

# **TULARE/KINGS COUNTIES PERSONNEL COMMITTEE**

**Tulare County Office of Education**

**Redwood Rooms C,D,E & F**

**Friday, September 29, 2023**

**9:00 a.m. - 11:00 a.m.**

## **❖ Welcome – Dedi Somavia**

## **❖ Certificated Contracts – Eleanor Welke, Lozano Smith**

- Pregnant Workers Fairness Act: requires covered employers to provide “reasonable accommodations” for a worker’s known limitations related to pregnancy, childbirth, or related medical conditions.

## **❖ Evaluations: Coaching to Improve Performance – Andy Di Meo & Robyn Narahara**

- Presenters will outline how Visalia Unified turned their evaluation process into a coaching model. Process steps and coaching documents will be shared with the group.

## **❖ Credential Update – Sara Marvin**

- SB 141 – Substitute Flexibility
- California Statewide Assignment Accountability System (CalSAAS)
- Golden Handshake
- Upcoming credentials training

## **❖ Next Personnel Committee Meeting – Friday, January 12, 2024**

## **❖ Upcoming Law Seminars**

- The Essentials of Independent Contractor Agreements: Key Terms, Clauses, and Best Practices – Thursday, October 12, 2023
- How to Comply with the New Title IX Regulations: A Practical Guide for Schools – Wednesday, January 17, 2024

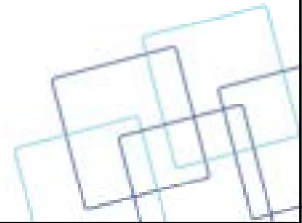


Amendments to Overpayment Recovery Statute  
*and*  
The Pregnant Workers Fairness Act (PWFA)

Presented by: Eleanor Welke

Personnel Committee

Date: September 29, 2023



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Amendments to  
Overpayment  
Recovery Statute

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## Amendments to Education Code section 44042.5

- In 2022, the legislature added section 44042.5 to the Ed. Code, which made it easier for school employers to recover salary overpayments from employees.
- Effective July 10, 2023, after less than a year, that statute has now been revised, effectively gutting the District's ability to unilaterally recover overpayments upon notice to the employee



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## Amendments to Education Code section 44042.5



- Key Changes to Section 44042.5.
  - Employee must agree that the employer overpaid them in the amount claimed *before* reimbursement method can be determined.
  - If the employee disputes the amount, the employer *must* initiate legal action and obtain a court order (or binding arbitration decision, if provided for in an MOU or CBA) validating the claimed overpayment amount before overpayment may be recovered.



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## Key Take Aways

- Review any CBAs or MOUs as those agreements may control.
- Provide notice and receive agreement from any employees from which you wish to seek reimbursement for overpayment.
- Train Human Resources and Payroll on the new procedures and prohibited actions.



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# Pregnant Workers Fairness Act ("PWFA")

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# Purpose and Provisions

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## Pregnant Workers Fairness Act (42 U.S.C. § 2000gg *et seq.*)

- Federal law effective June 27, 2023.
- Requires employers to **reasonably accommodate** an employee's known limitations related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause the employer **undue hardship**.



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## Pregnant Workers Fairness Act – Overview Cont.



- Applies to a *physical or mental* condition of a pregnant employee.
- Applies to both public and private employers with 15 or more employees.
- Covered employee *includes applicants*.



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### *Employees must...*

- Communicate their limitation to their employer.



### *Employers must...*

- Meet and discuss requested accommodations with the employee in a good-faith interactive process.
- Accommodate an employee to be able to perform essential functions of the job; not necessarily employee's preferred accommodations.
- May only deny the accommodation if it presents *undue hardship*.

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## *Examples of Accommodations*

- Sit more
- Drink water
- Park closer to work site
- Work flexible hours
- Received appropriately sized uniforms and/or safety apparel
- Receive additional rest break time to use the bathroom, et, drink water, rest
- Be excused from strenuous activities and/or activities that involve exposure to compounds not safe for pregnancy
- Take leave or time off to recover from childbirth



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## *Other Examples??*

Can you think of any other examples of accommodations that you might encounter with pregnancy or childbirth related medical or physical conditions?



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## Employers must not...

- Deny a reasonable accommodation unless the employer can demonstrate that the accommodation would impose undue hardship.
- Deny employment or employment opportunities due to the need for reasonable accommodation.
- Take any retaliatory actions on account of an employee requesting or using a reasonable accommodation.
- Require an employee to take leave when another reasonable accommodation could be provided.
- Require an employee to accept accommodations if the employer did not properly engage in the interactive process and discuss the accommodation with the employee.



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## Medical Documentation

PWFA does not specifically require or allow employers to ask for medical notes verifying the employee's limitations.

### EEOC Proposed Rule:

- Employer can only seek documentation if it is reasonably required to determine whether to grant the requested accommodation.
- Documentation requested must describe or confirm:
  - The physical or mental condition;
  - That is related to, affected by, or arising out of pregnancy, childbirth, or related medical conditions; and
  - That a change or adjustment at work is needed for that reason.



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## Some Hypotheticals...

**Hypo 1:** A high school Geometry and Algebra II teacher passes you in the hallway before the start of school and you stop to say good morning and ask her how she is doing. You know that she is about six months pregnant with her first child. She tells you that she has been getting tired easily lately and finds that she needs to sit down often during the day. You tell her that you are going to have a stool sent to her room so that she can sit while she is conducting her lessons at the front of the class. She says thank you and you continue on your way back to your office.

Thoughts? Concerns?



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## What if...

**Hypo 1:** *What if* the teacher was a kindergarten teacher expressing the same physical limitations (*i.e.* needs to sit frequently)?

Would you do anything differently?

Would other accommodations be appropriate?

What about a doctor's note?



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## More Hypotheticals...

**Hypo 2:** You have a custodian who has just recently informed you that she is pregnant. You know that the employee had complications with her last pregnancy and is very nervous. She presented you with a note from her treating physician yesterday afternoon stating that she cannot lift more than 50 pounds.

What steps would you take first?

