

**Trust Agreement**

**Lompoc Apprentice Teacher Support System  
(LATSS)**

**and**

**Peer Assistance and Review (PAR)**

**Between**

**Lompoc Unified School District**

**And**

**Lompoc Federation of Teachers**

**June, 2005**

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# **PURPOSE OF LOMPOC APPRENTICE TEACHER SUPPORT SYSTEM (LATSS) AND PEER ASSISTANCE AND REVIEW (PAR) TRUST AGREEMENT**

The purpose of the Lompoc Apprentice Teacher Support System (**LATSS**), is to provide quality support and assistance to **new teachers**. The system helps ensure that the best apprentice teachers earn tenure in the District. The purpose of Peer Assistance and Review (**PAR**), is to provide quality support and assistance to **tenured teachers** who have been referred to the trust Agreement Panel for having unsatisfactory performance. The program will provide sufficient time and support to remedy the unsatisfactory performance. The purpose of both LATSS and PAR is to ensure superior instruction for our students.

## **RESOURCES**

The resources necessary to implement these programs may include the use of existing programs for training and assistance, such as the Cal Poly Teacher Education Institute, or the Santa Barbara, Ventura County Beginning Teacher Support & Assistance (BTSA) program. Funding for the programs will be supplemented with State of California funds for the Peer Assistance and Review Program. Both parties agree that the District will budget release time for the consulting Teachers, as necessary for the Trust Agreement Panel members, and for the continuing mentor positions. The Federation will provide support by appointing Trust Agreement Panel members and by assisting in the selection of the consulting Teachers.

## **IMPLEMENTATION**

This Trust Agreement is in effect when approved by the School District Board of Education and the Federation membership. The Trust Agreement will remain in effect until one (1) or both parties notify the other of their intent to discontinue the agreement. The authority to amend this agreement is given to the mutual agreement of the District Superintendent and the Federation President. Both parties intend to allow this agreement the flexibility to change, to grow, and to improve.

## **ADJUDICATION**

If a dispute arises concerning this trust agreement, it will (1<sup>st</sup>) go to the Trust Agreement Panel for resolution. The second (2<sup>nd</sup>) level for resolution will be with the District Superintendent and the Federation President. The third (3<sup>rd</sup>) and final level of adjudication will be the employment of a professional mediator mutually agreeable to both parties.

## **UNDERSTANDING RELATIVE TO CALIFORNIA EDUCATION CODE**

In calculating the teach-administrator ration for the State Department of Education, Consulting Teachers are not to be counted as administrators.

# **THE PROCESS FOR LATSS**

1. **Pre-employment**

The apprentice teacher provides information for the interview.

2. **Interview**

A Consulting Teacher and immediate supervisor are involved whenever possible.

3. **Orientation**

Orientation for apprentice teachers will be provided. Within the orientation, the LATSS Program will be explained and the apprentice teacher introduced to the support team.

4. **Initial Assessment**

Both the Consulting Teacher and the immediate supervisor will do an initial observation of teachers under the agreement.

5. **Support**

The Consulting Teacher, the immediate supervisor, the Site mentor, the department chairperson, and any other appropriate personnel will provide continuing support for the apprentice teacher throughout the school year. The Consulting Teacher will direct the efforts of this support group.

6. **October Report**

The Consulting Teacher will report the results of their first informal observations to the Trust Agreement Panel. Early intervention will be discussed for any apprentice teacher in need of assistance.

7. **December Report**

The Consulting Teacher and the immediate supervisor will submit written observations to the Trust Agreement Panel. The immediate supervisor's first formal observations need to be completed by the end of November. The Consulting Teacher will present a report before the Trust Agreement Panel. The immediate supervisor may be present. The panel, Consulting Teacher and immediate supervisor will discuss individualized support for the apprentice teacher.

