work analysis and reflection questions (To be answered in BloomBoard by the teacher).

- 4.1A**
- Did the students meet the learning objective? What data or evidence supports your judgment?
 - How would you describe the effectiveness of specific learning experiences and/or strategies in this lesson? What evidence supports your judgment?
- 4.1B**
- What specific suggestions would you have to improve this lesson?
 - Based on your reflection of this lesson, what are your future instructional plans?
 - Based on your reflection of this lesson, how will you improve specific instructional practices?

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

The Formal Observation Process:

Post-Observation Conference



TEACHER ROLES	ADMINISTRATOR ROLES	TIME/LOCATION
<ul style="list-style-type: none"> 2 working days prior to conference: <ul style="list-style-type: none"> Complete reflection questions in BloomBoard Upload or provide student work Self-rate prior to conference 	<ul style="list-style-type: none"> Listen Present feedback and next-steps Pose questions for reflection Provide scores 	<p>Preparation: Varies by individual</p> <p>In conference: Approximately 60 minutes</p>

PURPOSE

The purpose is to use observed evidence to evaluate and coach the teacher.

RELEVANT INDICATORS

Domain 2: The Classroom Learning Environment
Domain 3: Instruction
Indicator 4.1: Engage in critical reflection, constantly revising practice to increase effectiveness

BEFORE THE CONFERENCE

Teacher Responsibility	Administrator Responsibility
<ol style="list-style-type: none"> Upload or submit evidence of student mastery of the objective or any other relevant student work samples. You should submit high, medium, and low work samples as well as evidence of performance of subgroups (ie SpEd, EL). Upload your answers to the reflection questions to BloomBoard (shown below). This must be done for semester 1 and 2. Use administrator's shared evidence to complete the self-ratings for Domains 2, 3, and 4.1 in BloomBoard. If Semester 2, only provide ratings for indicators you agreed to rate in the Interim Conference as well as 4.1 a and b If you wish, provide comments for your ratings, if you keep private, bring your computer to refer to them. Recommend: When your ratings are finished, share self-ratings with administration on Bloom Board. 	<ol style="list-style-type: none"> Review teacher-submitted materials prior to post-observation conference. Tag evidence to the framework. Share evidence. Within Bloom Board, complete ratings for the teacher for Domains 2, 3, and 4.1a and b. In S2, only provide ratings for unrated indicators and for indicators 4.1 a and b. If you wish, provide comments to remind you of talking points. If you keep private, bring your computer to refer to them. Prepare a coaching conversation to have with the teacher during the conference.

Part #1 of the Conference – Discussion of student work

The administrator prompts the teacher to discuss the student work as it relates to the students' attainment of the learning objective. The administrator will use this as an opportunity to coach the teacher on his/her appraisal of students' achievement of the objective and next steps chosen.

Part #2 of the Conference – Discussion of Ratings

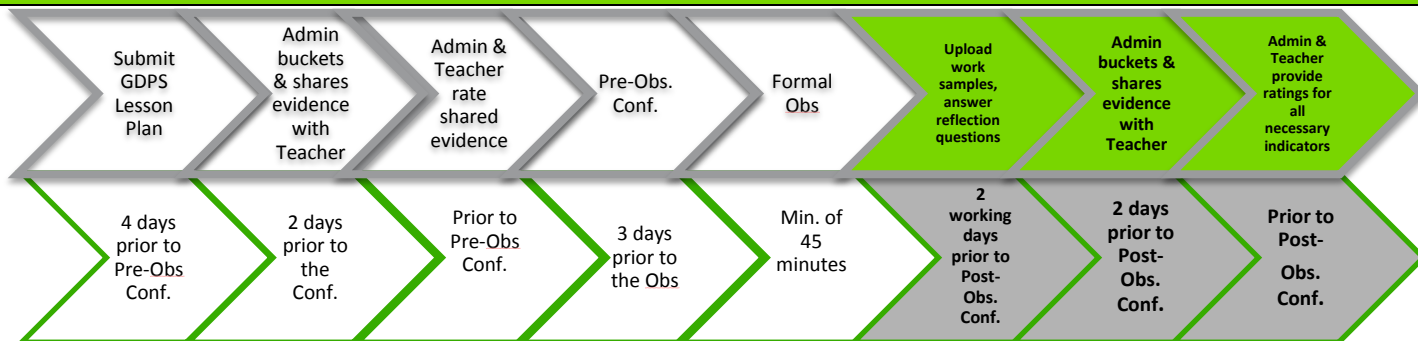
The teacher and administrator share ratings in Bloom Board and then review each other's ratings.

The administrator and teacher discuss Domain 2-3 ratings using the classroom observation and the CRTF as the basis for the coaching discussion. The conversation should be based on evidence and should include: (1) areas of strength, (2) areas for growth, and (3) any indicators for which teacher and administrator ratings do not align. If disagreement exists based solely on the alignment and scoring of the evidence to the correct indicator, the teacher has the option to involve an impartial third rater. The teacher should complete the Third Rater Form and submit it following the instructions on the form. The third rater process is anonymous. The third rater's rating is final.

Part #3 of the Conference – Recommending next steps

The administrator prompts the teacher to consider next steps and the Professional Growth Proposal. If needed, the administrator will provide specific next steps and any necessary resources for professional development. Finalize observation.

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



The Formal Observation Process: Post-Observation Reflection Questions 2014-2015



Instructions: Please answer these questions in BloomBoard no later than 2 working days prior to your Post Observation Conference. The answers to the questions will be used as evidence to determine your ratings in 4.1a and 4.1b.

Reminder – along with the reflection questions, be sure to turn-in student work samples (high, medium, low) from the lesson which was observed by uploading them to Bloomboard or providing copies of them directly to your administrator.

In semester 1 and 2, all teachers will be rated in 4.1a and 4.1b to ensure ongoing reflection and analysis of practice.

4.1A

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

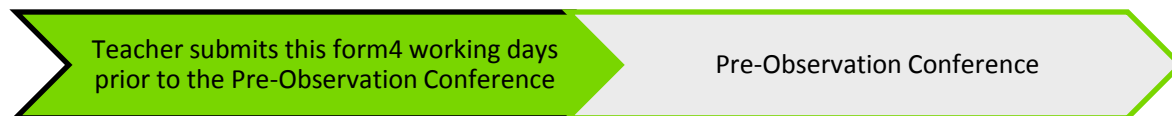
4.1B

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

Please review the language of Indicators 4.1a and b, as they have been revised for 2014-2015. Ensure your answers to the questions align to the expectations of the rubric.