Are there any reasonable accommodations that the District can provide?



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## What if...

**Hypo 2:** *What if* the custodian told you that she cannot lift anything heavy because her mother-in-law told her it would cause her to lose the baby?

*What if* she told you that she cannot use a particular cleaning solution that has been used in the classroom since the COVID-19 pandemic?

*What if* she told you that she needed to take frequent breaks to use the restroom throughout the day?

*What if* she asks to be allowed to drive her car onto campus to park closer to the maintenance shed? Asks for a golf cart to be able to drive from one location to another on campus?

*What if*, after she returns from parental leave, she tells you that she has postpartum depression and cannot work her shift at night because it increases her anxiety.



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## One More Hypothetical...

**Hypo 3:** You have a technology director who tells you that she is suffering from *Hyperemesis Gravidarum*. The director typically works 7:00 a.m. to 3:00 p.m. (although she is an exempt employee). She tells you that it is worse in the morning and she needs to move the start time of her schedule to 10:00 a.m. She says that she will work from home in the morning before she comes in, if she can, and she will stay later to make sure her work gets done.

What steps would you take first?

Is the requested accommodation reasonable?



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## What if...

**Hypo 3:** *What if* the District told the technology director that she could just take leave until she feels better enough to return to her regular work schedule?

*What if* she requests to work entirely remotely? The entire pregnancy? For the first three months?

*What if* the employee was a teacher requesting to work remotely in the morning? All day?

*What if* the teacher was an independent study teacher teaching only online classes?

*What if* the employee was the school site secretary?

*What if* the employee (teacher, tech director, or secretary) provides a doctor's note stating that they cannot return to work in any capacity for the duration of the pregnancy?



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# Interaction with Existing Federal and State law

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## Federal law

- Family and Medical Leave Act (FMLA)
- Providing Urgent Maternal Protections for Nursing Mothers Act (PUMP Act)
- Title VII
- Americans with Disabilities Act (ADA)
- Pregnancy Discrimination Act (PDA)
- PWFA

## State law

- California Family Rights Act (CFRA)
- California Pregnancy Disability Leave (PDL)
- Fair Housing and Employment Act (FEHA)



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## FEHA vs. PWFA

FEHA	PWFA
Employers with 5+ employees	Employers with 15+ employees
Requires reasonable accommodations for pregnancy, childbirth, and related medical conditions . . . .	Requires reasonable accommodations for pregnancy, childbirth, and related medical conditions . . . .
Upon the advice of a health care provider (aka requires medical documentation)	Without medical documentation unless it is reasonably necessary to determine whether to grant the accommodation



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## Take Aways

- Remind employees of their obligations to engage in the interactive process and provide reasonable accommodations to employees with pregnancy related limitations.
- Take this time to refresh employees on the interactive process.
- Ensure that employees are aware of employees' rights to request reasonable accommodations related to pregnancy, childbirth, or related conditions.
- Train staff on new changes, including limitations on when to request medical documentation.



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- Professional development
- Volunteer projects
- Sponsorships and award programs
- Scholarships

#BlueHatProject

#LozanoSmithFoundation



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*For more information, questions and  
comments about the presentation,  
please feel free to contact:*

## Eleanor Welke

*Partner*

**Tel: 213.929.1066**

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*Or any of the attorneys  
in one of our 8 offices.*



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## Congress Expands Federal Protections for Pregnant Workers

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August 31, 2023

Number 33

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The United States Congress recently passed the Pregnant Workers Fairness Act (PWFA), a new federal law that requires covered employers to provide “reasonable accommodations” for a worker’s known limitations related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause the employer “undue hardship.” The PWFA, which applies to public and private employers with fifteen or more employees, became effective on June 27, 2023.

### **Reasonable Accommodations under the PWFA**

Under the PFWA, employers must only reasonably accommodate “known” conditions of the pregnant employee. Therefore, to receive such accommodations, employees will generally need to communicate their limitations to their employer.

Employers must then engage in the interactive process with the employee. This includes meeting and discussing the requested accommodations with the employee and accommodating them in a manner that allows them to perform the essential functions of their job to the extent such accommodations will not cause the employer “undue hardship.” An “undue hardship” is significant difficulty or expense for the employer.

The U.S. Equal Employment Opportunity Commission (EEOC) defines reasonable accommodations as “changes to the work environment or the way things are usually done at work.” For example, reasonable accommodations might include allowing the employee to sit more, receive closer parking, work flexible hours, receive appropriately sized uniforms and safety apparel, receive additional break time to use the bathroom, eat, drink water, and rest, and be excused from strenuous activities and/or activities that involve exposure to compounds not safe for pregnancy.

### **Employer Prohibitions**

Under the PWFA, it is unlawful for an employer to:

- Require an employee to accept an accommodation without first engaging in a discussion about the accommodation with the worker;



- Deny a job or other employment opportunities to a qualified employee or applicant based on the person's need for a reasonable accommodation;
- Require an employee to take leave if another reasonable accommodation can be provided that would let the employee keep working;
- Retaliate against an individual for reporting or opposing unlawful discrimination under the PWFA or participating in a PWFA proceeding (such as an investigation); or
- Interfere with any individual's rights under the PWFA.

## Documentation of Medical Condition Limited Under the PWFA

Critically, the PWFA does not explicitly require medical documentation or verification from a health care provider establishing the employee's need for an accommodation. The EEOC, which administers and enforces the PWFA, recently issued a proposed rule which, if adopted as written, would clarify that an employer is not required to seek supporting documentation from the employee, and if it does, it is only permitted to do so if it is reasonable to require documentation to determine whether to grant the requested accommodation. Moreover, the proposed rule provides that the documentation itself must be reasonable. It must describe or confirm: (1) the physical or mental condition; (2) that it is related to, affected by, or arising out of pregnancy, childbirth, or related medical conditions; and (3) that a change or adjustment at work is needed for that reason.

The Notice of Proposed Rulemaking was published on August 11, 2023, with public comments welcome for 60 days.

