

**Oroville Secondary Teachers Association
Oroville Union High School District
SIDE LETTER**

Effective for the 2016-2017 school year

In an effort to meet the needs of the Oroville Union High School District and provide unit members assigned at the comprehensive high schools and alternative education with weekly collaboration time, OSTA and OUHSD agree that during the 2016-2017 school year, a weekly common collaboration time will be scheduled on Wednesday from 7:45 a.m. to 8:56 a.m. at LPHS and OHS and from 8:05 a.m. – 9:10 a.m. at PHS and CDS. From our professional development training regarding Professional Learning Communities, PLCs are based on the premise that through collaboration professionals achieve more than they could on their own (Dufour & Eaker, 1998). Teachers benefit from the resources that each brings to the PLC (Newman, 1994), and collaboration provides a mechanism for sharing student learning and a means to work together toward a common purpose (Reichstetter, 2006; Stoll et al., 2006).

PLCs make clear that teacher-driven collaboration time should be reserved exclusively for the business of collaboration between teachers. Data shows that it is critical that this time not be diverted to other purposes. OSTA and the district agree that teachers need the latitude to work with their peers, to set their agenda for those education issues that are most critical *at that time*. Those issues may involve assessment, curriculum delivery, and student projects - and can only be effective if each department or subject cohort is permitted to determine the critical areas that they need to address.

The essence of the PLC movement is teacher-driven collaboration based on student data and not top-down designation of priorities (Dufour 277). Therefore, agenda setting for the collaboration period should be collaborative as well. Agendas shall be generated through collaboration within the PLC Guiding Coalition Team, shall reflect the needs of subject cohorts, school goals and school site plans. Interested unit members who request shall be included in the agenda setting process.

According to the PLC model the agendas may include the following:

- Develop Group Norms
- Develop Departmental and Subject Area SMART Goals
- Develop Essential Standards
- Develop/Review/Revise Pacing Guides
- Develop/Review/Revise Common Assessments
- Develop/Review/Revise Formative and Summative Assessments
- Develop/Review/Revise Agreed Upon Criteria for judging the quality of student work related to the essential standards of the course
- Analyze Student Data to improve instruction
- Develop intervention plans for students at risk of not learning a subject

To be clear, we also agree that the collaboration time has the following constraints as well:

- It is not WASC meetings or WASC document work time, site meetings, in service meetings, or professional development.
- This time is not class preparation time, or department meeting time, but time for working with colleagues.
- Administration may ask for work products.

One Wednesday a month will be used for faculty meetings.

It is understood that this agreement is only for the 2016-2017 school year and will expire on June 9, 2017. This agreement may be modified or extended by mutual agreement of the parties.

OUHSD



Dr. Corey Willenberg, Superintendent



Scott Damon, Board President

OSTA



Teisha Hase, OSTA President



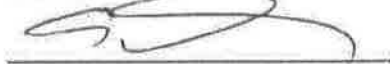
Scott Martin, Head Negotiator

Oroville Secondary Teachers Association
Oroville Union High School District
SIDE LETTER
SIDE LETTER OF AGREEMENT

The subject of this grievance is use of the Consultation Period at the two comprehensive high schools on the first through third days of instruction. The Oroville Union High School District and the Oroville Secondary Teachers Association agree to resolve Grievance No. 1-12/13 (Consultation) as follows:

1. **Facts:** At Las Plumas High School, the principal discussed in the staff meeting at the beginning of the school year, the distribution of planners on the first day of instruction. The consensus of the staff at that meeting was to hand out planners and discuss the importance of using them, as well as the value of attending Consultation Periods. At Oroville High School, the principal and leadership team developed a plan to use the consultation period on the first three days of instruction to show a video about student success, conduct a student survey regarding obstacles to student success, and discuss the results of the survey.
2. The parties agree that the past practice for the normal use of the Consultation time is for teachers to be present to assist students on an as-needed basis and/or attend 504, IEP and Student Study Team meetings. The parties further agree that in order for a school site to decide to use up to six (6) Consultation days in the 2016-2017 school year in a manner that requires all students to attend and teachers to present student-success related topics to the student body as a whole, the following procedures will be adhered to:
 - a. The principal and school leadership team will develop the plan in collaboration.
 - b. The plan will be put to a vote of the teachers at that school site.
 - c. The plan will be implemented if 90% of the teachers at the site affected vote in favor of the plan.
3. The parties may mutually agree to extend this Side Agreement for the 2017-2018 school year.

