

**Memorandum of Understanding
Between
The San Diego Unified School District
And
The San Diego Education Association**

Educator Evaluation Plan 2025-2026 and 2026-2027

August 19, 2025

The San Diego Unified School District (“District”) and the San Diego Education Association (“SDEA”), collectively referred to as the “Parties”, have reached this Memorandum of Understanding (“MOU”).

WHEREAS, the Parties intend to continue to collaborate on the roll out of an educator evaluation process that will be incorporated into Article 14 of the Collective Bargaining Agreement (CBA); and

WHEREAS, the Parties intend to continue to collaborate on Advisory models to support the educator evaluation process that will be incorporated into Article 18 of the Collective Bargaining Agreement (CBA); and

WHEREAS, the 2025-2026 and 2026-2027 educator evaluation process will be completed pursuant to the process outlined in this MOU; and

WHEREAS, if an agreement for Article 14 or 18 is reached during successor bargaining, the language in the successor bargaining agreements shall replace this MOU once the Article(s) are fully ratified;

NOW THEREFORE, the Parties agree as follows:

1. **DEFINITIONS**

1.1. Types of Evaluations

- 1.1.1. “On-Cycle Evaluation” is for any unit member who is scheduled to participate in the Educator Evaluation process as defined in Section 3.
- 1.1.2. “Continuing Evaluation” is for any unit member who received a final evaluation rating of “less than satisfactory” during an On-Cycle evaluation year.
- 1.1.3. “Extended Continuing Evaluation” is for any unit member who received a final evaluation rating of “less than satisfactory” during a Continuing Evaluation year.
- 1.1.4. “Special Evaluation” is an evaluation that may occur when a unit member is not meeting basic requirements as stated in Section 2.5.2. below during a unit member’s non-evaluation year.

1.2. Evaluation Participants

- 1.2.1. “Classroom Educator” or “Educator” is any unit member whose major professional responsibility is to provide instruction or direct services to pupils.
- 1.2.2. “Participating Educator” is an educator who is choosing to participate in Voluntary Advisory or who has been referred to Advisory and/or Extended Advisory due to a “less than satisfactory” rating on their most current Educator Evaluation Plan.
- 1.2.3. “Supervisor” is the certificated administrator appointed by the District to oversee the educator’s evaluation cycle.
- 1.3. Advisory
 - 1.3.1. “Voluntary Advisory” is offered by the supervisor to any unit member participating in an On-Cycle Evaluation or Special Evaluation who is notified during the Fall Check-in process that their evaluation may be rated as “less than satisfactory.” Voluntary Advisory replaces the Peer Enrichment Program (PEP).
 - 1.3.2. “Advisory” is mandatory assistance for unit members who receive a “less than satisfactory” rating on their 2025-2026 On-Cycle or Special Evaluation Plan and will be on a Continuing Evaluation for the 2026-2027 school year. Advisory replaces Peer Assistance Review (PAR) and is required for the educator to participate in.
 - 1.3.3. “Extended Advisory” is mandatory intensive assistance to unit members who have already participated in one full year of mandatory Advisory and will be on a Continuing Evaluation for the 2027-2028 school year due to a “less than satisfactory” rating on their 2025-2026 On-Cycle or Special Evaluation and their 2026-2027 Continuing Evaluation. Advisory replaces the second year of Peer Assistance Review (PAR) and is required for the educator to participate in.
 - 1.3.4. “Advisory Mentor” is an exemplary educator meeting the requirements of Section 6.5 who is selected by the Advisory Council to provide assistance to a participating educator.
 - 1.3.5. “Advisory Council” is a council of nine (9) members, five (5) permanent educators selected by the Association and four (4) administrators appointed by the District to review Educator Evaluation Plans in partnership with the educator and supervisor to determine appropriate levels of support to assist the educator in making progress towards their identified goals.

2. PERFORMANCE EVALUATION PROCEDURES

- 2.1. **Purpose.** The process encourages unit members to emphasize professional development and personal growth through the educator evaluation process. The educator evaluation process promotes a collaborative culture, allowing the educator to reflect, conduct self-assessment, analyze their students’ data, write growth goals (aligned to the California Standards for the Teaching Profession [CSTPs] and SDUSD Universal Best Practices [UBPs]), implement their decided actions, and receive coaching on their own professional growth and development.

The process is flexible in order to encourage educators to grow in self-chosen areas of interest that promote and relate to student learning and instructional leadership through individual or group efforts. The process is structured to strengthen collegial relationships and collaboration, and to decrease isolation.

- 2.2. **Frequency.** Evaluation of unit members will be made on a continuing basis, but at least once each school year for probationary unit members and temporary employees (including interns and unit members on leave-replacement contracts or other types of temporary contracts authorized by Education Code), and every other year for unit members in permanent status whose most recent evaluation cycle was rated “satisfactory.” A unit member may participate in an On-Cycle evaluation cycle up to once every five (5) years under all of the following conditions:
 - 2.2.1. The unit member has permanent status;
 - 2.2.2. The unit member has been employed by the District for at least 10 years;
 - 2.2.3. The unit member’s previous evaluation rating was satisfactory;
 - 2.2.4. The unit member and the member’s supervisor mutually agree to a cycle of up to five (5) years. Agreement on a five (5) year evaluation shall be decided on an individual basis, and shall not be based on arbitrary or capricious reasons; and
 - 2.2.5. Either the unit member or the supervisor may withdraw consent at any time, but the stated reason or cause shall not be arbitrary or capricious.
- 2.3. **Evaluation Exemption for National Board Certification Program Participants.** A unit member participating in the National Board Certification Program shall be exempted from routine evaluation cycle procedures outlined in this MOU during the period of time when they are involved in the certification process.
 - 2.3.1. Unit members participating in the National Board Certification Program shall submit a copy of program documentation annually to their supervisor that indicates their participation for that year and status towards completion of the program.
- 2.4. **Designation of Supervisor.** The administrator of each unit member designated in the unit member's job description shall be the assigned supervisor for the educator evaluation process. The supervisor may delegate the evaluation to other credentialed supervisory personnel. Such delegation will be explained to the educator. A continuing or special evaluation shall be conducted by the supervisor or it may be delegated at the supervisor's discretion and with the appropriate division head's approval.
- 2.5. **Evaluation Components.** Evaluation components include evaluation elements, objectives, and responsibilities of the unit member's assignment relating to progress of pupils toward District standards, use of appropriate instructional techniques and strategies, adherence to curricular objectives, establishment and maintenance of a suitable learning environment. Participation in this process assumes compliance in the performance of basic job description requirements and Education Code requirements.
 - 2.5.1. **Educator Evaluation Plan.** At a pre-evaluation conference held in compliance with the timelines established in [Exhibit 1](#), the educator(s) and

supervisor shall meet, discuss and mutually agree upon the Educator Evaluation Plan, including constraints and possibilities. Educators and supervisors are encouraged to be creative and take risks when developing options. The educator and the supervisor will schedule reflective conversation updates throughout the evaluation process.

