

**MEMORANDUM OF UNDERSTANDING BETWEEN  
ROCKLIN TEACHERS PROFESSIONAL ASSOCIATION  
AND THE  
ROCKLIN UNIFIED SCHOOL DISTRICT**

**APRIL 15, 2016**

The Rocklin Teachers Professional Association (RTPA) and the Rocklin Unified School District (District) hereby agree to the following Teacher on Special Assignment language for 2016-17 and 2017-2018 school years. Upon approval by the District and RTPA leadership, the two-year term will be implemented with an effective date of July 1, 2016.

1. A Teacher on Special Assignment (herein referred to as a "TOSA") is a teacher who performs teaching related duties outside the classroom in a position other than a classroom teaching assignment. Duties shall include but may not be limited to supporting other teachers in the implementation of new curriculum and teaching methodologies, demonstration lessons, data review, assessment development, use of technology and other classroom support. TOSA's shall not be counted in the normal student to teacher ratios that govern class size averages, caseloads and/or caps.
2. In no case shall the TOSA's duties include evaluation, supervision, or direction of another bargaining unit member.
3. TOSAs will meet the "Site Duties" and extra duty assignments requirement (as per Article VII, Section 2(f)) with attendance at requested Board meetings, Board workshops, etc.
4. TOSAs shall work the same contractual year and day as a regular teacher and be paid the same as a regular teacher according to the District's salary schedule. TOSAs may be required to work up to ten (10) extra days (beyond the regular teacher work year) and shall be compensated for those days using flex time and/or in combination with the TOSA's per diem rate of pay, at the mutual agreement between each TOSA and the District.
5. TOSA positions shall be posted for all employees at all sites in order that all qualified bargaining unit members may apply. Unit members must be of permanent status with at least five (5) years of classroom experience to apply.
6. The term of a TOSA will be a maximum of five (5) years pending positive evaluations. This term may be extended on an individual basis by mutual agreement between the District and the Association.
7. Upon completion of his/her term as a TOSA, the bargaining unit member shall have the option to return to his/her prior classroom position, providing his/her prior classroom position is occupied by a temporary teacher or is otherwise vacant. If the teacher's last classroom position is not occupied by a temporary teacher or is not otherwise vacant, the teacher shall be allowed to choose from a list of available openings according to credential and District-wide seniority.
8. The evaluation process and forms will be used. (Appendix A)

9. A TOSA shall have the following rights:

- To notify the District and the Association that he/she wishes to return to the classroom or his/her previous position at the beginning of the coming school year. This request shall be by February 1 of the school year prior to the year of return. For return in the 2016-17 school year, this request shall be made by April 29, 2016.
- If the District can no longer fund a TOSA position or otherwise wishes that a TOSA be reassigned to his/her regular teaching position, the District shall notify the TOSA by March 15 of the current school year for reassignment at the beginning of the following school year. This return shall be governed by the provisions of Paragraph 4 above.

10. TOSAs will be given access to their office/work location. The District will provide keys and codes so that they may be able to conduct their TOSA business.

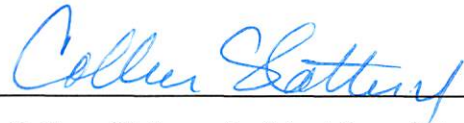
This Memorandum of Agreement (MOU) will remain in effect until June 30, 2018.



Barbara Scott, RTPA President



Date



Colleen Slattery, Assistant Superintendent



Date

**ROCKLIN UNIFIED SCHOOL DISTRICT**  
**Teacher on Special Assignment (TOSA) Evaluation Goal-Setting Conference Form**

**TOSA:** \_\_\_\_\_

**Subject Area:** \_\_\_\_\_

**Year of Evaluation:** \_\_\_\_\_

**Purpose:** The purpose of the goal-setting conference is to provide an opportunity for a conversation about good teaching and to establish an evaluation focus. In addressing the seven standards, you may select one to three standards as specific areas of focus. However, in the evaluation process, you are responsible for satisfactory performance in all seven standards.

