

**Humanities and Arts (HArts) Academy of Los Angeles**  
**Election to Work Agreement for the 2018-2019 School Year**

**1) Introduction**

I, \_\_\_\_\_ am voluntarily electing to work at the Humanities and Arts (HArts) Academy of Los Angeles. This agreement is by and between \_\_\_\_\_ and the Humanities and Arts (HArts) Academy of Los Angeles. I am signing this Elect to Work Agreement to indicate that I understand and agree to the following terms and conditions of my employment.

As a HArts Academy teacher I agree to follow and abide by the following Mission and Vision:

**A. Mission**

HArts Academy is a personalized high school that emphasizes the arts and humanities preparing students for college by providing a stimulating, rigorous, interdisciplinary curriculum supported by innovative teaching practices and modern technology.

**B. Vision**

- i. The students and staff of our school have a shared identity rooted in our interest in the arts and humanities with a dedicated staff creating a vibrant learning community that:
- ii. develops lifelong learners who are prepared for college and careers;
- iii. creates an academically rigorous, relevant, caring, and safe learning environment that is inclusive for all students;
- iv. embraces diversity and recognizes students' multiple intelligences and the necessity to teach multiple modalities;
- v. employs innovation, flexibility, and creativity in order to nurture 21st century skills;
- vi. creates a student-centered school in which all stakeholders, parents, teachers, and community members are responsible and accountable for our students' success;
- vii. presumes positive intent in our interactions; and
- viii. uses reflection and collaboration to inform our future instruction.

**2) Salary, benefits, seniority and membership in United Teachers Los Angeles (UTLA)**

The HArts Academy is under the Pilot Schools program described in the negotiated Agreement between the Los Angeles Unified School District and United Teachers Los Angeles (Memorandum of Understanding between LAUSD and UTLA dated December 2, 2009). You

shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the Agreement. However, you may receive a non-uniform salary pursuant to Government Code 3543.2(e).

I shall continue to be a member of the United Teachers of Los Angeles. If I am hired as a teacher, I will receive the salary and benefits established in the UTLA Contract, Article XIV.

I shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. I shall continue to accrue seniority as provided in the California Education Code.

I shall continue to attain and maintain “status and classification” as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).

### **3) UTLA Contract Sections Still in Force**

The following Articles of the Agreement shall continue to apply to me and shall be subject to the Grievance provisions of the UTLA Agreement:

- A. Leaves and Absences (Article XII)
- B. Granting of Probationary Contracts, Reduction in Force and Reassignment, and Resignation/Reinstatement (Article XIII)
- C. Educator Development, Support & Evaluation (Article X)
- D. Peer Evaluation (Article XXVII, Section 3.2(e))
- E. Discipline (Article X-A)
- F. Peer Assistance and Review (Article X - Sections 9.0 - 15.0)
- G. Dues Deduction (Article IV-A)
- H. Safety (Article XXVIII)
- I. Holidays and Vacation (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
- J. Article IV, UTLA Rights, Sections 1.0, 2.0 3.0, 7.0, 8.0(a), (b), (c) and (i). Article IV, 8.0 (l) shall be included and shall read as, “Have the right to propose agenda items for faculty meetings. The Chapter Chair shall also have the right to make appropriate brief announcements.” Section 6.0 shall apply with up to 10 days of release time; however, if a bargaining unit member assigned to a Pilot School is elected to a position of UTLA Director or UTLA NEA Vice President, the employee shall be entitled to the full amount of release time that is authorized under Article IV, 6.0.

All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process.

#### 4) Terms of Employment

- A. HArts Academy follows a traditional calendar. The Calendar in force shall be determined by the Instructional Leadership Team with confirmation by the staff and shall be incorporated into this agreement as Appendix C.
- C. The Teacher is expected to arrive thirty (30) minutes before the beginning of the school day and remain available thirty (30) minutes after the end of the school day, however, the Teacher shall arrive no later than 6 minutes before the beginning of the school day and shall remain available no less than 7 minutes after the end of the school day.
- D. The Student School Day shall last approximately six hours on Mondays and six hours and forty-five minutes on Tuesday, Wednesday, Thursday and Friday and shall constitute the minimum time students shall be required to be on campus. In order to meet the needs of a diverse population, the Instructional Leadership Team may adopt any number of student schedules wherein the Student School Day may start anywhere from 8:00 AM to 10:00 AM or have staggered schedules where various classes and groups of students may start at an earlier time and others later. For the purposes of this agreement, The Teacher workday shall begin according to a singular start time and their schedule shall be based upon the start time of their first class of the day unless that class is the Teacher's conference period. In this case the conference period shall be counted as his or her first period and that teacher is expected to be present 30 minutes prior to this period but shall arrive no later than 6 minutes before this period.
- E. Supplemental hours and tasks necessary to complete the mission of HArts Academy, other than those already noted above, shall arise from time to time. All teachers are expected to assist in the accomplishment of these tasks.