OUHSD



Dr. Corey Willenberg, Superintendent

OSTA



Terisha Hase, OSTA President

Scott Martin, Head Negotiator

SIDE LETTER

Oroville Union High School District

And

Oroville Secondary Teachers Association

May 17, 2016

Evaluation Pilot Program for 2016/17 School Year

The Oroville Union High School District (OUHSD) and the Oroville Secondary Teachers Association (OSTA) agree to pilot a trial evaluation procedure as recommended by the OUHSD Evaluation Committee. The pilot program will meet the timelines as provided in the letter teachers sign to indicate their participation (see attached). This Side Letter expires on June 9, 2017.

On behalf of OUHSD:



Corey Willenberg, Ed.D., Superintendent
OUHSD

On behalf of OSTA:



Scott Martin, Bargaining Chair
OSTA

Dear _____ [Teacher],

Thank you for choosing to participate in our rubric-based teacher evaluation process. As with our current version, evaluations and observations are based on the California Teaching Standards (please see attached standards).

The new pilot program will consist of the following procedures:

1. Prior to October 1st:
 - a. Please assess yourself and fill out the Pre-Observation Conference Form.
 - b. Choose two areas of emphasis so we may give you additional feedback and support to assist you in continued growth as a holistic teacher
2. By October 1st, if you are scheduled to be evaluated:
 - a. You will be notified of who will be evaluating you.
 - b. Probationary unit members will be provided with names of experienced individuals who may provide you with assistance (i.e., department chair, PAR Panel, assistant principal, consulting teachers, etc.).
 - c. You will meet with your evaluator to go over the Pre-Observation Conference Form and schedule your classroom observations at mutually agreed-upon times.
3. Observations:
 - a. Following the Pre-Observation Conference, your evaluator will observe your classroom at least two times for permanent unit members, and at least three times for probationary unit members.
 - b. Within five workdays following each observation, your evaluator will provide you with a copy of the rubric form with his/her comments. The rubric form may be either emailed to you or delivered in a face-to-face meeting, at your election. If emailed to you, you may also choose to meet with your evaluator in a face-to-face meeting. You should let your evaluator know your preference prior to the first observation.
4. Final Evaluation:
 - a. Following all the observations, the evaluator will prepare the Evaluation Form and attach all the observation rubric forms.
 - b. **Evaluations for probationary and temporary employees will be completed by no later than March 1st.**
 - c. **Evaluations for permanent employees will be completed by no later than May 1st.**
 - d. The Evaluation form will be discussed with you and you will be able to respond, and then will be asked to sign it.
5. Pilot Program Feedback: As this is a pilot program, we will welcome your feedback on this new process.

Thank you!
The OUHSD Evaluation Committee

Your signature indicates your willingness to participate in this rubric-based evaluation procedure for the 2016-17 school year: _____

OUHSD Standard 1: Engaging and Supporting All Students in Learning

Element	Emerging	Exploring	Applying	Integrating
1A Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.	Uses instructional strategies, resources, and technologies as provided by school and/or district.	Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.	Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.
Evidence:				
1B Promoting critical thinking through inquiry, problem solving, and reflection.	Asks questions that focus on factual knowledge and comprehension.	Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically.	Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.	Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.
Evidence:				
1C Monitoring student learning and adjusting instruction while teaching.	Implements lessons following curriculum guidelines.	Seeks to clarify instructions and learning activities to support student understanding.	Makes adjustments to instruction based on observation of student engagement and regular checks for understanding.	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.
Evidence:				

OUHSD Standard 2: Creating and Maintaining Effective Environments for Student Learning

Element	Emerging	Exploring	Applying	Integrating
2A Creating a rigorous learning environment with high expectations and appropriate support for all student	Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Is aware of the importance of maintaining high expectations for students.	Focuses on the development of a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.	Develops a rigorous learning environment that includes appropriate levels of challenge. Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing, and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.
Evidence:				
2B Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	Establishes procedures, routines or norms for single lessons to support student learning. Responds to disruptive behavior.	Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement. Seeks to promote positive behaviors and responds to disruptive behavior.	Maintains regular use of routines and procedures that are culturally responsive and engages students in the development and monitoring of norms. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.	Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.
Evidence:				

OUHSD Standard 3: Understanding and Organizing Subject Matter for Student Learning

Element	Emerging	Exploring	Applying	Integrating
<p>3A Organizing curriculum to facilitate student understanding of the subject matter</p>	<p>Follows organization of curriculum as provided by site and district to support student understanding of subject matter.</p>	<p>Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.</p>	<p>Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding. Facilitates student articulation about what they do and do not understand.</p>
<p>Evidence:</p> <p>3B Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p>	<p>Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</p>	<p>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</p>	<p>Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</p>	<p>Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</p>
<p>Evidence:</p>				

OUHSD Standard 4: Planning Instruction and Designing Learning Experiences for all Students