		Level 1	Level 2	Level 3	Level 4
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy	The teacher does not know the degree to which the lesson or its elements, was effective.	The teacher has an accurate impression of the lesson’s effectiveness and success in meeting the instructional goals, but does not cite data to support the judgment. OR The teacher makes a somewhat accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	The teacher makes an accurate assessment of a lesson’s effectiveness and success in meeting the instructional goals, citing data to support the judgment. AND The teacher makes an accurate assessment of the effectiveness of specific learning experiences and strategies citing evidence to support judgments.	<i>All of level 3 and...</i> The teacher makes an accurate assessment of a lesson’s effectiveness and success in meeting the instructional needs of subgroups or individuals.
	B) Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes only general suggestions about how the lesson could be improved. OR The teacher makes specific suggestions about how the lesson could be improved, but does not address future instructional plans or specific instructional practices.	The teacher makes specific suggestions about how the lesson could be improved. AND The teacher explains future instructional plans based on the results of this lesson. AND The teacher explains how their specific instructional practices can be improved.	<i>All of level 3 and...</i> The teacher explains future plans for differentiated instruction based on results of this lesson.

The Formal Observation Process:
3-Part Objective and Proving Behavior
Submission Document 2014-2015



if you were rated a 3 or 4 in all indicators of Domain 1 during semester 1 of the current school year AND you have decided to transfer all of your semester 1, Domain 1 indicator ratings, you do not need to turn in a lesson plan prior to your Semester 1 Formal Observation.

However, you are still contractually obligated to submit your 3-part objective and proving behavior four working days prior to your semester 2 Pre-Observation Conference.

Your administrator will not re-rate you on these indicators, but the information will be used as a basis for completing your Pre-Observation Conference and will frame your formal observation for your administrator.

In the spaces below, record your 3-part objective and your planned proving behavior. Once complete, upload this document as your lesson plan to BloomBoard.

1. 3-Part objective:

Directions: Please replace this text with the 3 part objective for the lesson plan you will be teaching during your formal observation

2. Proving Behavior:

Directions: Please replace this text with the lesson plan's proving behavior. Make sure to include the prompt and your planned actions based on the result of the proving behavior. If you choose, you may also upload your proving behavior student worksheet/exit ticket etc. to BloomBoard

Green Dot 360 Survey 2014-15



Evaluator Name:

Teacher Name:

School:

Survey ID

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ●

INCORRECT: ☑ ☒ ☓ ☔

Instructions:

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

	Level I	Level II	Level III	Level IV
4.1C: Use of feedback	1	2	3	4
4.2A: Participation in a professional community	1	2	3	4
4.2B: Professional development	1	2	3	4
4.2C: Participation in the school community	1	2	3	4
4.3A: Unwavering belief in all students' potential	1	2	3	4
4.3B: Passion for excellence	1	2	3	4
4.3C: Personal responsibility	1	2	3	4
4.3D: Respect for others and community	1	2	3	4
4.3E: All stakeholders critical to process	1	2	3	4

Green Dot Student Survey 2015



Advisory:

Student Name:

Teacher Name:

Course Name:

School:

Survey ID Number

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

Instructions:

Please provide us with feedback for the **teacher** and **class** listed above by bubbling in the best response to the questions below. Your feedback will be kept anonymous, so please answer openly and honestly. Thank you!

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ● **INCORRECT:**

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

Green Dot Family Survey 2014-15



School:

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

School: _____

Instructions: Please provide us with feedback on your student's school by bubbling in the best response to the questions below. Your feedback will be kept anonymous, so please answer openly and honestly. Thank you!

Por favor, marque la mejor respuesta a las preguntas siguientes para darnos sus comentarios sobre la escuela de su estudiante. Sus comentarios se mantendrán anónimos; por favor contesta con honestidad y sinceridad. ¡Gracias!

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

Y Yes
 N No

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ● **INCORRECT:**

	Strongly Disagree <i>No, definitivamente no estoy de acuerdo.</i>	Disagree <i>No estoy de acuerdo.</i>	Agree <i>Si, estoy de acuerdo.</i>	Strongly Agree <i>Si, estoy totalmente de acuerdo.</i>
1. The communication I receive from the teachers at this school is easy to understand. <i>La comunicación que recibo de los maestros en esta escuela es fácil de entender.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
2. Teachers at this school contact me regularly about my student's academic progress. <i>Los maestros en esta escuela me contactan regularmente sobre el progreso académico de mi estudiante.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
3. Teachers at this school have returned my calls and/or emails within 48 hours (excluding weekends/holidays). <i>Los maestros de esta escuela han devuelto mis llamadas y / o e-mails dentro de las 48 horas (excluyendo fines de semana y días festivos).</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
4. Teachers at this school have been willing to meet with me about my student. <i>Los maestros de esta escuela han estado dispuestos a reunirse conmigo acerca de mi estudiante.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
5. The teachers at the school encourage me to work with them to help my child learn. <i>Los maestros de la escuela me animan a trabajar con ellos para ayudar a mi estudiante a aprender.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
6. Teachers at this school have provided me with strategies to support my student's success in school. <i>Los maestros de esta escuela me han proporcionado estrategias para apoyar el éxito de mi estudiante en la escuela.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
7. Teachers at this school have helped me to help my student get ready for next step in their education. <i>Los maestros en esta escuela me han ayudado a ayudar a mi estudiante a prepararse para el siguiente paso en su educación.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
8. Teachers at this school have helped my student set high academic goals. <i>Los maestros en esta escuela han ayudado a mi estudiante a fijarse metas académicas altas.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
9. Teachers at this school have helped my student to meet his/her academic goals. <i>Los maestros de esta escuela han ayudado a mi estudiante a lograr sus metas académicas.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
10. This school has involved me in my student's education. <i>Esta escuela me ha involucrado en la educación de mi estudiante.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
11. This school has shown interest in my needs as a parent. <i>Esta escuela ha mostrado interés en mis necesidades como padre.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
12. My child is gaining access to a better education than at a traditional public school. <i>Mi hijo/a tiene acceso a una mejor educación que la que provee una escuela pública tradicional.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
13. This school provides a safe environment for my student. <i>Esta escuela provee un ambiente seguro para mi estudiante.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA
14. I would recommend this school to a friend. <i>Yo recomendaría esta escuela a un amigo.</i>	<input type="radio"/> SD	<input type="radio"/> D	<input type="radio"/> A	<input type="radio"/> SA

**Green Dot Public Schools California's:
Acknowledgement of Performance Evaluation Modification Due to
Leave of Absence**

On **[INSERT DATE]**, Green Dot Public Schools, California approved my request for a leave of absence ("LOA") for the dates of **[INSERT DATES]**. As a result of this LOA, I understand and acknowledge the following:

1. I will not receive ratings for a formal performance observation this **[fall/spring]** semester;
2. my observation score for the school year will be determined by the results of the one formal, observation completed this school year;
3. any student or 360 survey completed during my LOA will not impact my Teacher Effectiveness rating; and
4. this document and any attachments will be placed in my personnel file.

