

COLLECTIVE BARGAINING AGREEMENT

between the

DELHI SCHOOL DISTRICT

and the

DELHI TEACHERS ASSOCIATION CTA/NEA

July 1, 2024 to June 30, 2026

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DELHI TEACHERS ASSOCIATION - COLLECTIVE BARGAINING AGREEMENT

ARTICLE 1 **AGREEMENT**

- A. The Articles and provisions contained herein constitute a bilateral and binding agreement ("Agreement") by and between the Delhi Unified School District ("District") and the Delhi Teachers' Association/CTA/NEA ("Association"), an employee organization.

- B. This Agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code ("Act"). This agreement is effective from July 1, 2024, to June 30, 2026. For each subsequent year after the 2025-2026 fiscal year, Salaries and Benefits will be negotiated, along with a maximum of two additional articles selected by each Party. Additional related articles affected by the reopeners listed above may also be negotiated and will not be counted as reopeners.

DELHI TEACHERS ASSOCIATION - COLLECTIVE BARGAINING AGREEMENT

ARTICLE 2

RECOGNITION

- A. The District recognizes the Association as the exclusive representative of all Certificated employees of the Board with the exception of those employees in management and unrepresented positions, for the purpose of meeting and negotiating as agreed upon by the District on April 12, 1976.

DELHI TEACHERS ASSOCIATION - COLLECTIVE BARGAINING AGREEMENT

ARTICLE 3

DEFINITIONS

- A. "Teacher", "Faculty" or "Certificated Person" refers to any employee who is included in the unit.
- B. "Work Day" The work day will be 7 hours and 5 minutes at the elementary sites and 7 hours and 35 minutes at the secondary sites (Mon, Tues, Thurs, Fri) which includes a forty minute (40) duty free lunch. On Wednesday Early Release days, the work day will be 5 hours and 3 minutes at the elementary sites and 6 hours and 15 minutes at the secondary sites.
- C. "Work year" is defined as the one hundred and eighty-five (185) contracted days.
- D. "Negotiable Items" means items permissible by the Rodda Act to be covered by the provisions of this Agreement. (G.C. 3543.2)
- E. "Negotiate in Good Faith" is covered in the Rodda Act.
- F. "Unpaid Leave of Absence" means that a teacher shall be entitled to (a) return to a position requiring certification qualifications, (b) the employee shall pay for his/her benefits if they are to be maintained, and (c) be placed on the same increment step in which he/she was entitled at the commencement of the leave.
- G. "Immediate Family" means mother, father, grandmother, grandfather, or grandchild, spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, or any relative living in the immediate household of the employee.
- H. "Extended Family" means uncle, aunt, niece, or nephew.
- I. "Personal Necessity" is defined as any activity or personal obligation of a unit member which necessitates or mandates his/her absence from his/her assignment during regular work hours. (Refer to Article 8 for appropriate use and permission requirements for Personal Necessity days.)
- J. "Daily Rate of Pay" ("Per Diem") means the teacher's annual salary divided by the number of days in the "work year."
- K. "Extra time" refers to hours beyond those covered by the standard "work day" or "work year"

and will be compensated at the per diem hourly rate (calculated by dividing the per diem rate by 7 hours).

- L. "Position" means a position requiring certification qualifications.
- M. "Daily Schedule" means your contractual arrival time, student contact time, and preparation time Monday through Friday as pertains to your specific site.
- N. "Extracurricular duties" means those duties which are outside of the professional responsibilities.
- O. "Elementary Teachers" refers to teachers assigned to Transitional Kindergarten (TK) through sixth (6th) grade.
- P. "Secondary Teachers" refer to teachers assigned to Middle or High School (Grades seven (7) through twelve (12)).

DELHI TEACHERS ASSOCIATION - COLLECTIVE BARGAINING AGREEMENT

ARTICLE 4

DISTRICT RIGHTS

- A. It is understood and agreed that the District retains all of its powers and authority to direct, manage and control to the full extent of the law. Included in but not limited to those duties and powers are the exclusive right to: determine its organization, direct the work of its employees, determine the times and hours of operation, determine the kinds and levels of services to be provided and the methods and means of providing them, establish its educational policies, goals and objectives, ensure the rights and educational opportunities of students, determine staffing patterns, determine the number and kinds of personnel required, maintain the efficiency of District operations, establish budget procedures and determine budgetary allocation, determine the methods of raising revenue, contract out work, and take action on any matter in the event of an emergency. In addition, the District retains the right to hire, classify, assign, evaluate, promote, terminate, and discipline employees.
- B. The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the District, 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 the law.

DELHI TEACHERS ASSOCIATION - COLLECTIVE BARGAINING AGREEMENT

ARTICLE 5

ASSOCIATION RIGHTS

- A. The local Association and its members shall have the right to make use of school equipment, buildings, and facilities after school hours by utilizing the District's building use agreement procedure. Such equipment shall include duplicating equipment, calculators, computers, and all types of audio-visual equipment when such equipment is not otherwise in use.
- B. The Association shall have the right to post notices of activities and matters of Association concern on bulletin boards, at least one (1) of which shall be provided in each school building in areas frequented by teachers. The Association may use the District mail service and teacher mailboxes for communications to teachers as long as there are not derogatory statements made against any school personnel or contain political solicitations.
- C. Authorized representatives of the Association shall be permitted to transact official Association business on school property at all reasonable times, provided that such activities do not interfere with classroom instruction.
- D. Pursuant to the requirements of Assembly Bill (AB) 119, the following definitions and procedures will apply regarding the Associations access to new employee orientations and unit member personal contact information.
 - 1. Access to New Unit Member Orientations/Inservice:
 - a. For the purposes of this article, a “New Employee Orientation” is a meeting during non-instructional time between a new employee(s) in a position represented by the Association and an Association representative(s) that is held before or after the start of each school year.
 - b. Before the start of each school year, if the District provides a New Employee Orientation for all newly hired certificated employees, the Association representatives shall have the right to meet with all new unit members. At least 10 days prior to the Orientation, the District shall provide the president of the Association the date, time and location of the New Employee Orientation and, electronically (in spreadsheet or database format): the full name and work location of the new hires. The Association may invite its endorsed vendors and CTA staff to its meeting with the new unit members and will have access to District audio visual equipment during this time. The District shall not have a management or supervisory employee in attendance during the Association’s meeting with the new unit members unless their attendance is requested or permitted by the Association.
 - c. When a new certificated employee is hired after the start of a school year, the District shall provide the president of the Association, electronic notification

within 72 hours upon completion of the hiring process with the new employee. The Association shall have the right to meet with the new employee after the hiring process or may schedule an alternative time to meet. The District shall not have a management or supervisory employee in attendance during the Association's meeting with the new employee(s) unless their attendance is requested or permitted by the Association.

2. Unit Member Personal Contact Information:

- a. Per AB 119 (Gov. Code, § 3558.), the District shall provide the president of the Association, electronically (in spreadsheet or database format) with: the name, job title, department, work location, home address, work telephone number, home and cellular telephone numbers, personal email address on file with the employer (if in the District's possession), work site location, of any newly-hired unit member no later than thirty (30) calendar days after the first day of paid service.
- b. The District shall provide the president of the Association, electronically (in excel sheet or database format), with the name, home address, work telephone number, home and cellular telephone numbers, personal email address (if in the District's possession), work site, date of hire, credential, indication of unit members who are on an unpaid leave of absence, and indication of whether the District deducts dues for Association membership for all unit members on or about the end of each August.
- c. Per AB 119 and consistent with Government Code section 6254.3 of the California Public Records Act ("CPRA") and Government Code section 6207, an employee may opt out to provide the employee organization the following information: home address, home telephone number, personal email address and birthdate.

E. The Board shall place on the agenda of each regular Board meeting any matters brought to its consideration by the Association in writing provided that such matters are made known to the Superintendent's office in writing one (1) calendar week prior to said meeting as per Board Policy.

F. Any teacher who is a member of the Association, or who has applied for membership, may sign and deliver to the District an assignment authorizing deduction of unified membership dues and initiation fees in the Association. Such authorization shall continue in effect from year to year unless revoked in writing between June 1 and September 1 of any year. Pursuant to such authorization, the District shall deduct such dues from the regular salary check of the unit member 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.

DELHI TEACHERS ASSOCIATION - COLLECTIVE BARGAINING AGREEMENT

ARTICLE 6

TEACHING HOURS

- A. **Work Day:** Unit members shall be at their work site and responsible for instruction and other assigned duties, 20 minutes before the start of instruction. The work day will be 7 hours and 5 minutes at the elementary sites and 7 hours and 35 minutes at the secondary sites (Mon, Tues, Thurs, Fri) which includes their duty free lunch. Teachers are expected to participate in IEPs, SSTs, 504s, and parent meetings that are scheduled after work day hours. The district will make reasonable attempts to schedule such parent meetings during the work day. In the event of an unforeseen event, teachers may leave prior to the end of the work day with the permission of their immediate supervisor.
- B. **Instructional Minutes:** The administration shall maintain the number of instructional minutes, per Ed. Code and the number of non-instructional minutes in the school year for all schools, Transitional Kindergarten (TK) through Grade twelve (12). However, the scheduling of the instructional day may be adjusted by the administration to reflect the needs of the school or District.
- C. **Preparation Time:**
1. Transitional Kindergarten through 6th grade uninterrupted preparation time shall be provided on Wednesdays. This period of time is to be used for lesson planning, collaborative planning between teachers, and the development of instructional materials. On Wednesdays, Unit Members may leave after student dismissal when their professional responsibilities are completed. No meetings are to be scheduled on these days at the elementary level.
 2. Grades 7-12 Preparation Period: Delhi Education Park teachers in grades seven (7) through twelve (12) will receive a daily preparation period approximately equal to a regular instructional period. In the event of an emergency, teachers will be asked on a rotational basis to substitute during their preparation period. These teachers will receive hourly per diem pay for covering such periods. On Wednesday's unit members may leave after their professional responsibilities; IEP's, SST's, 504's, and parent meetings are completed. Aside from the six (6) Wednesday meetings, see section D, number 1 faculty meetings, subsection e in Article 6.
 - a. Teachers who have been assigned more than four (4) courses will be provided one release day during that quarter of instruction.
- D. **Meetings and Non-Instructional Duties:**
1. Faculty Meetings:
 - a. Faculty meetings will be limited to three (3) per month. One Monday meeting will be used for department/grade level collaboration (examples include discussing students being considered for SST's, progress monitoring,

analyzing assessment data, instructional best practices). All department/grade level collaborations will result in documented department/grade level action steps for each meeting, to be submitted after each meeting to site administration. One Monday meeting will be used for teacher preparation. One meeting per quarter may be scheduled as a vertical articulation meeting at the discretion of the Administration. On faculty meeting days, unit members must remain 75 minutes after their normal work day.

- b. The schedule of Monday faculty meetings will be published by August 31 each year.
 - c. Punctual attendance at Faculty Meetings is mandatory for all unit members.
 - d. An agenda, or list of items that will be discussed at this faculty meeting, will be distributed/posted at least twenty-four (24) working day hours in advance. If an agenda is not received twenty-four (24) working day hours in advance, the faculty meeting is canceled.
 - e. In grades seven (7) through twelve (12), six (6) Wednesdays per year, spread out over the school year, for one (1) hour, may be used for the purposes of planning, collaboration or other site needs to be determined by site administration. Dates of Wednesday meetings are to be scheduled and announced at least four (4) weeks in advance except in the case of emergencies.
2. Non-teaching duties shall be assigned on an equitable and fair basis for all unit members as determined by the site administrator.
 3. Instructional faculty adjunct duties shall be assigned in rounds starting with the most senior to the least senior unit members, to exclude Academic Counselors, until all duties have been assigned. Academic Counselors will collaborate with the site administrators on a list of counseling events which take place after student dismissal.
 4. Adjunct duties shall be divided evenly based on the total number activities at the site excluding back-to-school and report card nights which are required events for all staff.
 - a. Adjunct duties shall be assigned for regular workdays. Adjunct duties on weekends and school breaks shall be filled on a voluntary basis and paid at the Unit Member's per diem rate.
 5. Transitional Kindergarten (TK) through Grade six (6) unit members shall provide morning yard duty as scheduled.
 6. Transitional kindergarten (TK) through grade 6 unit members will not be assigned afternoon bus duty as long as there are three (3) elementary schools in Delhi Unified. Elementary unit members are required to attend Back To School Night, and two additional school-based events, except in the case of an emergency (i.e., serious, unexpected, or dangerous situation requiring immediate action). District LCAP

events shall be an option. Other options of available events and sign up procedures shall be decided by the principal. Unit members assigned to Transitional Kindergarten and Kindergarten are required to attend TK/K Orientation in lieu of Back to School night.

7. Secondary unit members are required to attend Back To School Night, Report Card Nights and other adjunct duties to be assigned by the administrator on an equitable basis.

- E. **Professional Development:** Internal district professional development will end at the regular contracted time. The district will collaborate with external partners to make reasonable attempts to schedule external professional development during work day hours. In instances where teachers attend mandatory professional development that takes place outside the district, Unit Members are expected to attend the full session, and they will be compensated for additional hours beyond the standard school day as “extra duty” pay. Unit Members must be informed of these Professional Development dates and topics at least thirty (30) calendar days in advance. If the dates are not received thirty (30) calendar days in advance, the professional development becomes optional.
- F. **Lunch:** Every Unit Member shall be entitled to a daily duty-free uninterrupted lunch period. The lunch period shall be equivalent to the student lunch period, for a minimum of forty (40) minutes.
- G. Academic counselors shall work 185 days per year. The 185 days shall be as follows: 180 instructional days; 2 summer “Hawk Lift Off” days; 3 consecutive days immediately following the conclusion of the academic year. In addition to the 185 contracted days, they shall meet with their administrator to mutually set a work calendar prior to the last workday of the year for the following year that includes up to an additional five (5) days (paid at their per diem rate) outside of the work calendar.
1. Should the need arise, the academic counselor will meet with their administrator to make changes to the previously agreed upon work calendar.
 2. If additional days are needed, it must be scheduled by mutual agreement.
- H. Unit members are not required to enter year-end information on student CUME folders.
- I. Elementary Field Trips - teachers are required to participate in one district-scheduled field trip per work year.
1. Field trip itineraries shall include a return time no later than 6:00 pm.
 2. Per diem pay begins after the end of the work day until the students are returned to the school site.

3. Teacher's chaperone duties end once students are returned to the school site.
4. Teachers will receive the dates and times of field trips at least 30 calendar days in advance.

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ARTICLE 7

PAYMENT FOR EXTRACURRICULAR AND EXTRA DUTIES

"Extracurricular duties" shall be voluntary. Rates and positions will be determined by the district.

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ARTICLE 8

LEAVES

The following benefits will be provided for each teacher as specified below:

A. Sick Leave

1. Every unit member shall be entitled to ten (10) sick days of paid sick leave each calendar year. Unit members hired after the first month of school shall have their sick days prorated in relation to the number of months left in their work year.
2. Any unit member who voluntarily works more than the normally assigned days per year (see article III) shall accrue additional sick leave at the rate of one (1) day for every 20 days worked This time must be assigned by the District (i.e. Summer School Assignments.)
3. At the beginning of each school year, all unit members shall receive a sick leave allotment credit equal to his/her sick leave entitlement for the school year.
4. Unused sick leave shall accrue from school year to school year.
5. Unit members returning from a medical leave of absence of four (4) or more consecutive workdays must furnish a statement from a physician that indicates the unit member's ability to return to work.
6. Unit members may utilize accumulated sick leave days for pregnancy-related illnesses pursuant to Education Code 44965, which will run concurrently with any FMLA (Family Medical Leave Act) / CFRA (California Family Rights Act) leave taken.

B. Catastrophic Illness

1. When a unit member or a member of his/her immediate family experiences a catastrophic illness or injury which requires the unit member to take time off from work for an extended period of time (in excess of five (5) consecutive days, and the employee unit member has exhausted all available sick leave and other paid time off, he/she may request donations of accrued vacation or sick leave credits. (Education Code 44043.5)
2. A unit member who is suffering from a catastrophic illness or injury may request on the district form that eligible leave credits be donated for his/her use as an invalid or family caretaker.

3. The unit member shall provide verification of the catastrophic injury or illness by means of a letter, dated and signed by the sick or injured person's physician, indicating the incapacitating nature and probable duration of the illness or injury. (Education Code 44043.5) and submit such verification with their request for use of Catastrophic Leave donations.
4. Unit members with thirty (30) days or more of accrued sick time on the District's sick leave record will be eligible to contribute to a catastrophic leave donation request.
5. Unit members wishing to donate eligible leave to a Unit member who has requested donated leave under this provision may donate up to a maximum of half of their eligible leave per school year.
6. Donations shall be at a minimum of one (1) full day and in increments of full days thereafter. (Education Code 44043.5)
7. All transfers of eligible leave credit shall be on a voluntary basis and are irrevocable. (Education Code 44043.5)
8. The Superintendent or designee shall ensure that all bank donations are confidential.

C. **Maternity Leave**

1. The District shall provide for leave of absence from duty for any unit member who is absent from duties because of pregnancy, miscarriage, childbirth, and recovery therefrom. The length of the leave of absence, including the date on which the leave shall commence and the date on which the employee shall resume duties, shall be determined by the unit member and the unit member's physician. Disabilities caused or contributed to by pregnancy, miscarriage, childbirth and recovery therefrom are, for all job-related purposes, temporary disabilities and shall be treated as such under any health or temporary disability insurance or sick leave plan available in connection with employment by the District, except as provided herein, written and unwritten employment policies and practices of the District shall be applied to disability due to pregnancy or childbirth on the same terms and conditions applied to other temporary disabilities. This section shall be construed as requiring the governing board of the School District to grant leave with pay only when it is necessary to do so in order that leaves of absence for disabilities caused or contributed to by pregnancy, miscarriage, or childbirth be treated the same as leaves for illness, injury, or disability, as per Education Code 44965.
2. The District shall consider a unit member on equal terms with other employees in dealing with her pregnancy.

3. Upon medical release from maternity leave, unit members are eligible for paid Parental Leave under AB 2393 and AB 2012.
 - a. Paid Parental Leave is defined as leave taken for the birth of a child of the unit member or the placement of a child with the unit member for adoption or foster care.
 - b. Unit members are entitled to use not more than twelve (12) workweeks in a twelve (12) month period of current and accumulated sick leave for parental leave.
 - c. If a unit member does not have 12 workweeks of sick leave and requests leave under AB 2393, he/she may receive substitute differential or 50% of the salary due him/her during the period of absence, whichever is the lesser amount for the remainder of the 12 workweeks if:
 - i. The unit member exhausts all current and accumulated sick leave; and
 - ii. The unit member meets the eligibility of the California Family Rights Act.

D. **Child-Rearing Leave**

1. A unit member who is the natural or adoptive parent of a child shall be entitled, upon approval, to an unpaid leave of absence for the purpose of rearing his or her infant.
2. A unit member shall notify the District that he or she intends to take such leave at least four (4) weeks prior to the anticipated date on which the leave is to commence by submitting a written request for such leave to the Human Resources Department.
3. A unit member on Child-Rearing Leave shall be entitled to all benefits accorded and obligated by all duties imposed under paragraph "M" of this Article entitled "Miscellaneous".
4. A male unit member may be entitled to six (6) days of leave for personal necessity to care for his child or the mother of his child, for purposes listed above.

E. **Extended Illness Leave**

1. If a regular unit member has utilized all accumulated sick leave and is still absent from classroom duties on account of personal illness or accident for a period of five (5) school months or less, then the amount of salary deducted in any month shall not exceed the sum which was actually paid to a substitute or no less than fifty percent (50%) of his/her regular salary during the period of absence.
2. The five (5) months or less period during which the above deductions occur shall begin to run at the end of the employee's current annual leave of ten (10) days.
3. This leave shall not be cumulative.
4. Benefits under this section shall commence with the fourth (4th) day of continuous illness, with compensation retroactive to the first (1st) day of the extended illness.

5. When an Extended Illness Leave occurs at a time when the five (5) months will overlap into the next fiscal year, the unit member shall be entitled to only that amount remaining at the end of the fiscal year in which the injury or illness occurred.