## Impact of the PWFA on California's Fair Employment and Housing Act

Existing law under California's Fair Employment and Housing Act (FEHA), which predates the PWFA, requires employers with at least five employees to provide eligible employees, upon request, with reasonable accommodations for a condition related to pregnancy, childbirth, or related medical condition, *upon the advice of their health care provider*. Reasonable accommodations could include transfer of the employee to a less strenuous or less hazardous position, if requested.

The main difference between the PWFA and FEHA is that FEHA contemplates input from the employee's health care provider on the need for accommodations, where the PWFA does not. Thus, employers will need to be mindful of this change going forward when engaging in the interactive process with pregnant employees or employees recovering from childbirth or related conditions.

## Takeaways

The PWFA does not replace FEHA. Rather, the PWFA expands and provides concrete examples of reasonable accommodations that may be provided to eligible employees and also limits the ability of an employer to require medical documentation from a qualifying employee when evaluating potential accommodations. Employers should review and update their policies and collective bargaining agreements regarding reasonable accommodations for pregnant employees and employees recovering from childbirth or related conditions to ensure they are consistent with the PWFA.

If you have questions about the PWFA, reasonable accommodations, or for help with any labor and employment issues, please contact the authors of this Client News Brief or an attorney at one of our [eight offices](#) located statewide. You can also subscribe to our [podcasts](#), follow us on [Facebook](#), [Twitter](#) and [LinkedIn](#) or download our [mobile app](#).

*As the information contained herein is necessarily general, its application to a particular set of facts and circumstances may vary. For this reason, this News Brief does not constitute legal advice. We recommend that you consult with your counsel prior to acting on the information contained herein.*

VISALIA UNIFIED SCHOOL DISTRICT

# Certificated Professional Growth Model

September 29, 2023



# Visalia Unified Foundations

Mission | Vision | Beliefs | Commitments | Plan

**Our Mission:**

**Every Student  
Learning  
Every Day**

**Our Vision:**

**Every Student  
Empowered  
to Achieve Future  
Success**

## Core Beliefs and Commitments



**All students can achieve at high levels and demonstrate continuous growth**

- Providing high-quality learning experiences that allow all students to reach their fullest potential
- Equipping students and staff with the educational tools necessary for achievement and growth



**Family and community engagement is key to student success**

- Providing families and community members pathways of connectivity to the education system
- Facilitating timely and consistent communication to position families to participate in their students' learning experiences



**Learning environments should be safe, supportive, and innovative**

- Creating physical and social-emotional safety in all learning environments
- Providing all students the academic and social-emotional supports needed to be successful
- Designing learning environments that drive innovative practices to improve student outcomes
- Ensuring all students are known by their name, welcomed each day, and connected to meaningful activities

## Commitment for Student Learning

*If we...*

- ✓ Continually improve processes and systems
- ✓ Ensure equitable allocation of resources
- ✓ Ensure a strong foundation for all learners
- ✓ Facilitate pathways of connectivity
- ✓ Empower teachers and staff
- ✓ Have a high quality, professionally trained workforce

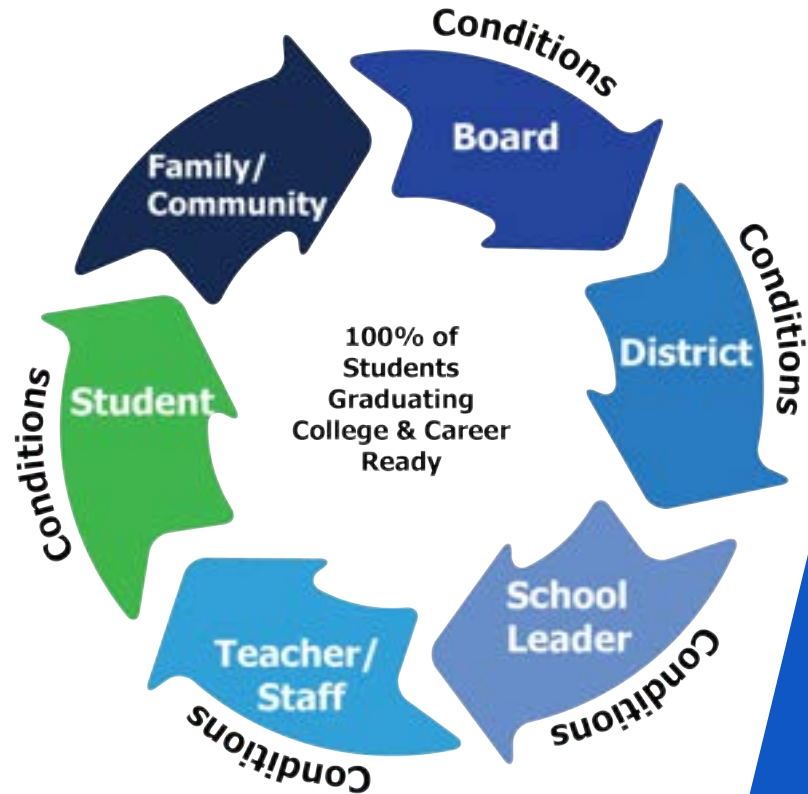
*...then we will ensure the success of each and every student.*

**Strategic Plan**

Coming Fall 2023

I believe in, I belong in... I am VUSD

# The Role of The District



# Re-Thinking Teacher Evaluations

- **What's the point ?**
- **Our Current Reality - with students**
- **Our Current Reality - with teachers**
- **Our Current Reality - with administrators**
  
- **So again ..... What's the point**

# Core Mission

We needed to rethink the role of site administration to move away from a focus on teaching to a focus on Learning

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# The power of a coach

- “Everyone becomes better through coaching.”