8. **Late February Report**

The Consulting Teachers and immediate supervisors will submit reports to the Trust Agreement Panel. The progress of all participating teachers who have received unsatisfactory evaluations will be reviewed along with the progress of all second year probationary teachers. If recommending the dismissal of a teacher at this meeting, the Consulting Teacher will submit an evaluation, and the immediate supervisor will submit the second written evaluation for that teacher. The Trust Agreement Panel, in turn, will submit a recommendation to the School Board. The School Board will make the final determination of employment. Recommendations for early graduation from LATSS may be considered at this meeting.

9. **April Report**

The Consulting Teacher and the immediate supervisor will submit written evaluations to the Trust Agreement Panel for all apprentice teachers (except for those who have been recommended for dismissal). Consulting Teachers and immediate supervisors need to make recommendations as to who will remain in the program for a second (2<sup>nd</sup>) year. The consulting Teacher and immediate supervisor will recommend continued employment or dismissal of apprentice teachers to the Trust Agreement Panel for first (1<sup>st</sup>) year temporary and probationary teachers. The Trust Agreement Panel will make the employment recommendation to the School Board. The School Board will make the final employment

decision.

10. May – Consulting Teachers Evaluation

Tenured teachers who receive unsatisfactory evaluations will be referred to the Trust Agreement Panel by their immediate supervisor. Self referrals will also be considered by the Panel.

## **THE PROCESS FOR PAR**

1. Referral

Tenured teachers who receive unsatisfactory evaluations will be referred to the Trust Agreement Panel by their immediate supervisor. Self referrals will also be considered by the Panel.

2. Action and Support

At any of its regularly scheduled LATSS/PAR meetings, or at a special meeting called for the specific purpose, the panel will determine the appropriate action to be taken for Peer Assistance and Review. Depending on the seriousness of the unsatisfactory performance one of the following actions will be taken along with an action plan for improvement:

- a. Intervention and evaluation involving only the immediate supervisor.
- b. Intervention involving the site mentor, the department chairperson, or other support personnel, with the evaluation continued only by the immediate supervisor.
- c. Intervention involving a Consulting Teacher, the site mentor, the department chairperson, or other District support personnel, with the evaluation continued by both the consulting Teacher and the immediate supervisor.
- d. Prescribe staff development by immediate supervisor and/or Consulting Teacher.

3. Reports

Progress of the intervention will be reported at any Trust Agreement Panel meeting. The Consulting Teacher and/or the immediate supervisor may recommend graduation from PAR, continued intervention, a different level of intervention, or dismissal from the District. The Trust Agreement Panel will decide on the appropriate action to be recommended.

4. Duration and Recommendations

The tenured participant teacher will be continued in the program until the Trust Agreement Panel graduates the participant teacher or recommends the participant teacher for dismissal. Graduation from the program will take place only when the panel decides that the participant teacher has demonstrated satisfactory performance. A recommendation to the School Board for dismissal can only take place after the participating teacher has been given reasonable time and support for improvement. The Trust Agreement Panel must determine that the participant's level of performance has not reached District standards despite the prescribed assistance.

## **EVALUATION OF LATSS/PAR TEACHERS**

1. A formal observation is a prearranged visit for the purpose of evaluation. An informal observation is a visit for the purpose of evaluation that is not prearranged.

2. All formal observations by the Consulting Teacher will be followed by a conference within five (5) working days. The pre-observation and post-observation conferences are an important element of the procedure. The conferences should take place with proper time and privacy allotted.
3. Action Plan (Defined)  
An action plan is a plan for improvement. It outlines the areas of concern that need to be addressed; it specifies the actions that need to be taken by the participant; and it delineates the support that will be provided to the participant. The Consulting Teacher and immediate supervisor will prescribe an action plan when an area of concern has been identified which may include prescribed District/site/staff/mentor support.
4. The decisions of the Trust Agreement Panel will be shared with the teacher. The teacher has the right to respond within ten (10) days to observation/evaluation communications. Such communications will be submitted to the Trust Agreement Panel for consideration.

