

Tentative Agreement
between
Glendale Teachers Association
and
Glendale Unified School District

November 14, 2024

1. Article 8 (Evaluations) - Modifications as signed on 5/31/23.

2. Article 13 (Wages) -

In addition to the five percent (5%) ongoing wage increase that was included in the 2020-2023 Successor agreement for the 2022-23 school year, the following increases will be applied:

A four percent (4.0%) ongoing increase retroactive to July 1, 2023, will be applied to appendices A, B, E, F, G1, G2, I, J (186 days), and N, including the payment for an earned Doctoral degree. Appendices D, H1, H2, J (204 days), K, and M shall increase in accordance with Article 13 sections 1-9.

A two percent (2.0%) off-schedule payment for the 2024-25 school year on appendices A, B, G1, G2, H1, H2, J, and K to close bargaining for the 2024-2025 school year.

Unit members who earn a per-hour or hourly rate of pay for any reason shall be paid the hourly rate in fifteen (15) minute increments. Once the duration of the assignment exceeds fifteen (15) minutes, the unit member shall be paid for thirty (30) minutes.

All hourly rates of pay shall be increased by four percent (4%) as specified above. The dollar amount shall be rounded up to the next hundredth (.01) of a dollar when the new dollar amount contains a fraction of a cent.

3. Article 14 (Health and Welfare)—Status quo as signed on 1/23/24.

In light of the joint work of the Employee Benefits Committee during the 2024-25 school year, the District agrees that any savings realized between the current Association health and welfare benefits for the 2024-25 school year and a change to a lower-priced Association health and welfare benefit plan for the 2025-26 school year will not be allocated without negotiation between the parties. If the work of the Employee Benefits Committee and subsequent negotiations are not completed in time for benefit implementation for the 2025-26 school year, the foregoing provision shall apply to the 2026-27 school year.

4. Side Letter of Agreement: Early Notification Incentive (attached)

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5. Side Letter of Intent: Appendix J (attached)
6. Article 23 (Duration and Termination) - Close contract negotiations for the 2020-2023 agreement; create a new three-year agreement effective July 1, 2023 - June 30, 2026. Contract negotiations for 2023-2024 and 2024-2025 are closed. Contract negotiations for the 2025-2026 school year shall be limited to Article 13 Wages, Article 14 Health and Welfare Benefits, Article 15 Early Retirement, Section 1, and one article selected by each party.

Kyle Brnich 11/14/24
 KYLE BRNICH GKUSD

Sarah Morrison 11/14/24
 Sarah Morrison, GTA

SM
 11/14/24

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 11/14/24
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Side Letter of Agreement
Glendale Teachers Association & Glendale Unified School District

“Early Notification Incentive”

The Glendale Teachers Association (the “Association”) and the Glendale Unified School District (the “District”) hereby enter this side letter of agreement for the 2024-25 school year. The District shall offer a one-time early notification incentive of \$4,500 to any bargaining unit member who submits a physical, irrevocable resignation or retirement form on paper no later than January 10, 2025, at 4:30 PM to the District Human Resources Office. The irrevocable resignation or retirement form must be effective June 30, 2025. Bargaining unit members who separate prior to fulfilling their contractual year of service shall not be eligible for the incentive. A bargaining unit member’s reason for resignation or retirement shall have no effect on eligibility for the incentive. The District shall notify all bargaining unit members at least twice of this incentive, with one notification being provided prior to the winter break and one notification being provided after bargaining unit members return from winter break.

This incentive will be paid in July 2025.

Sarah Morrison 11/14/24
Glendale Teachers Association
Sarah Morrison


Kyle Bruich 11/14/24
Glendale Unified School District
Kyle Bruich

Side Letter of Intent
By and between Glendale Unified School District
and
Glendale Teachers Association


This Side Letter of Intent between the Glendale Unified School District (“District”) and the Glendale Teachers Association (“GTA”) represents the District and GTA’s mutual intention to review and amend Salary Schedule Appendix J, which applies to Speech/Language/Hearing/Visual Impairment Specialists, Orientation Mobility, Nurses, Assistive Technology.