2.5.1.1. If unforeseen circumstances, such as a long-term medical leave or an unexpected long-term leave of absence, prevent a unit member from completing their evaluation cycle during the current academic year, the unit member's evaluation will continue into the next school year as an extension of their On-Cycle Evaluation process.

2.5.1.1.1. The unit member's On-Cycle Evaluation process shall resume when the unit member returns to work, commencing on a date to be established by the supervisor.

2.5.2. **Basic Requirements.** While participating in the evaluation process, educators continue to maintain responsibility for performance of basic job description requirements and Education Code requirements relating to progress of pupils toward District standards, use of appropriate instructional techniques and strategies aligned to CSTPs or UBPs, adherence to curricular objectives, establishment and maintenance of a suitable learning environment and performance of non-instructional duties and responsibilities including supervisory and advisory duties. Participation in this process assumes compliance with the requirements of the Education Code.

2.5.3. **Final Evaluation.** Educators and supervisors shall review the Educator Evaluation Plan results and complete the final evaluation section of the Educator Evaluation Plan for inclusion in the educator's portfolio that is maintained by the educator for their own professional learning purposes. A copy of the completed Educator Evaluation Plan will be sent by the supervisor to the Human Resource Services Division to be added to the educator's personnel file and kept on file by the supervisor as verification that the evaluation cycle was conducted and completed for that academic year.

2.5.4. **Modification of Evaluation Plan.** Upon mutual agreement between the educator and the supervisor, the Educator Evaluation Plan may be modified.

2.6. **Resolution of Disagreement between Supervisor and Educator: Third Party Recommendations.** Should agreement not be achieved between the supervisor and the educator as to the focus areas of the Educator Evaluation Plan, recommendations from a third party who is credentialed in the same area as the educator shall be solicited.

2.6.1. **Third Party Selection.** The supervisor and the educator shall attempt to mutually agree upon the third party. Failing agreement, the matter shall be referred to the supervisor's manager. The supervisor's manager shall decide the focus areas of the Educator Evaluation Plan for the educator and their supervisor.

2.7. Considerations.

- 2.7.1. The goals, objectives, and criteria established under the Educator Evaluation Plan for a particular unit member shall take into account the characteristics of students, class size, and availability of resources as established under District policies and procedures, the availability of equipment and materials identified by District standardized lists for the program, and Board-established goals, objectives, and standards.
 - 2.7.1.1. Summative and formative assessments may be used as a metric for student growth if they are identified within the agreed upon Educator Evaluation Plan.
- 2.7.2. Unit members shall not be assigned as the supervisor for other unit members' Educator Evaluation Plans.
- 2.7.3. Failure of the educator or supervisor to meet the provisions and timelines of the Educator Evaluation cycle, due to an educator's or supervisor's absence, shall result in a mutually agreed upon rescheduling of any meetings missed that fall outside the timelines listed in Exhibit 1.

3. On-Cycle Evaluation.

- 3.1. **Meeting for On-Cycle Educators.** During the first twenty (20) workdays, the administrator shall hold a meeting with On-Cycle educators to review the Educator Evaluation Plan procedures, distribute and explain copies of all forms and resources, and review the evaluation calendar for the year.
 - 3.1.1. During this meeting, the administrator shall share the criteria upon which unit members will be evaluated and the assessment techniques which will be utilized to determine the degree of the unit members' achievement of the Educator Evaluation Plan and professional responsibilities outlined in Section 2.5 of this agreement.
- 3.2. **Pre-evaluation Conference.** During the first twenty-seven (27) workdays, each unit member scheduled for an evaluation shall meet with the supervisor responsible for their Educator Evaluation Plan.
 - 3.2.1. During this meeting, mutual agreement shall be reached on the CSTPs or UBPs that the plan will focus on, goals for making progress on the selected CSTPs or UBPs, objectives, goals, and criteria for the Educator Evaluation Plan upon which the unit member will be evaluated, and upon the assessment techniques which will be utilized to determine the degree of the unit member's achievement of goals, objectives, projects, and criteria.
- 3.3. **Educator Evaluation Plan.** Within ten (10) workdays of this conference, the unit member shall prepare a written copy of the goals, objectives, projects, criteria, and assessment techniques determined in the Educator Evaluation Plan (see Exhibit 2) and submit them to the supervisor.
 - 3.3.1. Within ten (10) workdays of receipt of the unit member's Educator Evaluation Plan, the supervisor shall approve or disapprove the plan. If the plan has not been approved, the supervisor will schedule a conference with

the unit member (refer to Section 2.6 of this agreement for resolution of disagreements in this area.)

- 3.4. **Observation Procedures.** Nothing precludes administrators from carrying out their normal supervisory responsibilities by observing the educator's total job performance at any time. When classroom observations are being used as assessment techniques for the Educator Evaluation Plan, the supervisor should notify the educator when the observation is to be conducted, the method of observation, and who will do the observation.
 - 3.4.1. The educator shall provide the observer(s) with a brief outline of the lesson being observed and the assessment or observation method to be used to measure student achievement.
 - 3.4.2. A written statement concerning each observation being used as an assessment technique will be prepared by the observer(s) within a reasonable period of time (approximately ten [10] workdays) and attached to the Educator Evaluation Plan. A copy will be given to the educator.
 - 3.4.3. Upon receiving the observation statement from the supervisor, the unit member may attach a written response.
- 3.5. **Fall Check-in.** The supervisor must conduct a Fall Check-in to review progress towards identified goals per the timeline established in [Exhibit 1](#). Whenever the supervisor determines that any aspect of an educator's evaluation may be "less than satisfactory" and/or is not meeting basic requirements, the supervisor shall schedule a conference to discuss the educator's progress in achieving their goals, objectives, projects, and criteria.
 - 3.5.1. During this conference, the supervisor shall notify the educator both in writing and verbally of the specific area(s) where satisfactory progress is not being made.
 - 3.5.2. A plan for support and participation in Voluntary Advisory (see Section 6.2.1.1) will be offered to the educator.
- 3.6. **Remediation Plan.** The remediation plan must take place sufficiently in advance of completing the final evaluation section of the Educator Evaluation Plan to afford the educator the opportunity to improve, but in no event shall it take place less than fifty (50) workdays prior to completing the final evaluation section. Failure to schedule this remediation plan and to meet the provisions of this Section shall preclude the supervisor from evaluating an educator as "less than satisfactory" except as outlined in Section 2.7.3. above.
 - 3.6.1. The educator and supervisor shall develop a remediation plan which shall set forth:
 - 3.6.1.1. The specific areas of the CSTPs or UBPs as agreed upon in the Educator Evaluation Plan where improved performance is necessary.
 - 3.6.1.2. The resources to be made available to assist the educator may include but are not necessarily limited to participation in Voluntary Advisory, peer coaching, the assistance of a mentor teacher or released time to observe other unit members.
 - 3.6.1.3. The supervisor's role in assisting the educator in achieving improved performance.

