

Alternative Evaluations Addendum to the STA-SUSD Fall 2020 Distance Learning MOU of July 28, 2020 (all effectual dates, limitations & expiration to parallel that MOU)

Item 14 as it reads in the original MOU:

14. The parties agree to postpone the fall dates of evaluation timelines by 30 calendar days, with exact calendar dates to be identified between the Association and District to be announced as soon as possible.

Item 14 to now read as follows:

Alternative Evaluations

14. The parties agree to postpone the fall dates of evaluation timelines by 30 calendar days, with exact calendar dates to be identified between the Association and District to be announced as soon as possible.
- a. Effective for the 2020 Distance Learning MOU (2020-2021 school year), STA and SUSD agree to use an alternative evaluation specified in (b) below. This alternative evaluation shall be used instead of the contract's traditional evaluation (and shall also be considered in lieu of §3.9, except its last paragraph). However, the alternative evaluation shall not be used with any teachers in the following three instances:
- Teachers most recently evaluated as unsatisfactory
 - Teachers who do not have permanent status
 - If the teacher indicates in writing (upon being informed by the evaluator of this new alternative evaluation) a preference for the existing contractual evaluation.
- b. For the alternative evaluation, the evaluator and teacher will each select between one (1) and three (3) total sub-points from the CSTPs, rather than each choosing one (1) from all six (6) of the CSTPs. This means a total of two-to-six (2-6) total evaluated elements, rather than twelve (12). If the teacher and evaluator have already each chosen six (6) this fall, each shall reduce their selections to match the numbers above.
- At an alternative-evaluation conference, the evaluator and teacher will clarify the new evaluation process and tool, as well as discussing what they see as appropriate evidence of teacher performance for the chosen CSTP points.
 1. The evaluator chooses 1-3 CSTPs (or, if already selected, reduces 6 chosen CSTPs to 1-3) and indicates those to the teacher.

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2. Teacher then chooses 1-3 CSTPs (or, if already selected, reduces 6 chosen CSTPs to 1-3) and indicates those to the evaluator.
3. Finally, teacher chooses whether to begin with an announced observation (of 5, 10, 15 or 20 minutes), or to simply go straight into unannounced observations.

For non-instructional positions, the evaluator and the teacher on special assignment choose 1-3 items from the 16 listed on the non-instructional alternative evaluation form (rather than from the CSTPs).

This conference shall occur within the following timelines:

1. For teachers whose evaluator has already conducted a pre-conference under the traditional evaluation, this conference shall be conducted on or before Friday, November 20, 2020. This date also applies for conducting the conference with non-instructional teachers.
2. For teachers whose evaluator has not already conducted a pre-conference under the traditional evaluation, this replaces the traditional pre-observation conference and shall be conducted within the traditional contractual timeline.

This provision itself does not extend the timeframe for informing teachers they are being evaluated this year.

- Other than as specified above, the alternative evaluation's timelines (such as teacher opportunity to attach response material to observations and forms) shall mirror the traditional final evaluation timelines in light of existing contract and MOU specifications. Post-observation conferences are waived. Instead, post-observation feedback (which, to qualify as valid input and a valid observation, must include evidence that the evaluator observed regarding the 2-6 selected CSTP items) shall be provided by the evaluator within three (3) working days, including an invitation for the teacher to respond with clarification and other input. Subsequent observations must not be conducted until at least three (3) working days after post-observation feedback was provided in writing by the evaluator.
- Observations can be as short as 5 minutes each, but must have a cumulative minimum of 30 minutes and a minimum of 2 observations. Any observations that have already occurred before implementation of this language shall count towards observation minutes and documented evidence for the remaining chosen CSTPs. Evaluator note-taking for observations is reduced to only include evidence regarding the 2-6 chosen CSTPs and any accompanying commendations and recommendations.

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- The evaluator may conduct follow-up conferences with the teacher for input, improvement plans, overall supportive coaching, and/or suggestions as to what pathways may assist the teacher in attaining their performance goals further.
- The evaluator has the option to additionally have the teacher be evaluated the following year under the traditional evaluation tool. This shall only be selected for employees receiving a final evaluation of 'Needs Improvement' and only when the evaluator additionally has heightened concerns about teacher performance suggesting a need for a high level of ongoing support. This rating will not be considered an Unsatisfactory under the traditional evaluation system or carry contractual or personnel-file consequences related to receiving an Unsatisfactory rating (e.g. ability to transfer, PAR placement, etc.). This stipulation is only considered an indicator of unsatisfactory performance in light of California Ed Code's references to unsatisfactory performance.
- Forms regarding the final alternative evaluation are attached and included with this Agreement. "Evidence considered" to corroborate ratings must consist of input previously communicated between with the evaluator and teacher via post-observation feedback exchange.

This addendum's scope, context, duration, expiration, and limitations are identical to that of the Distance Learning MOU that this addendum expands upon, as shown below:

All components of the current Collective Bargaining Agreement between the Association and District not addressed by the terms of this agreement shall remain in full effect. This MOU is being entered solely under the context and circumstances of the COVID-19 epidemic, sets no precedents, and shall only be extended or modified by mutual written agreement. The District and/or Association reserve the right to negotiate any additional impacts related to COVID-19.

