



**Mission Valley ROP**  
**Monday, May 12, 2014**  
**4 p.m. Governing Council Meeting**  
**MVROP Board Room**  
**(510) 657-1865 Ext. 15141**



## Agenda

**Regular Meeting of the Governing Council**  
**Mission Valley Regional Occupational Center/ Program**  
**ROP Board Room**  
**Monday, May 12, 2014**  
**Regular Meeting (Open Session): 4 p.m.**

Call to order \_\_\_\_\_p.m.

**Pledge of Allegiance**

**Roll Call:**

_____	Larry Sweeney, President
_____	Nancy Thomas, Vice President
_____	Jonas Dino, Clerk
_____	Other

**Approval of Agenda:**

Motion:	_____
Second:	_____
Vote:	_____

**Communication:**

- a. Items from the Staff
- b. Oral Communication
  - *Careers in Education Program Presentation*
- c. Written Communication
  - *“Mission Valley ROP Invests in the Future” Tri-City Voice, April 29, 2014*
  - *“Your Saturday Plans: The 11<sup>th</sup> Annual MVROP/WHs Car Show” MVROP Press Release, May 2, 2014*
- d. Items from the Board
- e. Public Comment
  - Blue Speaker Card – Items on the agenda
  - Green Speaker Card – Items not on the agenda

**Consent Calendar:**

- a. **Minutes:**  
Approve minutes from the Governing Council meeting on April 17, 2014.
- b. **Business and Finance:**
  - B&F#1 Approve Purchase Orders over \$5,000
  - B&F#2 Approve Warrants \$5,000 and above
  - B&F#3 Adopt Resolution No. 13-1314
  - Accept Donations to Mission Valley ROP

**c. Employment and Personnel:**

E&P#1 Approve Report of Classified Personnel Actions

E&P#2 Approve Report of Certificated Personnel Actions

**End of Consent Calendar:**

Motion: \_\_\_\_\_

Second: \_\_\_\_\_

Vote: \_\_\_\_\_

Board comments on Consent Calendar:

\_\_\_\_\_  
\_\_\_\_\_

**Business and Finance #1**

**Information**

Review MVROP Budget Modification Plan

**Business and Finance #2**

**Information/Action**

Review and Receive Preliminary Budget 2014-15

**Board of Education #1**

**Information/Action**

MVROP Certificated Employee Evaluation Revision

Motion: \_\_\_\_\_

Second: \_\_\_\_\_

Vote: \_\_\_\_\_

**Board Requests**

\_\_\_\_\_  
\_\_\_\_\_

Meeting adjourned: \_\_\_\_\_pm



## Communication

**Mission  
Valley  
ROP  
invests  
in the  
future**



Submitted By Robbie Finley

As a teenager, what did you dream about doing for a living? Did you want to work in a hospital? Become an engineer? Work in television? Teens across the East Bay are being given a chance to explore options like these and many more through Career Technical Education (CTE) programs provided by Mission Valley Regional Occupational Program (MVROP).

MVROP's CTE programs, available to high school teens in the Fremont, New Haven, and Newark school districts, are designed to engage students to start thinking about career interests. It is a foolproof way for them to find out where they want to be in life, says Allison Aldinger, MVROP's public relations administrator. If that piques your interest, the cost to enroll is also enticing. They cost nothing! Classes are free for high school students.

Through ten distinct and in-demand career pathways, students learn and receive hands-on training by a staff with at least five years industry-specific experience. Each teacher goes through a two-week boot camp where they actually do every single lesson, Aldinger said. MVROP's programs currently train over 5,000 students in the East Bay.

MVROP adds another dimension to high school student education. It instills a sense of professionalism, provides practical work experience and a chance to explore vocational options. Aldinger says, We offer the type of relevant and rigorous CTE programs that local schools are unable to offer on their own.

CTE programs work in concert with public schools core curriculum and enable students to gain an advantage in the workplace by becoming familiar with and developing a skill set in high-demand career fields.

To make sure that training remains relevant to the job market, MVROP constantly reviews training effectiveness by monitoring how it translates to graduate employment and inviting local companies to help develop a relevant and timely curriculum. By investing in the education of MVROP students, local companies are helping themselves, Aldinger says. Fremont-based Tesla Motors, for example, has hired numerous MVROP graduates, as has Lam Research, another Fremont-based company that designs and manufactures semiconductor equipment.



The future of MVROP is bright. Aldinger says, We've had a lot of development this year. The school is planning to expand into middle schools and include alternatives for adults on its campus. The MVROP mission statement summarizes: relevant career technical education by preparing students for employment and college through industry standard tools, training, and experience.

Some of the more popular pathways at MVROP are Health Service and Medical Technology, and Building and Construction Trades programs. According to Aldinger, the medical programs offer quite a few varieties and are very hands on. They are taught caring from head to toe in a number of disciplines.

The construction program is currently engaged in a unique project constructing an entire house. They plan to sell it and reinvest any profit back into the program.

Additional programs include: Arts, Media, and Entertainment; Engineering and Architecture; Hospitality, Tourism, and Recreation; Information and Communication Technologies; Marketing, Sales, and Service; Public Services; Transportation; and Childcare.

The training center, which began CTE courses in 1969, houses 19 classrooms with four state-of-the-art biotechnology and health services laboratories, six computer labs, an automotive garage, and much more. CTE graduates earn higher wages than others in their demographic; they have more success in career advancement; impressive enrollment rates in post-secondary education; better 12th grade attendance; and improved grade point averages from 10th to 12th grades, according to the Longitudinal Study Report conducted by UC Riverside. This impressive facility isn't the only place students receive training; classes are also held in every high school in the Tri-City region.

MVROP is located at 5019 Stevenson Boulevard in Fremont. For more information, call (510) 657-1865 or visit [www.mvrop.org](http://www.mvrop.org).



# Mission Valley ROP

CAREER TECHNICAL TRAINING CENTER

5019 Stevenson Blvd · Fremont, CA 94538-2449

(510) 657-1865 · Fax (510) 438-0378 · [www.mvrop.org](http://www.mvrop.org)

**FOR IMMEDIATE RELEASE**

Date: May 2, 2014

## **YOUR SATURDAY PLANS: THE 11<sup>TH</sup> ANNUAL MVROP/ WHS CAR SHOW**

**FREMONT, CA-** Hot rods? Live music? Perfect weather? That is what students enrolled in the Mission Valley ROP (MVROP) Automotive Technology program at the Washington High School location have in store for the 11<sup>th</sup> annual classic car show taking place tomorrow, Saturday, May 3<sup>rd</sup> at Washington High School, located at 38442 Fremont Boulevard in Fremont, from 7am until 4pm. This event is free to the public.

Superintendent Hanson encourages everyone to visit this family-friendly local event which creates the perfect opportunity to get outside, enjoy the warm weather, and admire unique vehicles while listening to a live band. An impressive showing of car enthusiasts have polished up their hot rods, muscle cars, low riders, choppers, and much more to show off all day Saturday at Washington High School. A raffle chocked full of prizes worth thousands of dollars will also take place. In addition to the festivities, a canned food drive will be held benefitting Abode Services.

If you are interested in entering a vehicle to the car show, please contact Doug Nahale at 510.505.7300 x 67361. Registration begins at 6:30 a.m. Proceeds from the event will go towards equipment for the Automotive Technology Program. Help support this very worthy community organization by remembering to bring out those canned goods this Saturday. See you there!

### **Event Details**

Event: Washington High School 11<sup>th</sup> Annual Car Show  
Date: May 3, 2014  
Time: 7am to 4pm  
Location: Washington High School  
38442 Fremont Boulevard, Fremont, CA  
Website: [www.mvrop.org](http://www.mvrop.org)  
Phone: 510.505.7300 x 67361

### **About Mission Valley ROP**

Mission Valley ROP (MVROP) is the regional occupational program for the Tri-City area. Established in 1969, MVROP has been instrumental in preparing students for successful business, medical, and technical careers. Through a partnership with Fremont, New Haven, and Newark Unified School Districts, Career Technical Education is provided to 5,000 students (high school and adult) each year. For the latest news and information about MVROP, visit us on the web at [www.mvrop.org](http://www.mvrop.org).