- 3.6.1.4. A timeline for monitoring the educator’s performance.
 - 3.6.2. If an absence occurs during the remediation period, the supervisor may decide, or the educator may request, that the remediation period should terminate or be postponed to a later date. The supervisor’s decision on this matter shall be final and shall be communicated to the unit member in writing. If the remediation period is terminated, the period shall begin anew when the unit member returns to work, commencing on a date to be established by the supervisor. Pursuant to Section 12.2.1.4.1 of the CBA, a unit member whose remediation period is rescheduled in this manner shall not have access to the post and bid process set forth in Article 12 of the Collective Bargaining Agreement (CBA) and the [Memorandum of Understanding dated April 9, 2025 regarding the Ongoing Implementation of 2025 – 2026 and 2026 – 2027 Pilot Minimizing Fall Transfers and a New Article 12 – Transfer Policies](#).
 - 3.7. **Final Evaluation.** The supervisor and the educator complete and sign the final evaluation section of the Educator Evaluation Plan and addendum (if any), no later than twenty (20) workdays prior to the last educator work day according to the timeline in [Exhibit 1](#).
 - 3.7.1. If progress has been made on the educator-selected CSTPs or UBPs, the final evaluation section of the Educator Evaluation Plan and addendum (if any) shall include a reflection from the educator and supervisor on the improved performance and impact on student learning according to the timeline in [Exhibit 1](#).
 - 3.7.1.1. The educator may, prior to the last educator work day, attach a written response to the evaluation which shall become a permanent part of the personnel file.
 - 3.7.2. In the event an educator has not made progress in one or more of the areas identified in the Educator Evaluation Plan, the educator may receive a “less than satisfactory” rating and the supervisor will continue the evaluation process for the balance of the current school year.
 - 3.7.2.1. The supervisor may attach an addendum to the Educator Evaluation Plan indicating the results of the extended evaluation, as it relates to the areas identified for improvement.
 - 3.7.2.2. Should the performance fail to improve, the educator will be referred to the Advisory Council and may be placed on a Continuing Evaluation during the next school year.
 - 3.8. **Final Responsibility for Evaluation.** Final responsibility for evaluation ratings shall rest with the supervisor. Upon the request of the educator, the supervisor’s manager shall review evaluations with a final evaluation rating of “less than satisfactory.”
 4. **Continuing Evaluations.**
 - 4.1. An evaluation shall continue when:
 - 4.1.1. The final evaluation section during an On-Cycle Evaluation year was rated “less than satisfactory” in the Educator Evaluation Plan; or
 - 4.1.2. The final evaluation section during the subsequent Continuing Evaluation year was rated “less than satisfactory” in the Educator Evaluation Plan.

- 4.2. **Designation of Supervisor.** The evaluation shall be conducted by the supervisor or it may be delegated at the supervisor's discretion and with the appropriate manager approval.
- 4.3. **Advisory and Assistance.** In consultation with the educator, the supervisor will develop a written plan which includes:
 - 4.3.1. The specific areas marked as needing improved performance using the Educator Evaluation Plan template.
 - 4.3.2. Resources to be made available to assist the educator which shall include but are not necessarily limited to mandatory participation in Advisory, and may include peer coaching, released time to observe other unit members, instructional materials, attendance at in-service training sessions, and/or central office assistance.
 - 4.3.3. A timeline for monitoring the educator's performance.
 - 4.3.4. The supervisor's role in assisting the educator in achieving improved performance.
 - 4.3.5. Constraints, if any, to be included on the Educator Evaluation Plan.
 - 4.3.5.1. Development of detailed lesson plans may be required as appropriate.
 - 4.3.5.2. Regular updates of the educator's progress in achieving improved performance to the Advisory Council. These updates shall be provided in writing during an Advisory Council meeting.
- 4.4. **Continuing Evaluation Process/Timelines.** Timelines for a continuing evaluation of unit members are as follows:
 - 4.4.1. **Continuing Evaluation Pre-evaluation Conference.** During the first twenty-seven (27) workdays, the supervisor initiates a pre-evaluation conference with the educator during which time mutual agreement shall be reached on the Educator Evaluation Plan.
 - 4.4.1.1. The educator, in partnership with the supervisor, completes a self-assessment to identify areas needing improved performance. The supervisor and educator mutually agree on the exact areas of performance which require improvement, and co-create goals, objectives, standards for satisfactory performance, assessment techniques, timelines, support requirements and constraints to be included on the evaluation plan. If mutual agreement is not reached during this process, the supervisor shall follow the process outlined in Section 2.6.
 - 4.4.1.2. Objectives, goals, standards, assessment techniques, support requirements and constraints shall be related to the areas marked as needing improved performance for the identified CSTPs or UBPs on the previous year's evaluation. An Educator Evaluation Plan should be completed and signed within ten (10) workdays after the conference.
 - 4.4.2. **Continuing Evaluation Fall Check-in.** Per the timeline indicated in [Exhibit 1](#), the supervisor shall conduct a Fall Check-in. The supervisor:
 - 4.4.2.1. Reviews unit member's performance.