F. **Industrial Accident Leave**

1. Pursuant to the provisions of Education Code Section 44984, a certificated employee shall be provided leave of absence for industrial accident or occupational illness under the following rules and regulations:
 - a. The industrial accident or occupational illness must have arisen out of and in the course of employment of the employee and must be accepted as a bona fide injury or illness arising out of and in the course of employment by the State Compensation Insurance Fund.
 - b. Allowable leave for such industrial accident or occupational illness shall be for the number of days of temporary disability not to exceed sixty (60) workdays in any one fiscal year for the same accident.
 - c. Allowable leave for industrial accident or occupational illness shall not be accumulated from year to year.
 - d. The industrial accident or occupational illness leave under these rules and regulations shall commence on the first day of absence.
 - e. When a unit member is absent from his/her duties on account of industrial accident or occupational illness, he/she shall be paid such portion of the salary due him/her for any month in which absence occurs as when added to his/her temporary disability indemnity under Division 4 or Division 4.5 of the Labor Code, will result in a payment to him/her of not more than his/her full salary.
 - f. Industrial accident or occupational illness leave shall be reduced by one (1) day for each day of authorized absence regardless of a temporary disability indemnity award.
 - g. When an industrial accident or occupational illness leave overlaps into the next fiscal year, the employee shall be entitled to only the amount of unused leave due him/her for the same illness or injury.
 - h. During any paid leave of absence, the unit member shall endorse to the employer wage loss benefit checks received under the workers' compensation laws of this state. The employer, in turn, shall issue the unit member appropriate salary warrants for payment of wages or salary and shall deduct normal retirement and other authorized contributions.

- i. Upon termination of the industrial accident or occupational illness leave, the unit member shall be entitled to the benefits provided for sick leave (Educational Code 44977, 44978, 44983), and his/her absence for such purpose shall be deemed to have commenced on the date of termination of the industrial accident or occupational illness leave, provided that if the unit member continues to receive temporary disability indemnity, he/she may elect to take as much of his/her accumulated sick leave which when added to his/her temporary disability indemnity will result in payment to him/her of not more than his/her full salary.
- j. These provisions for industrial accident and illness leave shall apply only to unit members whose services are regularly scheduled.
- k. A unit member shall be deemed able to return to work from an industrial illness or accident at such time as he/she and his/her physician agree that the unit member is able to perform his/her duties.

G. **Personal Necessity Leave**

Please reference definitions as listed in Article 3

- 1. Use of Personal Necessity
 - a. Unit Members may use up to seven (7) days of accumulated sick leave during any school year for personal necessity leave.
 - b. Personal necessity leave must be taken in full or half-day increments.
- 2. Reasons for personal necessity in which advance permission is not required are:
 - a. Extension of bereavement leave to include extended family;
 - b. Accident, involving one's person or property, or the person or property of a member of his/her extended family;
 - c. Sudden catastrophic illness, such as heart attack; and
 - d. Imminent danger to the home of the employee serious in nature which under the circumstances, cannot be disregarded and requires attention during assigned hours of service.
- 3. Reasons for personal necessity in which advance notification is required are:
 - a. Appearance in court as a litigant, or as a witness under official order;
 - b. Serious illness of a member of his/her extended family;
 - c. Response to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee of such emergency nature that the presence of the employee is required during his/her regular working hours and no alternative meeting time during non-duty can be arranged;
 - d. Settling of legal affairs and other serious personal emergencies which cannot be resolved on a non-working day;
 - e. Seeing a son, daughter, or parent off to military duty or college;
 - f. Paternity leave for new fathers;

- g. Marriage of an extended family member (including self);
 - h. Up to five (5) days, with a maximum of two (2) days per month, except in the case of emergencies may be used for attendance at a school or licensed child care facility event of your own child,
 - searching and enrolling (or re-enrolling) your child in a school or licensed child care facility, or
 - addressing a child care or school emergency issue.
4. Unit members may use two (2) of the seven (7) days of personal necessity leave allocation during any school year without specifying the nature of the absence.
- a. A “No Tell” Day must be specifically authorized by the Superintendent or designee.
 - b. Requests to use a “No Tell” Day must be received by the Superintendent or designee a minimum of five (5) working days in advance of the “No Tell” Day.
 - c. Requests to use a “No Tell” Day will be approved by the Superintendent or designee on a first-come, first-served basis.
 - d. Within the district, a maximum of three (3) unit members shall be absent for “No Tell” Days at any one time unless specifically authorized by the Superintendent or designee.
 - e. The Superintendent or designee has the right to deny a “No Tell” Day should the requests exceed the limit of three (3) such absences on any given day.
 - f. “No Tell” Days may be accumulated from year-to-year to a maximum of three (3) days in any year out of the seven(7) allocated personal necessity days.
 - g. Under no circumstance shall personal leave be allowed for the purpose of personal convenience, the extension of a holiday or vacation period, for recreational activities, or other normal matters which can be dealt with outside of the workday.
5. The unit member’s application to use his/her sick leave for personal necessity must be received by the District prior to the desired absence, at least twenty-four (24) hours in advance if possible. The District shall administer personal necessity requests in an equitable manner.
6. Additionally, a unit member may, with advanced notice via written request to the Human Resources Department, use up to six (6) days for personal use if they wish to pay the cost of a substitute. Advance written notice of a minimum of forty-eight (48) hours must be given and a substitute found prior to granting the use of leave under this section. If this section is used there will no longer be a deduction from the unit member’s sick leave account.

H. **Bereavement Leave**

Every unit member shall be entitled to three (3) days of paid leave of absence, or five (5) days if out-of-state travel is involved, on account of the death of any member of his/her

immediate family, to include extended family.

1. The unit member is required to use Bereavement Leave before Personal Necessity Leave days or purposes allowed in this paragraph.

I. **Health Leave**

The Board may grant a unit member, upon request, an unpaid leave for health reasons. Such leave shall be for a minimum of one (1) semester and a maximum of one (1) school year.

1. A statement by the physician to the effect that the unit member is under their care and unable to work shall be submitted at the time of request of the Health Leave.
2. The unit member shall notify the District of his/her intended return date at least thirty (30) days in advance.
3. Health Leave shall be granted if a unit member is temporarily unable to perform his/her services because of illness, accident, or quarantine.

J. **Study Leave**

The School Board may grant a unit member an unpaid leave of absence to pursue educational improvement and advancement. Such leave shall be for one (1) school year.

1. A unit member shall apply to the District for such leave no later than March 1st of the preceding year via written request submitted to the Human Resources Department.
2. No leave of absence for study purposes shall be granted to any unit member who has not rendered service to the District for at least seven (7) consecutive years preceding the granting of the leave (Education Code Section 44967).

K. **Jury Duty Leave**

1. A unit member serving on jury duty will be paid his/her regular salary by the District. Any mileage or meal allowances paid to the unit member while serving on jury duty will be retained by the unit member.
2. Upon notification of jury duty, it is the obligation of the unit member to immediately inform his/her supervisor and provide a copy of the Jury Summons to Human Resources.
3. A Unit member is to request a substitute when they are provided with a specific time to report to the courthouse.
4. After serving on jury duty, the proof of service shall be submitted to Human Resources.
5. Release for jury duty shall be in full or partial days as determined by the court from which the summons was received. If a unit member is requested to report after 12:30, they shall request a half-day substitute for the afternoon. If a unit member is released by the court before 12:00, they are to report for duty in the afternoon. Unit Members are still entitled to a forty (40) minute duty-free lunch as well as thirty (30) minutes of travel time. Release time beyond jury service and travel shall be considered Personal Necessity and shall be deducted from the unit member's accumulated sick leave and personal necessity usage.

L. **In-Service Leave**

A unit member may be granted up to three (3) days of paid leave which may be taken for the purpose of improving his/her performance. Such leave shall be requested in writing to the

Human Resources Department at least two (2) weeks prior to the planned absence. The absence will be deducted from the unit member's sick leave bank as personal necessity.

M. **Miscellaneous**

1. Upon request, the District may extend a unit member's Health Leave or Child Rearing Leave for a maximum of one (1) year.
2. Any unit member who seeks an extension of Health Leave or Child-Rearing Leave shall make application no later than thirty (30) calendar days preceding the expiration of the original leave. The request shall be submitted in writing to the Human Resources Department.
3. A permanent unit member may be entitled to take an unpaid leave of absence for one (1) year for any purpose which such unit member and the board deems sufficiently important to absent himself/herself from his/her duties. A unit member shall provide a written request to the Human Resources Department for such leave no later than March 1st of the preceding year.
4. The unit member shall pay the full premium for his/her medical benefits if he/she wishes to continue them while on any unpaid leave.
5. The unit member shall notify the District Superintendent or designee by March 1st, during the year of unpaid leave of absence, whether or not he or she is returning for the following year.

N. **Casual Absences**

The District Superintendent shall have the power to grant full time unit members permission to be absent, without loss of salary, for parts of a day, not to exceed one-half (1/2) day, when reason (emergency) for such absence exists and provided that frequent requests for such absence are avoided. Such absences may be granted only when the Superintendent is certain that the normal assignment for the individual can be adequately covered.

DELHI TEACHERS ASSOCIATION - COLLECTIVE BARGAINING AGREEMENT

ARTICLE 9

CLASS SIZE

Class Size/Teacher Support

- A. The District shall maintain a class commensurate with the District's financial and space capabilities and consistent with its policies to provide each student with an individualized learning opportunity wherein possible as determined by the District.
1. The district will make reasonable efforts to meet the criteria established in Ed Code 42238.03: "A school district shall make progress toward maintaining an average class enrollment of not more than 24 pupils for each school site in Kindergarten and grades 1-3, inclusive unless a collectively bargained alternative annual average class enrollment for each school site in those grades is agreed to by the district."
 2. For TK - 6 classes whose enrollment exceeds an average of twenty-eight (28) students, the District will have ten (10) instructional days to make adjustments. If no adjustments are made, on the eleventh day, the classroom teacher will be provided one release day during that quarter of instruction. This release day can be used for planning, prepping, or grading. When using this release day, the teacher will work on campus.
 3. For 7-12 classes whose enrollment exceeds an average of thirty-seven (37) students (excluding PE and Music), the District will have ten (10) instructional days to make adjustments at the beginning of each semester. If no adjustments are made, on the eleventh day, the classroom teacher will be provided one release day during that quarter of instruction. This release day can be used for planning, prepping, or grading. When using this release day, the teacher will work on campus.
- B. If a P.E. class (7-12 grade) exceeds forty-five (45) students the teacher will be consulted by the administration prior to admitting any other students. The District will have ten (10) instructional days to make adjustments at the beginning of each semester. If no adjustments are made, on the eleventh day, the teacher and principal will explore the need for: (1) scheduling changes; (2) additional P.E. classes. If the class size average exceeds forty-five (45), the following steps will be taken:
1. The District will buy out the P.E. teacher's prep to lower their class sizes.
 2. If the class average still exceeds forty-five (45) students, an employee will be assigned to each P.E. period that exceeds forty-five (45) students.
 3. If the class average exceeds forty-five (45), the teacher will be provided one (1) release day for that semester.

DELHI TEACHERS ASSOCIATION COLLECTIVE BARGAINING AGREEMENT

ARTICLE 10

TRANSFERS

A. Definition

1. The movement of a teacher from site to site or grade to grade shall be considered a transfer.
2. A transfer may be teacher-initiated ("voluntary") or District-initiated ("involuntary").

B. Transfers shall be generally governed by the appropriate education code stipulations as defined by Education Code 35036.

C. The District will make every effort to fill positions prior to April 15th of each school year.

D. Voluntary Transfer (Before April 15 of the calendar year preceding the next school year)

1. Initial Vacancy Notice
 - a. Vacancies will be announced at school sites for teachers to indicate an interest in changing grade levels or subject area. Administrators shall consider such changes but are not obligated to grant them.
 - b. The District will announce via e-mail and post at each school site vacancies which occur during the school year and for the following school year upon knowledge of vacancies. If a vacancy occurs during the summer months the opening will be posted via District email and via the current electronic posting system.
 - c. Transfer postings will remain open for a minimum of five (5) days.
 - d. Teachers who desire a transfer shall respond to postings as they are posted by submitting a letter of interest and up to date resume to the Human Resources Department.
 - e. All requests for voluntary transfers shall be considered on the basis of four non-prioritized criteria:
 - Credentials or certificates to perform the required service and compliance with state and federal regulations.
 - District-wide seniority.
 - Capability to meet the job description.

- The impact of the transfer on the instructional program of the current school.

- f. In the case of equal qualifications, experience in the area under consideration will be the determining factor.
- g. If the request for voluntary transfer is denied, the teacher shall be provided with written reasons for the denial.
- h. If no request to transfer is received by the stated deadline, the District is open to consider qualified applicants from outside the District in order to staff the vacant position.

- 2. The procedures outlined in Section D will continue until a deadline of April 15th of the calendar year.

E. **Voluntary Transfers** (After April 15 of the school year)

- 1. The District will provide notice to the membership of vacant positions occurring after the April 15th deadline via e-mail and the current electronic posting system.
 - a. *No priority will be given to a teacher who requests to be transferred to another school over other qualified applicants who have applied for positions requiring certification qualifications (EC 35036).*

F. **Involuntary Transfer**

- 1. Involuntary transfers shall be based on the legitimate educational related needs of the District and may be made for the following non-prioritized reasons:
 - A vacancy is unfilled during the open transfer periods of the year as outlined in Article X, Section D, Voluntary Transfers, and no suitable voluntary transfer can be found to fill the position.
 - The instructional program needs of the District.
 - District-wide seniority. If two (2) or more teachers are equally qualified for the position to be filled, the teacher with the least seniority in the District will be selected.
 - Credentials and/or certificates to perform the required service and compliance with state and federal regulations.
 - Experience at the grade-level or in the subject matter.
 - Capability to meet the job description.
- 2. The teacher who is to be involuntarily transferred shall be given, in writing, the

reasons for the impending transfer.

3. No involuntary transfer shall be used for arbitrary or disciplinary reasons.

DELHI TEACHERS ASSOCIATION – COLLECTIVE BARGAINING AGREEMENT

ARTICLE 11

EVALUATIONS

A. Definitions:

1. Walk through: an unscheduled brief visit.
2. Pre-Observation: a meeting between the evaluator and unit member to discuss the lesson components that takes place before a scheduled observation (teachers & speech pathologist) Evaluation Plan (counselors).
3. Observation: a scheduled or unscheduled classroom visit by an administrator as part of the formal evaluation process (teachers) or action plan review by an administrator (counselors).
4. Evaluation: A formal written document per Appendix C.

B. It is understood and agreed by the parties that their principle objective is to maintain or improve the quality of education in the District. It is further understood and agreed that this objective can be more readily achieved by a manifest willingness on the part of the District to assist all certificated employees, but especially less experienced employees, in improving their professional skills.

C. Within the first seven weeks of each school year, the District or site administrator will provide an annual in-service, during a faculty meeting, to familiarize unit members up for evaluation with the evaluation form and emphasis for the current year. Tentative dates of formal observations and evaluations and copies of the evaluation form and the Standards and Procedures for the Evaluation of Certificated Teachers, ASCA Standard for School Counselor Preparation Programs, or Speech Indicators of the Delhi Unified School District Evaluation Form For Speech Language Pathologist will be distributed electronically to all certificated staff up for evaluation during the first seven weeks of the school year.

D. Evaluation Procedure

1. Every temporary or probationary certificated unit member shall be evaluated by the site administrator in writing at least three (3) times each school year.
2. Every permanent unit member shall be formally evaluated by the site administrator in writing every other year.
 - a. For permanent unit members with ten (10) or more years in the District, evaluations shall be completed once every five (5) years (EC 44664a3). The placement of a unit member on the five (5) year cycle of evaluation may be revoked by the evaluator if an ongoing deficiency has been noted and discussed with the unit member.
 - b. The administrator and/or the evaluator may review lesson, unit plans (Teachers), or strategic planning (Counselors and SLPs) or when evidence of planning is a concern to the administrator during the non-evaluation year(s), and the administrator concludes, in writing, based on two (2) classroom

observations of at least twenty (20) minutes each (Teachers)/two (2) observations (Counselors), that evidence of planning is lacking.

3. For unit members, every evaluation shall be based upon one (1) formal and one (1) informal observation, lasting at least one half (1/2) hour. Formal observations shall include a pre and post observation conference with the unit member within two (2) weeks (10 workdays) of the observation. At the post-observation conference, unit members shall receive an evidence-based written post-observation document (Observation Tool, see Appendix C) that aligns with the final evaluation i.e., CTSP).
 - a. Teachers - Whole numbers will be used for each standard evaluated based on the California Standards for the Teaching Profession (Rubrics for Teacher Observation and Evaluation) that is, each standard will be marked 1(Ineffective), 2 (Developing), 3 (Effective), 4 (Highly Effective). However, the overall score can be stated as a decimal.
 - b. Counselors- Whole numbers will be used for each standard evaluated based on the ASCA Standards for School Counselor Preparation Programs Rubric, that is, each standard will be marked 1(Unacceptable), 2 (Acceptable), 3 (Target). However, the overall score can be stated as a decimal.
 - c. Speech Pathologists - Whole numbers will be used for each indicator evaluated based on the DUSD SLP Evaluation Form, that is, each will be marked Distinguished, Proficient, Developing, Ineffective.
4. Each evaluation shall include an evidence-based evaluation conference in which the site administrator and the unit member shall review the written evaluation. Walk-throughs may be incorporated into the evaluation process.
5. The unit member shall be given a copy of each formal written evaluation at the conference as follows:

a. Teachers

Temporary and Probationary 1 & 2

Due, October 15	CSTP Elements: 1.1, 1.5, 2.4, 3.6
Due, December 15	CSTP Elements: 1.1, 1.5, 2.4, 3.6
Due, February 15	CSTP Elements: 1.1, 1.5, 2.4, 3.6

Permanent

Due on or before April 15	CSTP Elements: 1.1, 1.5, 2.4, 3.6
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b. Academic Counselors

Temporary and Probationary 1 & 2

Due, October 15	ASCA Standards for School Counselor Preparation Programs Rubric Elements: 3.1, 3.2, 4.2, 6.2
Due, December 15	ASCA Standards for School Counselor Preparation Programs Rubric Elements: 3.1, 3.2, 4.2, 6.2
Due, February 15	ASCA Standards for School Counselor Preparation Programs Rubric Elements: 3.1, 3.2, 4.2, 6.2

Permanent

Due on or before April 15	ASCA Standards for School Counselor Preparation Programs Rubric Elements: 3.1, 3.2, 4.2, 6.2
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c. Speech Language Pathologists

Temporary and Probationary 1 & 2

Due on or before October 15	Evaluation
Due on or before December 15	Mid Year Evaluation
Due on or before February 15	Final Evaluation

Permanent

Due on or before April 15	Final Evaluation
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6. Observation and evaluation meetings shall be arranged by the site administrator and the unit member within the first seven (7) weeks of the school year.
7. Walk-throughs and informal observations shall be without advance notice.
8. The components of the evaluation system shall be followed as outlined in Appendix C.
9. Any permanent unit member, who is scheduled or not scheduled to be formally evaluated, that demonstrates deficiencies during a series of walkthroughs, or other periods of observation, will be addressed by the site administrator through coaching

and written directives that include a timeline. Supports may include the involvement of the administrator designee. The coaching will target specific deficiencies and will include strategies for improving performance.

- a. Deficiencies that continue to be noted during walk-throughs and/or the formal observation and evaluation process will be noted as needing improvement on the official evaluation forms and placed on a formal written Plan for Improvement.

