

**PROFESSIONAL NEGOTIATION AGREEMENT**

Between

**INDEPENDENT SCHOOL DISTRICT I-42  
GARFIELD COUNTY**

And

**THE CHISHOLM EDUCATION ASSOCIATION**

**2020-2021**

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## **PROFESSIONAL NEGOTIATION AGREEMENT**

### **SECTION I: GRIEVANCE PROCEDURE**

#### **A. DEFINITION**

1. A grievance is defined as an alleged violation of a specific article or section of this agreement.
2. A “grievant” is a teacher or teachers making the complaint.
3. The term “days”, when used in this article, shall, except where otherwise indicated, mean working school days; thus weekends or vacation days are excluded.

#### **B. PURPOSE**

The purpose of this procedure is to secure at the lowest possible administrative level equitable solutions to grievances as defined under section I-A of this agreement. Both parties agree that grievance proceedings will be kept as informal and confidential as may be appropriate at any level of this procedure.

#### **C. INITIATION AND PROCESSING OF A GRIEVANCE**

1. Informal
  - a. Within fifteen (15) working days of the time a grievance arises, the teacher(s) with the grievance will first discuss it with the objective of resolving the matter informally. Within ten (10) school days after presentation of the grievance, the principal shall give his/her answer orally to the teacher(s) and the grievance representative if originally involved.
2. Formal
  - a. Level One
    1. Within five (5) days of the oral answer, if the grievance is not resolved, it shall be stated in writing, signed by the grievant, and lodged with the principal on the form provided in the Appendix of this agreement.
    2. The “statement of grievance” shall name the employee (s) involved, shall state facts giving rise to the grievance, shall identify by appropriate reference all the provisions of the agreement alleged to be violated, shall state the contention of the employee (s) and of the Association with respect to their provisions and shall indicate the specific relief requested.
    3. Within five (5) days after receiving the grievance, the principal shall send his/her answer on the original form to the grievant and a copy to the grievance representative.

b. Level Two

1. If the grievance is not resolved in Level One, the grievant may, within ten (10) school days of receipt of the principal's answer, submit to the Superintendent a written "Statement of Grievance" signed by the grievant.
2. Appeals to the superintendent shall be heard within ten (10) days of his/her receipt of the appeal. Written notice of the time and place of the hearing shall be given to the grievant at least three (3) days prior to the hearing.
3. The superintendent shall give the grievant an answer in writing no later than ten (10) school days after the hearing of the grievance. If further investigation is needed, additional time may be allowed by mutual agreement of the Superintendent and the grievant and his/her representative.

c. Level Three

1. Within ten (10) school days after receiving the decision of the superintendent, an appeal from the decision may be made to the Board. It shall be in writing and accompanied by a copy of the decisions at all previous levels.
2. Appeals to the Board shall be heard within fifteen (15) days of the receipt of the appeal. Written notice of the time and place of the hearing shall be given by the Board five (5) days prior thereto, to the Superintendent and the grievant and his representative.
3. Within fifteen (15) days of hearing the appeal, the Board shall communicate to the grievant and all other parties officially involved with the grievance, its written decision, which shall include the supporting reasons therefore. If further investigation is needed, additional time may be allowed by mutual agreement of Board and the grievant and his representative.

#### **D. GENERAL PROCEDURES**

1. In the event a grievance is filed at such time that it cannot be processed through all the steps in the Grievance Procedure by the end of the school year, and if left unresolved until the beginning of the following year, could result in irreparable harm to a party of interest, the time limits set forth herein will be reduced so that the procedure may be exhausted prior to the end of the school year or as soon thereafter as is practical.
2. The Association shall appoint a grievance representative, who is a member of the local bargaining unit, for each grievance case within the district. The Association agrees to furnish the Board with a list of these representatives within fifteen (15) days after the beginning of each school term. Any member of the Association who is directly or indirectly involved in a grievance shall not serve on any Association committee charged with processing the grievance. In such cases the Association shall have the right to substitute a different representative for the one originally designated as its representative for a particular school, provided each substitution is made in writing to

all parties of interest.

