

Memorandum of Understanding
Between the
San Juan Unified School District
And
The San Juan Teachers Association
System of Professional Growth Pilot

Background

The purpose of this Memorandum of Understanding is to implement the next phase of the work outlined in the collective bargaining agreement (Exhibit N-1) regarding the Joint Committee's Work on Teacher Evaluation. Specifically, the statement of intent in Exhibit N-1 specifies the following vision for such work:

It is the deeply held belief of both SJTA and SJUSD that educators are professionals that continue to grow and improve in their craft throughout their career. All levels of experience and effectiveness deserve an environment in which to further their skills. The current model of evaluation does little to support this belief.

Interests

Therefore, it is the interest of both SJUSD and SJTA to create a systematic, non- adversarial process that supports all practitioners in their ongoing professional growth to improve and deepen their practice. This new pilot is designed to change the structure of what we now refer to as "evaluation." This pilot sees the practitioner as a key participant, and will be practitioner-driven. The focus of this work is to benefit the whole, through collaboration, shared practice, and the deprivatization of the profession.

Provisions of the MOU

Therefore, the parties hereby agree to the following provisions regarding the development of the pilot, hereafter identified as the "System of Professional Growth Pilot" (SPGP), during the 2015-2016 school year. The pilot will allow us to: fine-tune the SPG process (and documents), learn ideal caseloads for facilitators, discover the impacts and costs of a peer release model, and determine the ideal number of contacts between facilitators and practitioners. The information gleaned from the pilot will impact the development of contract language changes for the 2016-2017 school year.

1. The Joint Committee on Teacher Evaluation shall be identified as the Professional Growth Team (PGT) and shall oversee the SPGP and the implementation of the pilot described in Attachment A. The President of SJTA and the Superintendent's designee shall chair this team. The work shall include: budget oversight, establishing the selection process of sites, teachers, and administrators who wish to volunteer during this pilot, designing and establishing the calibration training, selecting the participants, addressing issues that may

arise during the pilot year, and providing scheduled updates to the District and SJTA at least twice during the 2015-2016 school year.

2. The budget for 2015-2016 year of piloting shall not exceed \$500,000.00.
3. The Professional Growth Team shall follow the established criteria for individual participation. See Attachment B.
4. Members who volunteer to serve as practitioners or facilitators in the piloting process shall be held harmless. Our goal is to test the pilot, not the person; so outcomes that are a result of the pilot will be used to inform the process only.
5. The SPG Pilot may include a maximum of two high schools, two middle schools, and four elementary schools. Individual practitioners interested in participating, not at pilot sites, may complete an interest form. The number of individual practitioners able to participate in the pilot shall be determined by the PGT after the pilot sites are selected.
6. Due to the additional work required in trainings, focus groups, and increased workload during the year, members selected as program participants shall be compensated as follows (also see Attachment C):

“Practitioners” (teachers who volunteer to be observed) can receive up to 30 hours of continuing education credit for their participation in the pilot.

“Peer Facilitators” (teachers who volunteer to be observers) will receive release time as follows:

a. High School and Middle School Facilitator (on-site):

- i. Receive one period of daily prep in addition to the prep time required by the contract. This additional “period” may be used by the facilitator to participate in the SPG process during then regular workday or may use the time for normal prep related duties when the pilot requires participation beyond the regular workday. In other words, this additional time may not always be used during the actual additional prep time provided.
- ii. Can receive up to 10 hours of continuing education credit.
- iii. Maximum of two peer facilitators per pilot high school and one per middle school.

b. Elementary School Facilitators (on-site):

- i. Receive one period of prep per week beyond the contractual four preps. This additional “period” may be used by the facilitator to participate in the SPG process during then regular workday or may use the time for normal prep related duties when the pilot requires participation beyond the regular workday. In other words, this additional time may not always be used during the actual additional prep time provided.