10. Formal Written Plan for Improvement:

- a. Any permanent teacher who receives a rating of “Ineffective” or “Developing” on their formal written evaluation in two or more of the identified elements within the California Standards of the Teaching Profession Rubric for Teaching Observation and Evaluation will receive a formal written Plan for Improvement, and the evaluation process will continue the following school year.
 - b. Any permanent academic counselor who receives a rating of “Unacceptable” on their formal written evaluation in two or more of the identified elements within the ASCA Standard for School Counselor Preparation Program Rubrics will receive a formal written Plan for Improvement, and the evaluation process will continue the following school year.
 - c. Any permanent Speech Language Pathologist who receives a rating of “Ineffective” or “Developing” on their formal written evaluation in five or more of the identified elements within the DUSD Rubric for Speech-Language Pathologist will receive a formal written Plan for Improvement, and the evaluation process will continue the following school year.
11. The unit member’s administrator and the unit member shall jointly develop the Plan for Improvement, in an attempt to correct any cited deficiencies. The plan shall include specific strategies and adequate release time for the unit member to visit and observe other similar classes as determined by the administrator, or for attendance at seminars and/or workshops, as approved by the administrator. Additionally, the plan will include participation in a monthly support workshop facilitated by district support staff and to end no later than 4:30 pm. These monthly workshops will be held after dismissal and no additional compensation will be provided to participants as they are considered part of professional responsibilities. The unit member will receive a copy of such plan and have the right to submit a written response to the improvement plan within 10 days of receipt.
12. Any unit member who has received a negative formal written evaluation and a Plan for Improvement may, upon request, be entitled to a subsequent observation, conference, and written evaluation, as prescribed above.
13. Once all elements of the Plan for Improvement have been rated as effective or highly effective (teachers and speech language pathologists) or “target” (counselors), the unit member will be released from the Plan for Improvement.
14. No unit member shall be evaluated on or held accountable for any aspect of educational programs over which he/she has no authority to correct deficiencies.
15. The administrator shall not base his/her evaluation of a unit member on any information which was not collected through the direct observation of the unit member or can be substantiated through a preponderance of credible evidence.
16. The established grievance resolution procedure contained in this agreement may be

utilized for processing any disputes which arise over portions of the procedures of evaluation only. In the event that a dispute arises and such dispute is resolved in favor of the unit member, no record of the disputed portion of the evaluation procedures shall be kept by the District in any files, office, or place. Any such record(s) shall be delivered to the evaluatee for disposition.

17. The existing forms and procedures may be reviewed or revised by either the Association or the District, when including the item as part of their Sunshine Proposal.

**PRE-OBSERVATION CONFERENCE GUIDING QUESTIONS GUIDELINES
(Teachers & Speech Language Pathologists)**

1. What objective(s) or standard(s) will be addressed?
2. What teaching strategies will you use to produce student outcomes?
3. How would you determine that students have mastered the objective(s) or standard(s) of the lesson?
4. Are there any special characteristics of the students or class that will affect the observation?
5. Is there any other background information you would like me to know?
6. What would you like me to focus on during the observation?
7. By mutual agreement of the evaluator and the unit member, these guiding questions may be expanded to include discussion in other areas/subjects that are relevant and specific to the evaluation.

**PRE-OBSERVATION CONFERENCE GUIDING QUESTIONS GUIDELINES
(Counselors)**

1. Clarification of Goals and Expectations: How do you understand the goals set under each ASCA Standard in the context of your current role and responsibilities?
2. Evidence of Growth and Achievement: What types of evidence are you considering to demonstrate growth and achievement in relation to the set goals?
3. Challenges and Support: What challenges do you anticipate facing in achieving the goals set for this evaluation period? How will you plan to overcome these challenges?
4. Assessment and Use of Data: In what ways will you utilize data to inform your counseling practices and interventions? How do you plan to assess the impact of your interventions on student outcomes, and what specific data points will you focus on?
5. Collaboration with Stakeholders: Can you describe how you currently collaborate with teachers, families, and community partners to support student success?

Located in Appendix C:

- Evaluation Forms (Temporary, Probationary 1 & 2 and Permanent)
- School Counselor Evaluation Form
- Speech-Language Pathologist Evaluation Form
- Plan for Improvement
- Observation Tool
- Focus on Performance
- California Rubric for Teacher Observation and Evaluation
- ASCA Standards for School Counselor Preparation Programs
- DUSD Rubric for Speech-Language Pathologists

ARTICLE 12

SALARIES AND BENEFITS

- A. The salary schedules, employee benefits, and salary classification requirements of all unit members are set forth in Appendix A, attached.
- B. All unit members who serve other than the required number of days as set forth in Appendix A for their job classification, shall receive a salary which is not less than that which bears the same ratio to the established annual salary for their position as the number of working days required for their job classification.
- C. The **payroll period** shall be defined as monthly, beginning with the last working day of July for all teachers. Payment for services in addition to the unit member's regular assignment shall be made not later than thirty (30) days after the payroll period in which the service was performed.
- D. The **health benefits** provided in this Article shall remain in effect during the term of this Agreement. Should a unit member's employment terminate during the school year; he/she shall be entitled to continue coverage, according to rules and regulations of COBRA Policies in effect at the time. Such unit members shall pay the full premium for the continued coverage on a month-to-month basis, if the plan permits.
- E. After the initial yearly selection, unit members may make one annuity change per year with thirty (30) days' notice to the District
- F. A **Maximum Transfer Credit** of fifteen (15) years of experience may be given to new hires. Notwithstanding the provision above, a properly credentialed bilingual Speech Therapist may be hired at a level above step fifteen (15).
- G. **Professional Growth**
 - 1. Unit members may submit college or university transcripts to move columns on the salary schedule.
 - a. Only courses taken after employment commences will be considered. All other courses will be submitted upon initial employment with the District
 - b. Courses *MUST* be approved by the unit member's administrator *PRIOR* to enrollment in the course for determination of the course relevance to the unit member's assignment or professional growth on the official District form. Only one class may be submitted on each form. All forms must contain all required information.
 - c. An employee may appeal a principal's decision regarding a professional growth request to a committee comprised of the Superintendent and two (2) teachers from the teacher's school site. The Association will select the two (2) teacher members of the committee.
 - d. Once approved by the administrator, the unit member will forward the approved form (available on the District website) to the Human Resources Department where it will be kept on file until an official transcript is submitted.
 - e. Coursework not approved in advance will be **INELIGIBLE** for consideration of growth on the salary schedule.
 - 2. A unit member may move a maximum of one (1) column in a year.
 - 3. Official Transcripts **MUST** be submitted by **June 15** for consideration of movement on

the salary schedule for the following year.

4. Any TOSA workdays added to the summer will be exchanged for flex days as approved by the Principal/Direct Supervisor.

H. **Early Termination of Contract:**

1. A unit member whose employment with the district is terminated before the completion of their contractual obligation, will have their pay recalculated based on the number of days worked. Days worked will include paid sick leave days.
2. If the unit member has been overpaid, they will reimburse the district for the amount overpaid.
3. Unit member salary and health benefits contributions will be recalculated based on the number of days worked as relevant to the one hundred eighty-one (181) day work year and any overpayment returned to the unit member in their last check. Any overpayment of district contribution towards medical benefits will be deducted and calculated against the unit member's final paycheck. If the amount owed is more than the final paycheck, the unit member will reimburse the district for the amount overpaid.
4. Extracurricular duty stipends related to partial completion of an assignment will be prorated based on the weeks of the seasons completed.
 - a. For the purpose of proration of yearlong assignment, 25% of the stipend will be earned on October 31, 50% on December 31, 75% on March 31, and 100% at the end of the school year. No intermediary proration will be done.

- I. **Health Benefits** will be paid on a 12-month cycle (July through June). Late hires will have their premium deducted on a monthly basis through June 30 of the fiscal year.

DELHI TEACHERS ASSOCIATION COLLECTIVE BARGAINING AGREEMENT

ARTICLE 13

SCHOOL CALENDAR

- A. Work Year: school calendars shall have a work year comprised of 180 instructional days plus 1 preparation day, two (2) professional development days within the work year and two (2) summer professional development days. One (1) hour during the preparation day may be used for staff meetings as needed. Teachers new to the district will attend two summer (2) additional professional development days.
- B. The last day of school will follow a Wednesday early dismissal schedule. The District may reinstate a full day schedule on the last day of school if it is determined that the minimum number of instructional minutes per Education Code will otherwise not be met.
- C. The Association has the right to submit proposals for consideration in the development of the calendar.
- D. Parent-Teacher Conference week will have an early Wednesday dismissal (Mon-Fri) for grades TK-6. There will be one (1) week scheduled on the District calendar in the fall and one (1) week scheduled in the spring. The District may adjust the Parent-Teacher Conference week schedule if it is determined that the minimum number of instructional minutes per Education Code will otherwise not be met.
- E. Report Card Night will be scheduled on the school calendar.

DELHI TEACHERS ASSOCIATION – COLLECTIVE BARGAINING AGREEMENT

ARTICLE 14

PERSONAL AND ACADEMIC FREEDOM

- A. The Board shall not inquire into nor predicate any adverse action upon a unit member's personal, political, and organizational activities or preferences, unless permitted to do so by the education code.
- B. It is recognized and agreed that the welfare of students is served through the introduction and open exchange of ideas, materials and positions which might be deemed to be unpopular or controversial.
- C. Because the right to discuss and debate controversial issues is a very important part of the students' freedom of learning, the District will, through the Board and school staff, encourage and protect the exercise of that right within the bounds of relevance and intelligent inquiry. The unit member, who, with professional integrity and without attempt to indoctrinate, helps his /her students to confront controversial issues of importance, will be defended by the Board and administration from abuse and attack from whatever sources. Unit members have a professional responsibility to avoid clear bias and shall not attempt to indoctrinate students to their particular point of view. Unit members shall present all issues fairly. Materials and discussions shall be commensurate with the students' intellectual maturity and with due respect for the views of the students, parents, and community standards.
- D. The Delhi Unified School District takes pride in its professional staff and the services rendered by them to the students and community. Just as professional attitude and instructional competency contribute to productive learning environments, so does professional appearance. Delhi Unified school District expects that all staff, during school hours, wear professional attire that models their high regard for education and presents an image consistent with their job responsibilities. It is further understood that administrators will be responsible for encouraging adherence to this policy.

DELHI TEACHERS ASSOCIATION – COLLECTIVE BARGAINING AGREEMENT

ARTICLE 15

GRIEVANCE PROCEDURE

A. Definitions

1. A "grievance" is a claim by the Association or by one or more unit members that there has been a violation, misinterpretation or misapplication of a provision of this Agreement. Matters for which other procedures or remedies are provided by California Education Code, state or federal law (including but not limited to dismissals, layoffs, non-rehiring decisions, EEOC, DFEH and OSHA claims) shall not be subject to this grievance procedure.
2. A "grievant" is the Association or a member or members of the unit who files a grievance under this article.
3. A "day" is any day in the grievant's work year unless otherwise specified.

B. Purpose

1. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may from time to time arise affecting the welfare or working conditions of unit members. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
2. Nothing contained herein will be construed as limiting the right of any unit member having a grievance to discuss the matter informally with any appropriate member of the administration, and to have the grievance adjusted without intervention by the Association, provided that the adjustment is not inconsistent with the terms of this Agreement.
3. Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level should be considered to be maximums and every effort should be made to expedite the process. The time limits may, however, be shortened or extended by mutual agreement.
4. In the event a grievance is filed at such time that it cannot be processed through all the steps in this grievance procedure by the end of the school year and, if left unresolved until the beginning of the following school year, could result in harm to a grievant, the time limits set forth herein will be reduced so that the procedure may be exhausted prior to the end of the school year or as soon as is practical if agreed to by both parties. If an agreed timeline cannot be established, the grievance procedure shall be suspended until the start of the next school year. Meetings to resolve grievances may occur during the summer break if agreed to by both parties.

C. Procedure

1. Informal Level
 - a. Before filing a formal written grievance, the grievant shall attempt to initiate a resolution to the problem by at least one private conference with his/her immediate supervisor within fifteen (15) days of the alleged contract violation. Both parties shall make a reasonable effort to resolve the grievance

informally. This informal resolution process shall be completed no later than five (5) days after the informal conference has taken place unless extended by agreement of both parties. If a formal grievance is submitted without first complying with this Paragraph 1, the District shall not be required to respond to the grievance, and the grievance shall not be subject to arbitration.

2. Formal

a. Level One (1)

i. If the grievant is not satisfied with the disposition of the grievance at the informal level, or if no decision is rendered within five (5) days after the informal discussion, a formal written grievance may be filed within ten (10) days. The formal grievance shall be filed with the grievant's immediate supervisor. The formal grievance shall be a clear, concise statement of the grievance which cites specific sections of the agreement allegedly violated, misinterpreted or misapplied, the factual details of the event or circumstances upon which the grievance is based, and the specific remedies sought. Within ten (10) days after the formal grievance is filed, the grievant's immediate supervisor shall meet with the grievant, investigate the grievance and give a written decision to the grievant.

b. Level Two (2)

i. If the grievant is not satisfied with the disposition of the grievance at Level One, or if no written decision has been rendered within ten (10) days after presentation of the grievance, he/she may file the grievance in writing to the Superintendent within ten (10) working days after the written decision at Level One or the date that a written response was due to the grievant. .

ii Within five (5) days after receipt of the written grievance by The Superintendent, the Superintendent or his/her designee will meet with the aggrieved person. A representative of the Association may be present at the request of the aggrieved person in an effort to resolve it. Within ten (10) days after the Level 2 meeting, the Superintendent or Superintendent's designee shall investigate the grievance and give a written decision to the grievant.

c. Level Three (3)

i. If the grievant and/or the Association is not satisfied with the disposition of the grievance at Level Two, or if no written decision has been rendered within ten (10) days of the meeting with the Superintendent, or his/her designee, the aggrieved person may, within five (5) days, request the Association to submit the grievance to arbitration.

d. Arbitration: If the Association proceeds to arbitration, it shall notify the District in writing. Within ten (10) days of such notification, representatives of the District and the Association shall attempt to agree upon a mutually acceptable arbitrator and obtain a commitment from said arbitrator to serve. If the parties

are unable to agree upon a mutually acceptable arbitrator within the specified period, either party may request a list of arbitrator's from the California State Mediation and Conciliation Service (CSMCS). Any charge for the list shall be borne by the requesting party. The request to CSMCS shall be in writing and shall state that the parties request a list of seven (7) persons who are experienced in hearing grievances in public schools. Upon receipt of the list, the parties shall:

- i. Agree on a mutually acceptable arbitrator from the list; or
 - ii. Alternately strike names until only one name remains on the list.
- e. Arbitration Hearing: The arbitrator shall conduct a hearing at a location agreeable by both parties. Both parties may present evidence at the hearing. The hearing shall be recorded by a court reporter unless both parties agree in writing to waive this requirement. The cost of the reporter shall be borne equally by both parties.
- f. Arbitrator's Decision: Within forty-five calendar (45) days after the conclusion of the hearing, unless the time is extended by agreement of both parties, the arbitrator shall prepare a written decision. The arbitrator's decision will be in writing and will set forth the findings of fact, reasoning and conclusions of the issues submitted. The arbitrator shall limit his or her decision strictly to the alleged violation, misinterpretation or misapplication of the specific articles, paragraphs and sections of the Agreement cited in the submission to arbitration, and to the issues raised by the District in its opposition to the grievance.
- g. Arbitrator's Authority: The arbitrator will be without power or authority to make any decision which requires the commission of an act prohibited by law, establishes or adjusts a salary schedule, or which is violative of the terms of this Agreement. The Arbitrator shall not consider any issue raised by the grievant unless it was known to the District through the Informal, Level 1 and Level 2 procedures. However, it is agreed that the arbitrator is empowered to include in any award such financial reimbursement or other remedies as he/she judges to be proper. The decision of the arbitrator will be submitted to the Association and the Superintendent and will be final and binding upon the parties.
- h. Arbitrability: If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator only after he/she has had an opportunity to hear the merits of the grievance.
- i. All costs for the services of the arbitrator, including, but not limited to, per diem expense, his/her travel, and subsistence expenses and the cost of any hearing room, will be borne equally by the Association and the District. Other costs and expenses of the proceeding shall be borne by the party incurring them, including, but not limited to, copies of transcripts. The arbitrator shall bill one-half of his or her fees and expenses to the District and one-half to the Association.

D. Rights of Teachers to Representation

1. No reprisals of any kind will be taken by the Superintendent or by any member or

representative of the administration or the Board against any grievant, any party in interest, any member of the Association or any other participant in the grievance procedure by reason of such participation.

2. A unit member may be represented at all stages of the grievance procedure by a representative selected by the Association.

E. **Miscellaneous**

1. If a grievance arises from action or inaction on the part of a member of the administration at the level above the principal or immediate superior, the grievant shall submit such grievance in writing to the Superintendent and Association directly, and processing of such grievance will be commenced at Level Two.
2. Decisions rendered at Levels One and Two of the grievance procedure will be in writing setting forth the decision and the reasons therefore, and will be transmitted promptly to all parties in interest. Time limits for appeal provided in each level shall begin the day following receipt of written decision by the parties in interest.
3. When it is necessary for a representative to attend a grievance meeting or hearing during the day, he/she will, upon notice to his/her principal or immediate Supervisor, 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. It is the responsibility of any unit member attending grievance procedures or hearings to report their absence to their site secretary to be entered in the electronic leaves system as union business.
4. All documents, communications, and records dealing with the processing of a grievance will be filed in a separate grievance file and will not be kept in the personnel file of any of the participants.
5. Forms for filing grievances are attached as Appendix B and shall be jointly revised by the Association and the District.
6. Upon mutual agreement of the Association and the Superintendent, a grievance may be taken directly to arbitration.

- F. **Expedited Arbitration:** The parties may, on a case-by-case basis, pursuant to a written submission agreement signed by the Superintendent or his/her designee and the Association President, agree to expedite arbitration by shortening one or more time limits prescribed in this Article. Neither party shall have any obligation to agree to expedite arbitration. In addition to shortening time limits, the agreement to expedite arbitration may provide that the hearing need not be recorded by a certified court reporter.

DELHI TEACHERS ASSOCIATION – COLLECTIVE BARGAINING AGREEMENT

ARTICLE 16

SUMMER SCHOOL /AFTER-SCHOOL CLASS

Anticipated summer school, or after-school teaching vacancies, shall be posted by the District on every Association bulletin board no later than April 1 or twenty days prior to the start of the teaching assignment.

A. The District shall make assignments as follows:

1. District Grade Level classroom teachers shall be given priority in filling the teaching positions.
2. Teachers will be assigned based on their training, experience, and proper credentials to perform the services required.
3. Priority shall be given on the basis of District-wide seniority when two (2) or more teachers are equally qualified based on the criteria in Number 2.
4. The District retains the right to hire, assign employees based on the needs of the district.
5. The District retains the right to release teachers based on, but not limited to enrollment and attendance patterns, insufficient adherence to the adopted curriculum and method of delivery, teacher attendance, etc.
6. Summer school teachers will be paid for a thirty (30) minute preparation time if scheduled for more than four (4) instructional hours.
7. Unit members will be compensated for additional hours beyond the standard work year as “extra time” at the per diem rate of pay (using the immediately preceding year's salary schedule).
8. Training days (if offered) and preparation days will be paid as “extra time” at the per diem rate of pay (using the immediately preceding year's salary schedule).
9. The District will provide the necessary materials and support services as required.
10. Credit recovery teachers will be assigned to flexible schedules dependent on their student caseload as enrolled students may change during the program. Preparation time is built into the schedule of students.

DELHI TEACHERS ASSOCIATION – COLLECTIVE BARGAINING AGREEMENT

ARTICLE 17

Complaints

A. Complaints

1. Any complaint by a student's parent or guardian about a unit member shall be reported to the unit member by the administration before any action is taken on the complaint. At the discretion of the administration, some minor complaints which will not be acted upon by administration need not be mentioned to the teacher.
2. In the judgment of the administration, if the allegations in the complaint warrant a meeting, a meeting shall be scheduled between the unit member and the complainant. The administrator may attend the meeting if he/she wishes. An Association representative shall be present at said meeting, if so requested by the unit member. The unit member and association rep shall be given time during the school day for the purpose of attending the meeting.
3. If the matter is not resolved at the meeting to the satisfaction of the complainant, he/she shall put his/her complaint into writing and submit the original to the unit member's immediate supervisor and a copy will be given to the unit member. Any response shall be attached to the written complaint. If no written complaint is received, the matter shall be dropped.
4. At any point in the procedure, if the allegation is proven groundless, or dropped by the complainant, all records relating to the complaint shall be discarded.
5. The Board shall not dismiss a unit member on the basis of a public charge, unless the following occur:
 - a. The administration conducts a thorough and orderly investigation and evaluation of the direct evidence.
 - b. After due process, the administration and Board find by the preponderance of evidence that there has been substantially serious and improper conduct on the part of the unit member.
 - c. The Association representative may be present and be heard at a meeting at the request of the unit member.
6. After the unit member's supervisor has conducted an investigation and found the allegations to be substantiated, all records relating to the complaint will be placed in the unit member's personnel file.
7. The District may refer, for prosecution, any violation of the Education Code Sections 44811 and 44812.