3. Nothing herein contained will be construed as limiting the right of any teacher having a grievance to discuss the matter informally and confidentially with any appropriate member of the administration, and having the grievance adjusted without intervention of the Association provided the adjustment is not inconsistent with the terms of this grievance procedure.
4. Hearings held under this procedure shall be conducted at a time and place, which will afford a fair and reasonable opportunity for all persons, including witnesses, entitled to be present to attend. Such hearings shall be conducted during non-school hours, unless there is mutual agreement for other arrangements.
5. No employee shall be discriminated against by the Board of Education, Superintendent, or any other administrative officer of the district or by the professional and non-professional organization, its officers, or any member thereof because of his/her exercise or non-exercise of rights under this grievance procedure.
6. If a teacher (s) elects to pursue any legal or statutory remedy for any grievance, such election will bar any further or subsequent proceeding for relief under provisions of this procedure.
7. Failure at any level of this procedure to communicate the decision in writing on a grievance within the specified time limit shall permit the grievant to lodge an appeal at the next level of the procedure. Any grievance not advanced from one level to the next within the time limits of that level shall be deemed resolved and cannot be pursued.
8. All documents, communications, and records dealing with the processing of a grievance shall be filed separately from the permanent central office files of the participants. The file is accessible according to the regulations governing the teacher's permanent file.
9. Every effort will be made by all parties to avoid interruption of classroom activities and to avoid the involvement of students in all phases of the grievance procedure.
10. If the grievance arises from an action of authority higher than the principal of a school, the teacher may present such grievance at Level Two of this procedure.
11. No teacher with less than three (3) years service in the district may use the grievance procedure in any way to appeal discharge or a decision by the Board not to renew his/her contract.
12. Nothing herein contained shall be construed to violate the rights under law of the Association or the Board.

## **SECTION II: COMPENSATION**



### FY2021 Salary Schedule

Years of Experience	Bachelor's Degree	National Board Certification	Master's Degree	Master's + National Board Certification	Doctoral Degree
0	\$37,821	\$38,979	\$39,211	\$40,369	\$40,601
1	\$38,255	\$39,413	\$39,645	\$40,803	\$41,035
2	\$38,689	\$39,848	\$40,079	\$41,238	\$41,469
3	\$39,124	\$40,282	\$40,514	\$41,672	\$41,904
4	\$39,558	\$40,716	\$40,948	\$42,106	\$42,338
5	\$40,030	\$41,188	\$41,420	\$42,578	\$42,810
6	\$40,493	\$41,652	\$41,883	\$43,042	\$43,274
7	\$40,957	\$42,115	\$42,347	\$43,505	\$43,737
8	\$41,420	\$42,578	\$42,810	\$43,969	\$44,200
9	\$41,883	\$43,042	\$43,274	\$44,432	\$44,664
10	\$42,904	\$44,064	\$44,788	\$45,948	\$47,165
11	\$43,397	\$44,556	\$45,281	\$46,441	\$47,658
12	\$43,890	\$45,049	\$45,774	\$46,933	\$48,151
13	\$44,382	\$45,542	\$46,267	\$47,426	\$48,644
14	\$44,875	\$46,035	\$46,759	\$47,919	\$49,136
15	\$45,387	\$46,547	\$47,272	\$48,432	\$49,650
16	\$45,880	\$47,040	\$47,765	\$48,925	\$50,143
17	\$46,373	\$47,533	\$48,258	\$49,418	\$50,636
18	\$46,866	\$48,026	\$48,751	\$49,911	\$51,129
19	\$47,359	\$48,519	\$49,244	\$50,404	\$51,622
20	\$47,872	\$49,033	\$49,758	\$50,918	\$52,137
21	\$48,365	\$49,526	\$50,251	\$51,412	\$52,630
22	\$48,859	\$50,019	\$50,744	\$51,905	\$53,123

23	\$49,352	\$50,512	\$51,238	\$52,398	\$53,617
24	\$49,845	\$51,005	\$51,731	\$52,891	\$54,110
25	\$51,269	\$52,452	\$53,191	\$54,373	\$55,615