Teacher Name

Teacher Signature

School Name

Date

Evaluator Name

Evaluator Signature

School Name

Date

Formal Observation Independent Third Rater Submission Form

A teacher will have 10 working days from the time of the Post-Observation Conference to submit the Independent Third Rater Submission Form. Forms submitted past the 10 day deadline will not be considered.

Step 1: Fill-in the date of the post observation and the date you are submitting the form

Date of Post-Observation Debrief :	Date of Submission:

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

Step 2: Please go to your formal observation in BloomBoard and fill in the last 5 digits in the web address below.

Example	https://apps.bloomboard.com/CoachFormalObservations/index/20676	Fill-in your 5 digit BB Observation Number:	
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Step 3: For up to three indicators, fill-in the fields of the chart below. Include the indicator number and language, the evidence collected by the administrator, the rating your administrator gave, and the rating you believe the evidence should have received. Next to the ratings, provide your rationale for contesting each indicator’s score. Use the evidence provided and the language of the CRTF as a basis for your rationale. If there is additional scripted evidence collected by the administrator that you believe should be bucketed for an indicator you are contesting, include it in the Rationale portion of the chart and indicate why you believe it should be added.

Step 4: When the form is complete, make sure to remove identifying information (name, school site) from form. Submit the form via email to the Ed Team Assistant - Katia Victoria at katia.victoria@greendot.org with “3rd rater request” in the subject line.

Standard & Indicator	Language of the indicator	Evidence Collected	Admin Rating	Teacher Rating	Rationale
1.1a	<i>Establish standards-based learning objectives for instructional plans: Selection of Learning Objectives</i>				

GREEN DOT PHOTO RELEASE AND CONSENT AGREEMENT
School Year 2014-2015

I consent to Green Dot's use of the following materials (hereinafter referred to as "teacher materials") for purposes of professional development and evaluation.

- a. Video or film materials incorporating my name, image, likeness, voice and/or spoken or written words that were a result of or made as part of my employment with Green Dot.
- b. Photographic materials incorporating my name and/or image that were a result of or made as part of my employment with Green Dot.
- c. Printed materials incorporating my name, likeness and/or image that were a result of or made as part of my employment with Green Dot.
- d. Telephonic or other recorded, electronic or digital materials incorporating my name, voice and/or spoken or written words that were a result of or made as part of my employment with Green Dot.
- e. Web-based or other electronic or digital materials incorporating my name, image, likeness, voice and/or spoken or written words that were a result of or made as part of my employment with Green Dot.
- f. Lesson plans or other written materials created for the purpose of classroom instruction that were a result of or made as part of my employment with Green Dot.

It is understood that Green Dot and any of its representatives or agents shall have the right to use teacher materials, or any portion or derivation thereof for evaluation purposes.

All teacher materials prepared by Green Dot that incorporate, consist of, or include my name, image, likeness, voice, words or any portion of teacher materials, including, but not limited to any copyrights or other intellectual property rights, shall belong to Green Dot, and Green Dot shall be the author for all purposes. However, if Green Dot intends to use materials for teacher professional development purposes, they will retain a teacher's permission first. Green Dot will not release the video unless permission from the teacher is obtained or as required by law.

It is further agreed that all teacher materials may be uploaded or housed on BloomBoard and that BloomBoard cannot copy, reproduce, publish or broadcast any teacher materials without permission from the teacher providing them. Green Dot will use its best efforts to maintain the security and confidentiality of the teacher materials.

I agree that I am able to give this release and consent, and that I give this release and consent voluntarily and without obligation or compensation. I further attest that I am not a member of SAG or other such professional organization.

_____ I do give consent for media release as stated above.

_____ I do NOT give consent for media release as stated above.

Teacher name: _____ Teacher signature: _____

Date: _____ School: _____

Appendix C

Green Dot Public Schools, California

2014-2015

Green Dot Public Schools

This form shall be used to document the conversation regarding any class exceeding the class size limit of 33 and any subsequent amelioratory measures agreed upon by the principal and the affected teacher. All possible avenues for reducing the class size to 33 or less should be exhausted before using this form.

School Site:

Principal:

Teacher:

Semester/School Year:

Course(s):

Period(s):

Briefly state the reason that this class MUST exceed the class size limit of 33:

The principal and the affected teacher (named above) agree to the following amelioratory measures given that the identified course(s) are above the class size limit of 33:

Substitute day(s) for grading/planning (specify number of days _____)

- Lower class sizes in other periods (specify which courses/periods)

Instructional aid for the affected period

Stipend in the amount of \$_____

Other (explain)

Principal's Signature

Date

Teacher's Signature

Date

MEMORANDUM OF UNDERSTANDING
BETWEEN
GREEN DOT PUBLIC SCHOOLS
AND
ASOCIACION DE MAESTROS UNIDOS/CTA/NEA

SPECIAL EDUCATION COMPLIANCE MEASURE OF THE MULTIPLE MEASURE TEACHER EVALUATION

This Memorandum of Understanding ("MOU"), executed by and between Green Dot Public Schools ("GDPS") and Asociacion de Maestros Unidos/California Teachers Association/National Education Association ("AMU," referred to herein with GDPS as the "Parties"), is to memorialize the commitment of the Parties to implement a pilot program to assess GDPS special education teachers' compliance with special education law.

RECITALS

1. WHEREAS, Article XXI, Multiple Measures of Effectiveness Teacher Evaluation, of the collective bargaining agreement between the Parties for the 2012-2013 school year included a commitment to developing a compliance measure "to evaluate teachers on their ability to meet [individualized education program ("IEP")] compliance regulations;"
2. WHEREAS, GDPS's Special Education Focus Group, Special Education Program Administrators ("SEPA"), Advisory Panel, Evaluation Committee, and certificated employee negotiation teams recommended that a pilot be created for the 2013-2014 school year to assess a small group of teachers' compliance with special education law;
3. WHEREAS, the Parties collaboratively proposed an IEP component rubric to assess teachers' compliance of various federally-mandated elements of a student's IEP;
4. WHEREAS, the Parties collaboratively proposed a parent survey rubric to assess parent perceptions of the IEP-development process;
5. WHEREAS, GDPS's Special Education Focus Group, Advisory Panel, Evaluation Committee, and certificated employee negotiation teams recommended that the compliance measure be reduced from 25% to 10% of a teacher's effectiveness rating;
6. WHEREAS, the Special Education Focus Group recommended that a pilot be created for the 2013-2014 school year to assess teacher compliance with special education law;
7. WHEREAS, this pilot's purpose is to determine the utility of the special education compliance measure and potentially include in the collective bargaining agreement between GDPS and Asociaci3n de Maestros Unidos.