## **ROLE OF TRUST AGREEMENT PANEL**

1. The Trust Agreement Panel assesses the progress of each participating teacher and provides advice and recommendations to the immediate supervisor and consulting teacher for appropriate support.
2. The Trust Agreement Panel will include four (4) members appointed by the President of the Federation, three (3) members appointed by the Superintendent.
3. Chairmanship of the Trust Agreement Panel will rotate each year between the Federation and the District.
4. The Trust Agreement Panel will establish operational procedures, develop necessary applications, forms, documents, and generally manage and direct the LATSS and PAR programs.
5. The Trust Agreement Panel will make recommendations regarding the retention or dismissal of apprentice/PAR teachers. The recommendations will be submitted to the School Board.
6. The Trust Agreement Panel will examine teacher performance reports and determine retention or dismissal relative to that performance. Copies of such documents will be placed in the teacher's personnel file.
7. The Trust Agreement Panel will determine the appropriate action to be taken when a tenured teacher is referred to them.
8. The Trust Agreement Panel will evaluate the Consulting Teacher(s) and the program in the month of May.
9. The Trust Agreement Panel will monitor the progress of each Consulting Teacher by reviewing the evaluations and status reports. The performance of the Consulting Teacher will not be evaluated in any other way nor shall Consulting Teachers be disciplined for their role in the LATSS or PAR programs. Additionally, each Consulting Teacher is protected from liability for peer assistance and review activities and has access to "appropriate defense" on the same basis as any other public school employee who supervises or evaluates employees.
10. The Trust Agreement Panel will evaluate the programs based on anonymous surveys from apprentice and participant teachers.

## **LATSS APPRENTICE TEACHER**

1. The apprentice teacher is a non-tenured teacher. All newly hired teachers are placed in the LATSS program.
2. A support team coordinated by a Consulting Teacher will assist the apprentice teacher. Support is designed to assist the apprentice in improving teaching skills that will enhance student learning through effective instruction.

## **PAR PARTICIPANT TEACHER**

1. The PAR participant teacher is a tenured teacher who has been referred to the Trust Agreement Panel by an administrator or one who voluntarily requests to participate.
2. A course of action will be initiated by the Trust Agreement Panel, and carried out by a Consulting Teacher, to support the participant. Support is designed to assist in improving teaching skills that will enhance student learning through effective instruction.

## **CONSULTING TEACHER**

### **QUALIFICATIONS FOR THE CONSULTING TEACHER:**

1. Consulting Teacher will be chosen by the LATSS/PAR Trust Agreement Panel through a selection process which includes paper screening, interviews and classroom observations.
2. The Consulting Teacher must be a tenured and fully credentialed teacher.
3. The applicant for Consulting Teacher must provide letters of recommendation from the immediate supervisor, the Lompoc Federation of Teachers building representative and two (2) other teachers who have knowledge of their performance in the classroom. The applicants will be interviewed and the Trust Agreement Panel will observe their teaching.
4. The Consulting Teacher will have demonstrated outstanding classroom teaching.
5. The Consulting Teacher must have the ability to demonstrate effective teaching techniques to LATSS/PAR participants.
6. The Consulting Teacher will have demonstrated effective written and oral communication.
7. The Consulting Teacher will have a history of participating in ongoing staff development.
8. The Consulting Teacher must be able to coordinate the efforts of the support team.
9. The Consulting Teacher must be able to recommend the dismissal of an apprentice/tenured participant teacher.
10. The Consulting Teacher will also participate in teacher evaluation training.
11. The selected Consulting Teacher will continue in their current status until their services are needed. Their assignment will be for three (3) years unless the Trust Agreement Panel determines otherwise.