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All Certificated and management staff are taking part in the coaching process

Investment also includes instructional coaches at all sites

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2023-2024



# The Importance of a partnership

- It started with an honest working relationship
- We mutually agreed on the need for change
- We worked Collaboratively throughout the process



# How did we complete this process?

- In 2017, the district and labor partners assembled a task force of administrators and teachers
- This team met monthly in a collaborative manner to develop what we felt this needed to look like
- We conducted a research study on best practices
- Staff Coaching / Evaluation documents were created
- The team negotiated language in the contract to support this new model of certificated support
- In 2018, a few sites piloted the model. Throughout this pilot year the team met to consider the effectiveness of the work and made appropriate changes
- The task force co-presented (a teacher and an administrator) the new model to each site to ensure a consistent understanding

## California Standards for the Teaching Profession

### STANDARD 1:

#### Engaging and Supporting ALL Students in Learning

1. Using knowledge of students to engage them in learning
2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
3. Connecting subject matter to meaningful, real-life contexts
4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
5. Promoting critical thinking through inquiry, problem solving, and reflection
6. Monitoring student learning and adjusting instruction while teaching

### STANDARD 2:

#### Creating and Maintaining Effective Environments for Student Learning

1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
4. Creating a rigorous learning environment with high expectations and appropriate support for all students
5. Developing, communicating, and maintaining high standards for individual and group behavior
6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
7. Using instructional time to optimize learning

### STANDARD 3:

#### Understanding and Organizing Subject Matter for Student Learning

1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3. Organizing curriculum to facilitate student understanding of the subject matter
4. Utilizing instructional strategies that are appropriate to the subject matter
5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
6. Addressing the needs of English Learners and students with special needs to provide equitable access to the content

### STANDARD 4:

#### Planning Instruction and Designing Learning Experiences for ALL Students

1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
2. Establishing and articulating goals for student learning
3. Developing and sequencing long-term and short-term instructional plans to support student learning
4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

### STANDARD 5:

#### Assessing Students for Learning

1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments
2. Collecting and analyzing assessment data from a variety of sources to inform instruction
3. Reviewing data, both individually and with colleagues, to monitor student learning
4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5. Involving all students in self-assessment, goal setting, and monitoring progress
6. Using available technologies to assist in assessment, analysis and communication of student learning
7. Using assessment information to share timely and comprehensible feedback with students and their families

### STANDARD 6:

#### Developing as a Professional Educator

1. Reflecting on teaching practice in support of student learning
2. Establishing professional goals and engaging in continuous and purposeful professional growth and development
3. Collaborating with colleagues and the broader professional community to support teacher and student learning
4. Working with families to support student learning
5. Engaging local communities in support of the instructional program
6. Managing professional responsibilities to maintain motivation and commitment to all students
7. Demonstrating professional responsibility, integrity, and ethical conduct

# VUSD Evaluation to Growth Model

## In the Past

- Site leadership evaluated teachers using COTP elements in a fashion
- Leadership at the
- Goals were set for

It was a  
checkoff  
list

## Now

- Site leadership and certificated staff discuss and collaborate on specific elements that will promote individual growth.
- Leadership coaches facilitate coaching conversations throughout the cycle to foster growth in teachers.

# VUSD Evaluation to Growth Model

- Two Cycles (One in each semester)
- For each cycle, the teacher is **observed, given feedback, and coached a minimum of 4 times (requested, scheduled, or unscheduled)** . So at minimum 8 touch-points annually
- At the completion of the first cycle, the teacher and administrator have a formal meeting to discuss growth and next steps for the second cycle
- A culminating meeting takes place at the end of cycle 2
- The cycle repeats with both cycles completed by April 15<sup>th</sup>
- The administrator has the discretion to visit and observe the teacher's classroom as frequently as needed for continuous feedback and coaching

# Previous Evaluations

PROBATIONARY TEACHERS	PERMANENT TEACHERS
<p>4 Evaluations per year</p> <ul style="list-style-type: none"> <li>• 2 Written (1 Formal (Communication) and 1 Informal (Observation))</li> <li>• 2 Oral (1 Formal (Communication) and 1 Informal (Observation))</li> <li>• 1 Observation (Formal)</li> <li>• 1 Observation (Informal)</li> </ul> <p>Lesson observation between December 2nd and March 1st</p>	<p>2 Evaluations every other year</p> <ul style="list-style-type: none"> <li>• And did not lead to better student achievement results</li> </ul> <p>taught at least 10 yrs Etc.</p>

It was a checkoff list

And did not lead to better student achievement results

# Coaching Model

PROBATIONARY TEACHERS	PERMANENT TEACHERS
<ul style="list-style-type: none"> <li>• <b>Eight pre-determined</b> basic core CSTP elements ( 2 years) as per the</li> <li>• Pr meeting with (s) fa to dis co St Cycle <u>Standards Element Selection Form</u> with facilitator.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher <b>chooses two</b> of the 38</li> <li>• It is leading to better student achievement results</li> <li>• <u>Standards Element Selection Form</u> with facilitator.</li> </ul>

It is not a check off list

It is leading to better student achievement results

# PROBATIONARY TEACHER DOCUMENTS

I BELIEVE IN, I BELONG IN... I AM VUSD



# Beginning of cycle standard review- 8 core elements

**Facilitator:** Review this form and the corresponding Continuum of Teaching Practice standards & elements found on the VUSD website – Departments – HRD. Forward prior to September 15<sup>th</sup>. This form may be completed at a group meeting.

Employee ID: \_\_\_\_\_

## VISALIA UNIFIED SCHOOL DISTRICT

### PROBATIONARY & TEMPORARY TEACHER – PROFESSIONAL GROWTH MODEL – FORM A1

#### BEGINNING OF CYCLE STANDARD ELEMENTS REVIEW AND STANDARD ELEMENTS PROFICIENCY

Teacher \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_ Grade(s)/Subject(s)/Assigned \_\_\_\_\_

Employee Status:  Temporary  Probationary  Teaching Outside Credential/Subject Area/Experience

**FACILITATOR:** Each teacher during their probationary time with Visalia Unified must show that they meet/exceed expectations on the eight (8) core elements. Teachers must demonstrate competency on at least four (4) elements before they may elect to substitute any other element during their evaluation year. Here are some guidelines:

- Principal/Facilitator decides if the probationary teacher has demonstrated competency on each element. Probationary teachers will never have more than eight (8) total elements per evaluation year and never more than three (3) substitute elements in a given evaluation year.
- As they complete competency on standards/elements, the teacher may choose to work on the standards/elements that need to be completed. The teacher may also elect to select other standards in each element that they would like to substitute (this is an optional decision by the teacher).
- The process of selection would be: Teacher picks one, facilitator picks one, teacher picks one (in that order).