#### 5) Responsibilities of Classroom Teachers

- A. **Instruction:** Teachers are expected to:
  - i. be open-minded, flexible, creative, collaborative, and caring;
  - ii. to consistently demonstrate these qualities while interacting with students and fellow faculty members;
  - iii. to acknowledge and support the school's visual and performing arts vision in his or her curriculum and teaching methods, and assessment modalities;
  - iv. Design, integrate, and administer curriculum to support thematic interdisciplinary lessons and units;
  - v. Have students participate in at least one major project-based assignment per semester, requiring students to work cooperatively, incorporating the skills and knowledge gained from their various classes;

- vi. Teach the common core state standards and the life lessons behind them.
- B. Training and Professional Development:** Teachers shall attend professional development meetings during the school year. All teachers are expected to work collaboratively with peers, including developing lessons and units in departmental and grade-level teams. Professional development opportunities available outside those trainings given at HArts Academy will be presented during the year; teachers are encouraged to attend at least one per school year.
- C. Meetings:** All Teachers are expected to:
  - i. attend all faculty, grade level, department, operational, and committee meetings, After school meetings may last longer than an hour if needed. Teachers are expected to stay until the meeting is over. Advance notice must be given to the Principal if you are unable to attend any meeting that requires a sign in sheet;
  - ii. attend all SST and IEP meetings related to students in their classes;
  - iii. and participate in the WASC process during WASC evaluation years; and
  - iv. participate in the Pilot School Evaluation in the years where those occur.
- D. Student and Parent Contact and Communication:** Teachers are expected to:
  - i. keep in contact with parents concerning the progress of their children;
  - ii. make suggestions for those students who are not meeting standards and express congratulations for those who are making improvement or doing well;
  - iii. keep records of meetings and calls to parents, and make these records available to administration when requested;
  - iv. use the common online gradebook adopted by the school;
  - v. When communicating electronically, you shall only use your LAUSD assigned email account or the HArts chosen online grading system (No private email accounts of any kind shall be used when communicating with parents, family members or students);
  - vi. attend Back to School Night, Open House, and Parent conferences. If you can not attend these events, you must inform the principal prior to the scheduled event, and will be required to make up the absence with 2 office hours after school; and
  - vii. volunteer as needed to attend additional parent events.
- E. Participation on Committees:** The Governing School Council and/or Instructional Leadership Team shall establish such committees that are necessary to the operation of HArts Academy. Membership on all committees shall be determined by the staff in an equitable manner. Equity shall be determined by considering variables such as how often a particular committee must meet, if a committee has a regulatory purpose, and/or to what extent each individual already serves on another committee or committees. All teachers shall serve on at least one committee with the exception of those teachers elected to the Governing School Council, the EL, Testing and Title I

Coordinators due to the fact that the coordinators and ILT members are also the heads of their committees.

- F. **Extracurricular Activities:** Pilot Schools are collaboratively managed and run by the teaching staff; duties normally performed by the administration and its staff at larger schools shall be performed by teachers. Teachers shall participate in at least TWO (2) extracurricular areas as follows:
- i. **Governing School Council Membership:** Serving as an elected member of the Governing School Council will fulfill the extra-curricular participation requirement.
  - ii. **Visual and Performing Arts:** Hosting or producing a major theatrical production, recital, or art exhibit will fulfill the extra-curricular requirement if the staff, by consensus, agrees that participation in such would exempt these teachers from committee membership.
  - iii. **Special Events:** Hosting or producing a singular school promotional event, hosting or producing a tutoring or intervention session, or sponsoring a club will only fulfill a teacher's extracurricular obligations if it is determined by a consensus of the staff that the nature and volume of a teacher's participation in this category shall indeed suffice.
  - iv. **Club Sponsorship:** Sponsoring a club that holds regular meetings, raises funds and has a steady membership.
  - v. **Tutoring:** Supervising regularly scheduled formal tutoring sessions before or after school.
  - vi. **Event Supervision:** Teachers who make themselves available to supervise school events on a regular basis, may fulfill a single extracurricular requirement.
  - vii. **Exceptions:** It is understandable that, at various times, teachers may, for personal reasons, temporarily not be able to fulfill their extra-curricular obligations. Any teacher who finds that their personal life precludes fulfilling their duties under this section shall notify the Instructional Leadership Team and state, via a writing, that they will be unable to fulfill this requirement for the remainder of the school year with the understanding that this exception cannot last indefinitely. Should the Instructional Leadership Team, by consensus, decide that a teacher may be permanently exempt from any extracurricular activities, it may do so on a case by case basis.

## 6) Responsibilities of Out-of-Classroom Teachers

Out-of-the-classroom positions are created to fulfill a specific need or needs for the school, and the responsibilities of those teachers will be more varied and cover a wider range of duties than out-of-classroom positions referenced in The Agreement. The responsibilities of each out-of-the-classroom position created will be determined at the time that position is created. There are no

restrictions on duties assigned to a new position other than those limitations, if any, determined by California Education Code.

### **7) Performance Evaluation - Out-of-Classroom Teachers**

Upon the creation and funding of a new out-of-the-classroom position, the Instructional Leadership Team shall determine the scope and nature of the duties of the new position and develop evaluation guidelines for the new position. The evaluation process shall mirror that of the HArts Teacher Review process in spirit and philosophy.

### **8) Performance Evaluation - Classroom Teachers**

I shall continue to be subject to the following provisions of the UTLA Agreement: Educator Development, Support & Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X-A), and Peer Assistance and Review (Article X, Sections 9.0 - 15.0)

In order to support the school wide goal of continuous growth (Kaizen or Continuous and Never-Ending Improvement - CANI) You shall participate, both as a subject of review and as part of a review team, in the Formal Evaluation process - established and adopted by the Instructional Leadership Team and attached as Appendix A - and any informal processes throughout the school year.

You shall also participate in the Teacher Review Program, consultation sessions with other teachers within their respective grade levels and departments, and be subject to review yearly by other teachers, administrators and students. These reviews are for the purpose of improving quality.

On a rotational basis, all teachers are required to participate in an evaluation process. Based on an agreed upon matrix, teachers will be subject to either a Teacher Review Program (TRP) attached as Appendix A. or a less formal evaluation including but not limited to classroom observations, student exit questionnaires, and conferences with an administrator and other colleagues.