Following GTA ratification and Board approval of this letter, the District and GTA shall meet within four weeks to amend Article 13, Salary Schedule J, with an interest in making amendments that reduce the need for subcontracting of bargaining unit positions on Salary Schedule J. At this meeting, the parties shall discuss amendments to the Collective Bargaining Agreement (“CBA”) to clarify that this amendment shall not affect the salary of Support Services - Counselors paid under Appendix K and internal references within the CBA that may imply otherwise.

November 14, 2024

 11/14/24

Glendale Teachers Association
Sarah Morrison

 11/14/24

Glendale Unified School District
Kyle Bruich

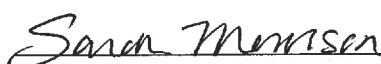
Article 8 Agreement


In addition to the agreed upon changes within Article 8 (contractual language) and Standards of Practice (Appendix T), the following forms within Appendix T

- Plan for Professional Growth I and II
- Summary Evaluation
- Observation Record
- Improvement Plan

shall be modified as follows:

1. Separate forms shall be created for each of the following groups of bargaining unit members.
 - Classroom Teachers
 - Certificated Non-Teaching Educators
 - Certificated Child Development and Child Care Educators
 - School Counselors
2. On all forms, the agreed upon Standards of Practice shall replace previous standards.
3. On all forms, an option to select “5-year option” shall be added.
4. All forms shall be reformatted as Google Docs. However, the printed/PDF version of the CBA shall include a key that delineates all options that cannot be seen in print (such as options within drop down menus).
5. There shall be no other changes to the content of Article 8 or Appendix T.

 5/31/23
Sarah Morrison, GUSD


Mr. Kyle Bruich, GUSD

ARTICLE 8: EVALUATION PROCEDURES

Section 1. Definition

Day: The term "day," unless otherwise indicated, shall mean a contractual work day in which the employee is on assigned duty.

Section 2. General Procedures of Evaluation

- a. Employees shall be evaluated by their **administrator** or a designee. The evaluator or evaluatee may request the assistance of another administrator in the evaluation process. Employees in special programs not directly under the supervision of the principal shall be evaluated by the appropriate program administrator. The principal shall retain ultimate responsibility for the final evaluation, even if a designee otherwise served as the evaluator.
- b. The Summary Evaluation shall be prepared and submitted at least annually for probationary and temporary employees and biennially for permanent employees, except as provided below. An employee in the first year of permanent status, the first year at a site, and/or the first year in a new position/assignment, may be evaluated upon the request of the evaluator or the evaluatee. For permanent employees utilizing the Portfolio or Partner Option (see below), the Summary Evaluation (See Appendix T-1) shall be prepared and submitted triennially. Permanent employees receiving an overall evaluation of "Does Not Meet Standards" shall be re-evaluated the following year unless terminated or improved to "meet standards."

The evaluation process may be conducted as infrequently as once in a five-year period, in the case of a permanent employee who has been actively employed by the District (excluding leaves of one semester or longer) for at least ten years, whose previous evaluation was rated as meeting standards. Any such arrangement for a less-frequent evaluation shall be by joint discretionary consent of the evaluator and the evaluatee, and such consent may be withdrawn by either party for any reason at any time, by written notice to that effect. However, consent or withdrawal of consent by the employee's evaluator shall not be made in an arbitrary or capricious manner. Upon written request within ten (10) days of written notice to the employee of the evaluator's refusal to consent or to withdraw the consent, the evaluator shall provide the employee a written statement of reason(s) for such refusal or withdrawal of consent. This extended evaluation schedule is available only for those on administrative evaluation, and not for those on the Portfolio or Partner Option.