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

1. GDPS shall implement the pilot recommended by the Special Education Focus Group [see recital

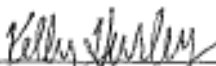
No. 2 above) at up to six GDPS schools during the 2013-2014 school year.

2. GDPS shall approach administrators at a minimum of six schools to determine interest in participation in the pilot. Each administrator who expresses such interest shall be responsible for recommending at least one teacher to participate, with that teacher's expressed support, who shall be evaluated based upon the IEP-component rubric described in Recital No. 3 above.
3. An evaluator (with the support of a SEPA) shall use the above-referenced rubrics to generate scores that reflect a teacher's compliance with special education law.
4. The above-referenced IEP-component rubric will generate evaluative scores that are weighted at 10%, but the compliance measure is for data purposes only and shall not impact a teacher's effectiveness rating in the 2013-2014 school year.
5. GDPS shall redact confidential information contained in student IEPs intended to be utilized in evaluating the utility of the rubric and related teacher effectiveness scoring.
6. GDPS teachers and administrators shall participate in the Special Education Focus Group to provide input regarding the pilot's progress and to make recommendations for improvements.
7. Individuals who participate in the Special Education Focus Group participants shall be paid at a rate of \$32.00 per hour.

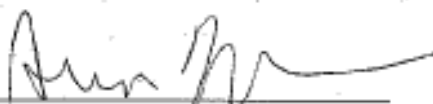
This MOU contains the entire agreement of the Parties, and supersedes any oral or written understandings between the Parties, with respect to the matters covered herein. In entering this MOU, GDPS and AMU do not agree to waive any rights under any current collective bargaining agreement between the Parties, except as expressly stated herein. Further, no person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promises by any party hereto relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this MOU. The Parties further recognize that this MOU shall only be modified, in writing, by mutual agreement of the Parties.

Absent a written agreement between the Parties, this MOU shall sunset on June 30, 2014.

AUTHORIZED SIGNATURES



GDPS Representative



AMU Representative

Date: 6/19/13

Date: 6/15/13

MEMORANDUM OF UNDERSTANDING
BETWEEN
ASOCIACIÓN DE MAESTROS UNIDOS
AND
GREEN DOT PUBLIC SCHOOLS

**COMMITMENT TO COLLABORATIVELY PLAN AND IMPLEMENT PROFESSIONAL DEVELOPMENT FOR
AMU SITE REPRESENTATIVES AND GDPS SCHOOL ADMINISTRATORS**

This Memorandum of Understanding ("MOU") is entered by and between Asociación de Maestros Unidos ("AMU") and Green Dot Public Schools ("GDPS," collectively referred to herein with AMU as the "Parties") to establish professional development for AMU site representatives and GDPS school administrators regarding (1) conflict resolution and (2) adherence to the collective bargaining agreement between AMU and GDPS ("CBA").

WHEREAS, the Parties are committed to continue and enhance their current collaborative-working relationship;

WHEREAS, pursuant to CBA Article 4.4, the Parties must maintain fluid communication and a willingness to work out issues and concerns with students' interests at the basis of each decision;

WHEREAS, pursuant to CBA Article 30.3, the Parties are committed to jointly plan in-service programs that will further professional development of individual unit members and advance the mission of GDPS;

WHEREAS, the Parties desire to reduce conflict escalation and resolve issues at the informal, school-site level; and

WHEREAS, the Parties desire to uniformly implement the provisions of the CBA on all GDPS school campuses.

NOW, THEREFORE, the Parties hereby agree as follows:

1. AMU and GDPS shall jointly plan and present a professional development session ("PD") for AMU site representatives and GDPS school administration, which shall include training regarding conflict resolution and adherence to the CBA.

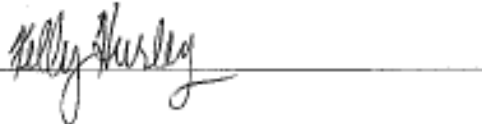
2. The PD shall be completed annually during the Fall semester at a mutually-agreeable location.
3. The PD shall be attended by all AMU site representatives and GDPS school administrators.
4. This MOU shall sunset on June 30, 2016. This MOU or any of its terms shall not be binding beyond said sunset date or set any precedent with regard to the CBA or related negotiations.
5. This MOU contains the entire agreement of the Parties with respect to matters covered hereby, and supersedes any oral or written understandings between the Parties with respect to the subject matter of this MOU.

6. By entering this MOU, the Parties do not agree to waive any rights under the CBA. Moreover, no person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promises by any party hereto relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this MOU.
7. This MOU shall only be modified, in writing, by mutual agreement of the Parties.

AUTHORIZED SIGNATURES

Dated: 6/5/13 By: 

ASOCIACIÓN DE MAESTROS UNIDOS

Dated: 5/10/13 By: 

GREEN DOT PUBLIC SCHOOLS

MEMORANDUM OF UNDERSTANDING
BETWEEN
ASOCIACIÓN DE MAESTROS UNIDOS
AND
GREEN DOT PUBLIC SCHOOLS

COMMITMENT TO COLLABORATIVELY PLAN AND IMPLEMENT NEW-TEACHER TRAINING

This Memorandum of Understanding ("MOU") is entered by and between Asociación de Maestros Unidos ("AMU") and Green Dot Public Schools ("GDPS," collectively referred to herein with AMU as the "Parties") to memorialize the Parties' current and ongoing commitment to collaboratively plan and implement new-teacher training.

WHEREAS, the Parties are committed to continue and enhance their current collaborative working relationship;

WHEREAS, pursuant to Article 30.3 of the collective bargaining agreement between the Parties ("CBA"), the Parties are committed to jointly plan in-service programs that will further professional development of individual unit members and advance the mission of GDPS;

WHEREAS, pursuant to CBA Article 30.3, GDPS is committed to a school environment where teacher talents will be supported and utilized to their fullest potential.

NOW, THEREFORE, the Parties hereby agree as follows:

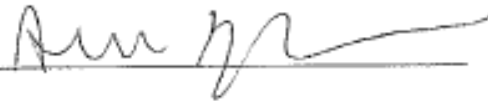
1. AMU and GDPS shall jointly plan and present a professional development session ("PD") for teachers who are commencing with their first year of teaching at GDPS, which shall include training regarding the CBA and GDPS Employee Handbook of Policies and Procedures.
2. The PD shall be mandatory for all individuals commencing with their first year of teaching at GDPS.
3. The PD shall be completed annually during one of the new-teacher professional-development days referred to in CBA Article 26.1.
4. ~~This MOU shall sunset on June 30, 2016. This MOU or any of its terms shall not be binding beyond said sunset date or set any precedent with regard to the CBA or related negotiations.~~
5. This MOU contains the entire agreement of the Parties with respect to matters covered hereby, and supersedes any oral or written understandings between the Parties with respect to the subject matter of this MOU.
6. By entering this MOU, the Parties do not agree to waive any rights under the CBA. Moreover, no person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promises by any party hereto relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this MOU.