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### **Press Contact:**

Allison Aldinger, PR Administrator  
(510) 492-5141  
[aaldinger@mvrop.org](mailto:aaldinger@mvrop.org)

PRESS RELEASE



## Consent Calendar



# Minutes

**Regular Meeting of the Governing Council  
Mission Valley Regional Occupational Center/ Program  
Thursday, April 17, 2014**

**Member Sweeney called the meeting to order at 4:04pm.**

Present:

Larry Sweeney, President  
Nancy Thomas, Vice-President  
Jonas Dino, Clerk

**Approval of Agenda:**

*Member Thomas made a motion to approve all items on the April agenda. Member Dino made a second to approve the motion. Members voted 3-0 to approve all items on the April agenda.*

**Communication:**

**a. Oral Communication:**

MVROP Instructor Stan Hearne presented an overview of the Construction Technology Program.

**b. Items from Staff:**

*MVROP Updates*

Superintendent Hanson shared MVROP submitted the AB 86 Career Pathways Trust Grant on March 28, 2014. The total grant proposal was \$4.4 million. Superintendent Hanson is confident in the grant proposal and the opportunities it can provide for all three JPA Districts. Notification for grant approval is not expected until early June.

Superintendent Hanson, Margie Trujillo, and Marie dela Cruz recently met with Raul Parungao of Fremont Unified School District regarding passing CTE funding to MVROP. A similar meeting also took place with New Haven Unified School District with the co-superintendents. The response from both districts is to continue the current maintenance of effort to MVROP. Member Sweeney noted he has requested for this subject to be agendaized for a future FUSD Board of Education meeting. He is recommending FUSD pass through all CTE related funding to MVROP.

**c. Written Communication:**

MVROP PR Administrator, Allison Aldinger, shared the following items with the Governing Council:

- *“Students Square Off in Bioscience Quiz Bowl” MercuryNews.com, March 14, 2014*

**d. Items from the Board:**

Member Thomas reported she had a meeting with both the NUSD Superintendent and CBO regarding the pass-through funding for MVROP. Member Thomas went on to say they confirmed a mistake in the funding amount had been made and was being corrected. NUSD will continue to pass through their portion of funding to MVROP as designated in the JPA Agreement.

- e. **Public Comment:**  
None

**Consent Calendar:**

*Member Thomas made a motion to approve all items in the Consent Calendar. Member Dino made a second to approve the motion. Members voted 3-0 to approve all items in the Consent Calendar.*

**Business and Finance #1**

**Review Budget Modification Plan**

Superintendent Hanson and Marie dela Cruz, MVROP Business Services Director, reviewed Business and Finance Item #1 and answered subsequent Board inquiries regarding the Budget Modification Plan.

*This item is information only.*

**Board Requests:**

Member Sweeney requested for the Thursday, May 15, 2014 Governing Council meeting to be moved to Monday, May 12, 2014 due to scheduling conflicts. Members Jonas and Thomas concurred.

**The meeting was adjourned at 5:12 p.m.**

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Larry Sweeney, President

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Nancy Thomas, Vice President

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Jonas Dino, Clerk



## **Business and Finance**

# MISSION VALLEY ROP

**PURCHASE ORDER REPORT  
PURCHASE ORDERS OVER \$5,000  
BOARD MEETING - MAY 12, 2014  
PO PERIOD: APRIL 8, 2014 - MAY 2, 2014  
AGENDA ITEM - B&F #1**

<b>PO NUMBER</b>	<b>VENDOR NAME &amp; ACCOUNT CODE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
146082	Pearson Education 81-0635-0-6621-1001-4310-6XX-6012	Books for Culinary Program	\$ 15,045.73
146411	San Jose State Foundation 81-9601-0-6506-1001-5210-6XX-6012	Conference Registration Project Lead the Way	\$ 7,500.00
146585	School Specialty 81-0635-0-6XXX-1001-4310-6XX-6012	Computer Furniture for American, Washington, Conley-Caraballo, and Mission San Jose	\$ 36,722.44
146673	Computer Pro 81-0635-0-6202-1001-4420-665-6012	Computers for Bridgepoint	\$ 23,889.60

**Mission Valley ROP**  
**Warrants \$5,000 and above**  
**From 4/08/14 - 5/2/14**  
**Fiscal Year 13/14**

B&F #2  
May 12, 2014

Date	Warrant #	Vendor	Purpose	Amount	PO number
4/8/14	50365913	Delta Dental	Monthly dental premiums	\$ 5,022.52	
4/15/14	50366129	LCA Architects	Architect services paint/spray booth	\$ 4,752.00	144219
			Architect services canopy project WHS	\$ 10,281.94	145205
4/15/14	50366177	New Haven USD	Transportation	\$ 5,137.84	140137
4/15/14	50366065	PG&E	Electricity 2/28/14-4/3/14	\$ 8,000.48	
4/15/14	50366227	State of CA, DSA	Filing fee for paint booth project	\$ 7,425.00	146088
4/15/14	50366172	Troxell	mounted ceiling projector, Robertson HS	\$ 5,717.99	145084

<u>      </u>	Information
<u>  X  </u>	Action
<u>      </u>	Presentation

**MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM  
BOARD OF EDUCATION**

**A G E N D A    I T E M  
B&F #3**

**DATE OF BOARD MEETING:**    May 12, 2014

**TITLE:**            Adopt Resolution No. 13-1314  
                  Accept Donations to Mission Valley ROP

**Background:**

Education Code 635160 authorizes governing boards of any school district to initiate and carry on any program, activity or to act otherwise in any manner that is not in conflict with or inconsistent with or preempted by any law and that is not in conflict with the purpose for which school districts are established. Acceptance of gifts to the school district is within the permissive authority granted Boards of Education in the permissive code embodied in Education Code 35160.

**Current Status:**

<u>Donated to</u>	<u>Donated by</u>	<u>Item</u>
HOSA	North Central trucking	\$500.00
PLTW for 14/15	Lam Research Foundation	\$20,000.00
Photography JLHS	Amyris Inc	Theatre system, DSLR kit

**Recommendation:**

Staff recommends acceptance of the aforementioned donations to Mission Valley Regional Occupational Program.

<u>Marie dela Cruz, 657-1865</u>	<u>ROP Center</u>	<u>Bus. Svcs. Thomas Hanson</u>
<u>Staff Contact Person</u>	<u>Department</u>	<u>Division Superintendent</u>

**FOR MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM**

Sheila Jordan  
County Superintendent of Schools  
313 West Winton Avenue  
Hayward, CA 94544-1198

Fremont, California

Date: May 12, 2014

Pursuant to the provision of the Education Code Section 42600, we, the undersigned, constituting a majority of the members of the governing board of the above-named district, do hereby transmit this resolution requesting an increase in income of said school district for the following reasons:

Local Income

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INCOME APPROPRIATION	ACCOUNT NO.	AMOUNT
Local Income	81-9601-0-0000-0000-8699-000-0000	20,000

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EXPENDITURE APPROPRIATION	ACCOUNT NO.	AMOUNT
PLTW- Thornton Jr HS	81-9601-0-6506-1001-5210-668-6998	1,250
PLTW- Washington HS	81-9601-0-6506-1001-5210-654-6998	3,750
PLTW- Newark Memorial HS	81-9601-0-6506-1001-5210-664-6998	3,750
PLTW- Mission San Jose HS	81-9601-0-6506-1001-5210-653-6998	3,750
Fund balance	81-9601-0-0000-0000-9790-000-0000	<u>7,500</u>
		20,000

Respectfully submitted,

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Clerk of the Governing Council  
Mission Valley ROP  
Alameda County, State of California

\_\_\_\_\_ Request Approved

\_\_\_\_\_ Not Approved

Posted by: \_\_\_\_\_



## **Employment & Personnel**

**MISSION VALLEY REGIONAL OCCUPATIONAL CENTER/PROGRAM  
GOVERNING COUNCIL**

**AGENDA ITEM**

\_\_\_\_\_ Information

**Date: May 12, 2014**

\_\_\_\_\_ **X** \_\_\_\_\_ Action

**Title: REPORT OF CLASSIFIED PERSONNEL ACTIONS**

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**Background:**

The Governing Council has delegated authority to the ROP staff to take certain actions on its behalf related to Classified Personnel activities such as appointments, changes of status, resignations, requests for leaves, and retirements.

ROP staff are authorized to take personnel actions in the interest of operational necessity. Following those actions, staff reports to the Governing Council and recommends they approve prior actions.

**Current Status:**

A report of Classified Personnel actions is submitted, recommending approval of prior actions taken by ROP staff.