**System of Professional Growth
Pilot Components
SJTA and SJUSD**

Options and Requirements

Practitioner Options:

Focus Area:

- A. Self select
- B. Self select a goal that is in alignment with the District and/or site strategic plan or site agreements

The "focus area" will guide the practitioner's professional growth. The practitioner will collect evidence of growth in the focus area throughout the year.

Rank preference for Facilitator:

- Administrator
- Peer

if Peer:

- on-site peer
- off-site peer

Rank preference for Observation and Reflective Conversation (frequency):

- 3 Observations and 2 Reflective Conversations
- 2 Observations and 3 Reflective Conversations

Observations will last between 30-90 minutes. The practitioner will determine the optimum length.

(One classroom observation may be substituted by a videotaped lesson.)

If videotaped lesson is used, prior to meeting with the facilitator, the practitioner will analyze the lesson and be prepared to debrief the Facilitator(s): instructional strategies and materials used (and rationale), what went well, instructional adjustments made (and rationale), and identified next steps.

Attachment A

Required Components:

Initial Meeting:

The Practitioner and the Facilitator will meet to:

- 1. Utilize the Continuum of Teaching Practice to support the practitioner in self-assessing on the Essential Elements*
- 2. Identify Focus Area (practitioner)*
- 3. Schedule the initial observation and reflective conversation (to be completed by November 1, 2015)*
- 4. Discuss the practitioner's plan for professional growth in focus area*

Pre and Post Observations Debriefs:

(Up to 50% of the observations may be debriefed electronically)

Pre- Observation:

Practitioner shares lesson objective and identifies the feedback focus for the observation.

Post-Observation:

Practitioner completes evidence section of the Reflection Form, and then meets with Facilitator to review evidence, reflect on continuum and plan next steps.

Reflective Conversations:

*30-60 minute discussing and reviewing evidence **other** than observation evidence.*

End of the Year Reflection (required):

30-60 minute professional growth conversation (reflection and planning) with Facilitator(s).

Essential Elements:

The Practitioner is to determine which form of evidence best demonstrates evidence of his/her practice for each element. However, it is **REQUIRED that at least two pieces of evidence include student work or student assessment.**

** Note- Some evidence may cover more than one element and/or standard.*

Standard 1. Engaging and supporting all students in learning

1.5 Promoting critical thinking through inquiry, problem solving, and reflection.

As teachers develop, they may ask, “How do I...” or “Why do I...”

- *encourage students to use multiple approaches and solutions to solve problems?*
- *encourage students to ask critical questions and consider diverse perspectives about subject matter?*
- *provide opportunities for students to think about, discuss, and evaluate content?*
- *ask questions to facilitate discussion, clarify, and extend students' thinking?*
- *support students to think and communicate with clarity and precision?*
- *help students apply previous learning to new situations?*
- *encourage students to create, imagine, and innovate?*
- *help students to develop and use strategies and technologies for accessing knowledge and information?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Lesson plans
- Student work (journals, goals, etc.)
- Feedback to students and impact on student learning
- Other: _____

Standard 2. Creating and Maintaining

2.3 Establishing and maintaining learning environments that are physically, intellectually, culturally, and emotionally safe.

- As teachers develop, they may ask, “How do I...” or “Why do I...”
- *arrange the learning environment to facilitate positive and productive classroom interactions?*
- *encourage, support, and recognize the achievements and contributions of all students?*
- *encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?*
- *foster the development of each student's self-esteem?*
- *create a safe, accessible learning environment for all students?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Feedback on student work
- Reflection on challenging situation with student(s) including examples of intervention and/or supports utilized
- Evident routines and expectations
- Student work
- Room set-up and utilization
- Other: _____

Standard 3. Understanding and Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *ensure that my subject matter knowledge is sufficient to support student learning?*
- *continue to keep my subject matter knowledge current?*
- *identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?*
- *integrate key concepts, themes, relationships, and connections across subject matter areas?*
- *ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?*
- *maintain and utilize current understanding of relevant content standards and frameworks?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Assignments, project descriptions, etc.
- Annotated portfolio of support materials (beyond kits or textbook)
- Examples of integrated lessons
- Learning journal/professional journal
- Other: _____