## **THE ROLE OF CONSULTING TEACHER:**

1. The Consulting Teacher will provide direct support for the LATSS/PAR teacher. Lessons and techniques may be demonstrated in the classroom. Mentors, grade specialists, curriculum specialists, psychologists, speech therapists and all other appropriate support personnel and services will be introduced to the teacher by the Consulting Teacher as appropriate to the participant teacher's needs.
2. The Consulting Teacher is responsible for periodic assessment of the participant's progress in the standards listed in the Professional Development Report. These include:
  - Standard I. Engaging and supporting all students in learning.
  - Standard II. Creating and maintaining effective environments for student learning.
  - Standard III. Understanding and organizing subject matter for student learning.
  - Standard IV. Planning instruction and designing learning experiences for all students.
  - Standard V. Assessing student learning.
  - Standard VI. Developing as a professional educator.
3. The Consulting Teacher may arrange opportunities for the participant teacher to observe other teachers teaching.
4. The Consulting Teacher, in cooperation with the immediate supervisor, will develop an action plan for each participant teacher who has received an unsatisfactory evaluation.
5. The Consulting Teacher appears before the Trust Agreement Panel in October, December, late February and April to recommend whether to retain or terminate an apprentice teacher the first (1<sup>st</sup>) year, and recommend termination, tenure, or continuance in the second (2<sup>nd</sup>) year. The Consulting Teacher will also recommend continuation, graduation or dismissal of PAR teachers.
6. The Consulting Teacher, whenever possible, will be a member of the team that interviews and hires new teachers.
7. The Consulting Teacher will organize the New Teacher Orientation.
8. The Consulting Teacher will be responsible for approximately twenty (20) apprentice teachers at a time or five (5) tenured teachers or combinations there of. A PAR participant may require greater support so the total caseload may be reduced.
9. The Consulting Teacher will assist in the training of new Consulting Teachers.
10. The Consulting Teacher will inform the immediate supervisor of any teaching problems observed with the participant teacher.
11. The Consulting Teacher will collaborate with the site immediate supervisor to write the apprentice teacher's Professional Development Report (PDR).
12. The Consulting Teacher will provide and/or facilitate staff development and mentor support to improve performance.

13. The Consulting Teacher may be responsible for providing support and evaluation for tenured teachers who have been placed with them by the Trust Agreement Panel. The Consulting Teacher will then be responsible for providing the participant teacher the appropriate support listed above.

## **COMPENSATION FOR CONSULTING TEACHERS**

The Consulting Teacher will be released from the classroom for three (3) years at the same pay level received in all positions held at the time of release. Consulting Teachers are guaranteed return to the same school and to the same department or grade level with the same status and benefits they had before they left, and seniority will continue to accrue. The Consulting Teacher will receive a stipend of \$5000/year.

## **DISTRICT MENTOR TEACHERS**

The District determines the subject matter and job expectations of District Curriculum Mentor Teachers. District Curriculum Mentors will be selected by the District Mentor Selection Committee. District curriculum mentors will receive a stipend each year.

## **DISTRICT CONSULTING TEACHER:**

1. Released from the classroom full time.
2. At large throughout the District.
3. Evaluates teachers.
4. Much time to observe.
5. Works only with LATSS/PAR teachers.
6. Available periodically.
7. Makes recommendations to the Panel.
8. Provides District orientation.
9. Director of support team.
10. Selected by Trust Agreement Panel for three (3) year term.
11. Evaluated by Trust Agreement Panel.

## **ROLE OF DEPARTMENT CHAIRPERSON**

1. Department chairpersons will work closely with the Consulting Teacher and the LATSS/PAR teacher.
2. Department chairpersons will observe and assist the LATSS/PAR teacher.
3. The Department chairperson's expertise in subject knowledge and the curriculum are to be recognized as a valuable resource for the Consulting Teacher. In the event that the Consulting Teacher cannot adequately evaluate the participant teacher's knowledge of the subject matter, the department chairperson may be asked to perform this part of the accountability evaluation.