For the Association:

JAB-Perez 10 / 30 / 2020

Eucalichal 11 / 02 / 2020

For the District:

[Signature] 11 / 02 / 2020

Brian Biedermann 11 / 02 / 2020

**STOCKTON UNIFIED SCHOOL DISTRICT
2020-2021 Alternative Evaluation Instrument**

Certificated Non-Instructional Assignment (see Article 17.6)

Employee Name: _____

Evaluator Name: _____

C=Commendable		S=Satisfactory	NI= Needs Improvement	N/A=Not Applicable	
	C	S	NI	S	N/A
I. KNOWLEDGE					
1. Has a good working knowledge of programs and curriculum					
2. Demonstrates relevant implementation knowledge of Distance Learning technology					
3. Manages and analyzes student data					
4. Coordinates curricular resources					
II. COMMUNICATION & ENGAGEMENT					
1. Communicates effectively orally and in writing					
2. Provides input to administration as a leadership team member					
3. Facilitates communication with a variety of stakeholders and departments					
4. Support parent involvement through coordinating (Math Night/Literacy Night)					
III. SUPPORT					
1. Supports teachers in various settings (e.g. classroom, PLCs, student meetings)					

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2. Consults with/assists teachers (e.g. curriculum planning, instructional strategies, ELD instruction)					
3. Plans, implements, and/or provides reflective input on activities related to program goals and objectives (e.g. staff development)					
4. Assists teachers in becoming knowledgeable (e.g. of curriculum, ELD, programs, praxis)					
IV. WORK HABITS/RELATIONSHIPS	C	S	NI	N/A	
1. Flexibility					
2. Dependability					
3. Ability to work without supervision					
4. Works well with others					

Final Evaluation Summary

Commendable

Satisfactory

Needs Improvement

Commendations:

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Recommendations:

Evaluators Signature _____ Date

Employee's Signature _____ Date

The evaluation and assessment of the performance of each certificated employee shall be made on a continuing basis. The next scheduled evaluation shall occur:

- At least every five years for personnel with permanent status who have been employed at least 10 years with the school district, are highly qualified, if those personnel occupy positions that are required to be filled by a highly qualified professional by the federal No Child Left Behind Act of 2001, and whose previous evaluation rated the employee as meeting or exceeding standards, if the evaluator and certificated employee being evaluated agree. The certificated employee or the evaluator may withdraw consent at any time.
- The District shall not evaluate the employee in the next school year. Instructional concerns will instead be addressed through coaching &/or other instructional, non-evaluative methods. *(This applies regardless of whether the employee was evaluated as Needs Improvement, Satisfactory, or Commendable.)*
- The District shall evaluate this employee again in the next school year. This option shall only be selected for employees receiving a final evaluation of 'Needs Improvement' and only when the evaluator additionally has heightened concerns about teacher performance suggesting a need for a high level of ongoing support.

Evaluators Initials/Date _____ Evaluators Employee ID # _____ Teacher's Initials/Date _____ Teacher's Employee ID # _____

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**STOCKTON UNIFIED SCHOOL DISTRICT
2020-2021 Final Evaluation Report:**

Employee: _____ Date: _____

School: _____ Grade/Subject: _____

Dates of Observations: _____

Dates of Post Observation Feedback: _____

Evaluator Name: _____

C-Commendable, S-Satisfactory, NI-Needs Improvement

T/E	Standard One: Engaging and supporting all students in learning	C	S	NI
	1-1 Using knowledge of students to engage them in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1-2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1-3 Connecting subject matter to meaningful, real-life contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1-4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1-5 Promoting critical thinking through inquiry, problem solving, and reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1-6 Monitoring student learning and adjusting instruction while teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T/E	Standard Two: Creating and maintaining effective environments for student learning	C	S	NI
	2-1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2-2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2-3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2-4 Creating a rigorous learning environment with high expectations and appropriate support for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2-5 Developing, communicating, and maintaining high standards for individual and group behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2-6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2-7 Using instructional time to optimize learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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T/E	Standard Three: Understanding and organizing subject matter for student learning	C	S	NI
	3-1 Demonstrating knowledge of subject matter academic content standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3-2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3-3 Organizing curriculum to facilitate student understanding of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3-4 Utilizing instructional strategies that are appropriate to the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3-5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3-6 Addressing the needs of English Learners and students with special needs to provide equitable access to the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T/E	Standard Four: Planning instruction and designing learning experiences for all students	C	S	NI
	4-1 Using knowledge of student's academic readiness, language proficiency, cultural background, and individual development to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4-2 Establishing and articulating goals for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4-3 Developing and sequencing long term and short term instructional plans to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4-4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4-5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T/E	Standard Five: Assessing student learning	C	S	NI
	5-1 Applying knowledge of the purposes, characteristics, and uses of different types of assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-2 Collecting and analyzing assessment data from a variety of sources to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-3 Reviewing data, both student learning individually and with colleagues, to monitor student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	5-5 Involving all students in self-assessment, goal setting, and monitoring progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-6 Using available technologies to assist in assessment, analysis, and communication of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5-7 Using assessment information to share timely and comprehensible feedback with students and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T/E	Standard Six: Developing as a professional educator	C	S	NI
	6-1 Reflecting on teaching practice in support of student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-3 Collaborating with colleagues and the broader professional community to support teacher and student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-4 Working with families to support student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-5 Engaging local communities in the support of the instructional program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-6 Managing professional responsibilities to maintain motivation and commitment to all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6-7 Demonstrating professional responsibility, integrity and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence Considered:

Final Evaluation Summary: Commendable Satisfactory Needs Improvement

Commendations:

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Recommendations:

 Evaluator's Signature

 Date

 Teacher's Signature

 Date

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 Evaluator's Initials/Date

 Teacher's Initials/Date

 Evaluator's Employee ID #

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