Administrator's Initials	Date of Conference	Circle Focus Standards for the Year	<b>STANDARDS</b> Select one to three standards as specific areas of focus
		<b>1.</b>	<b>Demonstrates leadership and leadership development</b>
		1.1	1.1 Demonstrates knowledge in topics related to the specific area of support including latest research.
		1.2	1.2 Provides support to staff throughout the district on curriculum and is visible and accessible.
		1.3	1.3 Demonstrates the ability to work as a team and assume leadership roles on the team with integrity.
		1.4	1.4 Builds relationships with staff and provides feedback to indicate high levels of support related to positive working relationships.
		1.5	1.5 Delivers quality expertise and is proactive about identifying and minimizing problems
		<b>2.</b>	<b>Management of time and interaction with staff</b>
		2.1	2.1 Develops a written annual plan with goals and timelines for the school year. Attending appropriate meetings that relate to the plan.
		2.2	2.2 Is responsive to the requests from schools and district administrators.
		2.3	2.3 Establishes a climate of fairness and respect
		2.4	2.4 Facilitates meetings and is organized, using technology when appropriate.
		2.5	2.5 Establishing and maintaining norms of behavior for professional interactions
		<b>3.</b>	<b>Communication</b>
		3.1	3.1 Actively listens to input and considers all view points.
		3.2	3.2 Clear, accurate and effective oral and written communication.
		3.3	3.3 Responds in a timely manner to messages of any kind.
		3.4	3.4 Demonstrates group process skills of motivating others, conflict resolution, team work and group facilitation
		<b>4.</b>	<b>Professional Development</b>
		4.1	4.1 Demonstrates quality comprehensive, data driven professional development and measures outcomes
		4.2	4.2 Demonstrates skills in establishing protocols for piloting materials, analyzing data, monitoring programs.
		4.3	4.3 Develops and sequences instructional activities and materials in presenting curriculum effectively to stakeholders.
		4.4	4.4 Designs long and short-term plans to support adult learning based on district-adopted materials
		4.5	4.5 Assesses and receives feedback to help develop future programs and events adhering to curricular objectives

		<b>5.</b>	<b>Effective Presentations</b>
		5.1	5.1 Develops positive relationships with audience
		5.2	5.2 Utilizes a variety of instructional resources that are well prepared
		5.3	5.3 Accommodates and respects a variety of instructional strategies to engage learning styles and backgrounds.
		5.4	5.4 Utilizes and incorporates technology into presentations when appropriate
		<b>6.</b>	<b>Effective Instructional Practices</b>
		6.1	6.1 Reflects on teaching and learning
		6.2	6.2 Implements instructional design with clear objectives
		6.3	6.3 Utilizes direct instruction, modeling, guided practice
		6.4	6.4 Works with colleagues to improve teaching and learning
		6.5	6.5 Pursues opportunities to contribute and grow professionally
		6.6	6.6 Checks on implementation of training objectives
		6.7	6.7 Utilizes available community resources to support adult learning
		6.8	6.8 Attends required meetings
		6.9	6.9 Maintains records and equipment that are appropriate for subject

OTHER STANDARDS AS ESTABLISHED BY EVALUATOR AND TOSA:

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COMMENTS:

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Supportive Evidence:

Examples: Journal: \_\_\_\_\_ Surveys: \_\_\_\_\_ Assessment Tools: \_\_\_\_\_ Communication: \_\_\_\_\_ Plans: \_\_\_\_\_ Other: \_\_\_\_\_

*The evaluator will discuss and review with the TOSA the supportive evidence as part of the summary evaluation conference at the end of the year. The evaluator and the TOSA will select and collaborate about the evidence and the method of presentation.*

\_\_\_\_\_  
EVALUATOR'S SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
TOSA SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SUPERINTENDENT'S SIGNATURE