**Recommendation:**

Approve Classified Personnel recommendations for: *Return from Leave of Absence.*

**Marie dela Cruz**  
**(510) 657-1865**

**Classified Personnel**  
**Division**

**Thomas Hanson**  
**Superintendent**

CONSENT ITEMS  
MISSION VALLEY ROP

Classified Personnel

**Return from Leave of Absence**

NAME	POSITION	HOURS	SUPERVISOR	EFFECTIVE DATE	OTHER
Ghazal Yousofy	Accounting Technician	8 hrs/day	Marie dela Cruz	4/21/14	Maternity Leave

(con12May 13.14)

**MISSION VALLEY REGIONAL OCCUPATIONAL CENTER/PROGRAM  
GOVERNING COUNCIL**

**AGENDA ITEM**

\_\_\_\_\_ Information

**Date: May 12, 2014**

\_\_\_\_\_ **X** \_\_\_\_\_ Action

**Title: REPORT OF CERTIFICATED PERSONNEL ACTIONS**

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**Background:**

The Governing Council has delegated authority to the ROP staff to take certain actions on its behalf related to Classified Personnel activities such as appointments, changes of status, resignations, requests for leaves, and retirements.

ROP staff are authorized to take personnel actions in the interest of operational necessity. Following those actions, staff reports to the Governing Council and recommends they approve prior actions.

**Current Status:**

A report of Certificated Personnel actions is submitted, recommending approval of prior actions taken by ROP staff.

**Recommendation:**

Approve Certificated Personnel recommendations for: *Termination.*

**Margie Trujillo**  
**(510) 657-1865**

**Certificated Personnel**  
**Division**

**Thomas Hanson**  
**Superintendent**

CONSENT ITEMS  
MISSION VALLEY ROP

Certificated Personnel

**Termination**

NAME	HOURS	SUBJECT	EFFECTIVE DATE	OTHER
Steven Mendez	Varies	Law Enforcement	February 1, 2014	Shared Assignment

(con13May13.14)



**End of Consent**



## **Business and Finance**



## **Business and Finance #1**

**MISSION VALLEY ROP  
BOARD OF EDUCATION**

☒ Information  
☐ Action  
☐ Presentation

**AGENDA ITEM  
BUSINESS & FINANCE #1**

**Date of Board Meeting: May 12, 2014**

**TITLE: Review Budget Modification Plan**

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**Background:**

The budget act in February 2009 included two budget years (2008-09 and 2009-10). MVROP received a 15.4% midyear cut to 2008-09 revenues and an additional 4.5% cut to 2009-10 revenues. The cost of living adjustment was not funded in either year (a loss of 5.66% for 2008-09 and another 4.25% for 2009-10), and due to declining enrollment statewide, ROC/Ps had a negative adjustment of .63% in 2008-09. In addition to these tremendous cuts, ROC/Ps became part of the flexibility provisions in categorical program funding effective 2008-09 through 2014-15.

The Governor signed the 2013-14 State Budget Act (AB 110) on June 27, 2013 and on July 1, he signed education trailer bill AB 97 (and clean-up bill SB 91) which establishes the Local Control Funding Formula (LCFF) as the new funding model for public schools. The enacted budget includes ROC/P as part of the LCFF base for districts that received the Tier III funding directly from the state. However, the budget included maintenance of effort requirements for ROC/P's.

The maintenance of effort (MOE) requirement for ROC/P JPA's, such as Mission Valley ROP, requires participating districts to pass through funds to the JPA for the 2013-14 and 2014-15 fiscal years, based upon funds received or provided in 2012-13.

**Current Status:**

The 2014-15 Preliminary Budget is included in this month's Board packet. The budget will be finalized based upon the Governor's May Revision and adopted at the June 19, 2014 Board meeting.

**Recommendation:**

None

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Marie dela Cruz, 657-1865 x15145	ROP Center	Business Services	Thomas Hanson
<b>Staff/Contact Person</b>	<b>Location</b>	<b>Division</b>	<b>Superintendent</b>



## **Business and Finance #2**

<u>  X  </u>	Information
<u>  X  </u>	Action
<u>      </u>	Presentation

MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM  
BOARD OF EDUCATION

A G E N D A    I T E M

Business & Finance #2

DATE OF BOARD MEETING:    May 12, 2014

TITLE:            Preliminary Budget 2014-15

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Background:

Mission Valley Regional Occupational Program submits a preliminary budget to the governing council in May of each year.

Current Status:

Estimates of Revenues and Expenditures for 2014-15 and multi-year projections are included in the preliminary budget report. Revenues are based upon the 2014-15 Governor's State Budget proposal. Expenditures are based upon projected salary adjustments and basic program needs.

Recommendation:

Staff recommends that the governing council review and receive the 2014-15 preliminary budget report.

Marie dela Cruz, 657-1865	ROP Center	Bus. Svcs.	Thomas Hanson
Staff Contact Person	Department	Division	Superintendent

MISSION VALLEY ROP  
PRELIMINARY BUDGET 2014-15

I. REVENUES	CODE	2013-14	2014-15	CHANGE	NOTES/ASSUMPTIONS
DSP	8590	30,000	30,000	0	
PROFESSIONAL DEVELOPMENT	8590	16,767	16,767	0	
INTEREST INCOME	8661	20,000	15,000	(5,000)	Based on 13-14 actuals to date
REGISTRATION FEES	8689	42,000	25,000	(17,000)	Based on 13-14 actuals to date
DONATIONS	8699	26,304	0	(26,304)	
LOTTERY	8781	404,943	410,201	5,258	Unrestricted Rate \$126/ 07-08 ADA Prop 20 Rate \$30/ 07-08 ADA 07-08 Lottery ADA 2629.49
ROP FUNDING	8781	6,675,467	6,675,467	0	0% COLA
TOTAL REVENUES	8000	7,215,481	7,172,435	(43,046)	

**II. EXPENDITURES**

CERTIFICATED SALARIES	1000	3,027,084	3,181,897	154,813	3% Step & Column Increase .8 FTE increase
CLASSIFIED SALARIES	2000	1,075,710	1,107,981	32,271	3% Step & Column Increase
BENEFITS - CERTIFICATED	3000	393,824	413,965	20,141	STRS 8.25% Medicare 1.45% Health & Welfare 1% Unemployment Insurance .05% Workers Comp 2.26%
BENEFITS - CLASSIFIED	3000	241,808	251,844	10,036	PERS 11.771% (.329 increase) Social Security 6.2% Medicare 1.45% Health & Welfare 1% Unemployment Insurance .05% Workers Comp 2.26%
MATERIALS & SUPPLIES	4000	1,026,826	551,096	(475,730)	Reduced by Reserve Plan
CONTRACTS & OTHER SERVICES	5000	1,497,932	1,365,425	(132,507)	Reduced by Reserve Plan
CAPITAL OUTLAY	6000	833,189	133,189	(700,000)	Facilities improvement projects to carryover including Paint Booth and Washington Auto Shop Canopy
OTHER OUTGO	7000	10,939	0	(10,939)	Copier lease paid off in 2013-14
TOTAL EXPENDITURES		8,107,312	7,005,397	(1,101,915)	
<b>BALANCE (REVENUES LESS EXPENDITURES)</b>		(891,831)	167,038	1,058,869	

**III. RESERVES**

BEGINNING BALANCE	7,038,598	6,146,767	(891,831)
PLUS/MINUS SURPLUS/DEFICIT	(891,831)	167,038	1,058,869
ENDING BALANCE	6,146,767	6,313,806	167,038

**IV. REVENUE PASS THROUGH BY DISTRICT**

DISTRICT	BASE	LOTTERY	OTHER	TOTALS
FREMONT	4,387,964	269,636	16,767	4,674,367
NEWARK	969,359	59,566	0	1,028,925
NEW HAVEN	1,318,144	80,999	0	1,399,143
TOTALS	6,675,467	410,201	16,767	7,102,435