7. This MOU shall only be modified, in writing, by mutual agreement of the Parties.

AUTHORIZED SIGNATURES

Dated: 6/5/13

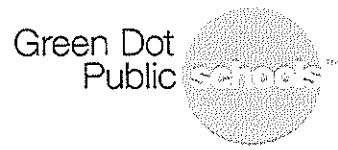
ASOCIACIÓN DE MAESTROS UNIDOS

By: 

Dated: 6/10/13

GREEN DOT PUBLIC SCHOOLS

By: 



Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

MEMORANDUM OF UNDERSTANDING
BETWEEN
ASOCIACIÓN DE MAESTROS UNIDOS
AND
GREEN DOT PUBLIC SCHOOLS

TEACHER/COUNSELOR STIPEND POSITIONS FOR THE 2014-2015 SCHOOL YEAR

This Memorandum of Understanding (“MOU”) between Asociación de Maestros Unidos (“AMU”) and Green Dot Public Schools (“GDPS,” referred to herein collectively with AMU as the “Parties”) memorializes the establishment of stipend positions available for AMU members. The positions and stipend amounts are attached hereto.

NOW, THEREFORE, the Parties hereby agree as follows:

1. Should a stipend position be filled, the AMU member shall complete the duties in the position’s job description, in full, to receive the stipend amount.
2. The Parties shall create a survey, to be taken by all AMU unit members in the stipend positions, that assesses the experience of serving in the stipend position. The Parties shall use survey results to improve stipend positions available to AMU members for the following school year.
3. GDPS shall provide AMU with a calendar of meetings, trainings, and other events relevant to stipend positions available to AMU members by April 1, 2014. Such events shall be open to AMU officers to attend as observers and potential presenters.
4. This MOU shall become effective upon full execution thereof and, absent a written agreement between the Parties, shall sunset on June 30, 2015.
5. Entire Agreement.
 - a. This MOU contains the entire agreement, and supersedes any oral or written understandings, between the Parties with respect to the subject matter contained herein. In the event of any conflict, ambiguity or silence, the collective bargaining agreement between the Parties (“CBA”) shall apply. In entering this MOU, the Parties do not agree to waive any rights under the CBA.
 - b. No person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promises by any party hereto relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this MOU.
 - c. This MOU shall only be modified by written mutual agreement of the Parties.



Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

Position	Deliverables	Commitment	Selection Criteria	Stipend, Application & Contact
Ánimo Data Fellows (ADF)	<p>Ánimo Data Fellows will be trained in:</p> <ul style="list-style-type: none"> Data systems & emerging technology Facilitating effective data & technology trainings at their school site <p>Ánimo Data Fellows will:</p> <ul style="list-style-type: none"> Provide training on data & technology at their school sites Conduct 1-on-1s with other stakeholders on use of systems Work on embedding technology into the curriculum & day-to-day activities 	<ul style="list-style-type: none"> Attend 2 training days in the summer <ul style="list-style-type: none"> July 31, 2014 August 1, 2014 Attend monthly 90-minute training sessions on the last Monday of each month <ul style="list-style-type: none"> 8/25/2014 9/29/2014 10/27/2014 11/24/2014 1/26/2015 2/23/2015 3/23/2015, 4/27/2015 	Up to one teacher per school	\$3000 Due April 18, 2014 Kevin Keelen
Alumni Champions	<p>Alumni Champions will:</p> <ul style="list-style-type: none"> Create a system to track and support college persistence to increase post-secondary attainment among Green Dot graduates and inform 6-12 college readiness Plan and facilitate 2 Alumni Events with Director of Counseling and Student Services 	<ul style="list-style-type: none"> Attend after school meeting once a month to discuss Alumni related events with Direct of Counseling and Student Services Attend 1 full day Alumni Champion Planning during the summer— tentatively scheduled for July 30th from 9am to 3:30pm Participate in meetings with partner organization Beyond 12 regarding data and infrastructure 	2 counselors	\$2500 Due April 18, 2014 Janneth Johnson
Counselor Professional Development Leaders	<p>Counselor Leadership Developers will</p> <ul style="list-style-type: none"> Plan and facilitate Collaboration Days for Green Dot counselors with Director of Counseling and Student Services Facilitate 1-2 monthly PD sessions 	<ul style="list-style-type: none"> Attend after school meeting 1/month to plan monthly counselor professional Development workshops with Direct of Counseling and Student Services Attend 2 full day Leader Trainings during the summer (July 17, July 18) 	3 counselors	\$3500 Due April 18, 2014 Janneth Johnson

Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

<p>Demo Classroom Teachers</p>	<ul style="list-style-type: none"> • Coordinate with Facilitator to schedule observations throughout the school year • Teach up to 4 demonstration classes each semester • Share all lesson plans and classroom materials with guest teachers during observations • Debrief immediately and in-person with guest teachers and facilitator after each observation • Make efforts to communicate the How and the Why of their teaching practice • Agree to additional filming sessions, accompanied with relevant lesson plans and a filmed reflection • Coordinate with Facilitator to ensure collection of student media releases 	<ul style="list-style-type: none"> • Attend 1 full day Demonstration Classroom Teacher Training (July 30) • Promptly coordinate and communicate with the TESS, facilitator, or site administrator via email. • Collaborate with Green Dot teachers and Education Team • Submit to a Guest-Teacher and Facilitator review once/semester 	<p>3-4 teachers</p>	<p>\$3500 Due April 18, 2014 Chrystie Edwards</p>
<p>Green Dot Instructional Leadership Team (GDILT)</p>	<p>GDILT will be trained in:</p> <ul style="list-style-type: none"> • Leadership skills • Observation & feedback protocols • Facilitating effective data-related trainings at their school site <p>GDILT will be responsible for:</p> <ul style="list-style-type: none"> • Providing feedback and supporting GD academic programs • Running effective departments • Supporting teacher practice 	<ul style="list-style-type: none"> • Attend Common Core Boot Camp: June 10-13th (8:30-3:30) • Attend 5 afterschool meetings (4:30 pm – 7:00 pm) on the following dates <ul style="list-style-type: none"> ○ Monday, September 15th ○ Monday, October 13th ○ Monday, November 10th ○ Monday, February 9th ○ Monday, April 20th 	<p>6 Department chairs per school (English, History, Math, Science, SpEd, Elective)</p>	<p>\$500 Participation Agreement Due May 30th Submit PA to school principal (additional stipend to be determined by school site)</p>



Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

<p>Common Core Transition Team (CCTT)</p>	<p>CCTT will</p> <ul style="list-style-type: none"> • Provide feedback on elements of the GD Common Core transition plan • Read literature and news on Instructional Pedagogy, Common Core, and Smarter Balance 	<ul style="list-style-type: none"> • Attend 1 Summer Common Core Boot camp (June 10-June 13) • Attend 4 meetings (TBD) <ul style="list-style-type: none"> ○ 10/8/14 ○ 12/3/14 ○ 2/18/15 ○ 5/6/15 	<p>14 people Teachers of ELA, History, Math, Science, & SPED</p>	<p>\$800 Due April 18, 2014 Patricia Wu</p>
<p>New Teacher Mentors</p>	<p>NTMs will be trained in:</p> <ul style="list-style-type: none"> • Phases of new teacher development • Adult learning theory • Best practices new teacher induction at school sites • Peer coaching and professional development <p>NTMs will be responsible for:</p> <ul style="list-style-type: none"> • Coordinating new teacher site orientation activities • Planning and implementing new teacher support meetings at the site • Providing professional development and peer observation and feedback to new teachers • Delivering interim PDs to new teachers at the sites developed by the NTD Department to build upon all green dot day PDs 	<ul style="list-style-type: none"> • New mentors attend a one-day summer workshop July 22, 2014) • All mentors attend five afternoon meetings from 4:30-6pm during the school year <ul style="list-style-type: none"> ○ September 2, 2014 ○ October 21, 2014 ○ January 20, 2015 ○ February 24, 2015 ○ May 26, 2015 	<p>Up to 1 teacher per school</p>	<p>\$400 Participation Agreement Due May 30th Kris Terry (additional stipend to be determined by school site)</p>



Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

<p>PDLs</p>	<p>PD Leaders will be trained in:</p> <ul style="list-style-type: none"> • Basic adult learning theory • the Green Dot PD rubric • the Common Core State Standards • the College Ready Teaching Framework <p>PD Leaders will be responsible for:</p> <ul style="list-style-type: none"> • Planning and facilitating 5 Collaboration Half-Days for Green Dot teachers in their subject area. • Having their classes filmed in order to build the Green Dot video library of instructional practices. 	<ul style="list-style-type: none"> • Attend 2 mandatory training days in the summer. <ul style="list-style-type: none"> ○ July 17, 2014 ○ July 18, 2014 • Attend 7 afterschool meetings (4:30-7:00) throughout the year in order to train and prepare for All Green Dot Days. <ul style="list-style-type: none"> ○ Monday, August 18th ○ Monday, September 22nd ○ Monday, October 20th ○ Monday, November 17th ○ Monday, January 12th ○ Monday, February 23rd ○ Monday, March 16th • Facilitate All Green Dot Days <ul style="list-style-type: none"> ○ August 6th ○ September 10th ○ October 27th ○ February 4th ○ March 23rd 	<p>26 teachers All subject areas at middle and high school level</p>	<p>\$3500 April 18, 2014 Dan Helenius</p>
<p>Special Education Academic Success Working Team</p>	<ul style="list-style-type: none"> • Review and align course curriculum for Academic Success class. • Add second year of Academic Success Class pacing map to address MS classes. 	<ul style="list-style-type: none"> • Develop AS Mini Lessons during 5 Days of summer planning June 23-June 27 (6 hours per day) • Facilitate professional development for New Sped. AS Teachers 2 times per year (Dates: TBD) • Observe colleagues implementing AS mini lessons with SEPA's. (dates TBD) 	<p>3 SpEd Teachers</p>	<p>\$1,500 June- 5 Days x 6 Hours Per Day PD Facilitation 2 x year (dates TBD) Observe colleagues implementing AS mini lessons. (dates TBD) Susana Campo April 18, 2014</p>



Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

Steering Committees	<p>Steering Committee members will</p> <ul style="list-style-type: none"> ☑ Provide recommendations to the Evaluation committee for improvements to be made to Article XXI (evaluation) of the contract ☑ Collaborate with AMU members, administrators and home office members to create recommended documents that would support the recommendations for Article XXI revisions 	<ul style="list-style-type: none"> ☑ Attend between 2 and 6 half-day Steering Committee Meetings at the home office. <ul style="list-style-type: none"> ○ Dates: TBD depending on Steering Committee members availability ☑ Complete pre-readings prior to Steering Committee meetings 	<p>Between 1-4 AMU members from each participating pilot school</p> <p>A maximum of 2 AMU members from non-participating pilot schools</p>	<p>\$50 planning stipend per day \$32/hour for meeting time spend beyond the contractual work day</p> <p>Not accepting applications until Fall of 2015-16</p> <p>Julia Fisher</p>
New Positions for 2014-2015				
Human Capital Intern (Summer)	<ul style="list-style-type: none"> • Collaborate with the Human Capital team in the following areas (as time permits) to: • Design and/or refine marketing and communication strategies for teacher and school leader recruitment • Develop a recruitment plan for new and experienced teachers in high need subjects • Review and follow-up on teacher candidate credentials to ensure NCLB compliance prior to screening • Retrieve, manage, and analyze recruitment and hiring data, in order to improve the team's focus and/or processes • Refine (as needed) and conduct resume, telephone and in-person screenings of potential candidates in all areas (HO, Classified, Teacher and School Leader) 	<ul style="list-style-type: none"> • ☑☑ hours weekly • Dates TBD depending on intern's schedule 	☑☑teacher	<p>Samantha Matamoros</p> <p>April 18, 2014</p>



Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

<p>National Expansion Liaison (2 year commitment)</p>	<ul style="list-style-type: none"> • Travel to Memphis once per summer • June 2-6 2014 and TBD for 2015 • Host Memphis teachers in your school and classroom twice/year • Participate in on-line book-talks with cohort of Green Dot Memphis teachers • Readily communicate with cohort of Memphis Teacher Voice teachers 	<ul style="list-style-type: none"> • Teachers hired for this position will be working as part of our Teacher Voice grant intended to help codify and expand the culture of Green Dot schools through national expansion • Two year commitment 2014-15 and 2015-16 • Demonstrate continued engagement and positive leadership at the school site • Comfort with sharing of curriculum, best practices and supports • Attend two, two hour trainings/planning sessions in May 2014 (dates based on teacher team availability) • During these trainings and planning sessions you will be co-developing PDs regarding teacher leadership and teacher voice that you can facilitate during Summer Summits in Memphis and Immersions in LA • Participate in Summer Summit, LA group to Memphis from June 2-6 (note – this is the last week of school) • Flight, hotels and food will be paid for (teachers to keep receipts and expense any covered costs) • Sub costs will be paid for, teacher will not be docked personal/sick days for this time 	<p>2 teachers</p>	<p>Julia Fisher \$1000 per year April 18, 2014</p>
<p>GD Arts Community Intern (2014-2015)</p>	<ul style="list-style-type: none"> • Support GD wide arts awareness • Provide feedback on recommended curriculum for VAPA courses • Support GD initiatives for Art Education including after school programs, professional development for teachers and celebration of student art work 	<ul style="list-style-type: none"> • Attend quarterly meetings • 4:30 – 6:30 p.m. <ul style="list-style-type: none"> ○ Wednesday, September 3rd ○ Wednesday, October 15th ○ Wednesday, October 28th ○ Wednesday, March 11th 	<p>4 teachers</p>	<p>\$ 500 stipend per teacher April 18' 2014 Annette Gonzalez</p>

Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

<p>GD English Learner Support Committee (Summer and 2014-2015)</p>	<ul style="list-style-type: none"> Revise and support EL Master Plan Support development and delivery of school site EL PD Articulate EL scaffolds for Green Dot literacy and and common core transition strategies Refine ELD program including sheltered supports Support and refine EL evaluation, reclassification and progress monitoring procedures. 	<ul style="list-style-type: none"> Attend 1 summer meeting (July 28, 2014) and 5 meetings during the school year: 8/27, 10/1, 11/26, 1/14, 3/4 	<p>6 teachers</p>	<p>\$1,000 stipend per teacher April 18, 2014 Leona Matthews</p>
<p>Summer Induction Mentor (Summer)</p>	<ul style="list-style-type: none"> Oversight and support for TFA corps member during summer program at Locke, Inglewood & Leadership Observe TFA corps members and provide feedback and in-person coaching at least 2x per week Feedback and coaching will be based on the CRTF and using GD tools (six- step debrief & GD Signature Strategies Teacher of record for two courses Must have appropriate credential for courses Grading and power school entry for courses 	<ul style="list-style-type: none"> Training <ul style="list-style-type: none"> May (online training – TFA modules) June 19th – June 20th (GDPS training) 8:30 – 3:30 June 20th –Summer Kick Off Meeting with TFA corps/ SSA & School Director Monday, June 23rd – Friday, July 18th <ul style="list-style-type: none"> No school Friday, July 4th Mentor hours: <ul style="list-style-type: none"> 7:30 – 1:30 p.m. 	<p>11 teachers – Locke site 6 teachers – Inglewood/ Leadership site</p>	<p>Compensation - Hourly (paid for by school) \$32 hour X 6 hours = \$192 per day 19 days X \$192 = \$3, 648 Teacher Leadership Stipend = \$500 Max= \$4,148 April 18, 2014 Annette Gonzalez</p>
<p>Technology Pathways Review Team (middle School)</p>	<ul style="list-style-type: none"> Provide feedback on middle school technology pathways Provide feedback on a host of resources developed for middle school technology teachers 	<ul style="list-style-type: none"> Attend 3 meetings 3 hours each Dates: TBD (dependent on schedules of participating teachers) 	<p>2 tech teachers (1 middle school and 1 high school teacher)</p>	<p>32/hour April 18 Annette Gonzalez</p>



Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

<p>Special Education Program Development Working Team</p>	<ul style="list-style-type: none"> Develop Professional Development to support special Education program development in the areas of co-teaching, alternative curriculum and compliance. 	<ul style="list-style-type: none"> 5 Days of summer planning June 23rd- June 27th (6 hours per day) Quarterly Preparation Meeting (4 meetings, 3 hours per meeting) Dates will be determined during summer meetings PD Facilitation: Facilitate 3 PDs during the school year 	<p>3 Special Education Teachers</p>	<p>\$1500 Susana Campos April 18, 2014 5 Days of summer planning (6 hours per day TBD) Quarterly Preparation Meeting (4 meetings, 3 hours per meeting)</p>
<p>Core Curriculum Review Team</p>	<ul style="list-style-type: none"> Provide feedback on course curriculum maps for core content courses (ELA, History, Math & Science) Provide feedback on resources created to support the implementation of course curriculum maps Provide feedback on assessments created to support the course curriculum maps 	<ul style="list-style-type: none"> Attend 2 meetings (1/semester) from 4:30-7:00 <ul style="list-style-type: none"> January 21, 2014 April 28, 2015 	<p>24 teachers 3 teachers per content area HS 3 teachers per content area MS</p>	<p>\$450 stipend per teacher April 18th Annette Gonzalez</p>
<p>Core Curriculum Review Team (middle school – summer only)</p>	<ul style="list-style-type: none"> Provide feedback on course curriculum maps for core content courses (ELA, History, Math & Science) Provide feedback on resources created to support the implementation of course curriculum maps Provide feedback on assessments created to support the course curriculum maps 	<ul style="list-style-type: none"> Attend 3 summer meetings 3 hours/meeting Meeting dates and times to be chosen collaboratively by participants 	<p>12 teachers 3 per content area</p>	<p>\$300 stipend per teacher April 18th Annette Gonzalez</p>



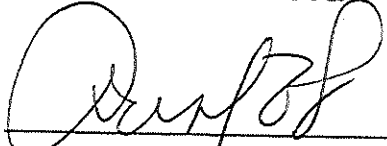
Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

<p>Advancement Summer Intern</p>	<p>Intern will work in collaboration with Green Dot's Advancement (Communication, Development and Community Engagement departments) team members on specific projects similar to those described below:</p> <ul style="list-style-type: none"> • Research and qualify prospective foundation and individual leads for funding and partnering • Plan and implement the GDPS Ambassador program, Advisory Roundtable Series, and Council of Senior Advisors • Plan and launch August's All Green Dot Day Develop and pilot a social media strategy for Green Dot • Coordinate recruitment collateral for school sites to use in the fall • Develop the Student Emissary and Teacher Emissary programs, including identifying students and teachers, providing training and guidelines for participation, and planning launching event • Participate in summer door knocking campaigns and build relationships with parents • Represent the GD teacher's voice in marketing collateral (e.g. videos) • Craft proposals for potential funding • Develop and implement a strategy for integrating personal wealth advisors with Development Team strategic plan • Plan friend-raising and fundraising events 	<p>Intern will work side-by-side with Advancement team members over the summer for six weeks: June 16 – July 25, 2014 (29 days)</p>	<p>1 teacher or counselor Recruit and Hire application In-Person Interview</p>	<p>\$5000 April 18 2014 Chad Soleo</p>
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Green Dot Teacher & Counselor Leadership Positions Summary Timeline and Deliverables