## **ROLE OF IMMEDIATE SUPERVISOR**

1. Is a member of the LATSS/PAR support teams.
2. Will work with the Consulting Teacher to provide support for the apprentice/PAR teacher.
3. Will work with the Consulting Teacher in the development of action plans.
4. Will submit copies of formal and informal observations to the Consulting Teacher, participant teacher, and designated personnel officer. The administrator will attend the Trust Agreement Panel meetings and present an evaluation for those participant teachers who are on action plans.
5. Will inform the Consulting Teacher of any teaching problems observed with the participant teacher.
6. The immediate supervisor will collaborate with the Consulting Teacher in writing the participant teacher's Professional Development Report (PDR).
7. Refers teachers with unsatisfactory performance to the Trust Agreement Panel for Participation in PAR. Immediate supervisors must be present at Trust Agreement Panel meeting to explain reason(s) for referral.

## **ROLE OF DIRECTOR, PERSONNEL SUPPORT SERVICES**

1. May be a member of the Trust Agreement Panel.
2. Assists in New Teacher Orientation.
3. Assists in new teacher training.
4. May observe and evaluate apprentice/PAR teachers.
5. Acts as co-director of the program with the Federation.
6. Together with the Federation, will inform the participant tenured teacher of the action taken by the Trust Agreement Panel to place them under the supervision of a Consulting Teacher.
7. Together with the Federation, will inform the apprentice or tenured participant teacher of the action taken by the Trust Agreement Panel to recommend their dismissal from the District to the School Board.

## **ROLE OF SUPERINTENDENT**

1. Will appoint three (3) members to the Trust Agreement Panel.

2. May be one of the three members of the Trust Agreement Panel.

## **ROLE OF FEDERATION PRESIDENT**

1. Will appoint four (4) members to the Trust Agreement Panel.
2. May be one of the four members of the Trust Agreement Panel.
3. May participate in the training of Consulting Teachers, orientation of new teachers and other aspects of this program.
4. Acts as co-director of the program.

**LATSS/PAR TEACHER**

Evaluation and Support

**LATSS/PAR SUPPORT TEAM**

Immediate Supervisor Consulting Teacher Site Mentor Department Chair

Evaluation and Recommendation

**LATSS/PAR PANEL**

THREE DISTRICT AND FOUR FEDERATION APPOINTEES

Recommendation

**LOMPOC UNIFIED SCHOOL DISTRICT BOARD OF  
EDUCATION**

LOMPOC UNIFIED SCHOOL DISTRICT

Observations

Type of Observation: \_\_\_\_\_ Informal \_\_\_\_\_ Formal

Certificated Employee \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ Observer \_\_\_\_\_  
 Grade/Subject \_\_\_\_\_ Date of Observation \_\_\_\_\_  
 Date of Pre-Observation Conference \_\_\_\_\_ Date of Post-Observation Conference \_\_\_\_\_

Status of Employee \_\_\_\_\_ Temporary \_\_\_\_\_ Probationary 1 \_\_\_\_\_ Probationary 2 \_\_\_\_\_ Permanent