Standard 4. Planning Instruction and Designing Learning

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *incorporate students' prior knowledge and experience in my curriculum and instructional planning?*
- *use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?*
- *use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?*
- *plan lessons and units that promote access to academic content standards for all students?*
- *use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?*
- *use knowledge of my students' diverse learning needs to plan instruction that supports their learning?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Lesson plans that include differentiation accompanied by student work
- Digital literacy demonstrated by student work
- Self-reflection on a completed lesson and planned instructional adjustments
- Other: _____

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *develop unit and lesson plans that build on and extend students' understanding of subject matter?*
- *ensure that each instructional strategy is related to learning goals?*
- *plan instruction to allow enough time for student learning, review, and assessment?*
- *use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?*
- *check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?*

Attachment A

- *address the ELD standards appropriately, based on my English learners' levels of language acquisition?*
- *address the IEP goals and objectives of my students with special needs?*
- *select materials, resources, and technologies to support the learning needs of English learners and students with special needs?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Evidence of culturally responsive instruction
- Examples of formative assessment with adjustments to lessons
- Lesson plans that include differentiation accompanied by student work
- Examples of students reflections of their work
- Student work
- Other: _____

Standard 5. Assessing Students for Learning

5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify Instruction

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *draw upon assessment data to support development of learning goals?*
- *review and revise learning goals with students over time?*
- *ensure that student learning goals reflect key subject matter concepts, skills, and applications?*
- *use informal assessments to adjust instruction while teaching?*
- *use multiple sources of assessment to measure student progress and revise instructional plans?*
- *work to differentiate goals and plans based on assessed needs of my diverse learners?*
- *address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?*

Select one or more options as evidence of practice for this section:

- Observation/Video
- Examples of varied assessment types completed by students
- Lesson plans identifying formative assessment/checking for understanding strategies accompanied by student work
- Reflection on student work noting patterns and determining next steps
- Self-reflection on grading policy and practices and rationale
- Collaboration with colleagues around student learning and impact on practice/planning
- Student work samples/portfolio- progress over time accompanied by practitioner lesson plans or reflections
- Other: _____

5.5 Involving all students in self-assessment, goal setting, and monitoring progress

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *make assessment integral to the learning process?*
- *make assessment an interactive process between teacher and student?*
- *model self-assessment strategies for all students? develop and use tools and guidelines that help all students assess their work and monitor their learning goals?*
- *provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?*
- *provide opportunities for all students to engage in peer discussion and reflection of their work?*

Attachment A

Select one or more options as evidence of practice for this section:

- Observation/Video
- Student goal setting and student self-analysis
- Student reflections on work/assessment
- Student self-assessments (i.e. learning logs, rubrics, student exemplars, etc.)
- Feedback/Communication to students on work (multiple examples), related to student goals
- Student self selected work samples/portfolio- progress over time- accompanied by student reflection
- Student peer to peer feedback
- Other: _____

Standard 6. Developing as an Educator

6.1 Reflecting on teaching practice in support of student learning

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *assess my growth as a teacher over time?*
- *learn about teaching as I observe and interact with my students?*
- *reflect on my instructional successes and dilemmas to move my practice forward?*
- *analyze my teaching to understand what contributes to student learning?*
- *formulate professional development plans that are based on my reflection and analysis?*
- *develop awareness of potential bias that might influence my teaching or affect student learning?*

Select one or more options as evidence of practice for this section:

- Journal/Reflections on Focus Area
- Discussion with peer or observer on progress in Focus Area
- Application of professional development and teaching practices
- Student surveys
 1. Only practitioner reviews responses and reflects
 2. Practitioner views responses and shares reflection with observer
 3. Practitioner and observer review and reflect on responses
- Other: _____

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.

As teachers develop, they may ask, "How do I..." or "Why do I..."