All Teachers, regardless to which kind of evaluation he or she is subjected under this agreement, will participate in the Indication of Interest (IOI) process. At the beginning of the school year all staff will receive a HArts Staff Indication of Interest form (see Appendix B). In addition to name, employee number and credential(s) held, the Teacher will indicate on this form if he or she wishes to transfer or remain at HArts Academy. The Teacher will also reflect and discuss the classroom, outside classroom contributions, collaboration, self-improvement goals and a job

interview section where the Teacher writes a short statement as if they were a candidate for the job they hold. This form shall be submitted to the Instructional Leadership Team on or before the last instructional day of the Fall Semester. Before February 1st of the Spring Semester the Teacher will meet with the Instructional Leadership Team to discuss their experiences at HArts Academy, the contents of their IOI form and their overall experience at the school, among other things. While the primary focus of the IOI meeting is one of open communication and understanding between the Teacher and the Instructional Leadership Team, the Instructional Leadership Team may, at this time, voice any concerns regarding the Teacher's adherence to the terms of the EWA.

### **9) Issuance or Non-Issuance of An EWA**

You will be issued an EWA no later than April 15th for the following school year unless there are concerns about your adherence to: HArts Academy's Vision and Mission, your performance with regards to your Job Description, performance of extra responsibilities, any stipulation or section of the EWA currently in effect, or any duties and/or responsibilities added during the school year by the Governing School Council or Instructional Leadership Team. Anytime the Instructional Leadership Team has concerns about your fulfillment of EWA requirements, or any of the duties or responsibilities mentioned in this section, the Principal will make a good faith effort to notify and advise you well before EWAs are generally issued. If, despite this notice or any early interventions, there is continued doubt as to whether or not an EWA will be issued to you, the following procedures will be followed:

- A. By February 15th, you shall receive written notification from the Principal stating that receipt of an EWA for the next school year is under review. Upon written notification, the issuance of the EWA will be contingent upon the Teacher making significant measurable progress towards satisfactorily fulfilling the terms and conditions of the current EWA
- B. You and the Principal shall conduct a Goals Development meeting during which any and all mutually agreed upon goals for improving Teacher performance shall be documented. At this meeting:
- C. A schedule will be established to determine by what times and dates you are expected to reach the performance goals developed in the Goal Development meeting. This schedule will be put into a writing signed by both you and the Principal.
- D. Depending on the nature of the EWA issue, you may be assigned a Mentor to assist you. Should you be assigned a mentor, all communications between you and your mentor shall remain confidential.
- E. You may have a UTLA representative or other supportive individual not currently on the Instructional Leadership Team present if you desire.
- F. During the month of February, the Principal will conduct at least ONE (1) FORMAL evaluation best suited to review specific evidence of measurable progress toward the

goals outlined in the Goal Development meeting and on HARTS ACADEMY evaluation rubrics.

- G. If you have demonstrated significant measurable improvement as determined by the Principal and the Instructional Leadership Team in the areas of concern that were recorded at the Goal Development meeting, you will receive an EWA no later than April 15th, or whenever EWAs are distributed to all Teachers. However, if there has not been satisfactory improvement as determined by the Principal and the Instructional Leadership Team, you will not receive an EWA at the same time as other teachers and may not receive one at all. The Principal and the Instructional Leadership Team will determine if it is still possible for you to receive an EWA and, if so, what additional performance measures must be met for you to receive one.
- H. If you have compelling reasons for departing from standard HArts Academy practices encapsulated in the EWA, you should discuss these reasons with the Principal and the Instructional Leadership Team. Every effort will be made to accommodate Teacher needs with the expectations outlined in the EWA.
- I. If at any time in this process there is a dispute that requires mediation, refer to the Internal Appeals Process Section 11.
- J. The above procedure is designed to offer Teachers time and support to improve their performance with the ultimate goal of having them receive an EWA. The Principal and Instructional Leadership Team members are bound to maintain Teacher confidentiality.

## **10) HArts Internal Appeals Process**

Disputes between the teacher and the school shall be resolved by a hearing process involving the Instructional Leadership Team and the Principal on behalf of the school, and the teacher and his or her representative(s), witness(es) and/or advocate(s). The goal of the dispute resolution process centers around the greatest benefit to the mission, vision, students and staff. Once the dispute resolution process has uncovered the issues, the parties shall identify how those issues affect the mission and vision of the school, and develop an action plan designed to remedy the situation in order to resolve the conflict. Should the school be found to have drifted away from its avowed mission and vision, the Governing School Council Chairperson will form an ad hoc committee will be formed to create a process to guide the school back to its core values. Should the teacher be found to be out of sync with the mission and vision of the school, under the Governing School Council's direction, the school shall work with the teacher's peer review group and the teacher to identify areas of practice not in line with the mission or vision of the school and develop a plan to help guide the teacher.

## **11) Transfers (voluntary and involuntary)**

**The Teacher** may voluntarily transfer from The HArts Academy at the end of each school year. Similarly, The HArts Academy may unilaterally transfer **The Teacher** at the end of each school year. **The Teacher** will be transferred to a vacancy for which **The Teacher** is qualified at a school within the geographic area in which The HArts Academy is located, or if no such vacancy exists, transferred to another geographic area.

## **12) Dismissal**

I will be subject to dismissal from the Los Angeles Unified School District in the same manner as other UTLA-member employees of my status who are not working at a Pilot School.

## **13) Counterpart Execution**

For the convenience of the parties, this Agreement may be executed in counterparts, each of which shall be deemed an original but all of which shall constitute one and the same Agreement.

## **14) Severability**

Should any paragraph, clause or provision of this Agreement be found invalid or unenforceable, such decision shall affect only the paragraph, clause or provision so construed or interpreted, and all remaining paragraphs, clauses and provisions shall remain valid and enforceable.