DELHI TEACHERS ASSOCIATION – COLLECTIVE BARGAINING AGREEMENT

ARTICLE 18

EMPLOYEE DISCIPLINE

- A. Notwithstanding any other provision(s) of this Agreement, a unit member shall not be dismissed, disciplined, suspended, furloughed/laid off, reprimanded, adversely or unsatisfactorily evaluated, reduced in rank or compensation, transferred, reassigned, or deprived of any professional advantage without just cause, due process, and utilization of progressive discipline.
- B. This Article is not designed to limit the District's right to evaluate unit members in accordance with the provisions of this Agreement. It is not intended to replace or limit the District's rights under the California Education Code or the California Administrative Code to institute dismissal proceedings or to institute immediate suspension or mandatory leaves of absence when so-called for under California law. Discipline under this article shall not be regarded as a pre-condition to proceedings under the California Education Code.
- C. The unit member may request the presence of an Association representative at any meeting scheduled by an administrator when discipline (or the reasonable possibility of discipline) is the reason for meeting.
- D. Administrators shall notify unit members in advance of any meeting scheduled for the purpose of following the discipline steps outlined in this article.
- E. Disciplinary action as contained in this Article shall be imposed for just cause and follow due process. The District shall utilize the following progressive disciplinary steps unless conduct warrants skipping steps at the discretion of the Superintendent or designee. Nothing in this Article prohibits the District from moving directly to dismissal of employment at the discretion of the Superintendent or designee.
 - 1. Verbal warning which will be a scheduled meeting between the administrator and unit member.
 - 2. Conference Summary Memorandum - formal documentation of verbal conference addressing employee behavior(s).
 - 3. Letter of Warning - a written description of the conduct and shall specify the administrator's expectation for improvement. Letter of Warning is used to address employee behavior(s) that are more serious in nature. It shall not be placed in the unit member's personnel file, except as attachments to a written

reprimand. The unit member shall have the right to attach his/her statement of rebuttal to any Letter of Warning. Such statements of rebuttal shall remain with the Letter of Warning if attached to a letter of reprimand.

4. Letter of Reprimand - a written description of the conduct, serving as a warning, prior to disciplinary action(s). Letter of Reprimand is used as an official rebuke of an employee's unsatisfactory behavior(s) and is a notice of disciplinary consequences if behavior does not change.
 - a. The unit member may sign the written reprimand, only to acknowledge receipt and not to imply concurrence.
 - b. The written reprimand shall be placed in the unit member's personnel file.
 - c. The unit member has the right to submit a written rebuttal to the written reprimand at any time, and that such rebuttal shall be permanently attached to the written reprimand.
 5. Suspension without pay as described below in subsection G.
 6. Dismissal from employment pursuant to the California Education Code.
- F. The District will notify the Association as soon as practicable when a unit member is placed on administrative leave.
- G. Procedure for Imposing Suspension Without Pay (without pay encompasses all of G)
1. Prior to suspension without pay as part of progressive discipline, the District shall give written notice to the unit member. This written notice of suspension shall be deemed sufficient if personally delivered or sent to the unit member by certified mail, return receipt requested, at least five (5) working days prior to the date when the suspension is proposed to be affected.
 2. The contents of the written notice shall include, but not be limited to, the following:
 - a. A statement of the specific act and omissions upon which the suspension is based;
 - b. A statement of the cause, or causes, for the action taken;
 - c. If it is claimed that the unit member has violated a rule or regulation of the District, a statement of the rule or regulation;
 - d. A statement of the suspension proposed, including beginning and ending date(s);
 - e. A statement that the unit member has the right to participate in a pre-suspension conference with the Superintendent and a proposed date, time, and place for such pre-suspension conference;
 - f. A statement that if the unit member does not respond pursuant to (e), the District will impose the suspension as noticed;
 - g. The pre-suspension conference, unless waived, shall take place not less than five (5) or more than twenty (20) working days from the date of the notice.

- i. The pre-suspension conference shall be informal. The unit member shall be given the opportunity to present facts and arguments regarding the proposed suspension.
 - ii. The Director of Human Resources shall inform the unit member of the decision to suspend or not suspend within ten (10) working days from the date of the pre-suspension conference.
3. The maximum length of any one such suspension shall be ten (10) working days. This shall not limit the District's right to impose a suspension without pay of less than ten (10) working days. There shall be no limitation of the number of times that the District may suspend a unit member without pay for just cause except that no unit member shall be suspended without pay for just cause more than once for the identical specific incident.
4. The District shall not apply this article in an arbitrary and capricious manner and the length of any suspension imposed by the District shall be appropriate for the conduct which led to the imposition of the suspension.

DELHI TEACHERS ASSOCIATION – COLLECTIVE BARGAINING AGREEMENT

ARTICLE 19

PERSONNEL FILES

- A. The District shall maintain the unit member's personnel files at the District's central office. Personnel files for employees who have separated from the District may be digitized and stored after 12 months have passed since their date of separation. Any evaluation files kept by the unit member's immediate supervisor shall not contain any material not found in the District's files.
 - i. Upon request from the separated unit member, a copy of their personnel file will be sent to the member after their personnel file has been digitized.
- B. The Board shall not base any adverse action against a unit member upon materials which are not contained in such unit member's personnel file. Moreover, the Board shall not base any adverse action against a unit member upon materials which are contained in such a unit member's personnel file unless the unit member had been notified that such materials were being placed in the file.
- C. Unless otherwise agreed to by the involved unit member, a unit member's personnel file shall not include ratings, reports or records which were obtained prior to the employment of the unit member with the exception of documents related to their hiring and initial employment.
- D. A unit member shall be provided with any negative or derogatory material before it is placed in his/her personnel file. He/she shall also be given an opportunity during the school day, at the discretion of the administrator, to initial and date the material and to prepare a written response to such material. The written response shall be attached to the material.
- E. Upon written authorization by the unit member, a representative of the Association shall be permitted to examine and/or obtain copies of materials in such unit member's personnel file.
- F. Hearsay statements (something heard from another) shall be excluded from written evaluations and from the unit member's personnel file.
- G. The person or persons who draft and/or place material in a unit member's personnel file shall sign the material and signify the date on which such material was drafted and placed in the file.
- H. Access to personnel files shall be limited to the members of the District administration on a need-to-know basis. Board of Education members may request the review of a teacher's file at a personnel session of the entire Board of Education. The contents of all personnel files shall be kept in the strictest confidence.
- I. The District shall keep a log indicating the persons who have requested to examine a personnel file as well as the dates such requests were made, with the

exception of members of the Human Resources Department in the execution of their normal duties. This log shall be available for examination by the unit member or his/her Association representative, if so authorized by the unit member.

- J. Negative or derogatory material in a unit member's personnel file shall be destroyed after remaining in the file for a period of four (4) years or may be removed at an earlier date upon petition and approval of the board

APPENDIX A

DELHI TEACHERS ASSOCIATION – COLLECTIVE BARGAINING AGREEMENT

SALARY SCHEDULE POLICIES

- A. The Board shall allow unit members retiring after reaching age fifty-five (55) to join all group insurance plans if the retired unit member pays all premiums and if the current insurance carriers permit retiree enrollment. A Board-approved leave shall constitute a year of service for the purpose of eligibility for this benefit.
- B. Classification Requirements
- | | | |
|--------------|----|--|
| a. Class I | -- | Bachelor's Degree, plus 30 semester units or less. |
| b. Class II | -- | Bachelor's Degree, plus 45 semester units. |
| c. Class III | -- | Bachelor's Degree, plus 60 semester units. |
| d. Class W | -- | Bachelor's Degree, plus 75 semester units. |
- C. Classification by Professional Preparation: Unit members shall be placed on the appropriate class of the salary schedule in accordance with the degrees and advance preparation they have completed. Reassignment to a higher class shall become effective at the beginning of the next yearly pay period after the new class unit requirements have been met and official transcripts have been submitted by June 15 of the previous year. Any unit member may move a maximum of one (1) column in a year.
- D. Initial Step Placement: Unit members shall be given credit on a year-for-year basis at the time of initial placement on the salary schedule for previous credentialed experience. Credentialed experience, for salary schedule placement purposes, shall include all experience in positions requiring certification qualifications (K-12) for a maximum of fifteen (15) years. Outside of the District, seventy-five percent (75%) of a school year would be accepted as one (1) full year of experience.
- E. Step Requirement: The advancement on the salary schedule shall be-at the rate of one (1) step for each year of teaching experience. If a unit member is employed for at least one (1) semester of a school year within the District, he/she shall be given credit for that years' experience for salary schedule advancement purposes the following school year.
- F. Unit Conversion: Quarter units are converted to Semester units by multiplying the quarter units by two-thirds. If this multiplication results in a fraction that when added to other

semester units is within one-half unit from the required units for qualifying for the next column, then the fraction shall be rounded up to the next whole number and the unit member shall be placed on the next column.

- G. Unit Verification: Units must be submitted to the District by June 15, to affect salaries pursuant to Section C of this Appendix. The District will accept informal evidence of units earned until the official transcripts are received. Unit members will receive verification of salary changes due to submission of units.

- H. District credit units may be awarded upon recommendation by the Superintendent and approval by the governing board for a District project or special study with prior approval by the Superintendent. District credit allowance will be limited to five (5) semester units per school year.

DELHI UNIFIED SCHOOL DISTRICT

2024-25 Certificated Salary Schedule (185 Days)

Step	I	II	III	IV
	BA+30	BA+45	BA+60	BA+75
1	\$ 69,713	\$ 71,742	\$ 72,437	\$ 77,949
2	\$ 69,713	\$ 71,742	\$ 72,437	\$ 80,967
3	\$ 69,713	\$ 71,742	\$ 74,104	\$ 83,979
4	\$ 70,048	\$ 73,748	\$ 77,129	\$ 86,997
5	\$ 70,048	\$ 76,766	\$ 80,186	\$ 90,008
6	\$ 74,587	\$ 79,427	\$ 82,861	\$ 93,025
7	\$ 77,548	\$ 82,482	\$ 85,956	\$ 96,038
8	\$ 80,146	\$ 85,139	\$ 88,646	\$ 99,052
9	\$ 83,132	\$ 88,233	\$ 91,786	\$ 102,068
10	\$ 86,145	\$ 91,343	\$ 94,943	\$ 105,085
11	\$ 89,022	\$ 94,496	\$ 98,129	\$ 108,094
12	\$ 89,022	\$ 98,556	\$ 102,287	\$ 111,115
13	\$ 89,022	\$ 101,801	\$ 105,555	\$ 114,128
14	\$ 89,022	\$ 104,547	\$ 108,338	\$ 117,142
15	\$ 89,022	\$ 104,547	\$ 108,338	\$ 117,142
16	\$ 89,022	\$ 104,547	\$ 108,338	\$ 117,948
17	\$ 89,022	\$ 104,547	\$ 108,338	\$ 120,156
18	\$ 89,022	\$ 104,547	\$ 108,338	\$ 123,174
19	\$ 89,022	\$ 104,547	\$ 108,338	\$ 123,174
20	\$ 90,867	\$ 106,392	\$ 110,182	\$ 125,018
21	\$ 90,867	\$ 106,392	\$ 110,182	\$ 125,018
22	\$ 90,867	\$ 106,392	\$ 110,182	\$ 125,018
23	\$ 90,867	\$ 106,392	\$ 110,182	\$ 125,018
24	\$ 90,867	\$ 106,392	\$ 110,182	\$ 125,018
25	\$ 98,682	\$ 114,206	\$ 117,996	\$ 132,831

A) District contribution toward health benefits: \$ 12,000

B) Degree/Credential add-ons.

Masters Degree: \$ 1,000

Reading Credential (used 1/2 day): \$ 1,000

Bilingual Credential (non-DLI): \$ 1,000

Bilingual Credential (DLI classroom): \$ 5,000

Special Education Credential: \$ 5,000

Speech Pathologist Credential: \$ 7,000

Speech Pathologist with \$ 8,000

Bilingual Proficiency

(can not also claim bilingual credential)

Teachers hired prior to June 30, 2005 will have \$492 added to their salary for holding a CLAD, LDS, SB 1969 or SB 395 certificate

C) Extra Time:

Paid at per diem hourly rate

(Annual Salary / 185 days / 7 hours)

DELHI UNIFIED SCHOOL DISTRICT

2024-25 Certificated Salary Schedule (220 Days)

Step	I	II	III	IV
	BA+30	BA+45	BA+60	BA+75
1	\$ 82,830	\$ 85,241	\$ 86,068	\$ 92,616
2	\$ 82,830	\$ 85,241	\$ 86,068	\$ 96,204
3	\$ 82,830	\$ 85,241	\$ 88,047	\$ 99,781
4	\$ 83,228	\$ 87,626	\$ 91,642	\$ 103,367
5	\$ 83,228	\$ 91,211	\$ 95,275	\$ 106,946
6	\$ 88,622	\$ 94,372	\$ 98,453	\$ 110,528
7	\$ 92,140	\$ 98,002	\$ 102,130	\$ 114,110
8	\$ 95,226	\$ 101,160	\$ 105,327	\$ 117,691
9	\$ 98,775	\$ 104,835	\$ 109,058	\$ 121,275
10	\$ 102,355	\$ 108,532	\$ 112,809	\$ 124,859
11	\$ 105,773	\$ 112,278	\$ 116,594	\$ 128,436
12	\$ 105,773	\$ 117,102	\$ 121,534	\$ 132,024
13	\$ 105,773	\$ 120,956	\$ 125,417	\$ 135,604
14	\$ 105,773	\$ 124,220	\$ 128,724	\$ 139,185
15	\$ 105,773	\$ 124,220	\$ 128,724	\$ 139,185
16	\$ 105,773	\$ 124,220	\$ 128,724	\$ 140,143
17	\$ 105,773	\$ 124,220	\$ 128,724	\$ 142,766
18	\$ 105,773	\$ 124,220	\$ 128,724	\$ 146,351
19	\$ 105,773	\$ 124,220	\$ 128,724	\$ 146,351
20	\$ 107,965	\$ 126,412	\$ 130,916	\$ 148,543
21	\$ 107,965	\$ 126,412	\$ 130,916	\$ 148,543
22	\$ 107,965	\$ 126,412	\$ 130,916	\$ 148,543
23	\$ 107,965	\$ 126,412	\$ 130,916	\$ 148,543
24	\$ 107,965	\$ 126,412	\$ 130,916	\$ 148,543
25	\$ 117,251	\$ 135,696	\$ 140,199	\$ 157,827

A) District contribution toward health benefits:	\$	12,000
B) Degree/Credential add-ons:		
Masters Degree:	\$	1,000
Reading Credential (used 1/2 day):	\$	1,000
Bilingual Credential (non-DLI):	\$	1,000
Bilingual Credential (DLI classroom):	\$	5,000
Special Education Credential:	\$	5,000
Speech Pathologist Credential:	\$	7,000
Speech Pathologist with	\$	8,000
Bilingual Proficiency		
<i>(can not also claim bilingual credential)</i>		

Teachers hired prior to June 30, 2005 will have \$492 added to their salary for holding a CLAD, LDS, SB 1969 or SB 395 certificate

C) Extra Time:	
Paid at per diem hourly rate	
<i>(Annual Salary / 220 days / 7 hours)</i>	

APPENDIX B

GRIEVANCE REPORT FORM

Grievance # _____

Delhi Unified School District

Distribution of Form

GRIEVANCE REPORT

1. Superintendent

2. Principal

3. Association

4. Teacher

Submit to Principal in duplicate

Building

Assignment

Name of Grievant

Date Filed

A. Date caused of grievance occurred _____

B. 1. Statement of Grievance _____

2. Relief Sought _____

Signature

Date

C. Disposition by Principal _____

Signature

Date

D. Position of Grievant and/or Association _____

Signature

Date

(If additional space is needed in reporting Sections B.1 and B.2 above, attach an additional sheet.)

GRIEVANCE REPORT FORM

(continued)

STEP II

A. Date Received by Superintendent or Designee _____

B. Disposition of Superintendent or Designee

Signature

Date

Position of Grievant and/or Association

Signature

Date

Date Submitted to Arbitration

Disposition and Award of Arbitrator

Signature

Date of Decision

APPENDIX C



Standards & Procedures for the Evaluation of Teacher

TABLE OF CONTENTS

Evaluation Forms

Temporary & Probationary 1 & 2 Teacher Evaluation Forms

Permanent Teacher Evaluation Form

School Counselor Evaluation Form

Speech-Language Pathologist Evaluation Form

Observation Tool

Focus on Performance

Plan for Improvement

California Rubrics for Teacher Observation

DUSD Rubric for Speech-Language Pathologists

ASCA Standards Rubric for School Counselor

DELHI UNIFIED SCHOOL DISTRICT

EVALUATION #1

TEMPORARY AND PROBATIONARY - 1 & 2 TEACHERS

Due Date: October 15th

Teacher: _____ Assignment (Grade/Subject): _____

Supervisor: _____ Site: _____ School _____

Year: _____

Purpose of Evaluation(s): Regularly Scheduled Teacher Initiated Request

Administrator Initiated

Pre-Conference: _____ Observation: _____ Post-Conference: _____

Observed Class Activity:

Standard One (1.1 & 1.5): Engaging & supporting students in learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
_____ 1.1 Connecting students’ prior knowledge, life experience, and interest with learning goals _____ 1.5 Promoting self-directed, reflective learning for students	
<i>Supervisor’s comments/commendations:</i> <i>Areas for Improvement:</i>	
Standard Two (2.4): Creating & maintaining effective environments for student learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
_____ 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	

Supervisor's comments/commendations:

Areas for Improvement:

Standard Three (3.6): Understanding & organizing subject matter for student learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
___ 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	
<p><i>Supervisor's comments/commendations:</i></p> <p><i>Areas for Improvement:</i></p>	

FINAL EVALUATION:

Highly Effective

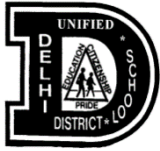
Developing

Effective

Ineffective

Supervisor Signature _____ Date: _____

Teacher Signature _____ Date: _____



DELHI UNIFIED SCHOOL DISTRICT

EVALUATION #2

TEMPORARY AND PROBATIONARY - 1 & 2 TEACHERS

Due Date: December 15th

Teacher: _____ Assignment (Grade/Subject): _____

Supervisor: _____ Site: _____ School _____

Year: _____

Purpose of Evaluation(s): Regularly Scheduled Teacher Initiated Request Administrator Initiated

Pre-Conference: _____ Observation: _____ Post-Conference: _____

Observed Class Activity:

Standard One (1.1 & 1.5): Engaging & supporting students in learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
<input type="checkbox"/> 1.1 Connecting students’ prior knowledge, life experience, and interest with learning goals <input type="checkbox"/> 1.5 Promoting self-directed, reflective learning for students	
<i>Supervisor’s comments/commendations:</i> <i>Areas for Improvement:</i>	
Standard Two (2.4): Creating & maintaining effective environments for student learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
<input type="checkbox"/> 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	

Supervisor's comments/commendations:

Areas for Improvement:

Standard Three (3.6): Understanding & organizing subject matter for student learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
___ 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	
<p><i>Supervisor's comments/commendations:</i></p> <p><i>Areas for Improvement:</i></p>	

FINAL EVALUATION:

Highly Effective

Developing

Effective

Ineffective

Supervisor Signature _____ Date: _____

Teacher Signature _____ Date: _____



DELHI UNIFIED SCHOOL DISTRICT
EVALUATION #3

TEMPORARY AND PROBATIONARY - 1 & 2 TEACHERS

Due Date: February 15th

Teacher: _____ Assignment (Grade/Subject): _____

Supervisor: _____ Site: _____ School _____

Year: _____

Purpose of Evaluation(s): Regularly Scheduled Teacher Initiated Request Administrator Initiated

Pre-Conference: _____ Observation: _____ Post-Conference: _____

Observed Class Activity:

Standard One (1.1 & 1.5): Engaging & supporting students in learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
<input type="checkbox"/> 1.1 Connecting students' prior knowledge, life experience, and interest with learning goals <input type="checkbox"/> 1.5 Promoting self-directed, reflective learning for students	
<i>Supervisor's comments/commendations:</i> <i>Areas for Improvement:</i>	
Standard Two (2.4): Creating & maintaining effective environments for student learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
<input type="checkbox"/> 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	

Supervisor's comments/commendations:

Areas for Improvement:

Standard Three (3.6):	4 – Highly Effective
Understanding & organizing subject matter for student learning.	3 – Effective
	2 – Developing
	1 – Ineffective
	N/A – Not Observed/Not Applicable
<p>___ 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	
<p><i>Supervisor's comments/commendations:</i></p> <p><i>Areas for Improvement:</i></p>	

FINAL EVALUATION:

Highly Effective

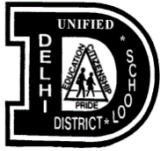
Developing

Effective

Ineffective

Supervisor Signature _____ Date: _____

Teacher Signature _____ Date: _____



DELHI UNIFIED SCHOOL DISTRICT
EVALUATION - PERMANENT TEACHERS
Due: On or before April 15th

Teacher: _____ Assignment (Grade/Subject): _____

Supervisor: _____ Site: _____ School _____

Year: _____

Purpose of Evaluation(s): Regularly Scheduled Teacher Initiated Request Administrator Initiated

Pre-Conference: _____ Observation: _____ Post-Conference: _____

Observed Class Activity:

Standard One (1.1 & 1.5): Engaging & supporting students in learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
___ 1.1 Connecting students' prior knowledge, life experience, and interest with learning goals ___ 1.5 Promoting self-directed, reflective learning for students	
<i>Supervisor's comments/commendations:</i> <i>Areas for Improvement:</i>	
Standard Two (2.4): Creating & maintaining effective environments for student learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
___ 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	

Supervisor's comments/commendations:

Areas for Improvement:

Standard Three (3.6): Understanding & organizing subject matter for student learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
___ 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	
<p><i>Supervisor's comments/commendations:</i></p> <p><i>Areas for Improvement:</i></p>	

Any certificated employee who receives a negative formal written evaluation may, upon request, be entitled to a subsequent observation, conference and written evaluation, as prescribed above.