MISSION VALLEY ROP  
PRELIMINARY MULTI-YEAR PROJECTION 2014-15

REVENUES	CODE	2014-15	2015-16	CHANGE	2016-17	CHANGE	NOTES/ASSUMPTIONS
DSP	8590	30,000	30,000	0	30,000	0	
PROFESSIONAL DEVELOPMENT	8590	16,767	16,767	0	16,767	0	
INTEREST INCOME	8661	15,000	15,000	0	15,000	0	Based on 13-14 actuals to date
REGISTRATION FEES	8689	25,000	25,000	0	25,000	0	Based on 13-14 actuals to date
DONATIONS	8699	0	0	0	0	0	
LOTTERY	8781	410,201	410,201		410,201		Unrestricted Rate \$126/ 07-08 ADA Prop 20 Rate \$30/ 07-08 ADA 07-08 Lottery ADA 2629.49
				0		0	
ROP FUNDING	8781	6,675,467	6,675,467	0	6,675,467	0	0% COLA
TOTAL REVENUES	8000	7,172,435	7,172,435	0	7,172,435	0	
<b>EXPENDITURES</b>							
CERTIFICATED SALARIES	1000	3,181,897	3,277,353	95,457	3,375,674	98,321	3% Step & Column Increase
CLASSIFIED SALARIES	2000	1,107,981	1,141,221	33,239	1,175,457	34,237	3% Step & Column Increase
BENEFITS - CERTIFICATED	3000	413,965	426,384	12,419	439,175	12,792	STRS 8.25% Medicare 1.45% Health & Welfare 1% Unemployment Insurance .05% Workers Comp 2.26%
BENEFITS - CLASSIFIED	3000	251,844	268,860	17,016	305,137	36,277	PERS 14-15 11.771% PERS 15-16 12.6% PERS 16-17 15.0%
MATERIALS & SUPPLIES	4000	551,096	551,096	0	551,096	0	
CONTRACTS & OTHER SERVICES	5000	1,365,425	1,365,425	0	1,365,425	0	
CAPITAL OUTLAY	6000	133,189	133,189	0	133,189	0	
OTHER OUTGO	7000	0	0	0	0	0	Copier lease paid off in 2013-14
TOTAL EXPENDITURES		7,005,397	7,163,528	158,131	7,345,154	181,626	
BALANCE (REVENUES LESS EXPENDITURES)		167,038	8,907	(158,131)	(172,719)	(181,626)	
<b>RESERVES</b>							
BEGINNING BALANCE		6,146,767	6,313,806	167,038	6,322,713	8,907	
PLUS/MINUS SURPLUS/DEFICIT		167,038	8,907	(158,131)	(172,719)	(181,626)	
ENDING BALANCE		6,313,806	6,322,713	8,907	6,149,994	(172,719)	
<b>COMPONENTS OF RESERVES</b>							
39% Restricted		2,462,384	2,465,858		2,398,498		
61% Unrestricted		3,851,421	3,856,855		3,751,496		
Total Reserves		6,313,806	6,322,713		6,149,994		



## **Board of Education**



## **Board of Education #1**

<u>X</u>	Information
<u>X</u>	Action

## MISSION VALLEY REGIONAL OCCUPATIONAL PROGRAM

### AGENDA ITEM

#### Board of Education #1

**Date of Board Meeting:** May 12, 2014

**TITLE:** MVROP Certificated Employee Evaluation Revision

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#### **Background:**

Certificated performance evaluation/observation forms have not been updated since 1992. A committee was formed in the fall of 2013 to review certificated evaluation/observations forms from other ROPs and school districts throughout the state. The evaluation committee consisted of five instructors and two administrators, who met monthly to review and update findings.

#### **Current Status:**

Mission Valley ROP's Board Policy 4115.1 remains unchanged. AR 5115 needs to be revised to include recommended changes by the Evaluation Committee. These changes include new evaluation/observation forms based on the six California Teaching Standards with a rubric and a clear timeline for meetings throughout the year. The forms were presented to and approved by the MVROP Leadership Committee on April 9, 2014.

#### **Recommendation:**

MVROP staff recommends approval of the first reading of the revised AR 5115 and evaluations forms presented by the Evaluation Committee.

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Margie Trujillo  
Staff Contact

Educational Services  
Division

Thomas Hanson  
Superintendent, Mission Valley ROP

## MISSION VALLEY ROP/C

## GUIDELINES FOR CERTIFICATED EVALUATIONS AND OBSERVATIONS

1. ~~New contracted certificated instructors will be evaluated every year for three years. If the evaluations are above satisfactory, then evaluations may be conducted every other year. Instructors may request to be evaluated, even if they are not required to do so. Also, administration may evaluate an instructor having met the 3-year performance criteria if there is need for improvement in any area of the teacher's performance. All certificated instructors will be evaluated on an annual basis.~~
2. A minimum of one formal classroom observation will be made on all ~~contracted teachers~~ certificated instructors between October 1 and November 30 of each school year. If any area of the classroom observation is found to be in the "needs improvement" "practice not consistent with standard" category, a meeting will immediately take place between the observer and the instructor to establish steps for improvement and remediation. Another classroom observation will then be set within 30 days.
3. Prior to a classroom observation, an initial pre-planning meeting ~~may be held at the instructor's or observer's request~~ will take place by September 30 of each school year. Observer and instructor will schedule a date for a formal observation and agree upon two standards he/she will focus on for the year; however, instructor will be assessed on all six standards. This record shall become part of the individual's personnel file and a copy will be given to the instructor.
4. ~~A follow-up meeting to a classroom observation will be held at the instructor's or observer's request~~ A final conference shall be held prior to April 30, and the Final Conference Report section of the Certificated Evaluation shall be signed and placed in the individual's personnel file. Copies of all observations/artifacts contributing to the final conference results will be made available during the meeting.
5. The form for classroom evaluation/observations will be CO 9214 (see attached).
6. ~~The form for certificated evaluations will be CO-92 (see attached).~~

Regulation established: November 9, 1992

Regulation Revised: May 12, 2014

### **EVALUATION PROCEDURES & TIMELINE**

To assure that a uniform system of evaluation will be applied in the appraisal of all certificated personnel, these procedures will be followed:

<b>TIMELINE</b>	<b>ACTIVITY</b>
September 1 - September 30	<u>INITIAL CONFERENCE</u> - The completion of the initial conference shall be verified by signatures on the Certificated Evaluation. Date will be scheduled for first observation to occur before November 30. Instructor and program manager will agree upon two standards he/she will focus on for the year; however, instructor will be assessed on all six standards. This record shall become part of the individual's personnel file and a copy will be given to the evaluatee.
October 1 - November 30	<u>FORMAL OBSERVATION(s)</u> - Observer will conduct visit and provide written results to instructor. General or specific indicators of satisfactorily meeting standards where appropriate will be given and discussed if needed.
Prior to April 30	<u>FINAL CONFERENCE (SATISFACTORY PERFORMANCE)</u> - A final conference shall be held prior to April 30, and the Final Conference Report section of the Certificated Evaluation shall be signed and placed in the individual's personnel file. Copies of all observations/artifacts contributing to the final conference results will be made available during the meeting.



## Mission Valley ROP Certificated Instructional Performance Evaluation

Name	Site/Program	Date employee received evaluation document by employer:	Conference Date:
Review Period:	From	To:	
<b>Determining Element Ratings:</b> Refer to MVROP "Elements of Performance" rubrics for guidance on the ratings of Elements			
Guide to Ratings: N/A --- Element is Not Applicable	1. Practice Not Consistent with Standard	2. Developing Practice	3. Meets /Exceeds Standards
<b><u>MVROP MISSION AND GOALS</u></b>			
<p><b><u>Our Mission:</u></b> Mission Valley ROP provides relevant career technical education by preparing students for employment and college through industry standard tools, training, and experience</p> <p><b><u>Our Goals:</u></b></p> <p>Mission Valley ROP will:</p> <ol style="list-style-type: none"> <li>1. Provide opportunities for students to develop the academic competencies and necessary skills to succeed</li> <li>2. Collaborate with partners to support all students, educators, and learning communities</li> <li>3. Employ and retain exemplary staff and support professional development for all employees</li> <li>4. Provide quality educational, administrative, and comprehensive support services</li> </ol>			
<b>Initial Conference:</b> No later than September 30	<b>Second Conference:</b> No later than November 30	<b>Interim Conference:</b> In cases of #1 above--- no later than December 31	<b>Final Conference:</b> No later than April 30
Evaluatee Signature	Date	Evaluatee Signature	Date
Evaluator Signature	Date	Evaluator Signature	Date

<b>Teaching Standard 1</b> <b>ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</b> (Assessed by one or more of the following: reflection, observation, documentation, or conferences)				
Element 1.1 Connecting students' prior knowledge, life experience and interests with learning goals				
Element 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs				
Element 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice				
Element 1.4 Engaging students in problem solving, critical thinking and/or other activities that make subject matter meaningful				
Element 1.5 Promoting self-directed, reflective learning for all students				
SUMMARY (activities and evidence)				