- *collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?*
- *remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?*
- *support school and district goals and priorities?*
- *contribute to school-wide events, activities, and decision-making?*
- *establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?*
- *contribute to the learning of other educators?*
- *benefit from and contribute to professional organizations to improve my teaching?*
- *benefit from and add to the knowledge base of the profession?*

Attachment A

Select one or more options as evidence of practice for this section:

- Co-planning, peer observation, and debrief (lesson study)
- Reflection on discussion with colleagues about student learning
- Collection of ideas, research articles, books, etc. related to goal area and shared with colleagues
- Creation and/or presentation of professional development for colleagues
- Other: _____

Attachment B

Practitioner Criteria

In order to be a practitioner, you must:

- Be willing to engage in the required work in the pilot
- Be in a teaching position for the 2015-2016 school year
- Be a permanent employee in San Juan Unified
- Have received positive evaluations for the last 5 years
- Have a minimum of 50% contract for the 2015-2016 school year (full time employees are preferred)
- Be able to attend the training dates on August 6 - 7, 2015
- Attend 3 Focus Groups through the 2015-2016 year (to share how it's going) on October 27, 2015, January 26, and March 29, 2016 from 4:00-6:00 PM
- Have over 10 years experience in San Juan **OR** (if under 10 years) were evaluated in the 2014-2015 school year (Ed Code requirement)*
- Not have been notified by your administrator that you will be evaluated in the 2015-2016 school year

Eligibility Chart for Practitioners by experience

Years of Experience in San Juan	1-4 years	5-9 years and 14-15 was 'alternate year'	5-9 years and was evaluated in 14-15	10+ years
Eligible to participate	No*	No*	Yes	Yes

*Due to Ed Code requirements

Peer Facilitator Criteria

In order to be a peer facilitator, you must:

- Be willing to engage in the selected and required work in the pilot
- Have recent classroom experience
- Be a permanent Employee in San Juan Unified
- Have received positive evaluations for the last 5 years
- Have a minimum of 50% contract for the 2015-2016 school year (full time employees are preferred)
- Be able to attend four training sessions on June 15-16, August 4, and August 31
- Attend 3 Focus Groups through the 2015-2016 year (to share how it's going) on October 28, 2015 and March 24, 2016 from 4:00-6:00 PM and 12:00-5:00 PM on January 30, 2016
- Not have been notified by your administrator that you will be evaluated in the 2015-2016 school year

Attachment C

System of Professional Growth (SPG) Pilot School Opportunity

Do you want to help reshape the future of evaluation? Here is your chance. After a year of prototyping, we are ready to test SPG as a pilot. We need volunteers to implement the SPG pilot to continue to refine and improve the system. In order for your site to participate, the site would need to demonstrate a commitment to participation by staff that includes attending training.

Number of volunteers needed:

	# of volunteer teachers	# of volunteer site administrators
High Schools	15-28	At least 1
Middle Schools	10-15	At least 1
Elementary Schools	6-11	At least 1

Only eligible practitioners may participate (see criteria and eligibility chart found on Attachment B).

Training is **mandatory** for all practitioners (2 days: August 5-6) and all facilitators (4 days: June 15-16, August 4, and August 31) involved in the pilot. Members will be paid at the new extra assignment rate for attending.

Participation in the pilot is completely voluntary and anyone at a pilot site that does not want to participate will not be included in the pilot process. See attached for Site Interest form.

Individuals who are interested in participating (that are not at a pilot site) would need to complete the attached individual interest form. The number of individuals included in the pilot will be determined after the pilot schools are selected.

Due to the additional time required for focus groups and potential increased workload, teachers participating in the pilot shall be compensated as follows:

- All practitioners will receive up to 30 hours of ERO Credit
- Facilitators
 - Elementary Facilitators will receive - 1 additional prep period per week, up to 5 sub release days, and up to 30 hours of ERO credit
 - High school and Middle school facilitators will receive - 1 prep period (per day) and up to 10 hours of ERO credit

Members who volunteer to serve as practitioners or facilitators in the pilot process shall be held harmless. Our goal is to test the pilot, not the person, so outcomes that are a result of the pilot will be used to inform the process only.

We look forward to your participation,
Shannan and Rick