- cb. The Plan for Professional Growth (See Appendix T-2) shall be completed by all certificated employees only during their evaluation years. All employees shall also participate annually in the development of a single, joint grade level or a single, joint department level goal using the Plan for Professional Growth (Parts I

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and II). The development of this group goal shall take place during regularly scheduled faculty or special purpose meetings. All CCDCC teachers shall participate annually in the development of a department level Plan for Professional Growth, (Parts I and II), based on the CDCC Curriculum, DRDP, Foundations and Frameworks, ECERS, or SACERS depending on their assignment for that year, and state mandates.

d.e. The Plan for Professional Growth (Part I) shall be subject to approval or modification by the evaluator. The evaluator will utilize the Plan for Professional Growth (Part I and II), observations, visitations, written reports, conferences, self-assessments, and job-related data as verified by the evaluator to complete the Summary Evaluation. Job related data to be used shall be mutually agreed upon by the evaluator and evaluatee.

e.d. If the evaluatee disagrees with the determination of the evaluator regarding the Plan for Professional Growth, the evaluatee shall advise in writing **the Superintendent's designee**, of the disagreement and the reasons therefore. **The Superintendent's designee**, will then confer with the evaluatee and the evaluator and make a final determination. The evaluatee may attach to the final determination a statement of disagreement, and such statement, if attached, will remain a part of the evaluation record.

f.e. For employees participating in the Administrative Option, there shall be at least two formal observations (See Appendix T-3) and periodic informal observations (See Appendix T-4). Notice of a formal observation shall be given no later than three (3) work days prior to the observation. In the case of probationary or temporary employees, the observations shall be followed by a conference not later than five (5) instructional days after the observation. In the case of permanent employees, such conference shall be held upon request of either the evaluator or evaluatee.

(1) When deemed necessary by the evaluator or evaluatee, one or more follow-up conferences shall be held to commend the employee for areas of strength or to provide assistance in correcting deficiencies.

(2) Whenever in the opinion of the evaluator, an employee is not meeting either the District's Standards for Educators/**Standards for Counselors/Standards for Certificated Non-Teaching Staff/Standards for Certificated Child Development Staff** (See Appendix T-5) or the Plan for Professional Growth in either the evaluation or non-evaluation year, the evaluator shall so notify the employee in writing. Such notice shall include an Improvement Plan, (See Appendix T-6) in which the evaluator will identify the area(s) of concern, make specific recommendations for improvement, outline the assistance to be provided, schedule follow-up meetings to monitor the employee's progress, and establish a reasonable date for achieving the specified improvement. The evaluator shall confer with the employee regarding the area(s) of concern and, provide reasonable assistance and counseling. Examples of such assistance may include, but are not limited to released time to observe

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other **employees**; release time for other **employees** to observe, counsel, and assist the evaluatee; supplemental observations and evaluations by the evaluator and/or another administrator; and participation in designated professional development activities.

g.f. Employees participating in the Portfolio Option (an alternative evaluation model involving a collection of work samples focusing upon a particular area of concentration) shall be permanent employees, with five years of service in the District, whose performance on the Summary Evaluation "Meets Standards" for each of the immediate preceding five years. Participation in this option is to be initiated by the employee, in his or her discretion, and is subject to the discretionary approval of the principal. However, denial or withdrawal of such approval shall not be made in an arbitrary or capricious manner, and upon request the evaluator shall provide the employee with a written statement of reason(s) for denial or withdrawal of such consent. There shall be periodic informal observations and conferences to discuss progress of the portfolio. The evaluatee shall submit the portfolio five days before the scheduled summary evaluation meeting.

h.g. Employees participating in the Partner Option (an alternative evaluation model, involving a joint coordinated effort by two employees in similar positions) shall be permanent employees, with five years of service in the District, whose performance on the Summary Evaluation "Meets Standards" **during** the immediate preceding five years. Participation in this option is to be initiated by the employee, in his or her discretion, and is subject to the discretionary approval of the principal. However, denial or withdrawal of such approval shall not be made in an arbitrary or capricious manner, and upon request the evaluator shall provide the employee with a written statement of reason(s) for denial or withdrawal of such consent.