STANDARDS	ELEMENTS	This section is optional. There is no requirement to submit or complete this section.		
		Proficient (Meeting or Exceeding)	Basic	Facilitator Initials
<b>STANDARD ONE</b> Engaging and supporting all students in learning	1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.	1.4 _____	1.4 _____	1.4 _____
	1.6 Monitoring student learning and adjusting instruction while teaching	1.6 _____	1.6 _____	1.6 _____
<b>STANDARD TWO</b> Creating and maintaining effective environments for student learning	1.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.	2.6 _____	2.6 _____	2.6 _____
	2.7 Using instructional time to optimize learning.	2.7 _____	2.7 _____	2.7 _____
<b>STANDARD THREE</b> Understanding and organizing subject matter for student learning	3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.	3.2 _____	3.2 _____	3.2 _____

Form A1  
Page 1 of 3

STANDARDS	ELEMENTS	This section is optional. There is no requirement to submit or complete this section.		
		Proficient (Meeting or Exceeding)	Basic	Facilitator Initials
<b>STANDARD FOUR</b> Planning instruction and designing learning experiences for all students	4.2 Establishing and articulating goals for student learning.	4.2 _____	4.2 _____	4.2 _____
<b>STANDARD FIVE</b> Assessing students for learning	5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.	5.4 _____	5.4 _____	5.4 _____
<b>STANDARD SIX</b> Developing as a professional educator	6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.	6.3 _____	6.3 _____	6.3 _____
<b>VUSD Professional Duties and Responsibilities</b>	<ol style="list-style-type: none"> <li>Attends required meetings</li> <li>Supervises students outside of classroom</li> <li>Maintains records punctually and accurately</li> <li>Maintains materials and equipment</li> <li>Works with colleagues cooperatively and effectively</li> <li>Communicates effectively with students, parents and staff</li> <li>Fulfills board-adopted Code of Ethics of the Teaching Profession</li> </ol>			

This document must be signed prior to September 15<sup>th</sup> which indicates the core standards and elements were reviewed. It is optional to use this form as a tracking document.

This form was initially reviewed:

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Facilitator \_\_\_\_\_ Date \_\_\_\_\_

Attachments: Yes  No

Send Electronically as a PDF to Human Resources by May 9<sup>th</sup> (with all evaluation documents) Copy – Teacher Original – Facilitator

Form A1  
Page 2 of 3

# Formative Checkpoint- Due prior to Nov 15th and Feb. 15th



EDS	EDS	EDS	EDS
<b>STANDARD ONE</b> Engaging and supporting all students in learning	1.1 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	1.2 Monitoring student learning and adjusting instruction while teaching	Emerging <input type="checkbox"/> Exploring <input type="checkbox"/> Applying <input type="checkbox"/> Integrating <input type="checkbox"/>
<b>STANDARD TWO</b> Creating and maintaining effective environments for student learning	2.1 Establishing classroom routines, procedures, norms, and supports to guide behavior to create a climate in which all students can learn	2.2 Using instructional time to advance learning	Emerging <input type="checkbox"/> Exploring <input type="checkbox"/> Applying <input type="checkbox"/> Integrating <input type="checkbox"/>
<b>STANDARD THREE</b> Understanding and organizing subject matter for student learning	3.1 Assessing knowledge of student development and profession to ensure student understanding of subject matter		Emerging <input type="checkbox"/> Exploring <input type="checkbox"/> Applying <input type="checkbox"/> Integrating <input type="checkbox"/>
<b>STANDARD FOUR</b> Planning instruction and designing learning experiences for all students	4.1 Understanding and articulating goals for student learning		Emerging <input type="checkbox"/> Exploring <input type="checkbox"/> Applying <input type="checkbox"/> Integrating <input type="checkbox"/>
<b>Standard Five</b> Assessing students for learning	5.1 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction		Emerging <input type="checkbox"/> Exploring <input type="checkbox"/> Applying <input type="checkbox"/> Integrating <input type="checkbox"/>
<b>Standard Six</b> Developing as a professional educator	6.1 Collaborating with colleagues and the broader professional community to support teacher and student learning		Emerging <input type="checkbox"/> Exploring <input type="checkbox"/> Applying <input type="checkbox"/> Integrating <input type="checkbox"/>

Employee ID: \_\_\_\_\_  
**VISALIA UNIFIED SCHOOL DISTRICT**  
**PROBATIONARY AND TEMPORARY TEACHER – FORM A2**  
**(CONTINUUM OF TEACHING PRACTICE - FORMATIVE) (CHECKPOINT)**  
**PROFESSIONAL GROWTH DOCUMENT**

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_  
 1. There must be multiple classroom visits prior to completing this document.  
 2. This document shall be completed a minimum of two times per year (once prior to November 15th and once prior to February 15th).

Coaching Notes (please note observation dates as applicable):

Initial Professional Duties and Responsibilities	1. Attend required meetings
Meets Standard <input type="checkbox"/>	2. Supervise students outside of classroom
Does Not Meet Standard <input type="checkbox"/>	3. Monitor records carefully and accurately
	4. Maintain materials and equipment
	5. Work with colleagues cooperatively and effectively
	6. Communicate effectively with students, parents and staff
	7. Fulfill local adopted Code of Ethics of the Teaching Profession
Selection Option	Selection Option
Emerging <input type="checkbox"/> Exploring <input type="checkbox"/> Applying <input type="checkbox"/> Integrating <input type="checkbox"/>	
Selection Option	Selection Option
Emerging <input type="checkbox"/> Exploring <input type="checkbox"/> Applying <input type="checkbox"/> Integrating <input type="checkbox"/>	
Selection Option	Selection Option
Emerging <input type="checkbox"/> Exploring <input type="checkbox"/> Applying <input type="checkbox"/> Integrating <input type="checkbox"/>	