<b>Teaching Standard 2</b> <b>CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b> (Assessed by one or more of the following: reflection, observation, documentation, or conferences)				
Element 2.1 Creating a physical environment that engages all students				
Element 2.2 Establishing a climate that promotes fairness and respect				
Element 2.3 Promoting social development and group responsibility				
Element 2.4 Establishing and maintaining standards for student behavior				
Element 2.5 Planning and implementing classroom procedures and routines that support student learning				
Element 2.6 Using instructional time effectively				
SUMMARY (activities and evidence)				

<b>Teaching Standard 3</b> <b>UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b> (Assessed by one or more of the following: reflection, observation, documentation, o conference)				
Element 3.1 Demonstrating knowledge of subject matter content and student development		1. Not Observed/No Comment		
Element 3.2 Organizing curriculum to support student understanding of the subject matter		2. Not Consistent with Standard		
Element 3.3 Interrelating ideas and information within and across subject matter areas		3. Developing Practice		
Element 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter		4. Meets or Exceeds Standards		
Element 3.5 Using materials, resources, and technologies to make subject matter accessible to students				
SUMMARY (activities and evidence)				

<b>Teaching Standard 4</b> <b>PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b> (Assessed by one or more of the following: reflection, observation, documentation, or conference)				
Element 4.1 Drawing on the valuing students' backgrounds, interests and developmental learning needs		1. Not Observed/No Comment		
Element 4.2 Establishing and articulating goals for student learning		2. Not Consistent with Standard		
Element 4.3 Developing and sequencing instructional activities and materials for student learning		3. Developing Practice		
Element 4.4 Designing short---term and long---term plans to foster student learning		4. Meets or Exceeds Standards		
Element 4.5 Modifying instructional plans to adjust for student needs				
SUMMARY (activities and evidence)				

<b>Teaching Standard 5</b> <b>ASSESSING STUDENT LEARNING</b> (Assessed by one or more of the following: reflection, observation, documentation, or conference)				
Element 5.1 Establishing and communicating learning goals for all students		1. Not Observed/No Comment		
Element 5.2 Collecting and using multiple sources of information to assess student learning		2. Not Consistent with Standard		
Element 5.3 Involving and guiding all students in assessing their own learning		3. Developing Practice		
Element 5.4 Using the results of assessments to guide instruction		4. Meets or Exceeds Standards		
Element 5.5 Communicating with students, families, agencies, and other appropriate audiences about student progress				
SUMMARY (activities and evidence)				

<b>Teaching Standard 6</b> <b>DEVELOPING AS A PROFESSIONAL EDUCATOR</b> (Assessed by one or more of the following: reflection, observation, documentation, or conferences)				
Element 6.1 Reflecting on teaching practice and planning professional development		1. Not Observed/No Comment		
Element 6.2 Establishing professional goals and pursuing opportunities to grow professionally		2. Not Consistent with Standard		
Element 6.3 Working with communities to improve professional practice		3. Developing Practice		
Element 6.4 Working with families to improve professional practice		4. Meets or Exceeds Standards		
Element 6.5 Working with colleagues to improve professional practice				
Element 6.6 Balancing professional responsibilities and maintaining motivation				
SUMMARY (activities and evidence)				

General Employee Expectations		1. Not Observed/No Comment	2. Not Consistent with Standard	3. Developing Practice	4. Meets or Exceeds Standards
1. Complies with MVROP established rules, regulations, policies, contracts, and laws					
2. Maintains positive relationships with others					
3. Demonstrates professionalism					
4. Demonstrates competent time and work management skills					
5. Maintains positive relationships with students					
SUMMARY:					
Overall Evaluation					
1.	Practice Not Consistent With Standards Requires Performance Improvement Plan				
2.	Developing Practice				
3.	Meets or Exceeds Standards				

Evaluator comments and recommendations:

## GENERAL EDUCATION ELEMENTS EXAMPLES OF PERFORMANCE

### Standard One - Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

	Practice Not Consistent with Standard	Developing Practice	Meets or Exceeds Standards
<b>Element 1.1</b> Connecting students' prior knowledge, life experience and interests with learning goals	<ul style="list-style-type: none"> <li>Connections between what students already know and the new materials are not made or are limited.</li> <li>Classroom learning is not connected to life experiences, linguistic skills, and cultural understandings.</li> <li>Lesson plan or units are not designed to capture student attention and interest.</li> <li>Teaching is not modified and adjusted based on student interests and questions.</li> </ul>	<ul style="list-style-type: none"> <li>Some help is given to students to see the connections between what students already know and the new materials.</li> <li>Some attempts are made to connect classroom learning to their life experiences, linguistic skills, and cultural understandings</li> <li>Lesson plans or units are designed on occasion to capture student attention and interest.</li> <li>Limited modifications and adjustments to teaching based on students' interests and questions.</li> </ul>	<ul style="list-style-type: none"> <li>Helps students to see the connections between what they already know and the new material.</li> <li>Helps students to connect classroom learning to their life experiences, linguistic skills, and cultural understandings.</li> <li>Plans lessons or units to capture student attention and interest.</li> <li>Modifies and adjusts teaching based on students' interests and questions.</li> </ul>
<b>Element 1.2</b> Using a variety of instructional strategies and resources to respond to students' diverse needs	<ul style="list-style-type: none"> <li>All students are not engaged in a variety of learning experiences that accommodate the different ways that they learn.</li> <li>A variety of strategies are not used to introduce, explain, and restate subject matter, concepts, and process that all students understand are actively engaged.</li> <li>Strategies are not chosen that make the complexity and depth of subject matter understandable to all students.</li> <li>Materials and resources are not modified to support each student's fullest participation.</li> </ul>	<ul style="list-style-type: none"> <li>Some students are engaged in a variety of learning experiences that accommodate the different ways that they learn.</li> <li>A few strategies are used to introduce, explain and restate subject matter concepts and process so that all students understand and are actively engaged.</li> <li>May choose strategies that make the complexity and depth of subject matter understandable to all students.</li> </ul>	<ul style="list-style-type: none"> <li>Engages all students in a variety of learning experiences that accommodate the different ways they learn.</li> <li>Uses a variety of strategies to introduce, explain, and restate subject matter concepts and process so that all students understand and are actively engaged.</li> <li>Chases strategies that make the complexity and depth of subject matter understandable to all students.</li> <li>Modifies materials and resources to support each student's fullest participation.</li> </ul>
<b>Element 1.3</b> Facilitating learning experiences that promote autonomy, interaction, and choice	<ul style="list-style-type: none"> <li>Classroom environment is not used to provide opportunities for independent and collaborative learning.</li> <li>Participation in and promotion of positive interactions between all students is limited.</li> <li>Student decisions about managing learning, time, and materials are not supported and monitored.</li> </ul>	<ul style="list-style-type: none"> <li>Some use of the classroom environment to provide opportunities for independent and collaborative learning.</li> <li>Some participation in and promotion of positive interactions between all students.</li> <li>Inconsistent support on a monitoring of student decisions about managing learning time and material.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the classroom environment to provide opportunities for independent and collaborative learning.</li> <li>Participates in and promotes positive interactions between all students.</li> <li>Supports and monitors student decisions managing learning time and materials.</li> </ul>
<b>Element 1.4</b> Engaging students in problem solving, critical thinking and/or other activities that make subject matter meaningful	<ul style="list-style-type: none"> <li>All students are not engaged in problem solving and are not encouraged to use multiple approaches and solutions.</li> <li>All students are not encouraged to ask critical questions or to consider diverse perspectives about subject matter.</li> <li>All students are not given help to analyze and draw valid conclusions about content being learned.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally engages all students in problem solving activities and encourages some approaches and solutions.</li> <li>Some encouragement of students to ask critical questions and to occasionally consider diverse perspectives about subject matter.</li> <li>At times helps students to analyze and draw valid conclusions about content being learned.</li> </ul>	<ul style="list-style-type: none"> <li>Engages all students in problem solving activities and encourages multiple approaches and solutions.</li> <li>Encourages all students to ask critical questions and consider diverse perspectives about subject matter.</li> <li>Helps all students to analyze and draw valid conclusions about content being learned.</li> </ul>