There shall be two reciprocal observations by each partner with a pre- and post-conference for each observation. There shall be periodic informal observations of each partner by the administrator. The partner evaluatees and the evaluator shall review all observation and conference notes prior to completing the Summary Evaluation. Such notes do not become part of the employee's personnel file unless such information from the notes is incorporated into the Summary Evaluation.

i.h. The Summary Evaluation shall evaluate competency on a two-level scale ("Meets Standards" or "Does Not Meet Standards"), shall include a description of commendations as well as recommendations for continued professional growth and development, and shall be filed in the **employee's personnel file**. The Summary Evaluation will be given to and reviewed with the evaluatee at the final evaluation conference. The evaluatee may collaborate with the evaluator in the development of the Summary Evaluation.

j.i. An employee shall not be evaluated on the overall assessment as "Does Not Meet Standards" unless the employee has previously been afforded the notice and remediation procedures of subsection e (2) above, and the evaluator has completed (and made a reasonable effort to deliver) the Summary Evaluation thirty (30) calendar days prior to the evaluatee's last day of contract service for the school year.

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- k.j. When the final Summary Evaluation is prepared, the evaluatee shall have the right to append a written statement concerning their view on the evaluation. The statement shall become a permanent attachment to the Summary Evaluation. Upon request of either the evaluatee or evaluator, other documents used in the evaluation process will be attached to the Summary Evaluation in the employee's personnel file. An evaluatee who disagrees with the final evaluation may refer the matter to District administration for a final decision using the procedure described in Section 3.e above.
- l. Evaluation of the employee's performance shall not be predicated upon non-school-related personal activities which do not affect the employee's job performance or effectiveness as an employee.
- m. No final negative Summary Evaluation shall be based upon the employee's use of "controversial" teaching materials, so long as the use of such material is consistent with the District's policies regarding curriculum and controversial issues which are in effect at the time in question, and so long as the use of such material is consistent with the age and maturity of the affected students.
- n. Appropriate forms for the collection of data pertaining to the procedures specified herein shall be provided by the district for employees within the unit. The Association shall have the right to consult with the district on modifications to forms used in the evaluation procedure.
- o. All Certificated members shall follow this evaluation timeline.
A calendar identifying the procedures for the implementation of the evaluation program follows:

No later than:

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|---|--|
| 1. the twentieth (20 th) day of the the instructional calendar | The evaluator or designee will review and discuss with all employees the Evaluation Options for Certificated Employees and timeline pertinent to evaluation process. |
| 2. the thirtieth (30 th) day of the instructional calendar | The employee will prepare and submit the Plan for Professional Growth, Part I, for review. |
| 3. the fiftieth (50 th) day of the instructional calendar | The employee and evaluator will confer and complete the Plan for Professional Growth, Part I. |
| 4. the one hundred fortieth (140 th) day of the instructional calendar | The employee will submit the completed Plan for Professional Growth, Part I and II, to the evaluator. |

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5. the one hundred fifty-
fifth (150th) day of the
instructional calendar

The Evaluator will complete the Summary
Evaluation and hold a summary conference
with the employee.

Section 3. Personnel Files

- a. There shall be only one personnel file for each employee and it shall be maintained by the District Human Resources Department. Materials maintained by the immediate administrator are not deemed part of the official personnel file.
- b. Materials in the employee’s personnel files shall be made available for the employee’s review. Exempt from review are those materials so designated by law.