## **15) Waiver**

No waiver or modification of any of the terms hereof shall be valid unless made via a writing and signed by both parties. No waiver of any breach shall be deemed a waiver of any subsequent breach.

## 16) Signatures

By signing this document, I acknowledge that I have read all the provisions of this Elect-to-Work Agreement and that I agree to all its terms.

_____ Employee Signature	_____ Date
_____ Employee Name	_____ Employee Number
_____ Principal Signature	_____ Date
_____ Gregory Fisher Principal Name	_____ 286013 Principal Employee Number

## HArts Teacher Review Program

### The Big Four

1. Pedagogy      2. Content      3. School Contributions      4. Professional Development

### Benefits:

1. A *professional development tool*
2. *Dialogues* centering on pedagogy, content, school contributions, plans for professional development
3. Greater *transparency*
4. More *meaningful feedback* when compared to perfunctory and empty Stull evaluation checklists from administrators.
  - a. Stull's are inadequate measurement of teacher performance
5. A mechanism to hold teachers *accountable* to one another and a process to help determine if teachers are a fit for the school
  - a. teachers often have higher standards than administrators
6. An institutionalized cornerstone of teacher relations that *empowers teachers* and helps solidify their position and stay at HArts
  - a. protection against administrators who may want to exit a teacher
  - b. provides valuable input to an administrator who may not be fully aware of the contributions made by a teacher
7. *Provide assistance* to new and veteran teachers so as to better serve students
8. Requires *teachers to self-reflect* on their craft (pedagogy, content, school contributions, professional development)
9. Transforms *teachers and administrators* from adversaries to allies in improving teaching standards and combats the climate of isolation that exists in many schools.
10. Teachers can discuss and *develop skills building strategy and planning* within and across disciplines and grade levels to improve student performance.
11. Provides *teacher support* through observations, sharing ideas and skills, recommending useful materials for study, consulting teachers to improve teacher quality.
12. Enhances *collegiality and professionalism*
13. The program complements HArts, an egalitarian, vision, and consensus driven school (not a top-down model like so many other schools).
14. The program is based on the premise that teachers are as effective, if not more, than administrators, to consult and evaluate fellow teachers.

**Misconception:** To characterize the HArts Teacher Review Program as getting rid of bad teachers is a gross misrepresentation of what it is all about. In fact, the process is designed to have the teacher under review guide the conversations and direct the focus of his/her team and department dialogues. The emphasis is on providing support to teachers, not to weed them out of the school.

**Rationale:** Teachers say they want more control in decisions regarding programs, curriculum, methods, and books. Then why is a review of professional practices someone else's job?

**Criteria for Success:**

1. Trust
2. Honesty
3. Team player
4. Confidence
5. Interpersonal skills

**Time Factor:** The average number of meetings within teams and departments devoted to talks on peer collaboration is around two or three per year. Since teams meet once a week, the time given is manageable. Time could even be allocated using minimum days instead if the teaching staff wanted it. Each individual teacher may take more or less time, depending on their specific needs and the breadth and depth of discourse.

**WASC and the Teacher Review Program:** This evaluation system will become a major part of what makes us unique and sets us apart from most other schools. The for purposes of the WASC accreditation process, this program will become central in terms of driving our teaching staff to become excellent in their craft and provide meaningful accountability which is sorely missing in most schools.

**3 Options:**

- LAUSD's TGDC
- HArts Teacher Review Program
- A brand new teacher evaluation system comparable to LAUSD's new system

## HArts Teacher Review Program Overview

**I. Mission Statement:** *To establish a professional Peer Collaboration policy and Teacher Evaluation process that effectively promotes and maintains a dynamic and highly qualified teaching staff who actively support the mission of the school.*

### **II. Goals:**

1. All teachers will:
  - participate in the review of fellow colleagues using the essential areas of pedagogy, content, school contributions, and professional development.
  - develop rich and productive discussions with each other that will result in sharing and consultation of their craft.
2. The HArts Teacher Review Program will:
  - be responsible for identifying strengths and weaknesses of individual teachers and hold them accountable to agreed upon areas of expectations and standards.
  - foster a professional learning community by affording teachers opportunities to grow and evolve as high performing, effective educators.

### **III. Roles:**

1. Teacher under review is responsible for:
  - discussing with his/her respective Team and Department those items he/she feels best represent and reflect contributions made in the areas of pedagogy, content, school quality, and professional development.
  - completing end-of-the-year-reviews through a student survey or questionnaire.
  - meeting with Teacher Review Committee at pre-selected dates for purposes of assisting with development of final recommendation.
  - Identifying at least 5 of the 15 Focus Elements from the LAUSD TGDC that will be used for classroom observations made by a team of certificated faculty members.
2. Co-Chairs are responsible for:
  - organizing and facilitating Teacher Review Committee meetings.
  - selection of teacher under review they will oversee; by splitting the list of teachers under review into equal halves.
  - gathering all relevant data and information required in the making of the final recommendation.
  - preparing final recommendation from committee to the principal and personnel committee.

