

MOU - Memorandum of Understanding

Between the

Dehesa School District

and the

Dehesa Teachers Association

Due to the emergency protocols put into place by Governor Gavin Newsom, which affects teaching practices in the state of California, both parties agree to amend parts of Article 8 in the Contract for the 2020-2021 school year.

8.2.2 Sequence of evaluation events will be amended to

(For both Probationary and Permanent unit members)

By November 2 Evaluation procedures and forms reviewed with principal

(For Probationary unit members)

By December 9 Pre and post observation conference held;
Classroom observation conducted; observations summary
delivered to the teacher. Observation will be a minimum of 30 minutes.
Principal will notify teacher at least seven (7) duty days prior to observation.

Attached are alternative forms to be used for Evaluations for the 2020-2021 school year.

Dehesa School District



Bradley Johnson
Superintendent/CBO

Oct 14, 2020

Date

Dehesa Teacher's Association



[Farida Blakey \(Oct 14, 2020 07:57 PDT\)](#)

Farida Blakey
President

Oct 14, 2020

Date

DEHESA SCHOOL LESSON PLAN TEMPLATE

Teacher:	Subject:
Grade:	Lesson Topic:
Number of students present:	
Date:	
Standard(s):	
Lesson Procedures:	
Lesson Launch	
Teacher Demonstration	
Student Independent Practice	
Closure	
Materials Needed:	Assessments (Formative/Summative): Summative: Formative:

Reflection Notes:

LESSON OBSERVATION REPORT

Teacher's Name: _____ Date of Observation: _____

Number of students present: _____ Lesson Observed: _____

CRITERION (Sample Source of Evidence)	EVIDENCE
Lesson Planning: A Dehesa School Lesson Plan Template was used. Lesson was connected to Common Core State Standards	
Lesson Materials and Preparation: Materials designed to support the individual lesson (e.g. a PowerPoint, a video clip, original source documents, a guided notes template, a graphic organizer, worked examples, exemplars, a worksheet, lab supplies) have been prepared in advance and support student learning. Logistical arrangements related to lesson procedures (e.g. student grouping, directions for class activities) have been prepared in advance.	
Lesson Presentation: Content is accurate and is taught using pedagogical methods that support student learning of the content. Timing and flow of lesson elements is appropriate for the content and the students. Students' varying needs are accounted for in presentation of the content. Students' background knowledge and understanding of prior lessons is taken into account in presentation. Students are provided with multiple opportunities and methods to access the content.	
Assessment and Feedback: Student understanding is evaluated throughout the lesson via assessments specific to the lesson (e.g. Do Now, Exit Slip, questioning, student writing and discussion, student work product). Students receive feedback (e.g. on a rubric aligned to the task/assignment) that includes next steps and areas for improvement.	
COMMENDATIONS	
RECOMMENDATIONS	

I have received and read a copy of this report and understand that a copy will be placed in my file.

Teacher's Signature _____ Date: _____

DEHESA GOAL: STUDENT ENGAGEMENT

California Standards for the Teaching Profession 1 Engaging and Supporting All Students in Learning

1.1 Using knowledge of students to engage them in learning

As teachers develop, they

- know students as people and as learners
- understand reasons for behavior
- recognize atypical behavior in students
- build trust with students and foster relationships so that students can thrive academically
- adapt teaching to reflect knowledge of students?
- differentiate instruction based on what teachers know about students' strengths, interests, and needs
- get to know parents and connect with the community

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

As teachers develop, they

- help students see the connections between what they already know and the new material
- connect classroom learning to students' life experiences and cultural backgrounds
- support all students to use first and second language skills to achieve learning goals
- open a lesson or unit to capture student attention and interest
- build on students' comments and questions during a lesson to extend their understanding

1.3 Connecting subject matter to meaningful, real-life contexts

As teachers develop, they

- establish a connection between subject matter and purpose for learning
- make connections between the subject matter and real-life contexts
- seek feedback from students regarding relevance of subject matter to their lives
- engage all students in a variety of learning experiences that accommodate the different ways they learn
- provide opportunities for all students to acquire and practice skills in meaningful contexts?