Section 4. Complaints

- a. With regard to any complaint or information of a negative nature concerning an employee received by the District from anyone other than the employee's site administrator(s) or designated evaluator(s), the District shall substantiate the facts underlying such complaint before proceeding through the remainder of the steps outlined below. The District shall not place such information in the employee's personnel file, or base a negative evaluation upon the complaint alone, unless the following procedures have been followed (not necessarily in chronological order):
 - (1) The material must indicate the identity of the complaining party.
 - (2) The employee shall be advised of the information or material as promptly as reasonably possible under the circumstances.
 - (3) The District shall make every effort to ensure that the complaining party discusses the matter with the employee.
 - (4) If the complaining party is not satisfied, every attempt shall be made to arrange a meeting between the complaining party, the employee and the site administrator, in an effort to resolve the problem amicably. Normally, such a meeting will be limited to these persons; however, if the employee believes such a limitation inappropriate, the employee may be accompanied by a representative of their choice at such meeting.
 - (5) If the complaining party continues to be dissatisfied, every attempt shall be made to arrange another meeting, this time to include the appropriate

District-level administrator. The employee may be accompanied by a representative of their choice at such meeting.

- (6) If the complaining party is not satisfied, the information and/or charges shall be reduced to writing, dated and signed, and submitted to the District, with a copy to the employee.
 - (7) The employee shall have the right to enter and have attached his or her own comments or rebuttal to any derogatory statement or complaint placed in the personnel file, with released time from duty to be provided if deemed necessary.
 - (8) If information in an employee's personnel file is verified by the District as being untrue, such information shall be removed.
- b. The above is intended to restrict the District from relying upon the complaint itself as the basis for negative evaluation or inclusion in the file, and it is not intended to restrict the District from relying upon its own observations or knowledge obtained independently of the complaint itself.

Section 5. Critical Material from Administrator

- a. With regard to written material in the nature of criticism, warning or reprimand from the employee's site administrator(s), evaluator(s), or other District administrator(s), the District shall not place such material in the employee's personnel file or base a negative evaluation upon it unless the following procedures have been followed:
- (1) The employee is furnished a copy of the material as promptly as reasonably possible under the circumstances, and has the opportunity to discuss it with the responsible administrator.
 - (2) If the employee wishes to discuss the matter further, then an immediate administrative review shall be provided utilizing the following procedures (including Association representation): The employee shall advise the appropriate District level administrator of the situation, who will then confer with the employee/concerned administrator and make a final determination.
 - (3) If the material is generated as part of the evaluation process, administrative review of the matter shall be provided after the final evaluation as set forth in Section 2 d above.
 - (4) In any case, whether or not the administrative appeal procedures are utilized, the employee shall have the right to enter and have attached his or her own comments or rebuttal (to any such material placed in the personnel file).
 - (5) If information in an employee's personnel file is verified by the District as being untrue, such information shall be removed.

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- (6) Should the material contain any allegations of the employee having violated Board Policies or Administrative Regulations the employee shall have the right to appeal to the Superintendent or designee and a written decision must be rendered within 30 working days citing specific evidence as to violations of Board Policies and Administrative Regulations.

The procedure of Section 4 and Section 5 above are not applicable to discipline/dismissal procedures initiated pursuant to the Education Code.

Section 6. Grievability

The District retains sole responsibility for the evaluation and assessment of the performance of each employee, subject only to the above procedural requirements. Accordingly, no grievance arising under this Article shall challenge the substantive objectives, standards or criteria determined by the evaluator or the District, and no grievance shall contest the judgment of the evaluator. Any grievance arising under this Article shall be limited to a claim that the procedures set forth in this Article have been violated. However, evaluation disputes arising within the above-mentioned exclusions from grievance/ arbitration are subject to administrative review by appeal to the **Superintendent's designee**. Said administrator shall confer with the employee and the site administrator prior to making the final decision.

Kyle P. H.
05/31/23
GUSD

Standards for Classroom Educators

SM 5/31/23
CTA

GTA to GUSD
May 31, 2023

The Association's intention is for all proposed changes to carry over to the corresponding Observation Record form and Summary Evaluation form.