- contacting teachers under review at the end of the 2<sup>nd</sup> semester to remind them of what they are to work on prior to the arrival of the next academic year.
  - send out a reminder to teachers under review that they will be meeting with a member of the Personnel Committee on the first day of school. This reminder will be sent out about two weeks prior to the start of the school year.
3. Committee members are responsible for:
- gathering information that will be used for making final recommendation to the principal and the Personnel Committee.
  - identifying the strengths and weaknesses of the teacher under review. Areas of evidence to explore are Team and Department feedback, student surveys, classroom visitations, professional portfolios or interviews, and administrative contributions are all acceptable forms of input.
  - communicating to the teacher under review the final decision made by the committee before it is sent to the principal
4. Administrators are responsible for:
- participating on the teacher review committee.
  - assisting in the formulation of the final recommendation and have equal status on the committee as team and department representatives.
  - providing relevant information to the committee on the teacher under review while respecting privacy and due process guidelines and legal requirements.
5. Teams and Departments are responsible for:
- engaging in discussions with the teacher under review in the areas of expectations and standards for teacher excellence.
  - selecting representatives (one per team and department) to participate on the teacher review committee for any member of their group who is under review.
  - providing information and an overall impression to the teacher review committee of the teacher under review.
  - filling out a HArts Teacher Review Team/Department Worksheet and passing it on to the teacher review committee
6. Principal is responsible for:
- participating on the teacher review committee.
  - receiving the final recommendation from the teacher review committee.
  - making a decision on the status of all teachers under review after the final recommendation is made by the teacher review committee and communicating that to the teacher under review and each Teacher Review Committee.

**IV. Procedure taken by teacher under review:**

1. The teacher under review will be selected in May for next academic year. Student surveys will be completed by end of the 2<sup>nd</sup> semester so that survey data can be used in Team, Department, and retention committee meetings the following year.
2. The HArts Teacher Review Worksheet (Handout) will be given to teachers to help them organize their thoughts in preparation for their teacher retention meetings during the academic year.
3. Teacher under review will engage in discussions with his/her Teams and Departments. The discussions between the teacher and his/her respective Teams & Departments may last from September to November. There is a 3-step minimum discussion requirement:
  - a. Step 1 - Teacher and Team/Department discuss areas of expectations and standards for teacher excellence (The Classroom, The HArts Community, and Visions and Goals)
  - b. Step 2 - Team and Department discuss strengths/weaknesses and overall impression considered *without* teacher under review present.
  - c. Step 3 - Teacher under review meets with respective Team and Department to discuss what will be passed on to the teacher review committee. The teacher under review will have an opportunity to comment and provide input before finalizing document goes to the committee. The teacher under review will also be able to provide a written response to the overall impression made by the Team and Department which will be going to the Teacher Review Committee.
4. The teacher under review will be able to meet with the Teacher Review Committee on the first day of school to plan and organize his/her review process. A meeting will also take place between January and February to help finalize the recommendation that will be made to the principal.
5. Teacher under review will be provided the Teacher Review Committee's recommendation by the end of February.

\*\*\*\*\*

\*\*

**Teacher Peer Collaboration Timeframe**

May	December 15th
1. Teachers Select 2 Co-Chairs 2. Student Surveys completed 3. Teachers to be reviewed for next year chosen 4. Co-Chairs determine allocation of teacher to be reviewed	1. Deadline for Team/Department Review Data finalized and overall impression submitted to committee

**August (1<sup>st</sup> Day of new semester)**

1. Teacher meets with his/her Team & Department and committee to select committee members and to plan meeting target dates and selects option for review
2. Responses of criteria for areas of expectation and standards introduced to committees
3. Student Surveys given to Co-Chairs by teachers

**January-February**

1. Committee meetings to develop final recommendation

**September-November**

1. Teams & Departments gather data & information to be used for making reports (STAR testing, academic review, grades, student surveys, etc.)
2. Teacher discusses with Team & Department areas of expectations and standards (3 X's minimum)

**February (end of month)**

1. deadline for committees to make final recommendation to principal
2. Teacher under review given final status of recommendation.

**March**

1. Debriefing and reflection/evaluation of entire Teacher Review Program

## Descriptive Outline of Expectations and Standards

### 1. Pedagogy - (Teams)

#### a. Knowledge of Effective Practices

- i. reflects appropriate teaching techniques and strategies in lesson plans
- ii. establishes a process for explicit teaching of skills and concepts
- iii. designs learning experiences that stimulate inquiry, creativity and discovery

#### b. Application of Effective Practice

- i. engages students in active learning
- ii. carries out content of written lesson plans in an effective manner
- iii. incorporates authentic assessment
- iv. models and facilitates higher-level thinking, problem-solving, creativity and flexibility

#### c. Student-Centered Instruction

- i. adjusts practice based on observation and knowledge of student needs
- ii. understands and plans instruction to address specific learning styles
- iii. provides a variety of opportunities for students to practice what they have learned
- iv. provides effective feedback to students with strategies for improvement and/or continued progress
- v. assesses student work with performance-based, content-appropriate, authentic measures
- vi. evaluates students progress in relation to district standards

#### d. Classroom Management Techniques

- i. manages materials and classroom space effectively
- ii. uses instructional time efficiently and effectively
- iii. offers opportunities for students to learn as individuals and in flexible groupings
- iv. supports students' academic, social, physical, cultural and emotional growth
- v. Creates an inviting atmosphere which promotes student readiness and enthusiasm for learning
- vi. Initiates opportunities for students to develop qualities of leadership and self-direction
- vii. Maintains required records and documentation on individual students
- viii. Develops appropriate rules and procedures that foster order and independence

#### e. Interdisciplinary Methods

- i. Seeks ways to integrate various subject areas
- ii. Connects student learning to other disciplines
- iii. Demonstrates sensitivity to various world cultures, customs and traditions
- iv. Provides opportunities for research using multiple sources

- v. Plans lessons with activities that call upon or reinforce skills from other subject areas

**2. Content - (Departments):**

**a. Knowledge of Subject Matter**

- i. Demonstrates an accurate, up-to-date and extensive knowledge of the subject(s)
- ii. Keeps abreast of professional articles & research related to subjects taught
- iii. Understands key concepts of the subject area(s) and effectively communicates this understanding to students