U-Unsatisfactory – Does Not Meet Standards N-Needs Improvement S-Satisfactory – Meets Standards N/O –Not Observable				
<b>STANDARD I – Engaging And Supporting All Students In Learning</b>	U	N	S	N/O
• Connects students’ prior knowledge, life experiences and interests with learning goals.				
• Uses a variety of instructional strategies and resources to respond to student’s diverse needs (e.g. access to CORE curriculum).				
• Facilitates learning experiences that promote autonomy, interactions and choices.				
• Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.				
• Promotes self-directed, reflective learning for all students.				
<b>OVERALL PERFORMANCE FOR STANDARD I</b>				
<b>STANDARD II – Creating and Maintaining Effective Environments For Student Learning</b>	U	N	S	N/O
• Creates a physical environment that engages all students.				
• Establishes a climate that promotes fairness and respect.				
• Promotes social development and group responsibility.				
• Establishes and maintains standards for student behavior.				
• Plans and implements classroom procedures and routines that support student learning.				
• Uses instructional time effectively.				
<b>OVERALL PERFORMANCE FOR STANDARD II</b>				
<b>STANDARD III – Understanding And Organizing Subject Matter For Student Learning</b>	U	N	S	N/O
• Demonstrates knowledge of subject matter, content, and student development.				
• Organizes curriculum to support student understanding of subject matter.				
• Interrelates ideas and information with in across subject matter areas.				
• Develops student understanding through instructional strategies that are appropriate to the subject matters.				
• Uses materials, resources, and technologies to make subject matter accessible to students (e.g., access to CORE curriculum).				
<b>OVERALL PERFORMANCE FOR STANDARD III</b>				
<b>STANDARD IV – Planning Instruction And Designing Learning Experiences For All Students</b>	U	N	S	N/O
• Draws on and values students’ backgrounds, interests, and developmental learning needs.				
• Establishes and articulates goals for student learning consistent with District standards.				
• Develops and sequences instructional activities and materials for student learning.				
• Designs long and short term plans to foster student learning using District standards.				
• Modifies instructional plans to adjust for student needs (e.g. access to CORE curriculum).				
<b>OVERALL PERFORMANCE FOR STANDARD IV</b>				
<b>STANDARD V – Assessing Student Learning</b>				
• Establishes and communicates learning goals for all students.				
• Collects and uses multiple sources of information to assess student learning using District assessments.				
• Involves and guides students in assessing their own learning				
• Uses results of assessments to guide instruction.				

• Communicates with students, families, and other audience about student progress.				
• Students progress toward local and state standards of expected pupil achievement.				
<b>OVERALL PERFORMANCE FOR STANDARD V</b>				
<b>STANDARD VI –Developing As A Professional Educator</b>	<b>U</b>	<b>N</b>	<b>S</b>	<b>N/O</b>
• Reflects on teaching practices and plans professional development.				
• Establishes professional goals and pursues opportunities to grow professionally.				
• Communicates with families to improve student performance.				
• Works with colleagues to improve professional practices.				
• Completes documents.				
• Develops professional relationships with co-workers				
<b>OVERALL PERFORMANCE FOR STANDARD VI</b>				

**COMMENTS:**

\_\_\_\_\_  
Observer’s Name (Please Print)

\_\_\_\_\_  
Observer’s Signature

\_\_\_\_\_  
Observer’s Title

\_\_\_\_\_  
Today’s Date

Any written comment made by the observer shall be discussed with the employee.

It is understood that in signing this form the employee acknowledge having seen and discussed the report. The employee’s signature does not necessarily imply agreement with the conclusions of the observer. If (s)he so desires, the employee may submit a written statement that will be attached to this document.

\_\_\_\_\_  
Employee’s Signature

\_\_\_\_\_  
Current Date

LATSS/PAR FORM # \_\_\_\_\_  
Effective July 1, 2001

Copy for Employee  
Copy for Observer  
Copy for Personnel File

LOMPOC UNIFIED SCHOOL DISTRICT  
Professional Development Report

Certificated Employee \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ Evaluator \_\_\_\_\_  
 Grade/Subject \_\_\_\_\_ Date(s) of Observation \_\_\_\_\_  
 Period Covered by this Evaluation \_\_\_\_\_  
 Date(s) of Conference(s) \_\_\_\_\_

Status of Employee \_\_\_\_\_ Temporary \_\_\_\_\_ Probationary 1 \_\_\_\_\_ Probationary 2 \_\_\_\_\_ Permanent