AUTHORIZED SIGNATURES:

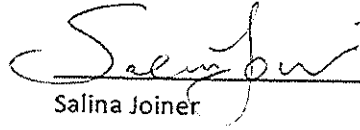
GREEN DOT PUBLIC SCHOOLS



Dr. Cristina de Jesus
President and Chief Academic Officer
CEO

Date: 4/24/14

ASOCIACIÓN DE MAESTROS UNIDOS



Salina Joiner
President

Date: 4.4.14

MEMORANDUM OF UNDERSTANDING
BETWEEN
GREEN DOT PUBLIC SCHOOLS
AND
ASOCIACION DE MAESTROS UNIDOS/CTA/NEA

COUNSELOR or TEACHER SUPPORTS LIAISON PROGRAM

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

RECITALS

1. WHEREAS, GDPS encourages and supports its highly-effective counselors and teachers to explore a range of career opportunities within the education field;
2. WHEREAS, GDPS's TIF 4 application included a position for a fully-paid sabbatical year for GDPS's highly effective counselor(s) or teacher(s) to focus on mentoring and coaching GDPS teachers in classroom management and instructional practices, or counselors to focus on developing the multiple measure evaluation system and support new professional development programs (referred to herein as the "SLP");
3. WHEREAS, AMU supported the TIF 4 application in eight letters of commitment written in July, 2012, and signed by its President and seven other AMU members;
4. WHEREAS, TIF 4 was awarded to GDPS on September 30, 2012;
5. WHEREAS, the qualifications for an AMU member to be considered for the SLP include, but are not limited to, the following:
 - a. the individual has been a GDPS teacher or counselor for at least two full school years;
 - b. if the individual is a teacher, he or she is on track to be classified as "highly effective" during the school year in which the individual is considered for the SLP, and classified as "highly effective" during the immediately-preceding school year. A teacher is on track to be "highly effective" if his or her observation score and surveys are 3.1 or above, and his or her school's and individual student growth percentile is in the range between 65-70;
 - c. if the individual is a counselor, he or she received an average of 3.0 on his last evaluation.
 - d. leadership within school sites and at the GDPS administrative level;

- e. participation with the teacher or counselor effectiveness initiatives;
 - f. recommendations from GDPS administration and certificated employees;
 - g. successful completion of the GDPS/AMU interview process;
 - h. a valid, current Pupil Personnel Services Credential
6. WHEREAS, TIF 4 prohibits a third year of individual participation in the SLP; and
 7. WHEREAS, TIF 4 requires that the sabbatical position be implemented during the next five school years with the following number of individuals to participate in the program:

<u>School Year</u>	<u>Number of individuals on Sabbatical</u>
2013-2014	1
2014-2015	1
2015-2016	2
2016-2017	2
2017-2018	3

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

1. The salary of the individual on sabbatical shall be paid by the TIF 4 funds and shall be in accord with the collective bargaining agreement executed by GDPS and AMU ("CBA");
2. Individuals participating in the SLP shall be responsible for supporting the counselor and teacher effectiveness initiatives, as follows:
 - a. developing counselor and teacher supports at the Home Office and school site level;
 - b. refining the multiple measure evaluation system;
 - c. attending quarterly AMU Representative Council meetings; and
 - d. other duties, as assigned, that are related to the SLP.

3. Individuals participating in the SLP shall remain an AMU member unless he or she chooses an agency pursuant to CBA Article 16.3, Agency Fee. However, while participating in the SLP, the following CBA articles shall not apply:
 - a. Article VI, Work Year and Hours of Employment; and
 - b. Article XXI, Multiple Measure of Teacher Effectiveness Teacher Evaluation
 - c. Appendix B, Counselor Evaluation
4. Individuals participating in the SLP shall acknowledge, in writing, that they understand that the CBA articles described in Paragraph 3 above shall not apply during the term of their sabbatical under the SLP.
5. Individuals participating in the SLP shall work for 192 professional workdays per school year beginning on July 1 and ending by June 30. They will work approximately 40 hours per week.
6. Individuals are eligible to participate in SLP for a second year depending on their evaluation, TIF 4 funding, and GDPS needs.
7. Individuals participating in the SLP shall maintain their accrued leaves of absence and benefits including retirement membership and benefits.
8. Individuals participating in the SLP shall be evaluated similar to that of GDPS Home Office employees. The results of the evaluation shall not impact the participants' effectiveness rating.
9. This MOU shall remain in full force and effect so long as GDPS remains an awardee of the TIF 4 and TIF 4 continues to support the SLP.
10. Participating individuals shall have the right to return to the position at school site at which they were assigned prior to their sabbatical. The employee who filled their position during the time of the sabbatical shall be assigned to another position, if possible, in accordance with CBA Article XXVIII, Layoffs, if applicable. All other individuals in an affected department of the sabbatical individual shall not be impacted by the return of the individual who left on sabbatical to participate in the SLP
11. Individuals participating in the SLP may periodically consult with the AMU President or designee to review and discuss the progress of the SLP.
12. The Parties agree that in the event that the SLP undergoes unforeseen material changes, the Parties shall, in good faith, meet to amend this MOU to meet the needs of the SLP.

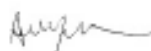
This MOU contains the entire agreement of the Parties, and supersedes any oral or written understandings between the Parties, with respect to the matters covered herein. In entering this MOU, GDPS and AMU do not agree to waive any rights under the CBA, except as expressly stated herein. Further, no person or party is authorized to make any representations or warranties except as set forth herein, and no agreement, statement, representation, or promises by any party hereto relied upon any warranties, representations, statements, or promises by any of the parties herein or any of their agents or consultants except as may be expressly set forth in this MOU. The Parties further recognize that this MOU shall only be modified, in writing, by mutual agreement of the Parties.

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

AUTHORIZED SIGNATURES



GDPS Representative



AMU Representative

Date: 5/22/13

Date: 5/21/2013

Appendix E
APPLICATION FOR JOB SHARING PARTNERSHIP
DEADLINE: January 15

Participant 1

Participant 2

Name

Name

Current Assignment

Current Assignment

Percent of Desired Assignment

Must
total
.....

Percent of Desired Assignment

Desired Position

Desired Position

Indicate briefly: (a) proposed sharing schedule; (b) division of duties; (c) potential benefit to students; (d) potential benefit to school; (e) participants' plan for employment with school & Green Dot beyond the current school year

I understand that in submitting this application, (a) I am agreeing to participate in the Job Sharing program for at least one year, (b) I will receive salary and benefits proportional to the percent of my assignment, (c) I am responsible for the balance of my insurance premiums if coverage is to be