- 4.4.2.2. Provides the unit member and Advisory Council with a copy of the Fall Check-in report.
 - 4.4.2.3. If progress has been made in the identified CSTPs and UBPs and the unit member's performance has returned to satisfactory, the supervisor completes the final evaluation section and ends the Continuing Evaluation. If desired improvement has not been made, the evaluation process continues per the timeline in [Exhibit 1](#).
 - 4.4.2.3.1. If performance is not improved, additional action may be taken when necessary.
 - 4.4.3. **Continuing Evaluation Final Evaluation.** The supervisor and the educator complete and sign the final evaluation section of the Educator Evaluation Plan and addendum (if any), no later than twenty (20) workdays prior to the last educator work day according to the timeline in [Exhibit 1](#).
 - 4.4.3.1. The unit member signs documents and is provided with a copy of the Educator Evaluation Plan and related materials. The unit member may, within twenty (20) workdays prior to the last educator work day, submit written comments which will be attached to the evaluation plan and become part of the educator's portfolio that is maintained by the educator for their own professional learning purposes.
 - 4.4.3.2. The supervisor completes and signs their final evaluation section, prepares and signs the Educator Evaluation Plan and addenda (if needed), retains the signed copy for site records and forwards a final copy to Human Resource Services Division to be placed in the educator's personnel file.
 - 4.4.3.3. If the final evaluation summary rating is "satisfactory," the Continuing Evaluation is complete. If the rating is "less than satisfactory," the educator will be referred to the Advisory Council and their Continuing Evaluation may be extended into the next school year.
 - 4.4.3.3.1. If the final evaluation summary rating is still "less than satisfactory" at the end of the Extended Continuing Evaluation year, the completed Educator Evaluation Plan will be presented to the Advisory Council for review and recommended action, which may include, but is not limited to, termination.
 - 4.4.3.3.2. The supervisor shall forward the finalized Educator Evaluation Plan to the Human Resource Services Division and will take the appropriate personnel action, up to and including termination.
5. **Special Evaluations.**
- 5.1. Special Evaluations may occur at any time the supervisor determines that any aspect of the unit member's performance is "less than satisfactory" and/or is not meeting basic requirements as stated in Section 2.5.2 during a unit member's non-evaluation year.

- 5.1.1. Special evaluations will occur in accordance with the provisions of the required special evaluation process outlined in this Section and shall require a minimum timeframe of fifty (50) work days during which time a pre-conference, progress check, and final evaluation conference must occur.
- 5.2. **Designation of Supervisor.** The special evaluation shall be conducted by the supervisor or it may be delegated at the supervisor's discretion and with the appropriate manager approval.
- 5.3. **Counseling and Assistance.** In consultation with the educator, the supervisor will develop a written plan which includes:
 - 5.3.1. The specific areas marked as needing improved performance using the Educator Evaluation Plan template.
 - 5.3.2. Resources to be made available to assist the educator which may include but are not necessarily limited to participation in Voluntary Advisory, peer coaching, released time to observe other unit members, instructional materials, attendance at in-service training sessions, and/or central office assistance.
 - 5.3.3. A timeline for monitoring the educator's performance.
 - 5.3.4. The supervisor's role in assisting the educator in achieving improved performance.
 - 5.3.5. Constraints, if any, to be included on the Educator Evaluation Plan.
 - 5.3.5.1. Development of detailed lesson plans may be required as appropriate.
 - 5.3.6. Regular updates of the educator's progress in achieving improved performance to the Advisory Council if the educator is participating in Voluntary Advisory. These updates shall be provided in writing during an Advisory Council meeting.
- 5.4. **Special Evaluation Process/Timelines.** Timelines for a special evaluation of unit members are as follows:
 - 5.4.1. **Special Evaluation Pre-evaluation Conference.** Prior to the Fall Check-In deadline contained in Exhibit 1, the supervisor initiates a pre-evaluation conference with the educator during which time mutual agreement shall be reached on the Educator Evaluation Plan.
 - 5.4.1.1. The educator, in partnership with the supervisor, completes a self-assessment to identify areas needing improved performance. The supervisor and educator mutually agree on the exact areas of performance which require improvement, and co-create goals, objectives, standards for satisfactory performance, assessment techniques, timelines, support requirements and constraints to be included on the evaluation plan. If mutual agreement is not reached during this process, the supervisor will establish the objectives, etc., and inform the educator.
 - 5.4.1.2. Objectives, goals, standards, assessment techniques, support requirements and constraints shall be related to the areas marked as needing improved performance for the identified CSTPs or UBPs. An Educator Evaluation Plan should be completed and

submitted to the supervisor for review within ten (10) workdays after the conference.

- 5.4.2. **Special Evaluation Fall Check-in.** The supervisor:
 - 5.4.2.1. Reviews unit member's performance.
 - 5.4.2.2. Provides the unit member with a copy of the Fall Check-in report and reviews with the unit member the remainder of the evaluation cycle per Section 3 above, inclusive of Remediation Plan and Final Evaluation.
- 5.4.3. **Special Evaluation Final Evaluation.** The supervisor and the educator complete and sign the final evaluation section of the Educator Evaluation Plan and addendum (if any), within the last fifty (50) workdays.
 - 5.4.3.1. The unit member signs documents and is provided with a copy of the Educator Evaluation Plan and related materials. The unit member may, prior to the last educator work day, submit written comments which will be attached to the evaluation plan and become part of the educator's portfolio that is maintained by the educator for their own professional learning purposes.
 - 5.4.3.2. The supervisor completes and signs their final evaluation section, prepares and signs the Educator Evaluation Plan and addenda (if needed), retains the signed copy for site records and forwards a final copy to Human Resource Services Division to be placed in the educator's personnel file.
 - 5.4.3.3. If the final evaluation summary rating is "satisfactory," the Special Evaluation is complete. If the rating is "less than satisfactory," the educator will be referred to the Advisory Council and may be placed on a Continuing Evaluation for the next school year.
 - 5.4.3.3.1. If the final evaluation summary rating is still "less than satisfactory" on the subsequent Continuing Evaluation, the educator will be referred to the Advisory Council and the Continuing Evaluation process, as outlined in Section 4, shall be followed.

6. ADVISORY

- 6.1. **Purpose:** Advisory is intended to be a support mechanism that allows exemplary teachers to assist peers who are seeking growth in subject matter knowledge and/or teaching strategies. The Advisory models outlined in this agreement shall be piloted and further developed by the Evaluation Joint Committee and shall replace the Peer Enrichment Program (PEP) and Peer Assistance and Review (PAR) for the 2025-2026 and 2026-2027 school years. Advisory constitutes both the voluntary and mandatory component of the California Peer Assistance and Review Program as required by [Education Code section 44500](#).
- 6.2. Advisory Models
 - 6.2.1. Voluntary Advisory shall be provided via the Educator and Leader Growth & Development Department to unit members who choose to voluntarily participate in the Advisory model for the 2025-2026 and/or 2026-2027 school years.