**b. Application & Linking of Subject Matter / State Standards**

- i. Understands linkages to other subject areas
- ii. Uses connections with other disciplines in lesson planning and delivery
- iii. Collaborates with other colleagues to assist with linkages of other subjects
- iv. Provides opportunities to apply subject matter information to the student's world
- v. Gives opportunities for community service that links subject matter to the real world

**c. Interactive Organization/Presentation of Content**

- i. Organizes content and presents it in ways that encourages student interaction
- ii. Facilitates substantive conversation among students related to subject matter being taught
- iii. Uses performance tasks and projects that allow students to demonstrate what they know in various ways
- iv. Enlists community agencies, guest speakers and subject area experts to provide interaction with others outside the classroom

**d. Responsiveness to Student Needs**

- i. Ensures that student access to content area information is appropriate to their needs
- ii. Reflects knowledge of how students learn skills and concepts related to the subject(s)
- iii. Provides information that helps students meet content standards and expectations
- iv. Applies strategies that reflect cultural diversity

**e. Student Outcomes & Understanding of Content**

- i. Regularly measures student understanding and reteaches as appropriate
- ii. Evaluates in a fair, comprehensive manner
- iii. Provides regular feedback to students on progress
- iv. Enables success in student achievement as evidenced in classroom, district and state tests

## HArts Teacher Review Team/Department Worksheet

### Classroom (Pedagogy & Content)

Areas of Strength:	
Areas of Improvement:	

### HArts Community (School Quality)

Areas of Strength:	
Areas of Improvement:	

### Vision & Goals (Professional Growth & Development)

Areas of Strength:	
Areas of Improvement:	

**Overall Impression:**

**HArts Teacher Review Program Committee Data Sheet:**

<b>Teacher Name:</b>	
<b>Academic Year:</b>	
<b>Grade Level:</b>	
<b>Subject(s) Taught:</b>	
<b>Team Member Representative:</b>	
<b>Department Member Representative:</b>	
<b>Administrator</b>	
<b>Co-Chair</b>	
<b>Committee Meeting Dates</b>	

<b>Notes</b>	
--------------	--

## Teacher Development Focus Area Worksheet

Teacher Name:	
Credential(s):	
Courses Taught 1:	
Courses Taught 2:	
Courses Taught 3:	
LAUSD Focus Element 1:	
LAUSD Focus Element 2:	
LAUSD Focus Element 3:	
LAUSD Focus Element 4:	
LAUSD Focus Element 5:	
Conference Period:	
Grade Level:	
Department:	
Teacher Team:	
Teacher Representative:	
Notes:	

Fill out the information above and turn this form in to the Teacher Development Committee. Choose 5 areas of focus from the LAUSD 2013-14 Teaching and Learning Framework Focus Elements page. Choose areas that will most benefit your own professional practice. If you have any questions, please feel free to talk to Mr. Fisher, Mr. Bunnell or Mr. Kelesides regarding this process.

**HArts Teacher Review Program Committee Data Sheet:**

<b>Teacher Name:</b>	
<b>Academic Year:</b>	
<b>Grade Level:</b>	
<b>Subject(s) Taught:</b>	
<b>Team Member Representative:</b>	
<b>Department Member Representative:</b>	
<b>Administrator</b>	
<b>Co-Chair</b>	
<b>Committee Meeting Dates</b>	
<b>Notes</b>	

Released 5/2013



Talent Management Division  
 333 South Beaudry Avenue, 14<sup>th</sup> Floor  
 Los Angeles, CA 90017  
 Telephone: (213) 241-3444 Fax: (213) 241-8920