1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

As teachers develop, they

- select and utilize a range of instructional approaches to engage students in learning
- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand
- help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures
- use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning
- adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs
- utilize multiple types of technology to facilitate learning
- examine and use resources that minimize bias

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

As teachers develop, they

- encourage students to use multiple approaches and solutions to solve problems
- encourage students to ask critical questions and consider diverse perspectives about subject matter
- provide opportunities for students to think about, discuss, and evaluate content
- ask questions to facilitate discussion, clarify, and extend students' thinking
- support students to think and communicate with clarity and precision
- help students apply previous learning to new situations
- encourage students to create, imagine, and innovate
- help students to develop and use strategies and technologies for accessing knowledge and information

1.6 Monitoring student learning and adjusting instruction while teaching

As teachers develop, they

- systematically check for student understanding and revise plans accordingly
- incorporate a variety of strategies in a lesson to check for student understanding
- monitor the learning of students with limited English proficiency or of students with special needs
- adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow
- make "on the spot" changes in my lesson based on students' interests and questions
- provide additional support and opportunities for students to learn when some students have mastered the lesson
objective(s) and others have not
- adjust my lesson when I don't have enough time to complete everything I planned to do

GOAL 2: LEARNING LOSS MITIGATION

California Standards for the Teaching Profession 4

Planning Instruction and Designing Learning Experiences for All Students

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction

As teachers develop, they

- incorporate students' prior knowledge and experience in my curriculum and instructional planning
- use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction
- use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs
- plan lessons and units that promote access to academic content standards for all students
- use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development
- use knowledge of my students' diverse learning needs to plan instruction that supports their learning

4.2 Establishing and articulating goals for student learning

As teachers develop, they

- build on the strengths, interests, and needs of all students to establish high expectations for learning
- establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs
- determine learning goals that address all students' language abilities and diverse learning needs
- establish learning goals that address school, district, and community expectations
- work with students and families to establish learning goals
- develop goals that prepare students for successful transition to their next learning environment
- communicate clear, challenging, and achievable expectations for students

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

As teachers develop, they

- design an instructional program that considers the long-term and the short-term
- use assessment results for long-term and short-term planning
- incorporate diverse subject matter perspectives in my planning
- select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs
- plan an instructional program that supports students' second language learning and diverse learning needs
- incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar

- collaborate with colleagues to make instructional decisions
- design instruction so that students participate in setting and achieving their individual learning goals

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

As teachers develop, they

- develop unit and lesson plans that build on and extend students' understanding of subject matter
- ensure that each instructional strategy is related to learning goals
- plan instruction to allow enough time for student learning, review, and assessment
- use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time
- check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate
- address the ELD standards appropriately, based on my English learners' levels of language acquisition
- address the IEP goals and objectives of my students with special needs
- select materials, resources, and technologies to support the learning needs of English learners and students with special needs

GOAL 3: IMPLEMENTATION OF RESOURCES

California Standards for the Teaching Profession 4.5 and 3.5

Planning Instruction and Designing Learning Experiences for All Students

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

As teachers develop, they

- interact with colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons
- proactively prepare for appropriate adjustments based on assessment of student learning while teaching
- strengthen existing plans for students at identified levels of English proficiency
- strengthen existing plans for students with special needs
- reflect on successes and struggles and apply what have been learned about effective and ineffective strategies to existing plans for future lessons
- reflect on successes and struggles with the use of curriculum and apply what have been learned to existing plans for future lessons
- capture what have been learned during a particular lesson to revisit plans in advance of teaching the lesson again

3.5 Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students

As teachers develop, they

- know the full range of materials, resources, and technologies provided by the school or district
- select materials, resources, and technologies to support differentiated student learning of the subject matter
- select and use learning materials and resources that reflect the diversity in my classroom
- use technologies to convey key concepts in the subject matter
- learn about and access new instructional resources to support student learning

ALTERNATIVE EVALUATION FORM FOR 2020-21

NAME: _____ GRADE LEVEL: _____ TITLE: _____

PRE-EVALUATION MEETING DATE: _____ POST-EVALUATION MEETING DATE: _____

DEHESA GOAL:

California Standards for the Teaching Profession:

ACTION PLAN How will you achieve this goal?	AREAS of STRENGTH (teacher's self-reflection)	AREAS of STRENGTH (administrator's evidence-based feedback)

DEHESA GOAL:

California Standards for the Teaching Profession:

ACTION PLAN How will you achieve this goal?	AREAS of STRENGTH (teacher's self-reflection)	AREAS of STRENGTH (administrator's evidence-based feedback)

DEHESA GOAL:

California Standards for the Teaching Profession:

ACTION PLAN How will you achieve this goal?	AREAS of STRENGTH (teacher's self-reflection)	AREAS of STRENGTH (administrator's evidence-based feedback)

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Teacher's Signature: _____

Evaluator's Name: _____ Evaluator's Signature: _____