<p><b>Element 1.5</b></p> <p>Promoting self-directed, reflective learning for all students</p>	<ul style="list-style-type: none"> <li>• All students are not motivated to initiate their own learning or to strive for challenging learning goals.</li> <li>• All students are not engaged in opportunities to examine, reflect on and evaluate their own work, and to learn from the work of their peers.</li> <li>• Little help is given to all students to develop and use strategies to access knowledge and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimally motivates students to initiate their own learning or to strive for challenging learning goals.</li> <li>• Generally engages students in opportunities to examine, reflect on, and evaluate their own work and to learn from the work of their peers.</li> <li>• Some help is given to most students to develop and use strategies to access knowledge and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivates all students to initiate their own learning and strive for challenging learning goals.</li> <li>• Engages all students in opportunities to examine, reflect on, and evaluate their own work and to learn from the work of their peers.</li> <li>• Helps all students develop and use strategies to access knowledge and information.</li> </ul>
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### General Education Elements

#### Examples of Performance

#### Standard Two - Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

	Practice Not Consistent with Standard	Developing Practice	Meets or Exceeds Standards
<p><b>Element 2.1</b></p> <p>Creating a physical environment that engages all students.</p>	<ul style="list-style-type: none"> <li>• Uses seating arrangement without regard to learning activities, student interaction, or well-being of students.</li> <li>• Does not make materials, supplies, and technology accessible to students.</li> <li>• Displays outdated student work or it is not in evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses seating arrangement to accommodate some individual and group work.</li> <li>• Makes materials, supplies, and technology available to students.</li> <li>• Sees that the environment meets safety code.</li> <li>• Displays some student work.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses seating arrangement to allow for collaborative as well as individual work.</li> <li>• Makes materials, supplies, and appropriate technology readily accessible for all students.</li> <li>• Structures room to promote physical and emotional well-being of students and staff.</li> <li>• Displays current student work.</li> </ul>
<p><b>Element 2.2</b></p> <p>Establishing a climate that promotes fairness and respect</p>	<ul style="list-style-type: none"> <li>• Establishes rapport with few (limited) individual students.</li> <li>• Is unaware of impolite and disrespectful behavior.</li> <li>• Allows inappropriate attitudes and behaviors among students.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently models fairness, equality, caring, and respect.</li> <li>• Recognizes polite and respectful student interaction.</li> <li>• Responds to inappropriate behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Models and promotes fairness, equity, caring, and respect in the classroom.</li> <li>• Promotes and expects polite and respectful student interaction.</li> <li>• Understands and responds to inappropriate behaviors in a fair, equitable way.</li> </ul>
<p><b>Element 2.3</b></p> <p>Promoting social development and group responsibility</p>	<ul style="list-style-type: none"> <li>• Recognizes student diversity but does not promote acceptance or respect.</li> <li>• Group structures are not in evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• May address different experiences and backgrounds.</li> <li>• Allows communication and some collaboration.</li> <li>• Uses limited group activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view.</li> <li>• Facilitates communication and collaboration.</li> <li>• Provides opportunities to assume varied roles within a group structure.</li> </ul>
<p><b>Element 2.4</b></p> <p>Establishing and maintaining standards for student behavior</p>	<ul style="list-style-type: none"> <li>• Uses guidelines for behavior that do not reflect students' developmental and personal needs.</li> <li>• Discourages students from participating in classroom decision making.</li> <li>• Does not make families aware of standards for student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes expectations for student behavior.</li> <li>• Implements consequences inconsistently.</li> <li>• Informs some parents of expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes guidelines for behavior that reflect students' developmental and personal needs.</li> <li>• Involves students in classroom decision making, problem solving and conflict resolution.</li> <li>• Involves families in maintaining guidelines for student behavior.</li> </ul>
<p><b>Element 2.5</b></p> <p>Planning and implementing classroom procedures and routines that support student learning</p>	<ul style="list-style-type: none"> <li>• Fails to clearly communicate schedules, timelines, classroom routines and classroom rules to students.</li> <li>• Does not promote procedures and routines that encourage a climate of fairness and respect.</li> <li>• Does not maintain rules, routines, and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes some rules to support student learning.</li> <li>• Develops procedures and routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and posts schedules, timelines, classroom routines, and classroom rules.</li> <li>• Develops procedures and routines, and promotes and maintains a climate of fairness and respect.</li> <li>• Maintains classroom rules, routines, and procedures.</li> </ul>
<p><b>Element 2.6</b></p> <p>Using instructional time effectively</p>	<ul style="list-style-type: none"> <li>• Uses instructional time ineffectively</li> <li>• Is ineffective in use of pacing and transition time.</li> <li>• Prepares materials inadequately</li> </ul>	<ul style="list-style-type: none"> <li>• Engages some students through pacing and adjustment of instructional time.</li> <li>• Is inconsistently effective in use of transition time.</li> <li>• Prepares materials inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages students in learning through pacing, adjustment of instructional time, and redirection.</li> <li>• Implements smooth transitions.</li> <li>• Materials prepared.</li> </ul>

## GENERAL EDUCATION ELEMENTS EXAMPLES OF PERFORMANCE

### Standard Three - Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students.

	Practice Not Consistent with Standard	Developing Practice	Meets or Exceeds Standards
<b>Element 3.1</b> Demonstrating knowledge of subject matter content and student development	<ul style="list-style-type: none"> <li>• Makes no attempt to keep subject matter knowledge current and sufficient to support student learning.</li> <li>• Rarely ensures that knowledge of the subject matter incorporates different perspectives.</li> <li>• Lacks understanding of students' social, emotional, and physical development as it relates to subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Some effort to keep subject matter knowledge current and sufficient to support student learning.</li> <li>• Inconsistently ensures that knowledge of the subject matter incorporates different perspectives.</li> <li>• Has limited understanding of students' social, emotional, and physical development as it relates to subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Continues to keep subject matter knowledge current and sufficient to support student learning.</li> <li>• Ensures that knowledge of the subject matter incorporates different perspectives.</li> <li>• Understands students' social, emotional, and physical development as it relates to subject matter.</li> </ul>
<b>Element 3.2</b> Organizing curriculum to support student understanding of the subject matter	<ul style="list-style-type: none"> <li>• Does not demonstrate knowledge of student development and subject matter to organize and sequence the curriculum.</li> <li>• Organizes subject matter ineffectively to value diverse perspectives.</li> <li>• Rarely incorporates subject or appropriate level expectations, curriculum frameworks, and content standards in organizing subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some evidence of knowledge of student development and subject matter to organize and sequence the curriculum.</li> <li>• Inconsistently organizes subject matter effectively to value diverse perspectives.</li> <li>• Incorporates some subject or appropriate level expectations, curriculum frameworks and content standards in organizing subject matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses knowledge of student development and subject matter to organize and sequence the curriculum.</li> <li>• Organizes subject matter effectively to value diverse perspectives.</li> <li>• Incorporates subject or appropriate level expectations, curriculum frameworks, and content standards in organizing subject matter.</li> </ul>
<b>Element 3.3</b> Interrelating ideas and information within and across subject matter areas	<ul style="list-style-type: none"> <li>• Helps few students to relate subject matter concepts to previous learning and their own lives.</li> <li>• Helps few students to see the relationships and connections across subject matter areas and to solve problems.</li> <li>• Rarely implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps some students to relate subject matter concepts to previous learning and their own lives.</li> <li>• Helps some students to see the relationships and connections across subject matter areas and to solve problems.</li> <li>• Inconsistently implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Helps all students to relate subject matter concepts to previous learning and their own lives.</li> <li>• Helps all students to see the relationships and connections across subject matter areas and to solve problems.</li> <li>• Implements units and lessons that highlight themes, concepts, and skills within and across subject matter areas.</li> </ul>
<b>Element 3.4</b> Developing student understanding through instructional strategies that are appropriate to the subject matter	<ul style="list-style-type: none"> <li>• Rarely uses knowledge of subject matter to help students construct their own knowledge.</li> <li>• Does not support students to think critically in each subject area.</li> <li>• Does not build on student life experience, prior knowledge and interests to make the content relevant and meaningful to them.</li> <li>• Does not use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently uses knowledge of subject matter to help students construct their own knowledge.</li> <li>• Encourages some students to think critically in each subject area.</li> <li>• Inconsistently builds on student life experience, prior knowledge and interests to make the content relevant and meaningful to them.</li> <li>• Uses a limited variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses knowledge of subject matter to help students construct their own knowledge.</li> <li>• Challenges all students to think critically in each subject area.</li> <li>• Builds on student life experience, prior knowledge and interests to make the content relevant and meaningful to them.</li> <li>• Uses a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas.</li> </ul>
<b>Element 3.5</b> Using materials, resources, and technologies to make subject matter accessible to students	<ul style="list-style-type: none"> <li>• Does not use instructional materials and resources that include technologies that promote students' understanding of subject matter and reflect diversity of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Infrequently selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter and reflect diversity of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects and uses instructional materials and resources including technologies that promote students' understanding of subject matter and reflect diversity of the classroom.</li> </ul>