Any permanent certificated employee who receives a rating of "Ineffective" on their formal written in two or more elements within the California Standards for the Teaching Profession will jointly develop with their site administrator, a written *Plan for Improvement*, and the evaluation process will continue the following school year. The employee will receive a copy of such plan and have the right to submit a written response to the *Plan for Improvement* within ten (10) days of receipt.

FINAL EVALUATION:

Highly Effective

Developing

Effective

Ineffective

Supervisor Signature _____ Date: _____

Teacher Signature _____ Date: _____

Delhi Unified School District

School Counselor Evaluation Form- Formal

Evaluatee Name:	School Year:	Employee Status:
Site / Assignment:		<input type="checkbox"/> Temporary / Probationary 1 <input type="checkbox"/> Probationary 2 <input type="checkbox"/> Permanent

Evaluator Name and Position:

Part I: Evaluation Plan

DUSD Goals

ACADEMICS: Engage and challenge all students in authentic, rigorous, and culturally relevant learning experiences that foster innovation and critical thinking.	BEST PLACE TO WORK: Cultivate a premier workforce by prioritizing adult value, learning, and innovation.	CLIMATE, CULTURE, CONNECTEDNESS: Foster an active partnership between schools, families, and the community that mutually supports the advancement, success, and well-being of our students.
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ASCA Standard 3: Instructional and School Counseling Interventions. Candidates can assess individual students' academic, college/career, and social/emotional needs and can identify appropriate, evidence-based direct and indirect school counseling activities in support of student success	Goal 1:
	What Evidence will you use to demonstrate growth?

ASCA Standard 4: Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student academic, career, and social/emotional outcomes and the overall school/learning environment.	Goal 2:
	What Evidence will you use to demonstrate growth?

ASCA Standard 6: Professional	Goal 3:
--------------------------------------	----------------

Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings and participate in responsibilities as leaders, collaborators, advocates, and agents for systemic change.	
	What Evidence will you use to demonstrate growth?

Part 2: Evaluation

Cycle (Due on or before):

Temporary / Probationary 1 <input type="checkbox"/> October 15 <input type="checkbox"/> December 15 <input type="checkbox"/> February 15	Probationary 2 <input type="checkbox"/> October 15 <input type="checkbox"/> December 15 <input type="checkbox"/> February 15	Permanent <input type="checkbox"/> April 15
--	--	---

ASCA Standard 3: Instructional and School Counseling Interventions. Candidates can assess individual students' academic, college/career, and social/emotional needs and can identify appropriate, evidence-based direct and indirect school counseling activities in support of student success	
Component	Score
3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systemically address student needs and collaboratively establish goals.	<input type="checkbox"/> Unacceptable (1) <input type="checkbox"/> Acceptable (2) <input type="checkbox"/> Target (3)

Evaluator commendations and recommendations:

Evaluatee Reflections:

Component	Score
3.2 Identify individual counseling, group counseling, and classroom workshop techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student.	<input type="checkbox"/> Unacceptable (1) <input type="checkbox"/> Acceptable (2) <input type="checkbox"/> Target (3)

Evaluator commendations and recommendations:

Evaluatee Reflections:

ASCA Standard 4:
Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student academic, career, and social/emotional outcomes and the overall school/learning

Component

Score

4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, success, and well-being for every student.

- Unacceptable (1)
 Acceptable (2)
 Target (3)

Evaluator commendations and recommendations:

Evaluatee Reflections:

ASCA Standard 6: Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings and participate in responsibilities as leaders, collaborators, advocates, and agents for systemic change.

Component

Score

6.2 Demonstrate leadership, advocacy, and collaboration for promoting student learning and achievement, the school counseling program, and the profession.

- Unacceptable (1)
 Acceptable (2)
 Target (3)

Evaluator commendations and recommendations:

Evaluatee Reflections:

Any certificated employee who receives a negative formal written evaluation may, upon request, be entitled to a subsequent evaluation, conference, and written evaluation, as prescribed above.

Any permanent certificated employee who receives a rating of “unacceptable” on their formal

written in two or more elements within the ASCA Standards for School Counselors will jointly develop with their site administrator, a written *Plan for Improvement*, and the evaluation process will continue the following school year. The employee will receive a copy of such plan and have the right to submit a written response to the *Plan for Improvement* within ten (10) days of receipt.

FINAL EVALUATION:

- Target
- Acceptable
- Unacceptable

Supervisor Signature _____ Date: _____

Counselor Signature _____ Date: _____

DUSD Speech-Language Pathologist Evaluation

Name_ID#:

School: School Year:

Subject(s)/Grade:

Evaluator:_Title:

The DUSD Unified School District Speech-Language Pathologist Evaluation is based, in part, on a formal discussion of performances and conferences conducted on the following dates:

Observation Dates	Pre-Observation Date	Post Observation Date	Speech-Language Pathologist's Signature	Evaluator's Signature
Formal Evaluation Date:				

Summary Evaluation Conference date:

PLAN

Practices	Highly Effective	Effective	Developing	Ineffective	N/A
PLAN #1: Plans actions that demonstrate knowledge of assessments, meetings and compliance of Special Education content, procedures and laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN #2: Uses and interprets a variety of assessments to evaluate and plan for the communication needs of students that are based on IDEA guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN #3: Utilizes appropriate assessments and reports for each student and develops and sequences appropriate <u>long and short term</u> instructional plans to meet the learning needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: (input additional comments on page 10)

Recommended actions for continuous improvement: (Input additional recommended actions on page 11)

ENVIRONMENT

Practices	Highly Effective	Effective	Developing	Ineffective	N/A
ENVIRONMENT #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive teacher and student interactions, and a culture for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: (input additional comments on page 10)

Recommended actions for continuous improvement: (Input additional recommended actions on page 11)

INSTRUCTION

Practices	Highly Effective	Effective	Developing	Ineffective	N/A
INSTRUCTION #1: Implements well-organized, goal-driven speech therapy sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INSTRUCTION #2. Demonstrates knowledge communication disorders and educational impact of those disorders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Recommended actions for continuous improvement:

LEARN

Practices	Highly Effective	Effective	Developing	Ineffective	N/A
LEARN #1. Assesses, analyzes and communicates student learning and progress on achievement goals using available technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEARN #2. Recognizes and reinforces student progress and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Recommended actions for continuous improvement:

INCREASE EFFECTIVENESS

Practices	Highly Effective	Effective	Developing	Ineffective	N/A
INCREASE EFFECTIVENESS #1. Collaborates with colleagues to analyze, discuss and <u>share strategies</u> that will promote student learning based on data collected via classroom observation and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Recommended actions for continuous improvement:

DUSD Summary Speech-Language Pathologist Evaluation Form

Name:
School:
School Year:
Evaluator:
Title:

TARGETED AREA FOR GROWTH AND CONTINUOUS IMPROVEMENT

The evaluator's recommendation should be incorporated into the Speech-Language Pathologist's goal-setting process for continued improvement the following school year. The evaluation form continues on the next page.

1.

2.

3.

4.

5.



DELHI UNIFIED SCHOOL DISTRICT

Observation Tool

Teacher: _____ Assignment (Grade/Subject): _____

Supervisor: _____ Site: _____ School Year: _____

___ Probationary I/Temporary ___ Probationary II ___ Permanent

Pre-Conference: _____ Observation: _____ Post-Conference: _____

Observed Class Activity: _____

<p>Standard One: Engaging & supporting students in learning.</p>	<p>4 – Highly Effective</p> <p>3 – Effective</p> <p>2 – Developing</p> <p>1 – Ineffective</p> <p>N/A – Not Observed/Not Applicable</p>
<p>___ 1.1 Using knowledge of students to engage them in learning</p> <p>___ 1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests</p> <p>___ 1.3 Connecting subject matter to meaningful, real life-experiences</p> <p>___ 1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs</p> <p>___ 1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p>___ 1.6 Monitoring student learning and adjusting instruction while teaching</p>	
<p><i>Supervisor’s comments/commendations/suggestions:</i></p>	
<p>Standard Two:</p>	<p>4 – Highly Effective</p>

Creating & maintaining effective environments for student learning.	3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
<p>___ 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>___ 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p>___ 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <p>___ 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>___ 2.5 Development, communicating, and maintaining high standards for individual and group behavior</p> <p>___ 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all Student can learn</p> <p>___ 2.7 Using instructional time to optimize learning</p>	
<p><i>Supervisor’s comments/commendations/suggestions:</i></p>	
Standard Three: Understanding & organizing subject matter for student learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
<p>___ 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p>___ 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p>___ 3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>___ 3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>___ 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to</p>	

Make subject matter accessible to all students	
<i>Supervisor's comments/commendations/suggestions:</i>	
Standard Four: Planning instruction & designing learning experiences for students.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
____ 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction ____ 4.2 Establishing and articulating goals for student learning ____ 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning ____ 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students ____ 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	
<i>Supervisor's comments/commendations/suggestions:</i>	
Standard Five (5.1-5.7): Assessing student learning.	4 – Highly Effective 3 – Effective 2 – Developing 1 – Ineffective N/A – Not Observed/Not Applicable
____ 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments ____ 5.2 Collecting and analyzing assessment data from a variety of sources ____ 5.3 Reviewing data, both individually and with colleagues to monitor student learning	

- ___ 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- ___ 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- ___ 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- ___ 5.7 Using assessment information to share timely and comprehensible feedback with students

Supervisor's comments/commendations suggestions:

Standard Six:

Developing as a Professional Educator:

- 4 – Highly Effective
- 3 – Effective
- 2 – Developing
- 1 – Ineffective
- N/A – Not Observed/Not Applicable

- ___ 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- ___ 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Supervisor's comments/commendations/suggestions:



DELHI UNIFIED SCHOOL DISTRICT

CERTIFICATED TEACHER

FOCUS ON PERFORMANCE

Teacher Name: _____ Date: _____

This *Focus on Performance* is a recommendation that has been developed to assist you in developing proficiency in the elements listed within the California Standards for the Teaching Profession and the Personal Qualities adopted by the District as part of the teacher evaluation process. It is the goal of the recommendations to improve and correct any deficiencies prior to the formal written evaluation. A copy of this form will not be placed in your personnel file.

PERFORMANCE RECOMMENDATIONS:

CSTP #Elements	Recommended Strategies
----------------	------------------------

- 1.
- 2.
- 3.
- 4.
- 5.

REVIEW OF PERFORMANCE:

1. These recommendations will be reviewed with you on the following agreed upon date: _____

ASSISTANCE AVAILABLE:

The site administrator is willing to provide assistance and facilitation at your request. It is your responsibility to request additional support. The following types of assistance are available to you:

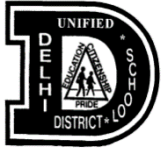
1.

2.

3.

Site Administrator Signature

Date



DELHI UNIFIED SCHOOL DISTRICT

CERTIFICATED TEACHER - PLAN FOR IMPROVEMENT

Teacher Name: _____ Date: _____

This Improvement Plan has been developed to assist you in developing proficiency in the elements listed with 11 the California Standards for the Teaching Profession and the Personal Qualities adopted by the District as part of the teacher evaluation process.

PERFORMANCE FACTORS NEEDING IMPROVEMENT:

CSTP #	ELEMENTS	Recommend Strategies	Timeline	Outcome
1				
2				
3				
4				
5				
Personal Qualities				

FEEDBACK ON PERFORMANCE:

Feedback on your performance will be provided regularly by the following:

1. _____

2. _____

3. _____

REVIEW OF IMPROVEMENT PLAN:

This plan will be reviewed with you on the following schedule:

1. Conference/meeting with Administration (Assistant Principal or Principal) will occur once per _____, beginning _____.

ASSISTANCE AVAILABLE:

The administration is willing to provide assistance and facilitation at your request. It is your responsibility to request additional support. The following types of assistance are available to you:

1. _____
2. _____
3. _____

EFFECT OF PLAN/OPPORTUNITY FOR WRITTEN RESPONSE:

The *Improvement Plan* will go into effect immediately with the goal of assisting you in the performance of your professional responsibilities as outlined above. *A copy of this plan will be placed in your personnel file within ten (10) days.* You have a right to respond to the plan in writing and your response will be attached to the Improvement Plan

This plan was received and reviewed with me.

Employee Signature _____ Date _____

I have presented this Improvement Plan on _____

Supervisor Signature _____ Date _____

Cc: Personnel File
Director of Human Resources

Rubrics for Teacher Observation & Evaluation

Based on the

California Standards for the Teaching Profession

Standard 1: Engaging and Supporting All Students in Learning

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

Elements	Ineffective	Developing	Effective	Highly Effective
<i>1.1: Using Knowledge of students to engage them in learning</i>	Teacher gathers little or no information about students' skills, language proficiency, or special needs and does not apply such information to lessons.	Teacher gathers limited information about students' skills, language proficiency, and special needs, and inconsistently applies this information to lessons for the class as a whole.	Teacher gathers information about students' skills, language proficiency, and special needs and consistently applies that information to lessons, and displays this knowledge for groups of students in order to determine growth and development over time.	Teacher gathers information from a variety of sources about individual students' skills, language proficiency, and special needs, and applies that information to lessons, and has a strategy for maintaining such information in order to determine growth and development over time for individual each students.
<i>1.2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</i> & <i>1.3: Connecting subject matter to meaningful, real-life experiences</i>	Teacher does not vary or modify instruction (or modifications are attempted that are inappropriate or have little to know impact) to meet diverse learning needs of students, student strengths, interests background, experiences, or relevance. There is little to no evidence that the teacher attempts to connect subject matter to meaningful, real- life experiences.	There is evidence that the teacher is inconsistent in attempts to vary or modify instruction to meet diverse learning needs of some students, or groups of students using student strengths, interests, background experiences or relevance. There is evidence that the teacher has connected subject matter to real-life experiences; however, those connections may be disconnected with students' prior knowledge or real-life experiences.	It is evident that the teacher varies or modifies relevant instruction to meet diverse learning needs of most students using student strengths, interests, background, and experiences. There is evidence that the subject matter connections to students' real-life experiences increase student interest, understanding and relevance.	Teacher varies or modifies relevant instruction to meet diverse learning needs of each student using student strengths, interests, background, and experiences. Teacher asks students to suggest ways in which instruction or lessons might be modified to create deeper connections to real-life experience, and to advance their own learning, and the teacher incorporates appropriate suggestions.
<i>1.4: Using a variety of</i>	Learning activities and	Learning activities and	Learning activities and	Learning activities and

<p><i>instructional strategies, resources, and technologies to meet students' diverse learning needs</i></p>	<p>instructional strategies lack variety and/or do not support the instructional purpose; activities are mostly compliance based and focus on low level thinking skills rather than not designed to cognitively engage students. Available resources / technology are not utilized, or utilized inappropriately, to meet students' learning needs.</p>	<p>instructional strategies include some variety and inconsistently connected to the instructional outcomes. Some activities/strategies represent a moderate cognitive challenge, but with no differentiation to meet diverse student learning needs. Other activities/strategies are more compliance based or focus on low level thinking skills such as rote memorization or drill.</p>	<p>instructional strategies are varied and aligned to the instructional outcomes, and most represent significant cognitive challenge with some differentiation to meet diverse student learning needs of groups within the class. The design of activities and selection of instructional strategies helps students construct content knowledge and apply 21st Century Skills.</p>	<p>instructional strategies are always regularly varied and tightly aligned to the instructional outcomes. They are designed to engage all students in high-level cognitive activities that construct content knowledge and build 21st Century skills, and are differentiated, as appropriate, to meet the needs of individual learners.</p>
<p><i>1.5: Promoting critical thinking through inquiry, problem solving, and reflection</i></p>	<p>Teacher does not provide, or is not effective in attempts to provide, opportunities for students to engage in individual and collaborative critical thinking, inquiry, and problem solving.</p>	<p>Teacher provides limited / inconsistent opportunities for students to engage in individual and collaborative critical thinking, inquiry, and problem solving. There is minimal association / alignment with 21st Century skills. Instruction focuses on right/wrong answers or application of low- level skills rather than the application of knowledge to solve real life problems.</p>	<p>Teacher provides frequent / consistent opportunities for students that engage them in individual and collaborative critical thinking, inquiry, and problem solving that is associated and aligned with 21st Century Skills. Instruction focuses on the application of content knowledge to solve real life problems.</p>	<p>Teacher provides on-going and embedded opportunities for students that engage them in individual and collaborative critical thinking, inquiry, and problem solving that align with 21st Century Skills. Students themselves develop and articulate innovative solutions to the task as they apply content knowledge to problem solve and reflect upon their learning.</p>
<p><i>1.6: Monitoring student learning and adjusting instruction while teaching</i></p>	<p>Teacher does not use, or inappropriately uses, formative assessment during instruction to monitor student learning. Teacher does not attempt, or fails in attempts to adjust the pace, focus, or delivery of instruction.</p>	<p>Teacher's use of formative assessment is limited or rudimentary. Results are not always useful to inform the teacher how best to adjust the pace, focus, or delivery of instruction, or adjustments produce uneven results.</p>	<p>Teacher utilizes some targeted formative assessment strategies to monitor student learning and identify student-learning needs. Teacher uses assessment results in real time to adjust the focus, pace, or delivery of instruction so that student misconceptions are</p>	<p>A variety of formative assessment strategies are embedded and regularly utilized to monitor the progress of individual students at key instructional / transitional points in the lesson. Teacher uses the assessment results in real time to adjust the pace, focus, and</p>

			addressed. Student self- assessment may be used to monitor their progress in task completion or learning objectives.	delivery of instruction to address misconceptions or misunderstandings. Students use self-assessment to monitor their progress against clear learning objectives and suggest adjustments to instruction that promotes their own learning.
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Standard 2: Creating and Maintaining Effective Environments for Student Learning

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among student. They create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior to ensure a climate in which all students can learn. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

Elements	Ineffective	Developing	Effective	Highly Effective
<i>2.1: Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</i>	Teacher does not attempt or is ineffective in attempting to create a climate to establish a learning community. Differences in opinions, ideas, cultures, and/or learning needs are not addressed or recognized and students do not feel valued by the teacher and/or their peers.	Teacher attempts or is inconsistent in the use of techniques to create a climate that supports a learning community. Differences in opinions, ideas, cultures, and/or learning needs are addressed, but not necessarily used as opportunities to problem-solve or expand student knowledge and understanding of others. Some students may not feel valued by the teacher or their peers.	Teacher creates a climate that establishes and supports the idea of a learning community. Differences in opinions, ideas, cultures, and/or learning needs are viewed as opportunities to problem-solve and expand student knowledge and understanding of others. Students feel valued as equal members of the classroom.	Teacher and students create, establish, and sustain a climate where all adults and students are part of a community of learners. All learners are respected and valued; differences in opinions, ideas, cultures, and/or learning needs are viewed as opportunities to problem-solve and expand knowledge and understanding of others. Teacher and students model and promote fairness and equity.
<i>2.2: Creating physical or virtual learning environments that promote student learning, reflect</i>	Teacher-student interactions are inappropriate to the age or culture of the students. Student interactions are characterized by conflict, sarcasm, or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Student	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Student	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individual students, as well as groups of students. Students