<p>I. Engaging and supporting all students in learning</p> <ul style="list-style-type: none"> • Uses knowledge of students to engage them in learning • Connects learning to students' prior knowledge, backgrounds, life experiences, and interests • Connects subject matter to meaningful, real-life contexts • Uses a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs • Promotes critical thinking through inquiry, problem-solving, and reflection • Monitors student learning and adjusts instruction while teaching 	<p>II. Creating & maintaining effective environments for student learning</p> <ul style="list-style-type: none"> • Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully • Creates physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students • Establishes and maintaining learning environments that are physically, intellectually, and emotionally safe • Creates a rigorous learning environment with high expectations and appropriate support for students • Develops communicates, and maintains high standards for individual and group behavior • Employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which students can learn • Uses instructional time to optimize learning
<p>III. Understanding and organizing subject matter for student learning</p> <ul style="list-style-type: none"> • Demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks • Applies knowledge of student development and proficiencies to ensure student understanding of subject matter • Organizes curriculum to facilitate student understanding of the subject matter • Utilizes instructional strategies that are appropriate to the subject matter • Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to students 	<p>IV. Planning instruction and designing learning experiences for all students</p> <ul style="list-style-type: none"> • Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction • Establishes and articulates goals for student learning • Developments and sequences long-term and short-term instructional plans to support student learning • Plans instruction that incorporates appropriate strategies to meet the learning needs of students • Adapts instructional plans and curricular materials to meet the assessed learning needs of students • Addresses the needs of English learners and students with special needs to provide equitable access to the content to make subject matter accessible to students

*Kyle/H.L. 05/31/23
GUSD
GM 5/31/23
GTA*

Standards for Classroom Educators

<p>V. Assessing students for learning</p> <ul style="list-style-type: none"> ● Applies knowledge of the purposes, characteristics, and uses of different types of assessments ● Collects and analyzes assessment data from a variety of sources to inform instruction ● Reviews data, both individually and with colleagues, to monitor student learning ● Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction ● Involves students in self-assessment, goal setting, and monitoring progress ● Uses available technologies to assist in assessment, analysis, and communication of student learning ● Uses assessment information to share timely and comprehensible feedback with students and their families 	<p>VI. Developing as a professional educator</p> <ul style="list-style-type: none"> ● Reflects on teaching practice in support of student learning ● Establishes professional goals and engages in continuous and purposeful professional growth and development ● Collaborates with colleagues to support teacher and student learning ● Works with families to support student learning ● Engages local communities in support of the instructional program ● Demonstrating professional responsibility, integrity, and ethical conduct
<p>VII. Fulfilling professional responsibilities</p> <ul style="list-style-type: none"> ● Maintains records and/or reports ● Adheres to timelines in all areas of responsibility ● Attends required meetings ● Works effectively and cooperatively with others 	<ul style="list-style-type: none"> ● Utilizes effective communication ● Adheres to assigned work schedule ● Maintains professional demeanor. ● Fulfills duties as assigned, and as defined in the Collective Bargaining Agreement.

Revised (date to be added)

GUSD Kyle/BZ 05/31/23
 JM 5/31/23
 GTA

GLENDALE UNIFIED SCHOOL DISTRICT

Standards for School Counselors

GTA to GUSD
 May 31, 2023

The Association's intention is for all proposed changes to carry over to the corresponding Observation Record form and Summary Evaluation form.