## GENERAL EDUCATION ELEMENTS EXAMPLES OF PERFORMANCE

### Standard Four - Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language development, and home and school experiences. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

	Practice Not Consistent with Standard	Developing Practice	Meets or Exceeds Standards
<b>Element 4.1</b> Drawing on the valuing students' backgrounds, interests, and developmental learning needs	<ul style="list-style-type: none"> <li>• Inadequately supports students' knowledge and experience in curriculum and instructional planning.</li> <li>• Does not design lessons that promote subject matter knowledge for all students.</li> <li>• Demonstrates little knowledge about cognitive and linguistic development to plan instruction that supports student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently incorporates students' knowledge and experience in curriculum and instructional planning.</li> <li>• Minimally incorporates student diversity as an integral part of planning.</li> <li>• Inconsistently designs lessons that promote subject matter knowledge for all students.</li> <li>• Demonstrates some knowledge about cognitive and linguistic development to plan instruction that supports student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates students' knowledge and experience in curriculum and instructional planning.</li> <li>• Recognizes and incorporates student diversity as an integral part of planning.</li> <li>• Designs lessons that promote subject matter knowledge for all students.</li> <li>• Uses knowledge about cognitive and linguistic development to plan instruction that supports student learning.</li> </ul>
<b>Element 4.2</b> Establishing and articulating goals for student learning	<ul style="list-style-type: none"> <li>• Rarely establishes short-term and long-term goals for student learning.</li> <li>• Does not use instructional activities that are related to learning goals.</li> <li>• Does not establish high expectations for learning.</li> <li>• Inadequately designs instructional activities so that all students participate in setting and achieving learning goals.</li> <li>• Does not set goals for student learning to promote critical thinking and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently establishes short-term and long-term goals for student learning.</li> <li>• Inconsistently uses instructional activities that are related to learning goals.</li> <li>• Seldom establishes high expectations for learning.</li> <li>• Minimally designs instructional activities so that all students participate in setting and achieving learning goals.</li> <li>• Inconsistently sets goals for student learning to promote critical thinking and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes short-term and long-term goals for student learning.</li> <li>• Ensures that each instructional activity is related to learning goals.</li> <li>• Establishes high expectations for learning.</li> <li>• Designs instructional activities so that all students participate in setting and achieving learning goals.</li> <li>• Insures that goals for student learning promote critical thinking and problem solving.</li> </ul>
<b>Element 4.3</b> Developing and sequencing instructional activities and materials for student learning	<ul style="list-style-type: none"> <li>• Inadequately uses formal and informal student assessment in long- and short-term planning.</li> <li>• Does not plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs.</li> <li>• Does not select and sequence instruction to promote understanding for all students.</li> <li>• Neglects to choose and adapt instructional materials to make subject matter relevant to students' experience and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely uses formal and informal student assessment in long- and short-term planning.</li> <li>• Minimally plans to use instructional strategies appropriate to the complexity of the lesson content and student learning needs.</li> <li>• Rarely selects and sequences instruction to promote understanding for all students.</li> <li>• Inconsistently chooses and adapts instructional materials to make subject matter relevant to students' experience and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses formal and informal student assessment in long- and short-term planning.</li> <li>• Plans to use instructional strategies appropriate to the complexity of the lesson content and student learning needs.</li> <li>• Selects and sequences instruction to promote understanding for all students.</li> <li>• Chooses and adapts instructional materials to make subject matter relevant to students' experience and interests.</li> </ul>
<b>Element 4.4</b> Designing short-term and long-term plans to foster student learning	<ul style="list-style-type: none"> <li>• Rarely develops long- and short-term plans that build on and extend students' understanding of subject matter.</li> <li>• Ineffectively organizes curriculum to allow enough time for student learning, review and assessment.</li> <li>• Demonstrates little knowledge of subject matter and students to plan and pace instructional activities over time.</li> <li>• Does not plan to ensure access to challenging, diverse, academic content for all students.</li> <li>• Neglects to provide opportunities for all students to learn at their own pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently develops long- and short-term plans that build on and extend students' understanding of subject matter.</li> <li>• Rarely organizes curriculum to allow enough time for student learning, review and assessment.</li> <li>• Demonstrates some knowledge of subject matter and students to plan and pace instructional activities over time.</li> <li>• Minimally plans to ensure access to challenging, diverse, academic content for all students.</li> <li>• Provides few opportunities for students to learn at their own pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops long- and short-term plans that build on and extend students' understanding of subject matter.</li> <li>• Organizes curriculum to allow enough time for student learning, review and assessment.</li> <li>• Uses knowledge of subject matter and students to plan and pace instructional activities over time.</li> <li>• Plans to ensure access to challenging, diverse, academic content for all students.</li> <li>• Provides opportunities for all students to learn at their own pace.</li> </ul>

<b>Element 4.5</b> Modifying instructional plans to adjust for student needs.	<ul style="list-style-type: none"> <li>Does not revise plans based on formal and informal student assessment.</li> <li>Does not modify plans to ensure opportunities for all students to learn and synthesize information.</li> <li>Does not reflect on teaching to refine long- and short-term planning.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently revises plans based on formal and informal student assessment.</li> <li>Minimally revises plans to ensure opportunities for all student assessment.</li> <li>Inconsistently reflects on teaching to refine long- and short-term planning.</li> </ul>	<ul style="list-style-type: none"> <li>Revises plans based on formal and informal student assessment.</li> <li>Modifies plans to ensure opportunities for all students to learn and synthesize information.</li> <li>Reflects on teaching to refine long- and short-term planning.</li> </ul>
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## GENERAL EDUCATION ELEMENTS

### EXAMPLES OF PERFORMANCE

#### Standard Five - Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families and support personnel in ways that improve understanding and encourage further academic progress.

	Practice Not Consistent with Standard	Developing Practice	Meets or Exceeds Standards
<b>Element 5.1</b> Establishing and communicating learning goals for all students	<ul style="list-style-type: none"> <li>Does not use adopted curriculum materials to establish learning goals for all students.</li> <li>Students are unaware of learning goals.</li> <li>Does not use grading system that reflects goals for student learning.</li> <li>Does not work with other educators.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses adopted materials to establish learning goals for students.</li> <li>Some students are aware of learning goals.</li> <li>May use grading system that may reflect goals for students' learning.</li> <li>Minimally works with other educators to establish and revise learning goals and assessment tools.</li> </ul>	<ul style="list-style-type: none"> <li>Uses subject matter standards from district, state and other courses to guide establishment of learning goals for all students that reflect appropriate subject matter concepts, skills, and application.</li> <li>Reviews and revises learning goals with every student.</li> <li>Ensures that grading system reflects goals for students' learning.</li> <li>Works with other educators to establish and revise learning goals and assessment tools that promote student learning.</li> </ul>
<b>Element 5.2</b> Collecting and using multiple sources of information to assess student learning	<ul style="list-style-type: none"> <li>Rarely assesses student learning.</li> <li>Bases student evaluation on inadequate sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently assesses student learning using tools that match instructional goals.</li> <li>Bases some student evaluation on multiple sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>Assesses student learning using tools that match instructional goals.</li> <li>Bases student evaluation on multiple sources of information.</li> </ul>
<b>Element 5.3</b> Involving and guiding all students in assessing their own learning	<ul style="list-style-type: none"> <li>Neglects to make assessment integral to the learning process.</li> <li>Does not help students reflect upon, assess and communicate with others about their learning.</li> <li>Does not help students use assessment to monitor their own learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently makes assessment integral to the learning process.</li> <li>Minimally helps students reflect upon, assess and communicate with others about their learning.</li> <li>Inconsistently helps students to use assessment to monitor their own learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Makes assessment integral to the learning process.</li> <li>Helps students reflect upon, assess and communicate with others about their learning.</li> <li>Helps all students to use assessment to monitor their own learning goals.</li> </ul>
<b>Element 5.4</b> Using the results of assessments to guide instruction	<ul style="list-style-type: none"> <li>Does not use informal assessment of student learning to adjust instruction while teaching.</li> <li>Does not use assessment data to plan, re-teach or adjust to student's individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>Minimally uses informal assessments of student learning to adjust instruction while teaching.</li> <li>Occasionally uses assessment data to plan effective ways of teaching subject matter concepts and skills.</li> <li>Occasionally uses assessment information to determine when and how to revisit content.</li> <li>Occasionally uses assessment data to meet students' individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal assessments of student learning to adjust instruction while teaching.</li> <li>Uses assessment data to plan more effective ways of teaching subject matter concepts and skills.</li> <li>Uses assessment information to determine when and how to revisit content.</li> <li>Uses assessment data to meet students' individual needs.</li> </ul>
<b>Element 5.5</b> Communicating with students, families, agencies, and other appropriate audiences about student progress	<ul style="list-style-type: none"> <li>Does not provide students with feedback.</li> <li>Does not communicate learning goals and information about student progress to students, families, and other audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently provides students with timely feedback.</li> <li>Little evidence of communicating learning goals and information about student progress to students, families, and other audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Provides all students with timely feedback as they engage in learning activities.</li> <li>Communicates learning goals and information about student progress to students, families, and other audiences.</li> </ul>