<p><i>diversity, and encourage constructive and productive interactions among students & 2.3: Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</i></p>	<p>The classroom climate is not conducive to feeling accepted or free to take learning risks. Teacher may not acknowledge or address student interactions that are inappropriate and disrespectful.</p>	<p>interactions are generally appropriate, but may reflect occasional instances of disrespect. Only some students feel accepted and free to take learning risks. Teacher inconsistently addresses student interactions that are inappropriate and disrespectful.</p>	<p>interactions are polite and respectful. Teacher creates a supportive environment where students feel accepted and free to take learning risks. Teacher ensures that student interactions are generally polite and respectful. Such interactions are appropriate and respectful to the students.</p>	<p>demonstrate genuine caring for one another and monitor one another's treatment of peers. Teacher creates a supportive learning environment where all students feel accepted and free to take learning risks. Students correct classmates respectfully when needed, and demonstrate personal responsibility.</p>
<p><i>2.4: Creating a rigorous learning environment with high expectations and appropriate support for all students</i></p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. Support for students to engage and achieve at high levels has little impact on learning, or is not available.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement and only minimally reflect grade level content and/or CCSS standards, and the application of 21st Century skills. Support for students to engage and achieve at high levels is provided inconsistently, or with mixed results.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students, and are aligned with the appropriate grade level content and/or CCSS standards and 21st Century skills. Support for students to engage and achieve at high levels is provided consistently, with evidence of students benefitting from the available support.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students, and are aligned with the appropriate grade level content and/or CCSS standards and 21st Century skills. Students appear to have internalized these expectations and can verbalize learning expectations. Support for students to engage and achieve at high levels is provided consistently, with evidence of students benefitting from the available support and providing support to their peers.</p>
<p><i>2.5: Developing, communicating, and maintaining high standards for individual and group behavior</i></p>	<p>No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not respond to any misbehavior, or the response is inconsistent, overly repressive, or</p>	<p>Standards of conduct appear to have been established, and most students seem to understand them. Teacher is generally aware of student behavior but may miss the activities of some students. Teacher attempts to respond to any student misbehavior but with uneven</p>	<p>Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to any misbehavior is appropriate and successful and respects the student's dignity.</p>	<p>Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher response to any misbehavior is</p>

	does not respect the student's dignity.	results.		highly effective and sensitive to students' individual needs.
<i>2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</i>	The teacher's routines, procedures, and transitions are chaotic, with much instructional time being lost. They are not clear to students and require repeated prompting.	The teacher's routines, procedures, and transitions are somewhat efficient, resulting in some loss of instructional time. They are clear to some students and may require repeated prompting.	Teacher's routines, procedures, and transitions occur smoothly, with little loss of instructional time. They are clear to most students and require little prompting. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines, procedures, and transitions. They are clear to all students and require no prompting. Students assume responsibility in reinforcing routines and in ensuring their efficient operation.
<i>2.7: Using instructional time to optimize learning</i>	The project or lesson has no clearly defined structure, or the pace of the instruction is too slow, rushed, or both.	The project or lesson has a recognizable structure, although it is not uniformly maintained throughout the activities. Pacing of the instruction is inconsistent.	The project or lesson has a clearly defined structure around which the activities are organized. Pacing of the instruction is generally appropriate.	The projects or lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the instruction is appropriate for all students.

Standard 3: Understanding and Organizing Subjects Matter for Student Learning

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

Elements	Ineffective	Developing	Effective	Highly Effective
<p><i>3.1: Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks &</i></p> <p><i>3.2: Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</i></p>	<p>In planning and practice, teacher makes content errors, or does not correct errors made by students. Teacher displays little understanding of prerequisite relationships important to student learning of the content and does not make connections to 21st Century skills or the CCSS.</p> <p>The teacher is unaware of students' development or understanding of the</p>	<p>In planning and practice, teacher does not make content errors, but may not recognize or address student content errors. Teacher is familiar with the important concepts in the discipline, but may display lack of awareness of prerequisite relationships, and how these concepts relate to one another or to 21st Century skills as</p>	<p>In planning and practice, teacher does not make content errors and corrects or addresses errors made by students.</p> <p>Teacher displays solid knowledge of the important concepts in the discipline and reflects accurate understanding of prerequisite relationships among topics and concepts, and how these relate to one another and to 21st century skills as</p>	<p>In planning and practice, teacher does not make content errors and uses errors made by students as an opportunity to advance student learning. Teacher displays extensive knowledge of the important concepts in the discipline and reflects understanding of prerequisite relationships among topics and</p>

	subject matter, or attempts to apply the knowledge to plan or provide instruction at the level of the learner are insufficient.	applied in the CCSS. The teacher is aware of the students' development and understanding of the subject matter, but is inconsistent in his/her attempts to apply that knowledge in planning and presentation of content.	applied in the CCSS. The teacher is aware of the students' development and understanding of the subject matter, and consistently applies that knowledge in planning and presentation of content to address the needs of groups of students.	concepts, other disciplines, how these relate to one another and to 21 st century skills as applied in the CCSS, and link to necessary cognitive structures to ensure student understanding. The teacher is aware of the students' development and understanding of the subject matter, and consistently applies that knowledge in planning and presentation of content to address the needs of individual students.
<i>3.3: Organizing curriculum to facilitate student understanding of the subject matter</i>	The purpose of the lesson or unit is unclear or not communicated to students and/or the pedagogical approaches are not suitable for the discipline. Learning expectations may be stated as activities or tasks to complete rather than specific content and skills to demonstrate understanding.	Teacher attempts to explain the instructional purpose, with limited success. Learning expectations are minimally connected to content standards and 21 st Century skills and a limited range of pedagogical approaches in the discipline. Learning expectations are a combination of tasks/activities to complete and content and skills to demonstrate understanding.	Teacher's explanation of the instructional purpose is clear, including where it is situated within broader learning. Learning expectations are aligned with grade level content standards and 21 st Century skill expectations and include pedagogical approaches in the discipline. Learning expectations are stated as specific content and skills that students will learn and demonstrate understanding.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader authentic learning, linking that purpose to student interests. Learning expectations are aligned with grade level content standards and 21 st Century skills and include a wide range of effective research-based pedagogical approaches in the discipline. Learning expectations are stated as specific content and skills that students will demonstrate understanding and include exemplars for student use.
<i>3.4: Utilizing instructional strategies that are appropriate to the subject matter</i> & <i>3.6: Addressing the needs of</i>	Teacher uses strategies that do not motivate and/or cognitively engage students and/or are not appropriate to the instructional levels and special learning and language acquisition needs	Teacher uses only limited differentiated strategies that motivate and cognitively engage students at their instructional levels and support the special	Teacher uses differentiated strategies that motivate and cognitively engage groups of students at their instructional levels, and support the special learning and	Teacher uses differentiated strategies that motivate and cognitively engage each student at their instructional level, and support the individual special

<i>English learners and students with special needs to provide equitable access to content</i>	of students. Few students achieve the instructional outcomes.	learning and language acquisition needs of students, allowing some students to achieve the instructional outcomes.	language acquisition needs of groups of students, allowing students within those groups to achieve the instructional outcomes.	learning and language acquisition needs, of students, allowing all students to achieve the instructional outcomes. Teacher supports students' suggestions of strategies that will help them demonstrate their own learning at a deep level.
<i>3.5: Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</i>	Teacher is unaware of resources for classroom use available through the school or district or Internet, or materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.	Teacher displays a limited awareness of resources available for classroom use through the school or district, and some awareness of resources external to the school and on the Internet. Some materials, technology, and resources are suitable to students, support the instructional outcomes, and engage some students in meaningful learning. There are students for whom the resources may not adequately support their needs.	Teacher displays awareness of resources available for classroom use through the school or district, and is familiar with resources external to the school and on the Internet. All materials and resources selected for instruction are suitable for students, support the instructional outcomes, and are designed to engage most students in meaningful learning, including the appropriate use of technology.	Teacher's knowledge of resources for classroom use is extensive and informs communication with students, including those available through the school or district, in the community, professional organizations and universities, and on the Internet. All materials and resources selected for instruction are suitable for varying needs of individual students, support the instructional outcomes, and are designed to engage individual students in meaningful learning, including the appropriate use of technology.

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

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

Elements	Ineffective	Developing	Effective	Highly Effective
<i>4.1: Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</i>	Teacher ignores available information/data or teacher's use of data about students' skills, background, knowledge and language proficiency to plan instruction is inappropriate. Lessons include strategies that do not, or inappropriately address groups or individual student needs identified through an analysis of the data.	Teacher uses limited information/data of students' skills, knowledge, background, and language proficiency to plan lessons. Lessons include few targeted strategies that support the identified learning needs of groups or individual students.	Teacher uses information/data and knowledge of students' skills, knowledge, background, and language proficiency from a variety of sources to plan lessons. Lessons include multiple strategies that support the identified learning of groups of students.	Teacher uses information/data and knowledge of individual students' skills, knowledge, background, and language proficiency from a wide variety of sources to plan lessons. Lessons include multiple and differentiated strategies that support each student's learning needs.
<i>4.2: Establishing and articulating goals for student learning</i>	The teacher plans outcomes that represent low expectations and lack rigor for at least some students. They do not adequately reflect important learning in the discipline nor does the plan show a clear connection to a sequence of learning or to 21 st Century skills. Outcomes do not include viable methods of assessment.	The teacher plans instructional outcomes that represent moderately high expectations and rigor. Learning expectations are aligned with important grade level content standards, a loose connection to 21 st Century skills, and include appropriate language objectives. Some outcomes include viable methods of assessment.	The teacher plans most instructional outcomes that represent high expectations and rigor, focus on important grade level content standards, align with 21 st Century skills, and include appropriate language objectives. Most outcomes include viable methods of assessment.	The teacher plans all instructional outcomes that represent high expectations and rigor, focus on important grade level content standard, align with 21 st Century skills, and appropriate language objectives. Outcomes include viable methods of assessment for diverse learning needs.
<i>4.3: Developing and sequencing long-term and short-term instructional plans to support student learning</i>	The lesson and/or unit plan has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression/scaffolding, and time allocations are unrealistic. Teacher does not collaborate with colleagues to plan instruction or only meets with colleagues when required.	The lesson and/or unit plan has a recognizable structure, although the structure is not uniformly maintained throughout. Progression/scaffolding of activities is uneven, with inconsistent time allocations. Teacher occasionally collaborates with colleagues to plan instruction.	The lesson and/or unit plan has a clearly defined structure around which activities are organized. Progression/scaffolding of activities is even, with reasonable time allocations. Teacher takes initiative to collaborate with colleagues to plan instruction that incorporates perspectives from diverse subjects.	The lesson and/or unit plan's structure is clear and allows for different pathways according to diverse student needs, anticipating student misconceptions, and the skills needed by 21 st century learners. The progression/scaffolding of activities is highly coherent with appropriate time allotted. Teacher regularly takes initiative to

				collaborate with colleagues to plan equitable instruction in the discipline and which incorporates perspectives from diverse subjects.
<i>4.4: Planning Instruction that incorporates appropriate strategies to meet the learning needs of all students</i>	The plan includes instructional strategies that are not suitable for students or appropriate for instructional purposes, and are not designed to engage students in cognitive activity.	The plan includes instructional strategies that are suitable for some students or to the instructional outcomes. Some represent a moderate cognitive challenge, but lack appropriate differentiation to meet diverse student learning needs.	The plan includes instructional strategies that are suitable for most students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation to meet diverse student learning needs, and help students construct content knowledge and apply 21 st Century skills.	The plan includes instructional strategies that are highly suitable to diverse learners and support the instructional outcomes. They are designed to engage all students in high-level cognitive activities that construct content knowledge and build 21 st Century skills, and are differentiated, as appropriate, to meet the needs of individual learners.
<i>4.5: Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</i>	When a student has difficulty learning, the teacher either gives up or places blame on other factors when unable to solve student-learning problems.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. Teacher attempts to identify learning problems but effort is minimally effective or short sighted, and not based upon formative assessments of students.	Teacher accepts responsibility for the success of all students. Based on formative assessments, teacher identifies learning problems and persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies and resources within the school.	Teacher accepts the responsibility for individual student learning, and based on formative assessments, identifies individual student learning problems and persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from colleagues, school, and/or the community.

Standard 5: Assessing Students for Learning

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

Elements	Ineffective	Developing	Effective	Highly Effective
<p><i>5.1: Applying knowledge of the purposes, characteristics, and uses of different types of assessments</i></p> <p><i>(Assessed during pre and/or post observation)</i></p>	<p>The teacher’s knowledge of assessment practices, characteristics and uses is flawed or limited, resulting in a failure to design or select appropriate, accessible diagnostic or ongoing formative assessment and grading procedures that are aligned to and assess learning goals or to inform instruction.</p>	<p>Teacher displays limited or rudimentary knowledge of assessment practices resulting in the design or selection of, - accessible diagnostic and ongoing formative assessment and grading procedures that only partially assess the learning goals and provide results that may not sufficiently inform instruction.</p>	<p>Teacher’s knowledge of assessment practices and strategies result in designs or selection of appropriate, accessible diagnostic and ongoing formative assessments and grading procedures that are aligned to and assess the stated learning goals and provide results that inform instruction for groups of students.</p>	<p>Teacher’s knowledge of assessment practices and strategies in extensive, and always results in the designs and selection of appropriate, accessible diagnostic and ongoing formative assessment and grading procedures that are tightly and transparently aligned to and assess the stated learning goals and that provide sufficient results to inform instruction for individual students.</p>
<p><i>5.2: Collecting and analyzing assessment data from a variety of sources</i></p> <p><i>(Assessed during pre and/or post observation)</i></p>	<p>Teacher does not analyze and/or provide accurate information about, or interpretation of, various student assessment data, or ignores available student data and makes assumptions about student needs that are not based upon any sufficient data analysis.</p>	<p>Teacher’s analysis of data is generally accurate with minimal errors, provides appropriate information; however, the interpretation of various assessment data may be rudimentary or have some errors.</p>	<p>Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and inform instruction.</p>	<p>Teacher analyzes data accurately, provides appropriate information about and accurate interpretation of various assessment data to monitor student progress and design differentiated instruction. Teacher supports students to contribute information and participate in the interpretation of data.</p>
<p><i>5.3: Reviewing data, both individually and with</i></p>	<p>Teacher rarely and/or ineffectively uses multiple</p>	<p>Teacher inconsistently uses multiple measures of student</p>	<p>Teacher consistently uses multiple measures of student</p>	<p>Teacher consistently uses multiple measures of student</p>

<p><i>colleagues to monitor student learning</i></p> <p><i>(Assessed during pre and/or post observation)</i></p>	<p>measures of student growth to demonstrate student learning. Teacher has no plans to use assessment data results in designing future instruction.</p>	<p>growth such as formative and summative data that includes student work to demonstrate student learning. Teacher uses assessment data results to plan for future instruction for the class as a whole.</p>	<p>growth including both formative and summative data that includes student work to demonstrate student learning. Teacher uses assessment data results to plan for future instruction for groups of students.</p>	<p>growth including both formative and summative data including student work to demonstrate a high level of student learning. Teacher uses assessment data results to plan future instruction for individual students.</p>
<p><i>5.4: Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</i></p> <p><i>(Assessed during pre and/or post observation)</i></p>	<p>The teacher does not maintain an assessment system with which he/she can reflect upon instruction; or the system used has little or no alignment with instructional practices and consequently cannot show the degree to which instruction helped students attain the learning objectives. There is evidence that students do not achieve the desired levels of achievement over time.</p>	<p>Teacher uses a comprehensive assessment system to reflect on his/her instruction; establishing alignment between his/her instructional practices and the degree to which students attain the desired learning objectives. The teacher can establish a correlation between students' growth over time and his/her adjustments in instruction to meet student needs. There is evidence of consistent student growth over time in attaining the desired levels of achievement.</p>	<p>Teacher uses a comprehensive assessment system to reflect on his/her instruction; establishing alignment between his/her instructional practices and the degree to which students attain the desired learning objectives. The teacher can establish a correlation between students' growth over time and his/her adjustments in instruction to meet student needs. There is evidence of consistent student growth over time in attaining the desired levels of achievement.</p>	<p>Teacher uses a comprehensive assessment system and, with students, uses the system to reflect on his/her instruction; and establishes explicit alignment between his/her instructional practices and the degree to which students attain the desired learning objectives. The teachers and students establish a correlation between students' growth over time and adjustments in instruction to meet students' needs. There is evidence that students consistently meet or exceed the desired levels of achievement over time.</p>
<p><i>5.5: Involving all students in self-assessment, goal setting, and monitoring progress</i></p> <p><i>(Assessed during observation)</i></p>	<p>Teacher either does not engage students in self-assessment of their learning goals, strategies, or outcomes, or self-assessments used by the teacher provide little information from which students can improve their understanding or skills. There is no use of</p>	<p>Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes. However, the self-assessment design and results inconsistently inform students how to improve their understanding or skills. While</p>	<p>Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes. The self-assessment design and results consistently inform students how to improve their understanding or skills. Exemplars and rubrics</p>	<p>Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals. The self-assessment design and results consistently inform students how to improve</p>

	exemplars or rubrics against which students can measure their results.	exemplars and rubrics are sometimes used as tools for self-assessment, they are not regularly a part of self- assessment strategies.	are used as tools for self-assessment as a regular component of self-assessment strategies.	their understanding or skills. Exemplars and rubrics are used as tools for self-assessment as a regular component of self-assessment strategies, and students contribute to the development of exemplars, rubrics, and suggest uses for them during instructional units.
<p><i>5.6: Using available technologies to assist in assessment, analysis, and communication of student learning</i></p> <p><i>(Assessed during pre and/or post observation)</i></p>	Teacher does not use available technology, or uses the available technology poorly, to implement or analyze assessment results. Information and communication to students and families is limited or unavailable.	Teacher uses available technology to implement and analyze assessment results. Provides information and communication to students and families.	Teacher uses available technology and other technologies to design, implement, and analyze assessment results and provides on-going communication regarding student learning to students and families.	Teacher uses a wide range of technologies to design, implement, and analyze assessment results, and provides for two-way, on-going communication regarding student learning to students, families, and appropriate professional colleagues. Ensures alternate communication of information is received by student/families who lack access to technology.
<p><i>5.7: Using assessment information to share timely and comprehensible feedback with students and their families</i></p> <p><i>(Assessed during observation EXCEPT: Communication/feedback to families is incorporated into 5.6 and assessed in pre and/or post observation)</i></p>	Teacher does not use assessment data as formative feedback to set goals with students or to design differentiated instruction, or uses the data incorrectly.	Teacher occasionally uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher frequently uses assessment data as formative feedback to set goals with students and to design differentiated instruction.	Teacher regularly uses assessment data as formative feedback to set goals with students and to design differentiated instruction; students monitor their progress toward their goals.