Next Steps for Professional Growth and/or for meeting Professional Responsibilities:

This form was reviewed:

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Facilitator \_\_\_\_\_ Date \_\_\_\_\_

Attachments: Yes  No

Send Electronically as a PDF to Human Resources by May 8<sup>th</sup> (with all evaluation documents)

Copy – Teacher

Original – Facilitator



# End of the year professional growth summary- Probationary and Permanent

Complete by April 15th

Employee ID: \_\_\_\_\_

## VISALIA UNIFIED SCHOOL DISTRICT

### PROBATIONARY AND TEMPORARY - END-OF-YEAR PROFESSIONAL GROWTH SUMMARY COVER SHEET - FORM A3

Teacher \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_ Grades(s)/Subject(s)/Assigned \_\_\_\_\_  
 Employee Status:  Temporary  Probationary  Teaching Outside Credential/Subject Area/Experience  
 Credential:  Walker  PIP  STSP  Intern  Probationary 1  Probationary 2

**Meets or Exceeds All Six Standards (Meeting all six standards is at Applying or above AND Meets Professional Duties/Responsibilities)**

- Meets or Exceeds all six CSTPs
- Meets or Exceeds all VUSD Professional Duties/Responsibilities

**Approaching Standards (meets at least 4 standards AND Meets Professional Duties/Responsibilities)**

- Meets 4-5 CSTPs
- Meets VUSD Professional Duties and Responsibilities

**Emerging Towards Meeting Standards (meets less than four standards AND Meets Professional Duties/Responsibilities)**

- \* Meets 4 or less CSTPs
- Intervention Plan to be Developed - (Optional)
- More support from District Team (Optional)
- Meets VUSD Professional Duties and Responsibilities

**Does Not Meet Standards**

- Does not meet District Standards
- Does not meet VUSD Professional Duties and Responsibilities

Facilitator \_\_\_\_\_  
 Printed Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Complete by April 15th

Employee ID: \_\_\_\_\_

## VISALIA UNIFIED SCHOOL DISTRICT

### PERMANENT - END-OF-YEAR PROFESSIONAL GROWTH SUMMARY COVER SHEET - FORM A6

Teacher \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_ Grades(s)/Subject(s)/Assigned \_\_\_\_\_  
 Employee Status:  Teaching Outside Credential/Subject Area/Experience

**Meets or Exceeds All Selected Elements (Meeting Elements is at Applying or Above AND Meets Professional Duties/Responsibilities)**

- Meets or Exceeds selected CSTP elements
- Meets or Exceeds VUSD Professional Duties/Responsibilities

**Approaching Standards (meets at least three elements AND Meets Professional Duties/Responsibilities)**

- Meets three (3) selected CSTP elements
- Meets VUSD Professional Duties and Responsibilities
- Coaching will continue on element that does not meet standard (documentation not required)

**Emerging Towards Meeting Standards (meets two or less elements AND Meets Professional Duties/Responsibilities)**

- Meets two or less selected CSTP elements
- Required evaluation next year
  - Coaching will continue on element that does not meet standard (documentation not required)
  - OR Repeat cycle of Professional Growth on element(s) not meeting standards. (documentation required)
- Meets VUSD Professional Duties and Responsibilities

**Does Not Meet Standards**

- Does not meet District Standards
- Does not meet VUSD Professional Duties and Responsibilities
  - Required evaluation next year
- Facilitator Options (Must select one of the following):
  - Continue working on current four selected elements next year
  - Facilitator chooses three elements and teacher selects one
  - Return to Probationary eight elements
- Permanent Teachers: If Does Not Meet Standards for a second evaluation cycle - Referred to Peer Assistance and Review (PAR)

Facilitator: \_\_\_\_\_  
 Printed Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

# Nuts and Bolts

- Through the  
around:

These steps are essential to ensure a consistent campaign throughout our district

we calibrate

How we organize our duties to accomplish this

How we will collect our data

How struct emp convey

How we will respond when the teachers don't make progress

# PERMANENT TEACHERS DOCUMENTS

I BELIEVE IN, I BELONG IN... I AM VUSD

# Beginning of cycle standard

**Facilitator:** Complete this form and review the corresponding Continuum of Teaching Practice standards & elements (found on the VISD website - Departments - HRD - Forms) prior to September 15<sup>th</sup>.

Employee ID: \_\_\_\_\_

VISALIA UNIFIED SCHOOL DISTRICT

PERMANENT TEACHER - PROFESSIONAL GROWTH MODEL - FORM A4

BEGINNING OF CYCLE STANDARD ELEMENTS SELECTION

Teacher \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_ Grade(s)/Subject(s)/Assigned \_\_\_\_\_

**Facilitator:** Fill in the two selected C37P standard elements selected by the teacher and the two selected C37P standard elements selected by you in the box below. Both the teacher and the facilitator need to initial the selection. This agreement must be in place prior to September 15<sup>th</sup>.

SELECTED STANDARD ELEMENTS		
Teacher Initials <input type="checkbox"/>	Facilitator Initials <input type="checkbox"/>	1.1 Using knowledge of students to engage them in learning
Teacher Initials <input type="checkbox"/>	Facilitator Initials <input type="checkbox"/>	1.1 Using knowledge of students to engage them in learning
Teacher Initials <input type="checkbox"/>	Facilitator Initials <input type="checkbox"/>	1.1 Using knowledge of students to engage them in learning
Teacher Initials <input type="checkbox"/>	Facilitator Initials <input type="checkbox"/>	1.1 Using knowledge of students to engage them in learning

Page A4  
Page 1 of 2

## VISD Professional Duties and Responsibilities

Teacher Initials \_\_\_\_\_

Facilitator Initials \_\_\_\_\_

1. Attends required meetings
2. Supervises students outside of classroom
3. Maintains records punctually and accurately
4. Maintains materials and equipment
5. Works with colleagues cooperatively and effectively
6. Communicates effectively with students, parents and staff
7. Fulfills board-adopted Code of Ethics of the Teaching Profession

Notes:

Teacher \_\_\_\_\_ Date \_\_\_\_\_ Facilitator \_\_\_\_\_ Date \_\_\_\_\_

Attachments: Yes  No

Send Electronically as a PDF to Human Resources by May 9<sup>th</sup> (with all evaluation documents).