Element	Emerging	Exploring	Applying	Integrating
<p>4A Developing and sequencing long-term and short-term instructional plans to support student learning</p>	<p>Uses available curriculum guidelines for daily, short- and long-term plans.</p>	<p>Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.</p>	<p>Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.</p>	<p>Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.</p>
<p>Evidence:</p>				
<p>4B Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</p>	<p>Implements lessons and uses materials from curriculum provided.</p>	<p>Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.</p>	<p>Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.</p>	<p>Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.</p>
<p>Evidence:</p>				

OUHSD Standard 5: Assessing Students for Learning

Element	Emerging	Exploring	Applying	Integrating
<p>5A Collecting and analyzing assessment data from a variety of sources to inform instruction</p>	<p>Uses data from required assessments to assess student learning. Follows required processes for data analysis and draws conclusions about student learning.</p>	<p>Explores collecting additional data using supplemental assessments. Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.</p>	<p>Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction.</p>	<p>Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.</p>
<p>Evidence:</p>				
<p>5B Reviewing data, both individually and with colleagues, to monitor student learning</p>	<p>Reviews and monitors available assessment data as required by site and district processes.</p>	<p>Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.</p>	<p>Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.</p>	<p>Reviews and monitors a broad range of data individually and with colleagues to address underlying causes for achievement patterns and trends.</p>
<p>Evidence:</p>				
<p>5C Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p>	<p>Uses data from assessments provided by site and district to set learning goals for the class. Plans instruction using available curriculum guidelines.</p>	<p>Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons. Plans adjustments in instruction to address learning needs of individual students.</p>	<p>Uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.</p>	<p>Reflects on data continuously to make ongoing refinements to learning goals for content and academic language across content standards. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.</p>
<p>Evidence:</p>				
<p>5D Involving all students in self-assessment, goal setting, and monitoring progress</p>	<p>Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals.</p>	<p>Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.</p>	<p>Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis.</p>	<p>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.</p>
<p>Evidence:</p>				

OUHSD Standard 6: Developing as a Professional Educator

	Emerging	Exploring	Applying	Integrating
6A Collaborating with colleagues and the broader professional community to support teacher and student learning	Attends staff, grade level, department, and other required meetings and collaborations. Identifies student and teacher resources at the school and district level.	Consults with colleagues to consider how best to support teacher and student learning. Begins to identify how to access student and teacher resources in the broader professional community.	Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.	Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels. Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.
Evidence:				
6B Managing professional responsibilities to maintain motivation and commitment to all students	Develops an understanding of professional responsibilities. Seeks to meet required commitments to students.	Maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by exploring ways to address individual student needs.	Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.	Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.
Evidence:				

**Adapted from the California Standards for the Teaching Profession*

Oroville Union High School District

PRE-OBSERVATION CONFERENCE FORM

Teacher:

Evaluator:

School:

Date:

Please complete the following and bring the completed form to your pre-observation conference.

1. Assess yourself in each of the elements listed on the OUHSD Teacher Evaluation rubrics (attached) to choose two elements from different standards that you want to focus on this year.

2. Create a goal for each element you have chosen.

a) Goal 1:

b) Element Addressed by goal:

c) What are the expected student learning outcomes (SLO) for this goals if attained?

d) What data will you use to measure your progress? Check all that apply.

Formative Assessments

Attendance

MAP Scores

Summative Assessments

MAP Scores

Other: _____

a) Goal 2:

b) Element Addressed by goal:

c) What are the expected student learning outcomes (SLO) for this goals if attained?

e) What data will you use to measure your progress? Check all that apply.

Formative Assessments

Attendance

MAP Scores

Summative Assessments

MAP Scores

Other: _____

3. How would you like to receive your feedback from your three observations? Check one.

E-mail

In Person

Both

Oroville Union High School District

POST-OBSERVATION CONFERENCE FORM

Teacher:

Evaluator:

School:

Date:

Supervisors Comments and Recommendations:

Teacher Response:

1. Please provide a brief comment about the process of this evaluation.

2. What additional resources would help you to continue your growth as an educator?

-OVERALL EVALUATION-

Satisfactory

Unsatisfactory (*PAR Referral for Permanent Teacher*)

AN OVERALL RATING OF UNSATISFACTORY REQUIRES THAT A WRITTEN IMPROVEMENT PLAN BE MUTUALLY DEVELOPED.

Signature of Supervisor

**Signature of Teacher*

Date

Date

***Your signature does not necessarily denote agreement with the contents, only that it has been reviewed with you. You may have attached additional written comments prior to this evaluation being placed in your personnel file. You have ten (10) days from the date of receipt of this evaluation to submit a response.**