<p>I. Engaging, Advocating for and Supporting All Students in Learning</p> <ul style="list-style-type: none"> Ensures students are engaged in a system of support designed for learning and academic success Advocates for educational opportunity, equity, and access for students Advocates for the learning and academic success of students Identifies student problems in their early stages and implement prevention and intervention strategies 	<p>II. Planning, Implementing and Evaluating Programs to Promote Academic, Career, Personal, and Social Development of All Students</p> <ul style="list-style-type: none"> Demonstrates organizational skills Develops outcome-based programs Assesses program outcomes and analyzes data Demonstrates leadership in program development
<p>III. Utilizing Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement</p> <ul style="list-style-type: none"> Assesses student characteristics and utilize the information to plan for individual student growth and achievement Interprets and uses student assessment data with students and parents/guardians in developing personal, academic goals, and career exploration plans Monitors student personal, academic, and career progress 	<p>IV. Collaborating and Coordinating with School and Community Resources</p> <ul style="list-style-type: none"> Builds and maintains student support teams for student achievement Provides consultation and information for teachers and parents Develops working relationships within the school that include school staff members, parents, and community members Coordinates support from community agencies
<p>V. Promoting and Maintaining a Safe Learning Environment for All Students</p> <ul style="list-style-type: none"> Promotes a positive, safe, and supportive learning environment Assists in developing and implementing programs that address the personal and social risk factors of students Assists in developing and implementing programs that reduce the incidence of school site violence Incorporates models of systemic school safety that address elements of prevention, intervention, and treatment into the school system 	<p>VI. Developing as a Professional School Counselor</p> <ul style="list-style-type: none"> Establishes professional goals and pursue opportunities to improve Models effective practices and continuous progress in school counseling Adheres to professional codes of ethics, legal mandates, and district policies
<p>VII. Fulfilling Professional Responsibilities</p> <ul style="list-style-type: none"> Maintains records and/or reports Adheres to timelines in all areas of responsibility Attends required meetings Works effectively and cooperatively with others Utilizes effective communication Adheres to assigned work schedule Maintains professional demeanor. Fulfills duties as assigned, and as defined in the Collective Bargaining Agreement. 	

*Hyle/B-l 05/31/23
GUSD
SM 5/31/23
GTA*

Standards for Certificated Child Development and Child Care Educators

GTA to GUSD
May 31, 2023

The Association's intention is for all proposed changes to carry over to the corresponding Observation Record form and Summary Evaluation form.

<p>I. Engaging and supporting all students in learning</p> <ul style="list-style-type: none"> • Uses knowledge of students to engage them in learning • Connects learning to students' prior knowledge, backgrounds, life experiences, and interests • Connects subject matter to meaningful, real-life contexts • Uses a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs • Promotes critical thinking through inquiry, problem solving, and reflection • Monitor student learning and adjusting instruction while teaching 	<p>II. Adhering to established procedures</p> <ul style="list-style-type: none"> • Implements established program • Implements established services • Maintains required records in an accurate, timely manner • Complies with adopted guidelines and school/District procedures • Supports applicable site, District, state, and federal goals and objectives as they apply to the assignment
<p>III. Creating and maintaining effective environments for student learning</p> <ul style="list-style-type: none"> • Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully • Assists / collaborates to create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students • Assists / collaborates to establish and maintain learning environments that are physically, intellectually, and emotionally safe • Assists / collaborates to create a rigorous learning environment with high expectations and appropriate support for students • Develops, communicates, and maintains high standards for individual and group behavior • Employs routines, procedures, norms, and supports for positive behavior to ensure a climate in which students can learn 	<p>IV. Fulfilling responsibilities and duties to students, families, and staff</p> <ul style="list-style-type: none"> • Is accessible to students, staff, and families • Communicates effectively with students • Communicates effectively with families • Communicates effectively with staff • Works cooperatively with staff members • Completes District, site, and assigned duties effectively • Serves students as appropriate • Maintains ethical standards of professionalism
<p>V. Demonstrating knowledge and skills of the assignment</p> <ul style="list-style-type: none"> • Maintains current knowledge related to the assignment • Models reflective practice and continuous professional growth • Systematically plans and completes duties and responsibilities • Serves as a resource and assists other staff in meeting student and staff needs • Complies with State, Federal, and District rules regarding confidential information 	<p>VI. Developing as a professional educator</p> <ul style="list-style-type: none"> • Reflects on educational practice in support of student learning • Establishes professional goals and engages in continuous and purposeful professional growth and development • Collaborates with colleagues to support teacher and student learning • Works with families to support student learning • Engages local communities in support of the instructional program • Demonstrates professional responsibility, integrity, and ethical conduct