- 6.2.1.1. Voluntary Advisory shall be offered by the supervisor to any unit member participating in an evaluation cycle who is notified during the Fall Check-in process that their evaluation may be rated as “less than satisfactory.”
- 6.2.2. Advisory shall be provided via the Educator and Leader Growth & Development Department to unit members who receive a “less than satisfactory” rating on their 2025-2026 Educator Evaluation Plan and will be on a Continuing Evaluation for the 2026-2027 school year.
- 6.2.3. Extended Advisory shall be provided via the Educator and Leader Growth & Development Department to unit members who receive a “less than satisfactory” rating on their Continuing Evaluation for the 2026-2027 school year.
 - 6.2.3.1. Unit members shall extend their Continuing Evaluation into the 2027-2028 school year and shall participate in Extended Advisory.
 - 6.2.3.2. The Extended Advisory model will be developed by the Evaluation Joint Committee during the 2025-2026 and 2026-2027 school years for implementation during the 2027-2028 school year.
 - 6.2.3.3. Extended Advisory shall include multiple cycles of advisory support with intensive one-on-one assistance to educators in coordination with the unit member’s assigned supervisor.
- 6.2.4. Advisory Council. Advisory Council is a council of nine (9) members, five (5) permanent educators selected by the Association and four (4) administrators appointed by the District to review Educator Evaluation Plans in partnership with the educator and supervisor to determine appropriate levels of support to assist the educator in making progress towards their identified goals.
 - 6.2.4.1. In addition to the nine (9) voting members, there shall be three (3) non-voting advisors who will serve in this capacity as part of their assigned job responsibilities. One (1) advisor will be assigned from the Human Resource Services Division, one (1) advisor will be assigned by the Association, and one (1) advisor will be assigned from the Educator and Leader Growth & Development Department. Non-voting Advisors are exempt from term limits outlined in Section 6.2.7.3 and stipends outlined in Section 6.2.4.5 below.
 - 6.2.4.2. A quorum of six (6) Advisory Council members with a minimum of four (4) Association members must be present to proceed with Advisory Council meetings.
 - 6.2.4.2.1. Whenever possible, Council member terms should have staggered start dates to avoid a large turnover of members within a single academic year.
 - 6.2.4.2.2. If a Council member leaves mid-term, they shall be replaced with an employee of the same classification and serve for the remainder of that term.

- 6.2.4.2.3. A Council member shall neither participate in discussion nor vote on any matter in which they have professional or personal conflict of interest.
- 6.2.4.2.4. All Council members shall sign confidentiality agreements.
- 6.2.4.2.5. The District will indemnify and hold harmless members of the Council from any lawsuit or claim arising out of the performance of their duties under this program.
- 6.2.4.3. The five (5) permanent educators selected by the Association and four (4) administrators appointed by the District shall receive a stipend of one-hundred and fifty dollars (\$150) per Advisory Council meeting to cover preparation and meeting attendance.
- 6.3. **Advisory Council Governance.** The Parties to this Agreement share a mutual interest in appointing members to the Council who reflect grade-level and credential-area diversity and who have demonstrated successful professional experience in the District.
 - 6.3.1. The main purpose of the Advisory Council is to review Educator Evaluation Plans in collaboration with Participating Educators, their assigned Advisory Mentor, and their supervisor to determine appropriate levels of support to assist the educator in making progress towards their goals.
 - 6.3.2. The Council will make all support recommendations by consensus. In the absence of consensus then a majority vote is required. Six (6) Council members as outlined in Section 6.2.4.2. will constitute a quorum for the purposes of meeting and conducting business. Minutes shall be required for meetings of the Council. Confidential information about individual Participating Teachers shall not be included in the minutes.
 - 6.3.3. The Council's primary responsibilities also involve:
 - 6.3.3.1. Submitting to the Board of Education and the Association an annual evaluation of the Advisory Council's impact, including improvements to be made, recommendations regarding Participating Educators, and if necessary, forwarding names of individuals who, after sustained assistance, are unable to demonstrate satisfactory improvement;
 - 6.3.3.2. Determining if an educator is required to participate in Advisory or Extended Advisory;
 - 6.3.3.3. Selecting, overseeing, and assigning the Advisory Mentors based on a selection process determined by the Council;
 - 6.3.3.4. Reviewing Advisory Mentors' reports on Participating Educators;
 - 6.3.3.5. Reviewing the effectiveness of the support provided by Advisory Mentors;
 - 6.3.3.6. Resolving issues and problems which may arise between the Advisory Mentor and the Participating Educator;
 - 6.3.3.7. Providing training for Advisory Mentors, for Council members, and where appropriate, for Participating Educators;
 - 6.3.3.8. Overseeing and annually evaluating the Advisory model; and

- 6.3.3.9. Establishing internal operating procedures and regulations necessary to carry out the requirements of the Education Code and this document, including a procedure for selecting the Advisory Council's chair.
- 6.4. **Advisory Resources.** Advisory support and resources shall be utilized in the following priority:
 - 6.4.1. First, for Participating Educators who have been referred to Advisory due to a "less-than-satisfactory" rating on their most current Educator Evaluation Plan and will be continuing their evaluation cycle during the next school year;
 - 6.4.2. Second, for Participating Educators who are voluntarily choosing to participate in Advisory after being notified during the Fall Check-in that progress is not being made towards meeting basic requirements and/or the goals indicated in their current Educator Evaluation Plan; and
 - 6.4.3. Third, educators who volunteer for Advisory support.
- 6.5. **Advisory Mentors.** The Advisory Council will develop and implement a process for Advisory Mentor screening and hiring. The process will be reviewed annually by the Advisory Council.
 - 6.5.1. Advisory Mentors shall meet the following minimum qualifications:
 - 6.5.1.1. A credentialed educator with permanent status and a minimum of 8 years of District credential-related classroom and/or direct service to students experience and any three (3) of the last five (5) years providing services at a school site;
 - 6.5.1.2. Demonstrated exemplary ability, as indicated by, among other things, effective communication skills, subject matter knowledge, knowledge and support of District curricular goals and standards, and mastery of a range of strategies necessary to meet the needs of students in different contexts;
 - 6.5.1.3. Demonstrated ability to work cooperatively and effectively with other teachers and administrators; and
 - 6.5.1.4. Demonstrated effective leadership skills.
 - 6.5.2. The selection process for the Advisory Mentors shall be determined by the Advisory Council and shall include provisions for observation of Advisory Mentor(s) by the Council. The process may include, but shall not be limited to, components such as application forms, required letters of reference from former colleagues (educators and administrators), and interviews with the Council. The Council shall publicize in writing the specifics of the application procedure.
 - 6.5.3. Advisory Mentors shall attend training specified by the Advisory Council.
 - 6.5.4. The Advisory Council will assign Advisory Mentors.
 - 6.5.4.1. Within the first twelve (12) weeks of the regular school year, either the Advisory Mentor or the Participating Educator may petition the Council for an assignment change for good reasons. The Participating Educator shall be allowed only one (1) change per year.
 - 6.5.5. An Advisory Mentor's term will be for four (4) years.