## GENERAL EDUCATION ELEMENTS EXAMPLES OF PERFORMANCE

### Standard Six - Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

	Practice Not Consistent with Standard	Developing Practice	Meets or Exceeds Standards
<b>Element 6.1</b> Reflecting on teaching practice and planning professional development	<ul style="list-style-type: none"> <li>Minimal assessment of professional growth over time.</li> <li>Minimal reflection on instructional practices.</li> <li>Professional development plans are formulated with minimal reflection and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Limited attempts to assess professional growth over time.</li> <li>Inconsistently reflects on instructional practice to improve student learning.</li> <li>Formulates professional development plans that are based on inconsistent analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Assesses professional growth over time.</li> <li>Reflects on instructional practice to improve student learning.</li> <li>Formulates professional development plans that are based on reflection and analysis.</li> </ul>
<b>Element 6.2</b> Establishing professional goals and pursuing opportunities to grow professionally	<ul style="list-style-type: none"> <li>Goals are superficial with little thought or action in seeking out professional development activities.</li> <li>Rarely uses professional literature and development opportunities to improve teaching and learning.</li> <li>Rarely seeks out and refines approaches that make the curriculum accessible to every student.</li> </ul>	<ul style="list-style-type: none"> <li>Goals are inconsistent and little thought is given to professional growth activities.</li> <li>Occasionally uses professional literature and development opportunities to improve teaching and learning.</li> <li>Occasionally seeks out and refines approaches that make the curriculum accessible to every student.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes goals and seeks out opportunities for professional growth and development.</li> <li>Uses professional literature and development opportunities to improve teaching and learning.</li> <li>Continues to seek out and refine approaches that make the curriculum accessible to every student.</li> </ul>
<b>Element 6.3</b> Working with communities to improve professional practice	<ul style="list-style-type: none"> <li>Neglects to use the knowledge of the students' communities and cultures to improve practice.</li> <li>Does not actively promote collaboration between school and community.</li> <li>Seldom identifies and uses school district and local community resources to benefit students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses the knowledge of the students' communities and cultures to improve practice.</li> <li>Minimally promotes collaboration between school and community.</li> <li>May identify and use school, district and local community resources to benefit students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the knowledge of the students' communities and cultures to improve practice.</li> <li>Promotes collaboration between school and community.</li> <li>Identifies and uses school, district and local community resources to benefit students and their families.</li> </ul>
<b>Element 6.4</b> Working with families to improve professional practice	<ul style="list-style-type: none"> <li>Lacks understanding of families' racial, cultural, linguistic and socioeconomic backgrounds.</li> <li>Rarely engages families as sources of knowledge about students' linguistic and social backgrounds.</li> <li>Fails to dialogue/respond with all families regarding student progress.</li> <li>Does not use available resources to communicate with all students and families.</li> <li>Provides limited opportunities for all families to participate in the classroom and school community.</li> </ul>	<ul style="list-style-type: none"> <li>Has some understanding of families' racial, cultural, linguistic and socioeconomic backgrounds.</li> <li>Occasionally engages families as sources of knowledge about students' linguistic and social backgrounds.</li> <li>Inconsistently dialogues with all families and responds to their concerns regarding student progress.</li> <li>At times uses available resources to communicate with all students and families.</li> <li>Provides few opportunities for all families to participate in the classroom and school community.</li> </ul>	<ul style="list-style-type: none"> <li>Develops an understanding of families' racial, cultural, linguistic and socioeconomic backgrounds.</li> <li>Engages families as sources of knowledge about students' linguistic and social backgrounds.</li> <li>Promotes dialogue with all families and responds to their concerns regarding student progress.</li> <li>Uses available resources to communicate with all students and families.</li> <li>Provides opportunities for all families to participate in the classroom and school community.</li> </ul>
<b>Element 6.5</b> Working with colleagues to improve professional practice	<ul style="list-style-type: none"> <li>Rarely collaborates with teachers, administrators, education specialists and paraprofessionals to meet with all students' learning needs.</li> <li>Minimal dialogue and reflection with colleagues to improve practice.</li> <li>Rarely participates in making and implementing school-wide decisions.</li> <li>Seldom contributes to school-wide events and learning activities.</li> <li>Does not establish and maintain professional relationships with other school staff.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally collaborates with teachers, administrators, education specialists and paraprofessionals to meet with all students' learning needs.</li> <li>Some dialogue and reflection with colleagues to improve practice.</li> <li>Occasionally participates in making and implementing school-wide decisions.</li> <li>May contribute to school-wide events and learning activities.</li> <li>Tries to establish and maintain professional relationships with other school staff.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with teachers, administrators, education specialists and paraprofessionals to meet with all students' learning needs.</li> <li>Engages in dialogue and reflection with colleagues to improve practice.</li> <li>Participates in making and implementing school-wide decisions.</li> <li>Contributes to school-wide events and learning activities.</li> <li>Establishes and maintains professional relationships with other school staff.</li> </ul>

<b>Element 6.6</b> Balancing professional responsibilities and maintaining motivation	<ul style="list-style-type: none"> <li>• Struggles with a positive attitude with students and staff.</li> <li>• Has minimal creative input.</li> <li>• Feels isolated.</li> <li>• Does not demonstrate professional conduct and integrity in the classroom and school community.</li> <li>• Lacks support to balance professional responsibilities with personal needs.</li> <li>• Does not extend one's knowledge about the professional and legal responsibilities for students' learning, behavior, and safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally has a positive attitude with students and staff.</li> <li>• Rarely challenges oneself intellectually and creatively.</li> <li>• Struggles with the isolation of teaching.</li> <li>• Occasionally demonstrates professional conduct and integrity in the classroom and school community.</li> <li>• Tries to balance professional responsibilities with personal needs.</li> <li>• Is learning about the professional and legal responsibilities for students' learning, behavior, and safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduces stress and maintains a positive attitude with students and staff.</li> <li>• Challenges oneself intellectually and creatively.</li> <li>• Deals well with the isolation of teaching.</li> <li>• Demonstrates professional conduct and integrity in the classroom and school community.</li> <li>• Finds support to balance professional responsibilities with personal needs.</li> <li>• Extends one's knowledge about the professional and legal responsibilities for students' learning, behavior, and safety.</li> </ul>
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### GENERAL EMPLOYEE EXPECTATIONS

#### Elements of Performance

Applies with MV/ROP established rules, regulations, policies, contracts and laws.	<ul style="list-style-type: none"> <li>• Fails to fulfill professional responsibilities .</li> <li>• Acts unprofessionally.</li> <li>• Rarely maintains records in an accurate and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to fulfill professional responsibilities.</li> <li>• Demonstrates some professional conduct and integrity in the classroom and school community.</li> <li>• Usually maintains records in an accurate and timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Fulfills professional responsibilities.</li> <li>• Demonstrates professional conduct and integrity in the classroom and school community.</li> <li>• Maintains records in an accurate and timely manner.</li> </ul>
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**End of Board Packet**