GLENDALE UNIFIED SCHOOL DISTRICT

*Hyde/Mil 05/31/23
GUSD*

*SM 5/31/23
GTA*

Standards for Certificated Child Development and Child Care Educators

- VII. Fulfilling professional responsibilities**
- Maintains records and/or reports
 - Adheres to timelines in all areas of responsibility
 - Attends required meetings
 - Works effectively and cooperatively with others
 - Utilizes effective communication
 - Adheres to assigned work schedule
 - Maintains professional demeanor.
 - Fulfills duties as assigned, and as defined in the Collective Bargaining Agreement.

Revised (date to be added)

Kyle/Miel 05/31/23
GUSD

SM 5/31/23
BFA

GLENDALE UNIFIED SCHOOL DISTRICT

Standards for Certificated Non-Teaching Educators

GTA to GUSD
May 31, 2023

The Association's intention is for all proposed changes to carry over to the corresponding Observation Record form and Summary Evaluation form.

<p>I. Adhering to established procedures</p> <ul style="list-style-type: none"> ● Implements established program ● Implements established services ● Maintains required records in an accurate, timely manner ● Complies with adopted guidelines and school/District procedures ● Supports applicable site, District, state, and federal goals and objectives as they apply to the assignment 	<p>II. Creating and maintaining effective environments for student learning</p> <ul style="list-style-type: none"> ● Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully ● Assists / collaborates to create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students ● Assists / collaborates to establish and maintain learning environments that are physically, intellectually, and emotionally safe ● Assists / collaborates to create a rigorous learning environment with high expectations and appropriate support for all students ● Develops, communicates, and maintains high standards for individual and group behavior ● Employs routines, procedures, norms, and supports for positive behavior to ensure a climate in which students can learn
<p>III. Fulfilling responsibilities and duties to students, families, and staff</p> <ul style="list-style-type: none"> ● Is accessible to students, staff, and families ● Communicates effectively with students ● Communicates effectively with families ● Communicates effectively with staff ● Works cooperatively with staff members ● Completes District, site, and assigned duties effectively ● Serves students as appropriate ● Maintains ethical standards of professionalism 	<p>IV. Demonstrating knowledge and skills of the assignment</p> <ul style="list-style-type: none"> ● Maintains current knowledge related to the assignment ● Models reflective practice and continuous professional growth ● Systematically plans and completes duties and responsibilities ● Serves as a resource and assists other staff in meeting student and staff needs ● Complies with State, Federal, and District rules regarding confidential information
<p>V. Developing as a professional educator</p> <ul style="list-style-type: none"> ● Reflects on educational practice in support of student learning ● Establishes professional goals and engages in continuous and purposeful professional growth and development ● Collaborates with colleagues to support teacher and student learning ● Works with families to support student learning ● Engages local communities in support of the instructional program 	<p>VI. Fulfilling professional responsibilities</p> <ul style="list-style-type: none"> ● Maintains records and/or reports ● Adheres to timelines in all areas of responsibility ● Attends required meetings ● Works effectively and cooperatively with others ● Utilizes effective communication ● Adheres to assigned work schedule ● Maintains professional demeanor. ● Fulfills duties as assigned, and as defined in the Collective Bargaining Agreement.

*Kyle/Bn il 05/31/23
GUSD
SM 5/31/23
GTA*

GLENDALE UNIFIED SCHOOL DISTRICT

Standards for Certificated Non-Teaching Educators

<ul style="list-style-type: none">• Demonstrates professional responsibility, integrity, and ethical conduct	
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Revised (date to be added)