## LAUSD TEACHING AND LEARNING FRAMEWORK

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<p><b>a. Demonstrating Knowledge of Content and Pedagogy</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of Content and the Structure of the Discipline</li> <li>2. <i>Knowledge of Content-Related Pedagogy</i></li> </ol> <p><b>b. Demonstrating Knowledge of Students</b></p> <ol style="list-style-type: none"> <li>1. <i>Awareness of Students' Skills, Knowledge, and Language Proficiency</i></li> <li>2. Knowledge of How Children, Adolescents, and Adults Learn</li> <li>3. Knowledge of Students' Special Needs</li> <li>4. Knowledge of Students' Interests and Cultural Heritage</li> </ol> <p><b>c. Establishing Instructional Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Value, Sequence, Alignment, and Clarity</li> <li>2. Suitability for Diverse Learners</li> </ol> <p><b>d. Designing Coherent Instruction</b></p> <ol style="list-style-type: none"> <li>1. <i>Standards-Based Learning Activities</i></li> <li>2. Instructional Materials, Technology, and Resources</li> <li>3. Purposeful Instructional Groups</li> <li>4. Lesson and Unit Structure</li> </ol> <p><b>e. Designing Student Assessment</b></p> <ol style="list-style-type: none"> <li>1. Aligns with Instructional Outcomes</li> <li>2. <i>Planning Assessment Criteria</i></li> <li>3. Design of Formative Assessments</li> <li>4. Analysis and Use of Assessment Data for Planning</li> </ol>	<p><b>a. Creating an Environment of Respect and Rapport</b></p> <ol style="list-style-type: none"> <li>1. Teacher Interaction with Students</li> <li>2. Student Interactions with One Another</li> <li>3. <i>Classroom Climate</i></li> </ol> <p><b>b. Establishing a Culture for Learning</b></p> <ol style="list-style-type: none"> <li>1. Importance of the Content</li> <li>2. Expectations for Learning and Achievement</li> <li>3. Student Ownership of their Work</li> <li>4. Physical Environment</li> </ol> <p><b>c. Managing Classroom Procedures</b></p> <ol style="list-style-type: none"> <li>1. <i>Management of Routines, Procedures, and Transitions</i></li> <li>2. Management of Materials and Supplies</li> <li>3. Performance of Non-Instructional Duties</li> <li>4. Management of Parent Leaders, other Volunteers and Paraprofessionals</li> </ol> <p><b>d. Managing Student Behavior</b></p> <ol style="list-style-type: none"> <li>1. Expectations for Behavior</li> <li>2. <i>Monitoring and Responding to Student Behavior</i></li> </ol>
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<p><b>a. Reflecting on Practice</b></p> <ol style="list-style-type: none"> <li>1. Accurate Reflection</li> <li>2. <i>Use of Reflection to Inform Future Instruction</i></li> <li>3. Selection of Professional Development Based on Reflection and Data</li> <li>4. Implementation of New Learning from Professional Development</li> </ol> <p><b>b. Participating in a Professional Community</b></p> <ol style="list-style-type: none"> <li>1. Collaboration with Colleagues</li> <li>2. Promotes a Culture of Professional Inquiry and Collaboration</li> </ol>	<p><b>a. Communicating with Students</b></p> <ol style="list-style-type: none"> <li>1. <i>Communicating the Purpose of the Lesson</i></li> <li>2. Directions and Procedures</li> <li>3. Delivery of Content</li> <li>4. <i>Use of Academic Language</i></li> </ol> <p><b>b. Using Questioning and Discussion Techniques</b></p> <ol style="list-style-type: none"> <li>1. <i>Quality and Purpose of Questions</i></li> <li>2. <i>Discussion Techniques and Student Participation</i></li> </ol> <p><b>c. Structures to Engage Students in Learning</b></p> <ol style="list-style-type: none"> <li>1. <i>Standards-Based Projects, Activities, and Assignments</i></li> <li>2. <i>Purposeful and Productive Instructional Groups</i></li> <li>3. Use of Available Instructional Materials, Technology, and Resources</li> <li>4. Structure and Pacing</li> </ol> <p><b>d. Using Assessment in Instruction to Advance Student Learning</b></p> <ol style="list-style-type: none"> <li>1. Assessment Criteria</li> <li>2. Monitoring of Student Learning</li> <li>3. <i>Feedback to Students</i></li> <li>4. Student Self-Assessment and Monitoring of Progress</li> </ol> <p><b>e. Demonstrating Flexibility and Responsiveness</b></p> <ol style="list-style-type: none"> <li>1. Responds and Adjusts to Meet Student Needs</li> <li>2. Persistence</li> </ol>
STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES	
<p><b>a. Maintaining Accurate Records</b></p> <ol style="list-style-type: none"> <li>1. Tracks Progress Towards Identified Learning Outcomes</li> <li>2. Tracks Completion of Student Assignments in Support of Student Learning</li> <li>3. Manages Non-instructional Records</li> <li>4. Submits Records on Time</li> </ol> <p><b>b. Communicating with Families</b></p> <ol style="list-style-type: none"> <li>1. Information About the Instructional Program</li> <li>2. Information About Individual Students</li> <li>3. Engagement of Families in the Instructional Program</li> </ol> <p><b>c. Demonstrating Professionalism</b></p> <ol style="list-style-type: none"> <li>1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations</li> <li>2. Advocacy/Intervention for Students</li> <li>3. Decision-Making</li> </ol>	

 Highlighted elements are identified as the Focus Elements for the 2013–2014 School Year.



## HArts Teacher Review Self-Appraisal Worksheet

This worksheet is designed for you, a teacher under review for the upcoming academic year (It is not expected to be turned in). The purpose of this worksheet is to help you organize your thoughts in preparation for the meetings between you and your department and team. It is merely to be used as the basis for a discussion you will be having with your grade-level team and department members. The items that follow are to assist you in reflecting on the essential areas that will be used as guidelines by the Teacher Review Committee to help them make a determination with respect to your tenure at HArts. It is in the spirit of professional collegiality and with the intention of perfecting HArts as a learning community that we ask you to share with your colleagues your contributions to the HArts experience. Student surveys will be included in the overall evaluation.

### I. Areas of Expectations and Standards for Teacher

#### Excellence

The following criteria are to be used for both peer review and discussion purposes for teachers to share and collaborate on essential features that comprise the HArts teaching experience. The sources for criteria assessment will be realized through observations, conferences, student surveys, and/or anecdotal information. Both the teacher and the Teacher Review Committee will have input in determining the method and form of review.

#### 1. The Classroom

**Pedagogy** – Teachers are committed to their students and provide for effective, worthwhile, student-centered learning. Main components might include:

a) Knowledge of Effective Practices	
b) Application of Effective Practices	
c) Student-Centered Instruction	
d) Classroom Management Techniques	
e) Interdisciplinary Methods	

**Content** – Teachers know the subjects they teach and how to develop content-related skills, knowledge, understanding and attitudes in students. Main components include:

a) Knowledge of Subject Matter	
--------------------------------	--

b) Application of Subject Matter/State Standards	
c) Interactive Organization/Presentation of Content	
d) Responsiveness to Student Needs	
e) Student Outcomes & Understanding of Content	

## 2. The HArts Community

**School Quality** – Teachers have a professional, collegial responsibility to contribute to the improvement of school quality and to student learning. Main components might include:

a) Participation in group or school-wide activities.	
b) Participation in Student Interview & Recruiting Procedure	
c) Communication with Parents, Students, and Faculty Members	
d) Effective and Professional Relationships with Students and Faculty	
e) Supports and Integrates Character Education Concepts	

## 3. The Vision & Goals

**Professional Growth & Development** – Teachers think systematically about their practice and are members of learning communities. Main components might include:

a) Maintains Currency in Subject Matter and Profession	
b) Engages in Professional Development on Regular Basis	
c) Membership in Professional Organizations	
d) Willing To Expand Technology Usage	
e) Implementation of Professional Development Learning in the Classroom	

**II. Classroom Observations** – There are 15 Focus Elements contained within the LAUSD TGDC. You are to choose a minimum of 5 that you believe are areas that are in need of improvement or ones that you would like to work on perfecting. A team of the HArts certificated staff will participate in observing your classroom on at least two separate occasions. You may request that they return again in order to complete the observation. Once they are finished with the classroom observations, the team will meet and discuss with the teacher to provide recommendations (based on the ‘Instructional Rounds’ system) on the focus elements that the teacher selected. The LAUSD Focus Elements for 2013-14 appear below. Choose five and list them in the box at the bottom. All the LAUSD Focus Elements can be found at lausd.net.