Copy - Teacher

Original - Facilitator

Form A4  
Page 2 of 2

# ✦ Formative Checkpoint- Prior to Nov 15 & Feb. 15 ✦

Employee ID: \_\_\_\_\_

**VISALIA UNIFIED SCHOOL DISTRICT  
PERMANENT TEACHER – FORM AS  
CONTINUUM OF TEACHING PRACTICE – FORMATIVE (CHECKPOINT)  
PROFESSIONAL GROWTH DOCUMENT**

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_  
Date: \_\_\_\_\_

CSDE	INDICATORS – (Insert Elements as Required)
Standard 1: Engaging w	2.2 Creating physical or virtual learning environments for
Standard 1: Engaging w	2.2 Creating physical or virtual learning environments for
Standard 1: Engaging w	2.2 Creating physical or virtual learning environments for
Standard 1: Engaging w	2.2 Creating physical or virtual learning environments for
<b>VUSD Professional Duties and Responsibilities</b>	<ol style="list-style-type: none"> <li>1. Attend required meetings.</li> <li>2. Supervise students outside of classroom.</li> <li>3. Maintain records punctually and accurately.</li> <li>4. Maintain materials and equipment.</li> <li>5. Works with colleagues cooperatively and effectively.</li> <li>6. Communicates effectively with students, parents and staff.</li> <li>7. Fulfills board adopted Code of Ethics of the Teaching Profession.</li> </ol>

1. There must be multiple classroom visits prior to completing this document.  
2. This document shall be completed a minimum of two times per year (once prior to November 15<sup>th</sup> and once prior to February 15<sup>th</sup>).

Coaching Notes (please note observation dates as applicable):

Next Steps for Professional Growth and/or for meeting Professional Duties and Responsibilities:

This form was reviewed:

Teacher	Date	Facilitator	Date
---------	------	-------------	------

Attachments: Yes No

Send Electronically as a PDF to Human Resources by May 31<sup>st</sup> (with all evaluation documents) Copy – Teacher: Original – Facilitator

Form AS  
Page 2 of 2

# End of the year professional growth summary- Probationary and Permanent

Complete by April 15th Employee ID: \_\_\_\_\_

**VISALIA UNIFIED SCHOOL DISTRICT**

**PROBATIONARY AND TEMPORARY - END-OF-YEAR PROFESSIONAL GROWTH SUMMARY COVER SHEET - FORM A3**

Teacher \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_ Grades(s)/Subject(s)/Assigned \_\_\_\_\_

Employee Status:  Temporary  Probationary  Teaching Outside Credential/Subject Area/Experience

Credential:  Walker  PIP  STSP  Intern  Probationary 1  Probationary 2

<p><b>Meets or Exceeds All Six Standards (Meeting all six standards is at Applying or above AND Meets Professional Duties/Responsibilities)</b></p> <p><input type="checkbox"/> Meets or Exceeds all six CSTPs</p> <p><input type="checkbox"/> Meets or Exceeds all VUSD Professional Duties/Responsibilities</p>	<p><b>Emerging Towards Meeting Standards (meets less than four standards AND Meets Professional Duties/Responsibilities)</b></p> <p><input type="checkbox"/> * Meets 4 or less CSTPs Intervention Plan to be Developed - (Optional) More support from District Team (Optional)</p> <p><input type="checkbox"/> Meets VUSD Professional Duties and Responsibilities</p>
<p><b>Approaching Standards (meets at least 4 standards AND Meets Professional Duties/Responsibilities)</b></p> <p><input type="checkbox"/> Meets 4-5 CSTPs</p> <p><input type="checkbox"/> Meets VUSD Professional Duties and Responsibilities</p>	<p><b>Does Not Meet Standards</b></p> <p><input type="checkbox"/> Does not meet District Standards</p> <p><input type="checkbox"/> Does not meet VUSD Professional Duties and Responsibilities</p>

Facilitator \_\_\_\_\_ Date \_\_\_\_\_

Printed Name Signature Date

Form A3  
Page 1 of 4

Complete by April 15th Employee ID: \_\_\_\_\_

**VISALIA UNIFIED SCHOOL DISTRICT**

**PERMANENT - END-OF-YEAR PROFESSIONAL GROWTH SUMMARY COVER SHEET - FORM A6**

Teacher \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_ Grades(s)/Subject(s)/Assigned \_\_\_\_\_

Employee Status:  Teaching Outside Credential/Subject Area/Experience

<p><b>Meets or Exceeds All Selected Elements (Meeting Elements is at Applying or Above AND Meets Professional Duties/Responsibilities)</b></p> <p><input type="checkbox"/> Meets or Exceeds selected CSTP elements</p> <p><input type="checkbox"/> Meets or Exceeds VUSD Professional Duties/Responsibilities</p>	<p><b>Emerging Towards Meeting Standards (meets two or less elements AND Meets Professional Duties/Responsibilities)</b></p> <p><input type="checkbox"/> Meets two or less selected CSTP elements Required evaluation next year <input type="checkbox"/> Coaching will continue on element that does not meet standard (documentation not required)</p> <p><input type="checkbox"/> OR Repeat cycle of Professional Growth on element(s) not meeting standards. (documentation required)</p> <p><input type="checkbox"/> Meets VUSD Professional Duties and Responsibilities</p>
<p><b>Approaching Standards (meets at least three elements AND Meets Professional Duties/Responsibilities)</b></p> <p><input type="checkbox"/> Meets three (3) selected CSTP elements</p> <p><input type="checkbox"/> Meets VUSD Professional Duties and Responsibilities</p> <p><input type="checkbox"/> Coaching will continue on element that does not meet standard (documentation not required)</p>	<p><b>Does Not Meet Standards</b></p> <p><input type="checkbox"/> Does not meet District Standards Does not meet VUSD Professional Duties and Responsibilities <input type="checkbox"/> Required evaluation next year</p> <p>Facilitator Options (Must select one of the following):</p> <p><input type="checkbox"/> Continue working on current four selected elements next year</p> <p><input type="checkbox"/> Facilitator chooses three elements and teacher selects one</p> <p><input type="checkbox"/> Return to Probationary eight elements</p> <p><input type="checkbox"/> Permanent Teachers: If Does Not Meet Standards for a second evaluation cycle - Referred to Peer Assistance and Review (PAR)</p>