Standard 6: Developing as a Professional Educator

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

Elements	Ineffective	Developing	Effective	Highly Effective
<i>6.1: Reflecting on teaching practice in support of student learning</i>	Teacher does not examine, ignores, or misuses the analysis of formal and informal evidence of student learning to inform professional growth.	Teacher occasionally examines and/or analyzes formal and informal evidence of student learning; professional growth is only loosely aligned with the needs of students.	Teacher regularly examines and analyzes formal and informal evidence of student learning; professional growth is aligned with the needs of students.	Teacher engages in an ongoing examination and analysis of formal and informal evidence of student learning; professional growth is aligned with the needs of students. The teacher reviews the impact of professional learning on student achievement.
<i>6.2: Establishing professional goals and engaging in continuous and purposeful professional growth and development</i>	Teacher does not engage in expanding knowledge of research in curriculum, instruction, and assessment methods, or only participates as is minimally required in professional development or purposeful growth & development activities.	Teacher occasionally engages in professional development and growth activities acquiring minimal knowledge of research in curriculum, instruction, and assessment methods, but efforts to apply the knowledge to improve practice are minimally effective or misapplied.	Teacher regularly engages in expanding knowledge of research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice.	Teacher regularly seeks out and engages in expanding knowledge of research in curriculum, instruction, and assessment methods and applies the knowledge to improve practice. Teacher engages in research and/or provides professional development and/or support for others.
<i>6.3: Collaborating with colleagues and the broader professional community to support teacher and student learning</i>	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participating in a culture of inquiry, resisting opportunities to become involved.	Teacher maintains cordial relationship with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of inquiry when invited to do so.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates in a culture of professional inquiry to contribute to the profession.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming a leadership role among the faculty and promotes a culture of professional

				inquiry to contribute to the profession.
<i>6.4: Working with families to support student learning</i>	Teacher does not or rarely communicates expectations, student performance, or progress, with family’s guardians/caregivers to enhance student development and achievement, and/or discussions are addressed in a manner that is insensitive, negative, or blaming.	Teacher occasionally communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication may not be respectful of and sensitive to cultural norms.	Teacher frequently communicates expectations, student performance, or progress with families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Communication is respectful, and sensitive to cultural norms.	Teacher establishes processes that enable and encourage regular, two-way communication with individual families, guardians/caregivers to share information and strategies to collaborate with families in the instructional program and to enhance student development and achievement. Students contribute ideas that encourage family participation. Communication is respectful and sensitive to cultural norms.
<i>6.5: Engaging local communities in support of the instructional program</i>	Teacher does not collaborate, or reluctantly collaborates only when required to do so, with the larger community to access and/or share learning resources.	Teacher’s collaboration with the larger community to access and share learning resources is inconsistent.	Teacher frequently collaborates with the larger community to access and share learning resources and information to support the school’s instructional program.	Teacher regularly and willingly leads efforts to collaborate with the larger community to access and share learning resources and information to support and promote the school’s instructional program.
<i>6.6: Managing professional responsibilities to maintain motivation and commitment to all students</i>	Teacher does not meet professional responsibilities or is consistently late in meeting those responsibilities. Teacher does not advocate, or is reluctant to advocate for the needs of students resulting in some students or groups being ill served.	Teacher meets professional responsibilities with some reminders. Teacher’s advocacy for the needs of students’ is inconsistent or shows favoritism for some students over others.	Teacher meets all professional responsibilities, and works with colleagues to ensure student achievement. Teacher consistently advocates to meet the needs of all students.	Teacher models the integration of all professional responsibilities, taking the initiative to work with colleagues to ensure all students achieve. Teacher is proactive in advocating for all students’ needs, and in seeking out resources when necessary.
<i>6.7: Demonstrating professional responsibility,</i>	Teacher interactions with colleagues, students, families and the public are characterized by	Teacher interactions with colleagues, students, families and the public are usually	Teacher interactions with colleagues, students, families and the public are consistently	Teacher interactions with colleagues, students, families and the public consistently model the

<i>integrity, and ethical conduct.</i>	dishonesty and/or unethical, self-serving conduct. Teacher is not self-reflective and/or unreceptive to feedback as a way to adjust professional behavior.	characterized as honest and ethical. Teacher occasionally self-reflects and/or accepts feedback as a way to adjust professional behavior.	characterized by high standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior.	highest standards of honesty, integrity, and ethics. Teacher is self-reflective and uses feedback as a way to adjust professional behavior. Teacher seeks out stakeholder feedback on his/her own initiative.
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DUSD Rubric for Speech-Language Pathologists

Distinguished	Proficient	Developing	Ineffective
PLAN #1: Plans actions that demonstrate knowledge of assessments, meetings, and compliance of Special Education content, procedures, and laws.			
<ul style="list-style-type: none"> Uses extensive knowledge of speech & language development, assessment procedures, eligibility criteria, and special education law to consistently develop IEPs to support high expectations for the educational success of all students. 	<ul style="list-style-type: none"> Uses solid knowledge of speech & language development, assessment procedures, eligibility criteria, and special education law to consistently develop IEPs to support high expectations for the educational success of all students. 	<ul style="list-style-type: none"> Uses basic knowledge of speech & language development, assessment procedures, eligibility criteria, and special education law to develop IEPs to support the educational success of all students. 	<ul style="list-style-type: none"> Uses limited knowledge of speech & language development, assessment procedures, eligibility criteria, and special education law to develop IEPs to support high expectations for the educational success of all students.
PLAN #2: Uses and interprets a variety of assessments to evaluate and plan for the communication needs of students that are based on IDEA guidelines.			
<ul style="list-style-type: none"> Identifies and incorporates multiple assessments, including formal, informal, dynamic, and observational strategies, to fully assess students, develop goals and differentiate instruction according to the learning needs of the students. 	<ul style="list-style-type: none"> Identifies and incorporates different strategies to assess students, develop goals and differentiate instruction according to the needs of the students. 	<ul style="list-style-type: none"> Identifies some strategies to assess students, and is attempting to incorporate them to develop goals and differentiate instruction according to the needs of the students. 	<ul style="list-style-type: none"> Teacher does not incorporate a variety of instructional strategies to assess students, develop goals and address the needs of student subgroups.
PLAN #3: Utilizes appropriate assessments and reports for each student and develops and sequences appropriate long and short term instructional plans to meet the learning needs of all students.			
<ul style="list-style-type: none"> Utilizes extensive knowledge of language development, and assessed language needs to design cohesive and comprehensive long- and short-term plans that ensure high levels of learning. 	<ul style="list-style-type: none"> Utilizes knowledge of language development, and assessed language needs to design cohesive and comprehensive long- and short-term plans that ensure high levels of learning. 	<ul style="list-style-type: none"> Inconsistently uses knowledge of language development, and assessed language needs to design cohesive and comprehensive long- and short-term plans that ensure high levels of learning. 	<ul style="list-style-type: none"> Rarely or never uses knowledge of language development, and assessed language needs to design cohesive and comprehensive long- and short-term plans that ensure high levels of learning.

Distinguished	Proficient	Developing	Ineffective
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ENVIRONMENT #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive teacher and student interactions, and a culture for learning (2.1, 2.2, 2.3).

<ul style="list-style-type: none"> Students are consistently taught school and classroom management routines and procedures that are routinely reinforced and monitored for maximum effectiveness, resulting in a positive, respectful, and rigorous learning environment. 	<ul style="list-style-type: none"> Students are taught school and classroom management routines and procedures that are reinforced and monitored for effectiveness, resulting in a positive, respectful, and learning environment. 	<ul style="list-style-type: none"> Attempts to provide classroom routines and procedures that engage students in positive and respectful interaction. 	<ul style="list-style-type: none"> A lack of classroom routines and procedures prevents students from engaging in positive and respectful interaction, and creates an environment that is unsafe.
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ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students.

<ul style="list-style-type: none"> Holds high expectations for all students while addressing achievement patterns from student work samples. Provides a variety of differentiated supports and challenges to promote rigorous and highly engaged active participation to maximize learning in therapy sessions. 	<ul style="list-style-type: none"> Holds high expectations for all students while addressing achievement patterns from student work samples. Provides some differentiated supports and challenges to promote active participation to maximize learning in therapy sessions. 	<ul style="list-style-type: none"> Attempts to hold high expectations for students while striving to address achievement patterns found in student work samples. Provides some differentiation to support comprehensive student learning. 	<ul style="list-style-type: none"> Rarely or never attempts to address achievement patterns found in student work samples. Rarely or never provides differentiated support.
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ENVIRONMENT #3: Develops and implements an effective behavior management plan that includes standards for behavior and appropriate interventions when standards are not met (2.5).

<ul style="list-style-type: none"> Employs highly effective behavior management systems. Designs and consistently implements behavioral interventions Students demonstrate awareness of the classroom management systems. 	<ul style="list-style-type: none"> Employs effective behavior management systems. Designs and consistently implements behavioral interventions. 	<ul style="list-style-type: none"> Attempts to implement behavior management systems. Inconsistently uses behavior interventions. 	<ul style="list-style-type: none"> Does not employ or implement effective behavior management systems or interventions.
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Distinguished	Proficient	Developing	Ineffective
<p>INSTRUCTION #1: Implements well-organized, goal-driven speech therapy sessions.</p>			
<ul style="list-style-type: none"> • The lesson is highly organized. • Each part of the lesson significantly moves students towards mastery of the objective • The lesson objective is specific, measurable and aligned to IEP goals. • The lesson objective is clearly stated. 	<ul style="list-style-type: none"> • The lesson is organized. • Each part of the lesson moves students towards mastery of the objective • The lesson objective is specific, measurable and aligned to IEP goals. • The lesson objective is clearly stated. 	<ul style="list-style-type: none"> • The lesson is somewhat organized. • The lesson objective may be missing one component. • The lesson's objective is not clearly stated. 	<ul style="list-style-type: none"> • The lesson is generally disorganized: • Different parts of the lesson have no connection to each other. • Students are confused about what to do. • Most parts of the lesson are not aligned to the objective. • Most parts of the lesson do not significantly move students towards mastery of the objective. • The lesson objective is missing more than one component and its importance is not clearly conveyed to the students.
<p>INSTRUCTION #2: Demonstrates knowledge of communication disorders and educational impact of those disorders.</p>			
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of typical communication development, communication disorders, and educational impact of disorders of communication. 	<ul style="list-style-type: none"> • Demonstrates solid knowledge of typical communication development, communication disorders, and educational impact of disorders of communication. 	<ul style="list-style-type: none"> • Demonstrates basic knowledge of typical communication development, communication disorders, and educational impact of disorders of communication. 	<ul style="list-style-type: none"> • Demonstrates little knowledge of typical communication development, communication disorders, and educational impact of disorders of communication.

INSTRUCTION #3: Presents speech and language findings to parents, staff, and others in a culturally aware and sensitive manner.

- Presents speech and language assessment results and reports to parents and staff in clear, understandable, organized, and culturally sensitive manner.
- Demonstrates extensive knowledge of distinction between language disability and language difference and communicates those differences to staff and parents when appropriate.

- Presents speech and language assessment results and reports to parents and staff in clear, understandable, organized, and culturally sensitive manner.
- Demonstrates solid knowledge of distinction between language disability and language difference and communicates those differences to staff and parents when appropriate.

- Presents speech and language assessment results and reports to parents and staff in a basic manner.
- Demonstrates basic knowledge of distinction between language disability and language difference and communicates those differences to staff and parents when appropriate.

- Does not present speech and language assessment results and reports to parents and staff in clear, understandable, organized, and culturally sensitive manner.
- Demonstrates limited knowledge of distinction between language disability and language difference.

Distinguished	Proficient	Developing	Ineffective
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LEARN #1: Students and subgroups demonstrate progress toward goals based on multiple measures. The evaluation and assessment of certificated employees shall not include the use of publishers' norms established by standardized tests. (5.1, 5.3).

<ul style="list-style-type: none"> • All students demonstrate significant progress toward goals based on multiple measures, including: <ul style="list-style-type: none"> • data collection • Other formative and summative assessments • Alternative measures of student learning. • Provides students with multiple opportunities to demonstrate progress toward goals. • Provides students with opportunities to demonstrate growth and progress toward goals through observable performance. 	<ul style="list-style-type: none"> • Almost all students demonstrate growth and/or progress toward goals based on multiple measures, including: <ul style="list-style-type: none"> • data collection • Other formative and summative assessments • Alternative measures of student learning • Routinely uses formative/ summative and formal/ informal assessments to measure student progress toward goals.. 	<ul style="list-style-type: none"> • Majority of students demonstrate growth and/or mastery based on multiple measures, including: <ul style="list-style-type: none"> • data collection • Other formative and summative assessments • Alternative measures of student learning • Often uses assessments to measure student mastery • of content and is beginning to set student learning goals. 	<ul style="list-style-type: none"> • Few students demonstrate progress toward goals and/or mastery based on measures, including: <ul style="list-style-type: none"> • Other formative and summative assessments • Alternative measures of student learning. • Does not or rarely uses data from assessments to measure student progress toward goals.
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Distinguished	Proficient	Developing	Ineffective
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LEARN #2: Assesses, analyzes and communicates student learning and progress on achievement goals using available technologies (5.2, 5.3, 5.4, 5.6)

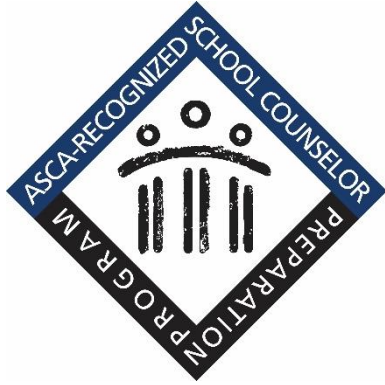
<ul style="list-style-type: none"> • Frequently uses technology to design and implement assessments, record and analyze results and communicate about student learning with administration, colleagues, families and students. • Engages families in a variety of ongoing communications about individual student progress and ways to provide support and monitor growth. 	<ul style="list-style-type: none"> • Consistently uses technology to design and implement assessments, record and analyze results and communicate about student learning with administration, colleagues, families and students. • Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs. 	<ul style="list-style-type: none"> • Inconsistently uses technology for record keeping and communicating with parents regarding student progress. • Provides some opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues, and/ or concerns. 	<ul style="list-style-type: none"> • Excessively relies on a limited number of materials and resources to assess, analyze and communicate student learning. • Infrequently notifies families of student proficiencies, challenges, and behavioral issues through school mandated procedures.
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LEARN #3: Recognizes and reinforces student progress and achievement.

<ul style="list-style-type: none">• Students demonstrate frequent positive engagement• Always recognizes student progress and positively reinforces individual achievements.	<ul style="list-style-type: none">• Always recognizes student progress and positively reinforces individual achievements.• Meaningfully reinforces constructive behavior and improvements.	<ul style="list-style-type: none">• Sometimes recognizes student progress and occasionally positively reinforces individual achievements.• Sometimes reinforces constructive behavior and acknowledges improvements.	<ul style="list-style-type: none">• May not recognize student progress and/or not positively reinforce individual achievements.• Rarely reinforces positive behavior or improvements. Or may do so for only a few students.
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Distinguished	Proficient	Developing	Ineffective
<p>INCREASE EFFECTIVENESS #1: Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation and assessments (6.3).</p>			
<ul style="list-style-type: none"> Facilitates collaboration with colleagues (e.g. initiates and develops professional learning opportunities with the broader professional community focused on student achievement) Works to ensure the broadest positive impact possible on instructional practices and student achievement at school and district levels and for the profession. Fosters colleague's ability to identify and address underlying causes for achievement patterns and trends. 	<ul style="list-style-type: none"> Through formal and informal means the teacher consistently collaborates with colleagues to improve student achievement in an effective manner. Uses data from multiple measures of student achievement and teacher practice to identify and address underlying causes for achievement patterns and trends. 	<ul style="list-style-type: none"> Sometimes collaborates with colleagues to improve student achievement in an effective manner Collaboration time could be used in a more effective manner. Collaboration rarely includes analysis of data. 	<ul style="list-style-type: none"> Rarely or never collaborates with colleagues to improve student achievement in effective manner.
<p>INCREASE EFFECTIVENESS #2:. Establishes personal and professional goals and engages in continuous and purposeful professional growth and development (6.2).</p>			
<ul style="list-style-type: none"> Establishes and modifies a broad range of professional goals to improve instructional practice and impact student learning within and beyond the classroom. Engages in and contributes to professional development targeted on student achievement. Contributes to professional organizations/committees and participates in professional growth and development opportunities to extend own teaching practice. 	<ul style="list-style-type: none"> Establishes and modifies professional goals that are based on self-assessment and feedback from a variety of sources in order to improve professional practice. Engages in ongoing inquiry into teacher practice for professional development. Pursues a variety of opportunities to learn professionally 	<ul style="list-style-type: none"> Establishes goals that take into account self-assessment of teaching practice. Expands knowledge and skills individually and with colleagues through available professional development 	<ul style="list-style-type: none"> Establishes limited or no goals and/or does so only through required processes and local protocols. Does not actively participate in required professional development.

Distinguished	Proficient	Developing	Ineffective
INCREASE EFFECTIVENESS #3: Reflects on and refines teaching practice to support growth in student learning (6.1, 6.6).			
<ul style="list-style-type: none"> • Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. • Engages in and fosters reflection among colleagues for school-wide impact on student achievement. 	<ul style="list-style-type: none"> • Consistently and effectively reflects individually and with colleagues to refine teaching practice to positively impact the full range of learners. • Seeks, develops and refines new and creative methods to ensure individual student learning. 	<ul style="list-style-type: none"> • Sometimes reflects individually and with colleagues to refine teaching practice to positively impact the full range of learners. 	<ul style="list-style-type: none"> • Rarely reflects on teaching practice. • Rarely adjusts teaching practice in support of student learning.



RUBRIC: ASCA Standards for School Counselor Preparation Programs

Standard 1. Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

Two of the three components must show “acceptable” evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.

Component Statements	Unacceptable	Acceptable	Target
<p>1.1 Describe the organizational structure, governance, and evolution of the American education system, as well as cultural, political and social influences on current educational practices and on individual and collective learning environments.</p>	<ul style="list-style-type: none"> • Candidates define but do not describe key events that influenced the development of American P-12 education • Candidates provide opinion relating to educational advantage and disadvantage but fail to support an opinion with empirical evidence 	<ul style="list-style-type: none"> • Candidates describe the development of P-12 education in America, including but not limited to key events and influences; related economic and social dynamics; and organizational structure • Candidates describe past and current educational structures and methods that advantaged or disadvantaged individual or student populations • Candidates describe the impact of cultural, political and social influences on educational practices • Candidates use empirical evidence to support conclusions 	<ul style="list-style-type: none"> • Candidates interpret key events, influences, organizational structures, and economic and social dynamics that impacted P-12 education • Candidates analyze the impact of the past and current educational structures that advantaged individual or student populations • Candidates determine the impact of cultural, political and social influences on educational practices • Candidates use multiple sources of empirical evidence to support conclusions
<p>1.2 Describe the evolution of the school counseling profession, the basis for a comprehensive school counseling program, and the school counselor’s role in supporting growth and learning for all students.</p>	<ul style="list-style-type: none"> • Candidates name historical events but do not describe influences on the development of school counseling • Candidates provide an opinion relating to the dynamics influencing professional school counseling without empirical support • Candidates describe the role of school counselors in terms of duties unrelated to student growth and development 	<ul style="list-style-type: none"> • Candidates describe the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs including key events and influences, and related economic and social dynamics • Candidates describe the benefits of comprehensive school counseling programs in terms of student growth and development 	<ul style="list-style-type: none"> • Candidates evaluate historical events that influenced the development of the school counseling profession • Candidates compare and contrast the benefits of a comprehensive school counseling program for students and other stakeholders using empirical evidence

<p>1.3 Describe aspects of human development, such as cognitive, language, social/emotional and physical development, as well as the impact of environmental stressors and societal inequities on learning and life outcomes.</p>	<ul style="list-style-type: none"> • Candidates name but do not describe established human development theory • Candidates define but do not describe the impact of environmental stressors and societal inequities on learning 	<ul style="list-style-type: none"> • Candidates describe education-related human development theories including but not limited to: <ul style="list-style-type: none"> - Psycho-social development - Behavioral Development - Cognitive Development - Psycho-sexual development - Social Learning Theory • Candidates describe the impact of environmental stressors and societal inequities on learning • Candidates identify evidence-based interventions to address environmental stressors or social inequities that impact education 	<ul style="list-style-type: none"> • Candidates compare and contrast theoretical models, which further understanding of learning differences and societal inequities • Candidates apply evidence-based interventions to address environmental stressors or social inequities that impact education
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Standard 2. Core Theories and Concepts. Candidates demonstrate knowledge of appropriate counseling and education theories used in school counseling programs, and counseling skills that are foundational to successful outcomes for students.

Two of the three components must show “acceptable” evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.