<b>Standard 1: Planning and Preparation</b>	<b>Standard 2: Classroom Environment</b>
<p><b>a. Demonstrating Knowledge of Content and Pedagogy</b>  <i>2. Knowledge of Content-Related Pedagogy</i></p> <p><b>b. Demonstrating Knowledge of Students</b>  <i>1. Awareness of Students’ Skills, Knowledge, and Language Proficiency</i></p> <p><b>d. Designing Coherent Instruction</b>  <i>1. Standards-Based Learning Activities</i></p> <p><b>e. Designing Student Assessment</b>  <i>2. Planning Assessment Criteria</i></p>	<p><b>a. Creating an Environment of Respect and Rapport</b>  <i>3. Classroom Climate</i></p> <p><b>c. Managing Classroom Procedures</b>  <i>1. Management of Routines, Procedures, and Transitions</i></p> <p><b>d. Managing Student Behavior</b>  <i>2. Monitoring and Responding to Student Behavior</i></p>
<b>Standard 3: Delivery Of Instruction</b>	<b>Standard 5: Professional Growth</b>
<p><b>a. Communicating with Students</b>  <i>1. Communicating the Purpose of the Lesson</i>  <i>4. Use of Academic Language</i></p> <p><b>b. Using Questioning and Discussion Techniques</b>  <i>1. Quality and Purpose of Questions</i>  <i>2. Discussion Techniques and Student Participation</i></p> <p><b>c. Structures to Engage Students in Learning</b>  <i>1. Standards-Based Projects, Activities, and Assignments</i>  <i>2. Purposeful and Productive Instructional Groups</i></p> <p><b>d. Using Assessment in Instruction to Advance Student Learning</b>  <i>3. Feedback to Students</i></p>	<p><b>a. Reflecting on Practice</b>  <i>2. Use of Reflection to Inform Future Instruction</i></p>

**Focus Elements to be observed:**

1)	
2)	
3)	
4)	

5)	
----	--

**III. Student Surveys**

HArts Staff Indication of Interest 2018-19

Name: _____	Employee Number: _____
Current Position: _____	I wish to return: _____
Credential 1: _____	I wish to transfer: _____
Credential 2: _____	
Credential 3: _____	

In the section below please briefly reflect on your classes, your contributions to the school, collaboration and teamwork, and your plans for the upcoming school year. Please type your response in the boxes provided. The sections will expand to accommodate long answers.

**Classroom Reflection:**  
 Discuss effectiveness of instruction, student relationships, mission/vision aligned pedagogy including project based learning, IDPs, and Humanitas style, curriculum

**Outside the Classroom:**  
 Discuss contributions made to the school as detailed in EWA §4 Responsibilities – Extra Curricular Activities

**Staff Collaboration:**  
 Discuss relationships with all staff, how well you integrate with the HArts Team, what partnerships you have fostered, and how you could improve.

**Job Interview:**  
 Treat this section like a job interview. Tell the ILT why you think you should be invited back for the upcoming school year.

**Kaizen / CANI:**  
 In what way(s) and or area(s) can you improve for the upcoming year and what is your plan for doing so? In what ways can the school improve?

**AUGUST**

	1	3	3	4
7	8	9 Pupil Free Day	10 1 <sup>st</sup> Day of Semester	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**SEPTEMBER**

				1 Holiday Admission Day
4 Holiday-Labor Day	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**OCTOBER**

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**NOVEMBER**

		1	2	3
6	7	8	9	10 Holiday-Veteran's
13	14	15	16	17
20 Thanksgiving Holiday	21 Thanksgiving Holiday	22 Thanksgiving Holiday	23 Thanksgiving Holiday	24 Thanksgiving Holiday
27	28	29	30	

**DECEMBER**

				1
4	5	6	7	8
11	12	13	14	15 (86 Days) Last Day of Semester 1
18 Winter Recess	19 Winter Recess	20 Winter Recess	21 Winter Recess	22 Winter Recess
25 Winter Recess	26 Winter Recess	27 Winter Recess	28 Winter Recess	29 Winter Recess

**JANUARY**

1 Winter Recess	2 Winter Recess	3 Winter Recess	4 Winter Recess	5 Winter Recess
8 Pupil Free Day	9 1 <sup>st</sup> Day of Semester 2	10	11	12
15 Holiday-MLK Birthday	16	17	18	19
22	23	24	25	26
29	30	31		

**FEBRUARY**

			1	2
5	6	7	8	9
12	13	14	15	16
19 Holiday-Presidents Day	20	21	22	23
26	27	28		

**MARCH**

			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23 Unassigned Day
26 Spring Break	27 Spring Break	28 Spring Break	29 Spring Break	30 Spring Break

**APRIL**

2 Holiday Cesar Chavez Day	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**MAY**

	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 Holiday Memorial Day	29	30	31	June 1
June 4	June 5 (94 Days) Last Day of Semester 2	June 6 Pupil Free Day		