- 6.5.5.1. Following their assignment, incumbent Advisory Mentors may apply for an additional four (4) year term. Incumbent Advisory Mentors who reapply automatically meet the minimum qualifications for the position.
- 6.5.5.2. Advisory Mentors who have finished a term of service and who are not reselected as an Advisory Mentor will have priority consideration when applying for another position in the District.
- 6.5.5.3. Whenever possible, Advisory Mentor terms should have staggered start dates to avoid a large turnover of Mentors within a single academic year.
- 6.5.6. An Advisory Mentor shall not leave this assignment for another assignment in the District during the period in which they are providing assistance to a Participating Educator except during the first twelve (12) weeks of the school year. This does not preclude an Advisory Mentor from participating in the Annual Post and Bid for an assignment in the following school year.
 - 6.5.6.1. In the event an Advisory Mentor is reassigned during a support cycle, an alternate Advisory Mentor will be assigned to the participating educator and a new support cycle will begin.
- 6.5.7. An Advisory Mentor caseload shall not exceed a maximum of six (6) Participating Educators.
 - 6.5.7.1. Advisory Mentor positions equal 1.0 FTE but can be filled by two (2) teachers on a job share. In the event of a job share, caseloads will be distributed proportionally to the agreed upon job share ratio.
 - 6.5.7.1.1. An Advisory Mentor, who after accepting a 4 year term, enters into a Reduced Workload Plan, would only be allowed to complete the remainder of their 4-year term and shall participate in the Annual Post and Bid during their 4th year for their future assignment.
- 6.5.8. Advisory Mentors shall provide assistance to Participating Educators in the areas of subject matter knowledge, evidence-based strategies, and effective methods for the delivery of services. This assistance may include, but is not limited to, the following activities:
 - 6.5.8.1. Providing peer coaching and support to improve in the specific areas targeted by the supervisor;
 - 6.5.8.2. Collaborative planning with the educator and supervisor on the development of the Collaborative Advisory Support Plan (CASP, see [Exhibit 3](#));
 - 6.5.8.3. Observing the Participating Educator during activities specified in the CASP and providing recommendations and feedback in a timely manner;
 - 6.5.8.4. Allowing the Participating Educator to observe the Advisory Mentor or other selected educator's model lessons and/or universal best practices;

- 6.5.8.5. Attending specific workshops in evidence-based strategies or designated subject matter; demonstrating best practices to the Participating Educator; and maintaining appropriate records for each Participating Educator's activities and progress.
- 6.5.8.6. Assisting Participating Educators in the completion of at least two (2) reflections during each cycle of support and the identification of needed adjustments if an additional Advisory cycle is recommended.
- 6.5.9. The professional responsibilities of every Advisory Mentor shall be to retain all materials generated regarding performance of their duties for at least four (4) years following issuance of the final report.
 - 6.5.9.1. These materials are not subject to disclosure except as may be required by law.
 - 6.5.9.2. If for any reason an Advisory Mentor is unable to retain records as required herein, or if they move out of the area such that obtaining such records, if legally required, would be difficult, the Association shall assume the responsibilities described herein.
- 6.6. **Advisory Participating Educators.** A Participating Educator as defined in this agreement is participating in either Voluntary Advisory, Advisory, or Extended Advisory and receiving assistance from Advisory Mentors as set forth below:
 - 6.6.1. The Advisory Mentor's assistance and review shall focus on the specific areas in the Educator Evaluation Plan where progress is not being made towards the identified goals. The Advisory Mentor's assistance may be adjusted as needed throughout the Advisory process.
 - 6.6.2. The details contained in each section of the CASP shall be clearly stated, aligned with student learning, and consistent with Education Code.
 - 6.6.2.1. For Voluntary Advisory, Advisory, or Extended Advisory, the CASP should be agreed upon 50 workdays before the final evaluation section of the Educator Evaluation Plan is due, which occurs no later than the timelines established in [Exhibit 1](#).
 - 6.6.3. The Participating Educator, supervisor and assigned Advisory Mentor shall meet and discuss the recommended areas of improvement outlined in the CASP plan and the types of assistance that may be provided by the Advisory Mentor.
 - 6.6.4. The Advisory Mentor and the supervisor are expected to establish a cooperative relationship and coordinate and align the assistance provided to the Participating Educator's areas of support as identified in the CASP.
 - 6.6.5. The Advisory Mentor and the Participating Educator shall meet to discuss the CASP. After that meeting, the Advisory Mentor will provide assistance as set forth in Section 6.5.8 above, which shall include multiple observations of the Participating Educator by the Advisory Mentor.
 - 6.6.6. Before April 1 of each year, the Advisory Mentor, Participating Educator, and their supervisor shall attend an Advisory Council meeting to deliver a report regarding the effectiveness of the Advisory cycle and the impact on the Participating Educator's performance. The report shall contain, but is not limited to, the following elements:

- 6.6.6.1. A summary of the areas targeted for improvement;
- 6.6.6.2. A description of the assistance provided by the Advisory Mentor in collaboration with the Participating Educator and supervisor;
- 6.6.6.3. Data on student-outcomes; and
- 6.6.6.4. Other relevant information to enable the Advisory Council to make its recommendations.
- 6.6.7. A written copy of the report shall be submitted to the Advisory Council, with a copy also submitted to the Participating Educator and the supervisor as evidence of support provided.
 - 6.6.7.1. The supervisor shall have the discretion as to whether and how to use the final report provided to the Advisory Council.
 - 6.6.7.2. The Participating Educator shall have the discretion as to whether and how to use the final report in response to the final evaluation.
- 6.6.8. At the conclusion of each Advisory cycle, the Advisory Council shall report to the Advisory Mentor, Participating Educator, and their supervisor that:
 - 6.6.8.1. Either the Participating Educator has made satisfactory progress towards the goals in their Educator Evaluation Plan and CASP, and that an additional Advisory cycle is not necessary; or
 - 6.6.8.2. The Participating Educator should participate in another Advisory cycle; or
 - 6.6.8.3. The Advisory Council and Advisory Mentor do not believe that further participation in Advisory cycles will be successful. This report shall include reasons in support of this conclusion.
- 7. The Evaluation Joint Committee will actively monitor the implementation of this MOU.
 - 7.1. Any rights to grieve this MOU shall be in accordance with Sections 14.6.6. and 18.7.4. of the Parties' CBA.
 - 7.2. The Evaluation Joint Committee shall meet on a monthly basis and shall attempt to resolve any issue(s) or any unique circumstance arising out of the implementation of this new process prior to the filing of any grievances related to Article 14, 18, or this MOU.
 - 7.3. The Evaluation Joint Committee shall be comprised of an equal number of individuals appointed by the Association and appointed by the District.
 - 7.4. The Parties agree that grievance timelines shall be automatically put in abeyance, while the Evaluation Joint Committee reviews the issue.
 - 7.4.1. In the event that the Evaluation Joint Committee does not meet and/or provide a resolution to the alleged violation within a month of the alleged violation being reported to the Committee, the Participating Educator may start the grievance process outlined in Article 15.
 - 7.5. The District agrees to provide the Evaluation Joint Committee and Association all relevant information related to the evaluation process in a timely manner, including, but not limited, to list of unit members referred to Advisory, list of selected Advisory Mentors, and any other information necessary for implementation.
 - 7.6. The Evaluation Joint Committee will review data and the implementation process during the 2025-2026 and 2026-2027 school years in order to identify challenges

and successes and to advise the Parties on further steps to refine the process in order to inform successor bargaining and inclusion within the CBA.

- 8. All components of the current CBA between the Association and the District not addressed by the terms of this Agreement shall remain in full effect.
- 9. This Agreement shall expire in full without precedent on June 30, 2027 or the date a successor CBA is ratified, whichever date is earlier.

FOR THE DISTRICT:

DocuSigned by:
Jessica Falk Michelli August 20, 2025
70F2DE70533F42E...

Jessica Falk Michelli Date
Executive Director, Labor Relations

Signed by:
Kristine Morshead August 20, 2025
6EA6C255C904CC...

Kristine Morshead Date
Senior Executive Director, Human Resources

FOR SDEA:

DocuSigned by:
Kyle Weinberg August 20, 2025
68800B5262E8427...

Kyle Weinberg Date
President, SDEA

DocuSigned by:
Sara Holerud August 20, 2025
608D18CA98BD4C1...

Sara Holerud Date
Field Organizer, SDEA

Signed by:
Stacy Hernandez August 20, 2025
044608F5AB3E4FE...

Stacy Hernandez Date
Bargaining Chair, SDEA

Exhibit 1: Educator Evaluation Plan Timelines

<p align="center">2025-2026 Educator Evaluation Plan Activities and Requirements</p>	<p align="center">Prob. 2</p>	<p align="center">Temp., Prob. 1, & Permanent</p>
<p>Staff Meeting Review the Educator Evaluation Plan procedures, distribute and explain copies of all forms, and review the evaluation calendar for the year.</p>	<p align="center">No later than Sept. 3, 2025 <i>During the first twenty (20) workdays</i></p>	
<p>Pre-Evaluation Conference Each unit member scheduled for an evaluation shall meet with the supervisor responsible for their Educator Evaluation Plan.</p>	<p align="center">No later than Sept. 12, 2025 <i>During the first twenty-seven (27) workdays</i></p>	
<p>Educator Evaluation Plan - Prepared and Submitted Each unit member shall prepare a written copy of the goals, objectives, projects, criteria, and assessment techniques determined in the Educator Evaluation Plan and submit them to their assigned supervisor.</p>	<p align="center">No later than Sept. 26, 2025 <i>Within ten (10) workdays of the pre-evaluation conference</i></p>	
<p>Educator Evaluation Plan - Reviewed The supervisor shall approve or disapprove the plan. If the plan has not been approved, the supervisor will schedule a conference with the unit member.</p>	<p align="center">No later than Oct. 10, 2025 <i>Within ten (10) workdays of receipt of the unit member's Educator Evaluation Plan</i></p>	
<p>Fall Check-In Supervisor must conduct a check-in to review progress towards identified goals. If satisfactory progress is not being made, the educator must be offered Voluntary Advisory.</p> <p>Remediation Plan If satisfactory progress is NOT being made, complete a Remediation Plan.</p>	<p align="center">No later than Nov. 4, 2025</p> <p align="center">No later than Dec. 2, 2025 <i>Fifty (50) workdays before the final evaluation</i></p>	<p align="center">No later than Dec. 11, 2025</p> <p align="center">No later than Feb. 9, 2026 <i>Fifty (50) workdays before the final evaluation</i></p>
<p>Final Evaluation The final evaluation section of the Educator Evaluation Plan and addendum (if any) shall be completed by both the unit member and supervisor. The unit member shall sign and be provided with a copy of their completed evaluation. The unit member may, within thirty (30) calendar days, attach a written response to the evaluation.</p> <p>If the final rating is “less-than-satisfactory” the evaluation</p>	<p align="center">No later than Feb. 27, 2026</p>	<p align="center">No later than April 30, 2026 <i>No later than twenty (20) workdays prior to the last educator work day</i></p>

<p>process will continue for the balance of the current school year. Should the performance fail to improve, the educator will be referred to the Advisory Council and may be placed on a Continuing Evaluation during the next school year.</p>		
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<p align="center">2026-2027 Educator Evaluation Plan Activities and Requirements</p>	<p align="center">Prob. 2</p>	<p align="center">Temp., Prob. 1, & Permanent</p>
<p>Staff Meeting Review the Educator Evaluation Plan procedures, distribute and explain copies of all forms, and review the evaluation calendar for the year.</p>	<p align="center">No later than Sept. 1, 2025 <i>During the first twenty (20) workdays</i></p>	
<p>Pre-Evaluation Conference Each unit member scheduled for an evaluation shall meet with the supervisor responsible for their Educator Evaluation Plan. If the unit member is participating in mandatory Advisory, the supervisor will review the Advisory process and Collaborative Advisory Support Plan.</p>	<p align="center">No later than Sept. 11, 2026 <i>During the first twenty-seven (27) workdays</i></p>	
<p>Educator Evaluation Plan - Prepared and Submitted Each unit member shall prepare a written copy of the goals, objectives, projects, criteria, and assessment techniques determined in the Educator Evaluation Plan and submit them to their assigned supervisor. If the unit member is participating in mandatory Advisory, the Collaborative Advisory Support Plan should be attached to the Educator Evaluation Plan.</p>	<p align="center">No later than Sept. 25, 2026 <i>Within ten (10) workdays of this pre-evaluation conference</i></p>	
<p>Educator Evaluation Plan - Reviewed The supervisor shall approve or disapprove the plan. If the plan has not been approved, the supervisor will schedule a conference with the unit member.</p>	<p align="center">No later than Oct. 9, 2026 <i>Within ten (10) workdays of receipt of the unit member's Educator Evaluation Plan</i></p>	
<p>Fall Check-In Supervisor must conduct a check-in to review progress towards identified goals. If satisfactory progress is not being made, the educator must be offered Voluntary Advisory. If the educator is already participating in mandatory Advisory, the Collaborative Advisory Support Plan should be reviewed and/or modified.</p>	<p align="center">No later than Nov. 3, 2026</p>	<p align="center">No later than Dec. 10, 2026</p>