U-Unsatisfactory – Does Not Meet Standards N-Needs Improvement S-Satisfactory – Meets Standards N/O –Not Observable				
<b>STANDARD I – Engaging And Supporting All Students In Learning</b>	U	N	S	N/O
• Connects students’ prior knowledge, life experiences and interests with learning goals.				
• Uses a variety of instructional strategies and resources to respond to student’s diverse needs (e.g. access to CORE curriculum).				
• Facilitates learning experiences that promote autonomy, interactions and choices.				
• Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.				
• Promotes self-directed, reflective learning for all students.				
<b>OVERALL PERFORMANCE FOR STANDARD I</b>				
<b>STANDARD II – Creating and Maintaining Effective Environments For Student Learning</b>	U	N	S	N/O
• Creates a physical environment that engages all students.				
• Establishes a climate that promotes fairness and respect.				
• Promotes social development and group responsibility.				
• Establishes and maintains standards for student behavior.				
• Plans and implements classroom procedures and routines that support student learning.				
• Uses instructional time effectively.				
<b>OVERALL PERFORMANCE FOR STANDARD II</b>				
<b>STANDARD III – Understanding And Organizing Subject Matter For Student Learning</b>	U	N	S	N/O
• Demonstrates knowledge of subject matter, content, and student development.				
• Organizes curriculum to support student understanding of subject matter.				
• Interrelates ideas and information with in across subject matter areas.				
• Develops student understanding through instructional strategies that are appropriate to the subject matters.				
• Uses materials, resources, and technologies to make subject matter accessible to students (e.g., access to CORE curriculum).				
<b>OVERALL PERFORMANCE FOR STANDARD III</b>				
<b>STANDARD IV – Planning Instruction And Designing Learning Experiences For All Students</b>	U	N	S	N/O
• Draws on and values students’ backgrounds, interests, and developmental learning needs.				
• Establishes and articulates goals for student learning consistent with District standards.				
• Develops and sequences instructional activities and materials for student learning.				
• Designs long and short term plans to foster student learning using District standards.				
• Modifies instructional plans to adjust for student needs (e.g. access to CORE curriculum).				
<b>OVERALL PERFORMANCE FOR STANDARD IV</b>				
<b>STANDARD V – Assessing Student Learning</b>				
• Establishes and communicates learning goals for all students.				
• Collects and uses multiple sources of information to assess student learning using District assessments.				
• Involves and guides students in assessing their own learning				
• Uses results of assessments to guide instruction.				



• Communicates with students, families, and other audience about student progress.				
• Students progress toward local and state standards of expected pupil achievement.				
<b>OVERALL PERFORMANCE FOR STANDARD V</b>				
<b>STANDARD VI –Developing As A Professional Educator</b>	<b>U</b>	<b>N</b>	<b>S</b>	<b>N/O</b>
• Reflects on teaching practices and plans professional development.				
• Establishes professional goals and pursues opportunities to grow professionally.				
• Communicates with families to improve student performance.				
• Works with colleagues to improve professional practices.				
• Completes documents.				
• Develops professional relationships with co-workers				
<b>OVERALL PERFORMANCE FOR STANDARD VI</b>				

**COMMENTS:**

\_\_\_\_\_  
 Evaluator’s Name (Please Print)

\_\_\_\_\_  
 Evaluator’s Signature

\_\_\_\_\_  
 Evaluator’s Title

\_\_\_\_\_  
 Today’s Date

\_\_\_\_\_  
 Evaluator’s Name (Please Print)

\_\_\_\_\_  
 Evaluator’s Signature

\_\_\_\_\_  
 Evaluator’s Title

\_\_\_\_\_  
 Today’s Date

Any written comment made by the observer shall be discussed with the employee.

It is understood that in signing this form the employee acknowledge having seen and discussed the report. The employee’s signature does not necessarily imply agreement with the conclusions of the observer. If (s)he so desires, the employee may submit a written statement that will be attached to this document.

\_\_\_\_\_  
 Employee’s Signature

\_\_\_\_\_  
 Current Date

LATSS/PAR FORM # \_\_\_\_\_  
 Effective July 1, 2001

Copy for Employee  
 Copy for Observer  
 Copy for Personnel File