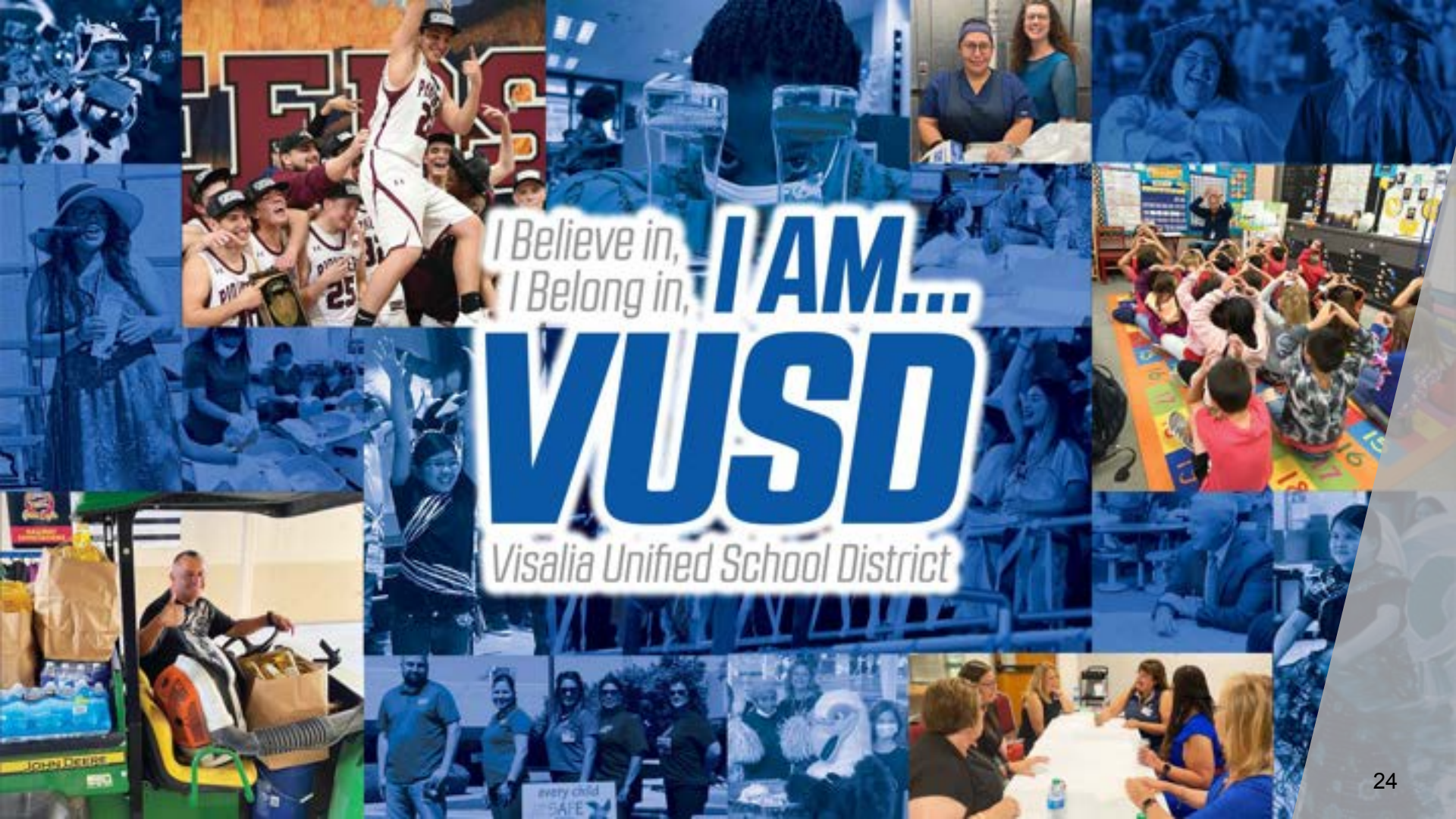
Facilitator: \_\_\_\_\_ Date \_\_\_\_\_

Printed Name Signature Date



# Coaching and Growth in the Future...

- **Creating task forces to update counselor and non-classroom teacher evaluation documents to align with the certificated professional growth model**
- **Creating a task for to update the classified evaluation / coaching model**
- **Continue to foster a culture of coaching and collaboration in the district**



I Believe in,  
I Belong in, **I AM...**  
**VUSD**  
Visalia Unified School District

# Substitute Flexibility

## AB 141

The recent passage of the AB 141 continued the extension of the number of cumulative days a substitute teacher can serve in the classroom for one teacher of record until **July 1, 2024**.

Credential Type and Doc. Code	General Education Setting	Special Education Setting	Career Technical Education (CTE) Setting
Single Subject Teaching Credential (TC1)	60	60	30
Multiple Subject Teaching Credential (TC2)	60	60	30
30-Day Substitute Teaching Permit (SUBP)	60	60	30
Prospective Substitute Permit (SUBT)	60	60	30
Career Substitute Permit (SUBC)	60	60	30
Provisional Internship Permit (TC14)	60	60	30
Short-Term Staff Permit (TC13)	60	60	30
Teaching Permit for Statutory Leave (TPSL)	60	60	30
Career Technical Education (CTE) Teaching Credential	None	None	60
Designated Subjects CTE 30-Day Substitute Permit (SUBV)	None	None	60
Variable Term Waiver	None	None	None
University or District Intern Credential (TC1: IN, TC2: IN, TC3S: IN or TC10)	None	None	None