\_\_\_\_\_  
DATE

ATTACHMENT  Yes  No

**ROCKLIN UNIFIED SCHOOL DISTRICT**  
**TOSA Evaluation Goal-Setting Conference Form Attachment**

TOSA: \_\_\_\_\_ Date: \_\_\_\_\_

<b>STANDARD</b>	<b>OBJECTIVES (TOSA's Action Plan)</b>	<b>SUPPORTIVE EVIDENCE</b>
1		
2		
3		

TOSA \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**ROCKLIN SCHOOL DISTRICT**  
**Teacher on Special Assignment (TOSA) Pre-observation Conference Form**

TOSA: \_\_\_\_\_

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

To be completed by TOSA prior to the pre-observation conference:

A. PURPOSE OF TRAINING

B. LEARNER OUTCOMES

C. INSTRUCTIONAL STRATEGIES

D. ASSESSMENT OF LEARNING

This lesson includes the following teaching focus standards as discussed at the Evaluation Goal-Setting Conference:

\_\_\_\_\_  
TOSA

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

**ROCKLIN SCHOOL DISTRICT**  
**Teacher on Special Assignment (TOSA) Formal Observation Form**

TOSA: \_\_\_\_\_

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

Observation Date: \_\_\_\_\_

Time: From \_\_\_\_\_ to \_\_\_\_\_

Subject: \_\_\_\_\_

Activities: \_\_\_\_\_

**A. PURPOSE OF TRAINING**

Observed /Not Observed

Comments:

**B. LEARNER OUTCOMES**

Observed /Not Observed

Comments:

**C. INSTRUCTIONAL STRATEGIES**

Observed/Not Observed

Comments:

**D. ASSESSMENT OF LEARNING**

Observed/Not Observed

Comments:

**EVALUATOR'S RECOMMENDATIONS:**

The following focus standards, as reflected on the Evaluation Goal-Setting Conference Form, were recognized by the evaluator as being incorporated into the lesson plan:

\*TOSA

Date

Evaluator

Date

\*SIGNATURE DOES NOT INDICATE AGREEMENT. A WRITTEN RESPONSE MAY BE ATTACHED WITHIN 10 WORKING DAYS.

# Rocklin Unified School District

## Teacher on Special Assignment (TOSA) Summary Evaluation Report

**Teacher:** \_\_\_\_\_

**Subject Area:** \_\_\_\_\_

**Year of Evaluation:** \_\_\_\_\_

**Definitions**

1. Consistently exceeds the professional standards of competence
2. Meets and/or occasionally exceeds the professional standards of competence
3. Infrequently meets the professional standards of competence. Needs Improvement\*
4. Rarely meets the professional standards of competence. Unsatisfactory\*

\*Requires written plan for improvement

<b>EVALUATION</b>				
1	2	3	4	
				1. <b>Demonstrates leadership and leadership development</b>
				2. <b>Management of time and interaction with staff</b>
				3. <b>Communication</b>
				4. <b>Professional Development</b>
				5. <b>Effective Presentations</b>
				6. <b>Effective Instructional Practices</b>
				7. <b>Summary Evaluation</b>

**Commendations:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Plan for improvement (see attachment):**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Continuation Recommended \_\_\_\_\_      Improvement Plan to be Developed, Modified, or Continued \_\_\_\_\_      Not Recommended for Continuation \_\_\_\_\_

\_\_\_\_\_  
 EVALUATOR'S SIGNATURE      DATE

\_\_\_\_\_  
 \*TOSA SIGNATURE      DATE

\_\_\_\_\_  
 SUPERINTENDENT'S SIGNATURE      DATE

ATTACHMENT       YES       NO

Ten Year Teacher:  This teacher's next evaluation will be on: \_\_\_\_\_

\*SIGNATURE DOES NOT INDICATE AGREEMENT. A WRITTEN RESPONSE MAY BE ATTACHED WITHIN 10 WORKING DAYS