<p>Remediation Plan If satisfactory progress is NOT being made, complete a Remediation Plan and offer Voluntary Advisory to the educator IF they are not already participating in mandatory Advisory.</p>	<p>No later than Dec. 1, 2026 <i>50 workdays before the final evaluation</i></p>	<p>No later than Feb. 8, 2027 <i>50 workdays before the final evaluation</i></p>
<p>Final Evaluation The final evaluation section of the Educator Evaluation Plan and addendum (if any) shall be completed by both the unit member and supervisor. The unit member shall sign and be provided with a copy of their completed evaluation. The unit member may, within thirty (30) calendar days, attach a written response to the evaluation:</p> <p>If the final rating is “less-than-satisfactory” the evaluation process will continue for the balance of the current school year. Should the performance fail to improve, the educator will be referred to the Advisory Council and may be placed on a Continuing Evaluation during the next school year.</p>	<p>No later than Feb. 26, 2027</p>	<p>No later than April 29, 2027 <i>No later than twenty (20) workdays prior to the last educator work day</i></p>

EDUCATOR EVALUATION PLAN

Educator Name	District ID	School/Program/Location	Site/Department No.
Title Subject Area or Grade Level	Select Status ▾	Supervisor	Date
Select Evaluation Type ▾			

Basic Requirements: While participating in the evaluation process, educators continue to maintain responsibility for performance of basic job description requirements and Education Code requirements relating to progress of pupils toward District standards, use of appropriate instructional techniques and strategies aligned to [California Standards for the Teaching Profession](#) (CSTP) for Classroom Educators OR [Universal Best Practices](#) (UBP) for Non-Classroom Educators, adherence to curricular objectives, establishment and maintenance of a suitable learning environment and performance of non-instructional duties and responsibilities including supervisory and advisory duties.

CSTPs or UBPs: Identify at least 2 elements to focus on for this evaluation cycle.

California Standards for the Teaching Profession (CSTP) - Classroom Educators	Universal Best Practices (UBP) - Non-Classroom Educators
CSTP 1 Engaging and Supporting all students in learning: Select element from dropdown option None ▾ Option to select additional element None ▾	UBP 1 Student Engagement: Select element from dropdown option None ▾ Option to select additional element None ▾
CSTP 2: Creating and Maintaining Effective Environments for Student Learning None ▾ Option to select additional element None ▾	UBP 2 Safe and Healthy Learning Environment None ▾ Option to select additional element None ▾
CSTP 3: Understanding and organizing subject matter for student learning None ▾ Option to select additional element None ▾	UBP 3 Evidence-Based Planning and Instruction None ▾ Option to select additional element None ▾
CSTP 4: Planning instruction and designing learning experiences for all students None ▾ Option to select additional element None ▾	UBP 4 Collaboration with School and Community None ▾ Option to select additional element None ▾
CSTP 5: Assessing students for learning None ▾ Option to select additional element None ▾	UBP 5 Assessment and Evaluation None ▾ Option to select additional element None ▾

CSTP 6: Developing as a professional educator None ▾ Option to select additional element None ▾	UBP 6 Develop Professionally None ▾ Option to select additional element None ▾
	Other: Job Specific Standard

For the educator to complete:
What is my goal?
How do the elements selected above relate to my goal?
How will my goal impact student learning?
How will I measure the impact of my goal on students?
How will I monitor my progress toward my goal throughout the school year?

Signature of Educator:

Date:

Signature of Supervisor:

Date:

Fall Check-In *(time frame is different based on employment status)*

Educator Reflection on Goal and Progress:
Supervisor Feedback on Progress and Performance:

Signature of Educator:

Date:

Signature of Supervisor:

Date:

Final Evaluation *(time frame is different based on employment status)*

Educator Reflection on Performance:
Impact and Reflection on Student Learning:

Supervisor Reflection on Educator’s Performance:

Supervisor Reflection on Educator’s Impact on Student Learning:

Evaluation Rating:

- Less than Satisfactory
- Satisfactory

If the evaluation rating is marked “Less than Satisfactory,” the requirements of Fall Check-in and Remediation Plan and/or Voluntary Advisory in the Educator Evaluation Plan MOU must be met, and an addendum must be attached to this Educator Evaluation Plan indicating the plan for support for continuing the evaluation cycle into the next school year.

Educator Acknowledgement: I certify that this Educator Evaluation Plan and evaluation rating has been discussed with me. I understand my signature does not necessarily indicate agreement. A copy of this document and all attachments will be given to me for my own personal records and a copy will be retained onsite for recordkeeping purposes that the evaluation cycle was conducted. I understand that I may prepare a response within 10 days of the signature dated below and have the response attached to this document.

Signature of Educator:

Date:

Signature of Administrator:

Date:

Collaborative Advisory Support Plan (CASP)

Educator:	Position/Grade:
Supervisor:	Work Site:
Advisory Support:	Date:

Collaborative Advisory Support Plan Focus Area(s)

CSTPs or UBPs: Provide the standard(s) where progress is needed

Focus Area(s) Outcomes: Detail anticipated outcomes from Advisory support

Action Steps/Activities: Describe specific steps for improving performance in the identified area(s)

Areas of Support: List specific types of support and resources to be provided

Growth Measures: Identify evidence to be collected to show improved performance in the specified area(s)

Timeline for Completion: Develop a timeline for implementing the steps/activities for the support plan

End of Cycle Progress: Review evidence gathered during cycle