Component Statements	Unacceptable	Acceptable	Target
<p>2.1 Describe established and emerging counseling and educational methods, including but not limited to childhood and adolescent development, learning theories, behavior modification and classroom management, social justice, multiculturalism, group counseling, college/career readiness, and crisis response.</p>	<ul style="list-style-type: none"> • Candidates fail to meet established benchmark scores on national/state counseling exams OR • Candidates have an identified area of weakness in one or more sub-areas on national/state exams 	<ul style="list-style-type: none"> • Candidates demonstrate knowledge of counseling and educational methods through performance on national counseling exams such as PRAXIS II, National Counseling Exam, or required state counseling exams at benchmark levels 	<ul style="list-style-type: none"> • Candidates demonstrate knowledge of counseling and educational methods through performance on national counseling exams such as PRAXIS II, National Counseling Exam, or required state counseling exams at 10% above the benchmark score on all sub-areas
<p>2.2 Demonstrate strengths-based counseling and relationship-building skills to support student growth and promote equity and inclusion.</p>	<ul style="list-style-type: none"> • Candidates demonstrate exclusivity through words, actions or body language • Candidates’ planning limited to small groups or a one-size-fits-all approach • Candidates are non-responsive to student needs or concerns • Candidates do not provide no access to resources specific to individual student needs 	<ul style="list-style-type: none"> • Candidates ensure equitable access to all students by <ul style="list-style-type: none"> - Identifying responsive services - Identifying available resources - Facilitating individual student planning • Candidates demonstrate usage of strengths-based strategies • Candidates advocate for student success • Candidates demonstrate consensus building 	<ul style="list-style-type: none"> • Candidates demonstrate multiple strategies that promote and ensure equity and inclusion for all students • Candidates build consensus with individuals and groups of students • Candidates anticipate the need for responsive services • Candidates demonstrate a variety of strengths-based strategies

<p>2.3 Describe established and emerging evidence-based counseling theories and techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.</p>	<ul style="list-style-type: none"> • Candidates fail to meet established benchmark scores on national/state counseling exams OR • Candidates have an identified area of weakness in one or more sub-areas on national/state exams specific to established/emerging evidence-based counseling theories and techniques 	<ul style="list-style-type: none"> • Candidates demonstrate knowledge of established and emerging evidence-based counseling theories and techniques such as rational emotive behavior therapy, Adlerian, solution-focused brief counseling, and reality therapy and family systems through performance on national counseling exams such as PRAXIS II, National Counseling Exam, or required state counseling exams 	<ul style="list-style-type: none"> • Candidates demonstrate knowledge of established and evidence-based counseling theories and techniques such as rational emotive behavior therapy, Adlerian, solution-focused brief counseling, and reality therapy and family systems through performance on national counseling exams such as PRAXIS II, National Counseling Exam, or required state counseling exams at 10% above the benchmark scores on all sub-areas
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Standard 3. Instructional and School Counseling Interventions. Candidates can assess individual students' academic, college/career, and social/emotional needs and can identify appropriate, evidence-based direct and indirect school counseling activities in support of student success.

Two of the three components must show "acceptable" evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.

Component Statements	Unacceptable	Acceptable	Target
<p>3.1 Use multiple data points, including student interviews, direct observation, educational records, consultation with parents/families/staff, and test results to systemically address student needs and collaboratively establish goals.</p>	<ul style="list-style-type: none"> • Candidates do not collect data or collect data from any sources • Candidates fail to utilize data to identify student needs or establish goals 	<ul style="list-style-type: none"> • Candidates collect data from a few sources (i.e., needs assessments, student/parent/ teacher interviews, educational records, consultation, test scores, etc.) • Candidates analyze and use findings to identify student needs 	<ul style="list-style-type: none"> • Candidates collect data from a wide range of sources • Candidates analyze and use findings to identify student needs • Candidates use data to establish student goals on an ongoing basis collaboratively with students and other stakeholders
<p>3.2 Identify individual counseling, group counseling, and classroom instruction techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student.</p>	<ul style="list-style-type: none"> • Candidates cannot identify individual counseling techniques/theories to promote academic achievement, college/career readiness, and social/emotional development for every student • Candidates fail to identify group counseling skills necessary to promote student success 	<ul style="list-style-type: none"> • Candidates identify at least two individual counseling techniques/theories to promote academic achievement, college/career readiness, and social/emotional development for every student • Candidates identify at least two group counseling skills necessary to promote the skills needed for student success 	<ul style="list-style-type: none"> • Candidates employ multiple individual counseling techniques/theories to promote academic achievement, college/career readiness, and social/emotional development for every student • Candidates demonstrate three or more group counseling strategies necessary to promote the skills needed for student success

<p>3.3 Demonstrate digital literacy and appropriate use of technology to track student progress, communicate effectively to stakeholders, analyze data, and assess student outcomes.</p>	<ul style="list-style-type: none"> • Candidates show uneven and/or incomplete tracking of student progress • Candidates have limited communication with stakeholders through traditional formats • Candidates' data analysis limited to a single assessment • Candidates' data analysis inappropriate 	<ul style="list-style-type: none"> • Candidates use digital media to <ul style="list-style-type: none"> - Communicate to stakeholders - Track student progress - Analyze data - Assess student outcomes • Candidates demonstrate legal and ethical behavior related to technology • Candidates provide evidence of the use of multiple assessments for evaluating student outcomes 	<ul style="list-style-type: none"> • Candidates have demonstrated proficiency in using multiple digital platforms and formats to <ul style="list-style-type: none"> - Communicate to stakeholders - Track student progress - Analyze data - Assess student outcomes • Candidates process data and reports with clarity • Candidates graph student outcome data • Candidates model and engage in ethical digital leadership • Candidates provide evidence of the use of multiple assessments for evaluating student outcomes and interpreting the data
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Standard 4. Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student academic, career, and social/emotional outcomes and the overall school/learning environment.

Two of the four components must show “acceptable” evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining two components may show partial compliance.

Component Statements	Unacceptable	Acceptable	Target
<p>4.1 Plan, organize and implement a variety of instructional and counseling strategies as part of a comprehensive school counseling program (direct and indirect student services) to improve preK-12 student attitudes, knowledge, and skills.</p>	<ul style="list-style-type: none"> • Candidates plan, organize and implement one instructional and/or counseling strategy • Candidates rely on anecdotal evidence to assess instructional and/or counseling strategies effectiveness 	<ul style="list-style-type: none"> • Candidates plan, organize and implement a variety of instructional and counseling strategies, including <ul style="list-style-type: none"> - At least two different instructional strategies demonstrated and assessed - At least two different counseling strategies demonstrated and assessed - Evidence of assessment of the impact of instructional or counseling strategies provided • Candidates collect and analyze student outcome data to assess instructional and counseling strategies effectiveness 	<ul style="list-style-type: none"> • Candidates plan, organize and implement multiple instructional and counseling strategies, integrated within a comprehensive school counseling program <ul style="list-style-type: none"> - At least four different instructional strategies demonstrated and assessed - At least four different counseling strategies demonstrated and assessed - Evidence of assessment of the impact of instructional and counseling strategies provided • Candidates collect and analyze student outcome data to assess instructional and counseling strategies effectiveness and graph results

<p>4.2 Collaborate with stakeholders such as families, teachers, support personnel, administrators, and community partners to create learning environments that promote educational equity, success, and well-being for every student.</p>	<ul style="list-style-type: none"> • Candidates provide only anecdotal evidence specific to collaboration with other stakeholders • Candidates provide no evidence of differentiated counseling opportunities and/or activities • Candidates provide no evidence of counselor led professional development opportunities for other stakeholders 	<ul style="list-style-type: none"> • Candidates provide evidence of multiple (four or more) collaborative activities with parents, administrators, and/or community partners (e.g., minutes from meetings, letters, newsletters, emails, flyers, etc.) • Candidates provide examples of differentiated counseling opportunities and/or activities (e.g., case studies, project notes, etc.) • Candidates provide examples of counselor-led professional development opportunities for teachers, support personnel, and community partners (e.g., presentations, PowerPoints, agendas, etc.) 	<ul style="list-style-type: none"> • Candidates provide evidence of proactive collaborations with community partners designed to support equitable learning environments • Candidates provide examples of differentiated counseling opportunities and/or activities (e.g., case studies, project notes, etc.) • Candidates provide examples of counselor-led professional development opportunities for teachers, support personnel, and community partners (e.g., presentations, PowerPoints, agendas, etc.) and the expected outcomes from such efforts
<p>4.3 Describe how to access school and community resources to make appropriate referrals based on the needs of students.</p>	<ul style="list-style-type: none"> • Candidates' descriptions of required and appropriate referral processes are general guidelines and lack specificity • Candidates can provide limited or incomplete identification of community-level resources 	<ul style="list-style-type: none"> • Candidates describe appropriate and required referral processes and procedures for students needing additional support with specificity and clarity • Candidates describe community-level resource information • Candidates describe how to access appropriate school and community resources aligned with student needs 	<ul style="list-style-type: none"> • Candidates use appropriate and required referral processes and procedures for students needing additional support • Candidates post or have readily available community-level resource information • Candidates provide guidance on accessing appropriate school and community resources
<p>4.4 Implement pedagogical skills, including culturally responsive classroom management strategies, lesson planning, and differentiated instruction.</p>	<ul style="list-style-type: none"> • Candidates fail to implement even one culturally responsive strategy within pedagogy and practice • Candidates fail to demonstrate differentiation strategies when delivering classroom lessons • Candidates are unable to prepare lesson plans that reflect an inclusive school culture 	<ul style="list-style-type: none"> • Candidates implement at least two culturally responsive strategies in pedagogy and practice • Candidates apply one or two differentiated instruction strategies when delivering classroom lessons such as flexible grouping, learning stations, task cards, use of technology, student choice, journaling, etc. • Candidates prepare lesson plans that reflect an inclusive school culture 	<ul style="list-style-type: none"> • Candidates implement a variety of culturally responsive strategies (three or more) in pedagogy and practice • Candidates apply multiple (three or more) differentiated instruction strategies when delivering classroom lessons such as flexible grouping, learning stations, task cards, use of technology, student choice, journaling, etc. • Candidates prepare lesson plans that reflect an inclusive school culture including multiple intelligences, diverse language learners, and exceptional learners

Standard 5. Designing, Implementing and Assessing Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to assess areas of strength and needed improvement for program activities and interventions.

Two of the three components must show “acceptable” evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.

Component Statements	Unacceptable	Acceptable	Target
<p>5.1 Use data and student standards, such as the ASCA Mindsets and Behaviors for Student Success and appropriate state standards, to create annual student outcome goals and action plans aligned with school improvement plans.</p>	<ul style="list-style-type: none"> • Candidates lack understanding of data and student standards (e.g., confused definition, unable to analyze/interpret student data) • Candidates’ goals and action plan vague and lack specificity • Candidates’ action plan not based on student outcome data • Candidates’ action plan lacks alignment with school improvement plan 	<ul style="list-style-type: none"> • Candidates demonstrate data literacy through use of outcome data to develop student level goals • Candidates use data to develop action plans with clarity and specification • Candidates align goals and action plan to ASCA Mindsets and Behaviors or other national/state standards • Candidates align action plan with school improvement plan 	<ul style="list-style-type: none"> • Candidates use data and student standards, action plan, school improvement plan, and program data to evaluate effectiveness of school counseling program • Candidates develop S.M.A.R.T goals with identified benchmarks, results-focused, and aligned with action plan, student standards, and student outcome data • Candidates align goals and action plan to ASCA Mindsets and Behaviors or other national/state standards
<p>5.2 Use participation; standards (such as ASCA Mindsets & Behaviors); and outcome data, program assessments, and other supplemental information-gathering tools to monitor and refine the school counseling program.</p>	<ul style="list-style-type: none"> • Candidates use a single data source to monitor and refine the school counseling program • Candidates’ analysis, summary and/or interpretation of data incomplete or incorrect • Candidates’ program changes not linked to data 	<ul style="list-style-type: none"> • Candidates use a variety of assessment (at least three) data (e.g., participation data, student standards, program assessment, etc.) to monitor and refine school counseling program • Candidates administer, score, analyze, summarize, and interpret qualitative or quantitative data with accuracy and specificity • Candidates link program changes to data 	<ul style="list-style-type: none"> • Candidates identify, align, and employ various strategies (four or more) for assessing the school counseling program (e.g., focus groups, surveys, outcome results, etc.) • Candidates administer, score, analyze, summarize, and interpret qualitative and quantitative data for school improvement with accuracy and specificity • Candidates effectively communicate assessment measures for stakeholders demonstrating value-added of the school counseling program

<p>5.3 Use school-wide data to promote systemic change within the school, so every student is prepared for post-secondary success.</p>	<ul style="list-style-type: none"> • Candidates are unable to articulate needs, gaps, or strengths of the school counseling program • Candidates are unable to link gaps/needs identified by data to systemic problems • Candidates fail to connect school counseling program to student success 	<ul style="list-style-type: none"> • Candidates articulate needs, gaps, and strengths of the school counseling program • Candidates employ at least one method for reporting program data to stakeholders (presentations, social media, infographics, graphs, etc.) • Candidates link gaps/needs identified by the data to systemic problems • Candidates link relevant data to school counseling impact on student success 	<ul style="list-style-type: none"> • Candidates synthesize, aggregate, and summarize data using charts and graphs to illustrate needs, gaps, and strengths of the school counseling program • Candidates articulate multiple examples (at least two) of measured, successful school counseling program activities • Candidates link gaps/needs to systemic programs and identify possible responses/actions to remove barriers for student success • Candidates effectively articulate contributions of school counseling program to student success to a variety of stakeholders
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Standard 6. Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings and participate in responsibilities as leaders, collaborators, advocates, and agents for systemic change.

Two of the three components must show “acceptable” evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.

Component Statements	Unacceptable	Acceptable	Target
<p>6.1 Explain the appropriate scope of practice for school counselors defined as the overall delivery of the comprehensive school counseling program, providing education, prevention, intervention, and referral services to students and their families.</p>	<ul style="list-style-type: none"> • Candidates explain or describe the appropriate scope of practice without specificity and clarity • Candidates have difficulty in differentiating among non-counselor and counselor responsibilities • Candidates can identify a tiered model of intervention but cannot explain the appropriate scope or how a school counselor operates at different levels • Candidates are unclear on limits of expertise and may, therefore, fail to make appropriate referrals to other providers or specialists 	<ul style="list-style-type: none"> • Candidates explain/describe the appropriate scope of practice for school counselors within a comprehensive school counselor program <ul style="list-style-type: none"> - Scope of practice specific to educational mission and purpose - Refer students or families when appropriate to other care providers or specialists • Candidates differentiate among non-counselor duties (e.g., clerical tasks, discipline, fundraising, etc.) and responsibilities that directly impact students development • Candidates explain a tiered model of intervention and how school counselors operate at different levels • Candidates recognize the limits of expertise 	<ul style="list-style-type: none"> • Candidates apply a tiered model of intervention • Candidates plan and implement services across populations of students, selected groups, and individuals • Candidates demonstrate the ability to make appropriate referrals to other providers or specialists • Candidates recognize limits of expertise and seek necessary training as appropriate (e.g., crisis counseling, chemical dependency, etc.)

<p>6.2 Demonstrate leadership, advocacy, and collaboration for the promotion of student learning and achievement, the school counseling program, and the profession.</p>	<ul style="list-style-type: none"> • Candidates identify but cannot apply theory and practice of effective leadership strategies to develop and maintain counseling program • Candidates describe effective collaboration skills but fail to apply • Candidates cannot offer evidence specific to advocacy or collaboration to advance the standing of the school counseling program or profession 	<ul style="list-style-type: none"> • Candidates apply theory and practice of effective leadership strategies to develop and maintain a counseling program • Candidates practice effective collaboration skills • Candidates use leadership, advocacy, and/or collaboration to advance the standing of the school counseling program and profession 	<ul style="list-style-type: none"> • Candidates demonstrate and model theory and practice of effective leadership strategies • Candidates demonstrate advocacy for counseling program as well as for individual students • Candidates use leadership, advocacy, and collaboration to advance the standing of the school counseling program and profession
<p>6.3 Engage in local, state and national professional growth and development opportunities and demonstrate an emerging professional identity as a school counselor.</p>	<ul style="list-style-type: none"> • Candidates are unaware of local, state, and national opportunities to promote professional growth and development • Candidates are aware of local, state, and national opportunities to promote professional growth and development, but not engaged • Candidates do not seek out or participate in workshops or training to support emerging identity as a school counselor 	<ul style="list-style-type: none"> • Candidates identify and pursue local, state, and/or national opportunities for professional growth and development • Candidates grow professionally through participation in workshops and training to support emerging identity as a school counselor 	<ul style="list-style-type: none"> • Candidates take active steps to analyze gaps in knowledge and skills, and sets professional goals for improvement • Candidates seek out and participate in workshops and training to support emerging identity as a school counselor

Standard 7. Ethical Practice. Candidates demonstrate and apply ethical and culturally responsive behavior necessary to maintain the highest standard of professionalism and legal obligation.

Two of the three components must show “acceptable” evidence of candidate competency, as defined by the criteria in the rubric, to determine the standard has been met. The remaining component may show partial compliance.

Component Statements	Unacceptable	Acceptable	Target
<p>7.1 Engage in professional behavior that reflects ASCA Ethical Standards for School Counselors (and demonstrates cultural competence) and relevant federal and state laws and district policies.</p>	<ul style="list-style-type: none"> • Candidates demonstrate lapses in professional behaviors • Candidates are aware of the ASCA Ethical Standards but have difficulty using the document to guide professional practices • Candidates have difficulty maintaining professional boundaries, upholding privacy and confidentiality standards, or following an ethical decision-making mode • Candidates are unaware of their obligation to contribute to a safe, respectful, and equitable school environment. • Candidates demonstrate exclusive behaviors that deny students equitable access 	<ul style="list-style-type: none"> • Candidates engage in professional behavior in their practice • Candidates adhere to the principles in the ASCA Ethical Standards • Candidates demonstrate knowledge of professional boundaries, privacy and confidentiality standards, and ethical decision-making models • Candidates contribute to a safe, respectful, and equitable school environment • Candidates demonstrate at least 2 responsive behaviors when interacting with students, staff families, and community stakeholders 	<ul style="list-style-type: none"> • Candidates engage in professional behavior in all aspects of their practice • Candidates adhere to the principles in the ASCA Ethical Standards • Candidates maintain professional boundaries, uphold privacy and confidentiality standards, and follow an ethical decision-making model • Candidates are active contributors to a safe, respectful, and equitable school environment • Candidates are aware of their cultural heritage, actively engage with those of different cultures, and are committed to the ongoing development of culturally responsive behavior
<p>7.2 Describe the impact of federal and state laws and regulations, as well as district policies, on schools, students, families, and school counseling practice.</p>	<ul style="list-style-type: none"> • Candidates have incomplete knowledge and cannot describe laws, regulations, and policies that impact a school counselor’s professional practice and guide the behavior of staff, students, and families. • Candidates lack awareness of their obligations under federal and state law and district policy; therefore, prone to making professional mistakes and ethical lapses 	<ul style="list-style-type: none"> • Candidates describe laws, regulations, and policies that impact a school counselor’s professional practice and guide the behavior of staff, students, and families • Candidates describe obligations under federal and state law and district policy to, for example, report child abuse, intervene when a student may harm themselves or others, and address bullying, sexual harassment, and discrimination. 	<ul style="list-style-type: none"> • Candidates apply laws, regulations, and policies that impact a school counselor’s professional practice and guide the behavior of staff, students, and families. • Candidates act on their obligations under federal and state law and district policy to, for example, report child abuse, intervene when a student may harm themselves or others, and address bullying, sexual harassment, and discrimination • Candidates describe bodies that create and uphold laws and policies (e.g., government agencies, state boards of education, local school boards, etc.)

<p>7.3 Seek consultation and supervision to support ongoing critical reflection in an effort to identify cultural blind spots and prevent ethical lapses.</p>	<ul style="list-style-type: none"> • Candidates do not seek consultation or supervision to identify cultural blind spots or prevent ethical lapses • Candidates are non-reflective and blame others • Candidates are unwilling to receive and apply constructive feedback from supervisors and mentors 	<ul style="list-style-type: none"> • Candidates articulate the limits of their professional knowledge and skills and seek consultation and supervision to identify cultural blind spots and prevent ethical lapses • Candidates use critical self-reflection to assess accomplishments and identify mistakes to improve their practice • Candidates show a willingness to receive and apply constructive feedback from supervisors and mentors to improve their practice 	<ul style="list-style-type: none"> • Candidates articulate the limits of their professional knowledge and skills and seeks consultation and supervision to identify cultural blind spots and prevent ethical lapses • Candidates use critical self-reflection to assess accomplishments and identify mistakes to improve their practice • Candidates welcome and apply constructive feedback from supervisors and use consultation, supervision, and self-reflection in a cycle of continuous improvement of their practice
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