### CHISHOLM EXTRA DUTY STIPENDS

<b>2020-2021 Extra Duty Schedule</b>		
<b>DUTY</b>		<b>STIPEND</b>
<b>ELEMENTARY</b>		
Drama Club		\$350.00
Vocal Music		\$1,000.00
Vocal Music Assistant		\$300.00
Academic		\$500.00
Scholastic		\$400.00
Title I		\$1,500.00
Counselor		\$2,500.00
District Special Education Director		\$5,750.00
Site Test Coordinator		\$500.00
CPI Instructor		\$800.00
District Federal Programs Coordinator		\$3,000.00
Chisholm News Channel		\$200.00
Archery		\$1,500.00
Archery Assistant		\$1,000.00
Running Club		\$300.00
CES Ambassadors		\$300.00
Elementary Virtual School Teachers		\$2,000.00
<b>MIDDLE SCHOOL</b>		
Yearbook		\$800.00
Counselor		\$2,000.00

District Test Coordinator		\$2,000.00
Site Test Coordinator		\$1,000.00
Honor Society		\$600.00
Student Council		\$800.00
Academic Team (2 teams)		\$1,000.00
Scholastic		\$750.00
Cheerleading		\$750.00
Band - Head Director		\$4,500.00
Band - Assistant Director		\$1,500.00
Drama Club		\$600.00
Middle School Dean of Students		\$6,750.00
Newspaper		
Vocal Music		\$800.00
<b>HIGH SCHOOL</b>		
High School Assistant Principal		\$8,000.00
High School Counselor		\$3,500.00
Summer Testing Stipend		\$0.00
Site Test Coordinator		\$1,000.00
Academic Team		\$750.00
Department Heads		\$750.00
Band - Head Director		\$5,500.00
Band - Assistant Director		\$1,500.00
Cheerleader - Head		\$3,000.00
National Honor Society		\$600.00
Scholastic		\$750.00
Student Council		\$1,300.00
Web Page/Computers		\$1,200.00
Yearbook		\$1,500.00
Mentor Teacher		\$0.00

Vocal Music		\$1,800.00
Shooting Sports MS/HS		\$2,500.00
Secondary Virtual School Teachers		\$2,000.00

<b>Athletics</b>			
Athletic Director			\$6,000
<b><u>FALL SPORTS</u></b>			
<b>Location</b>	<b>Duty</b>		<b>Stipend</b>
<b>Middle School</b>	Cross Country - 6th/7th/8th Boys & Girls		\$1,500.00
	Cross Country Assistant		\$800.00
	Fast Pitch Softball - Head 7th/8th		\$1,000.00
	Fastpitch Softball - 7th/8th Asst.		\$800.00
	Football - Head 7th/8th Grade		\$3,000.00
	Football - Asst/ 7th/8th Grade		\$2,000.00
	Volleyball - Head Coach		\$1,000.00
<b>High School</b>			
	Cross Country - Head Boys/Girls		\$4,000.00
	Fast Pitch Softball - Head Coach		\$4,000.00
	Fast Pitch Softball - Asst.		\$3,000.00
	Volleyball Head Coach		\$3,500.00
	Volleyball Asst. Coach		\$1,500.00
	Volleyball Freshman Coach		\$1,000.00
	Football - Head		\$8,000.00
	Football - Asst. Coach		\$3,000.00
	Football - 9th Grade		\$1,500.00
<b><u>WINTER SPORTS</u></b>			
<b>Middle School</b>	Basketball - Head 7th/8th Grade		\$1,500.00

	Basketball - Asst. 7th/8th Grade		\$1,200.00
<b>High School</b>	Basketball - Varsity Head Coach		\$6,500.00
	Basketball - Varsity Assistant		\$1,750.00
	Basketball - Head 9th Grade Coach		\$1,200.00
	Basketball - Asst. 9th Grade		\$800.00
<b><u>SPRING SPORTS</u></b>			
<b>Middle School</b>	Slow Pitch Softball - 7th/8th Head Coach		\$1,200.00
	Slow Pitch Softball - 7th/8th Asst. Coach		\$800.00
	Track - Head Coach		\$2,000.00
	Track Asst.		\$1,000.00
	Baseball - 7th/8th Head Coach		\$3,000.00
<b>High School</b>	Slow Pitch - Head Coach		\$4,000.00
	Slow Pitch - Assistant Coach		\$3,000.00
	Track - Head Coach		\$4,000.00
	Track - Associate Head Coach		\$2,750.00
	Track - 9th Grade Head Coach		\$1,500.00
	Track - Asst. Coach		\$2,000.00
	Tennis - Head Coach		\$2,400.00
	Golf - Head Coach		\$1,500.00
	Baseball - Head Coach		\$4,000.00
	Baseball - Asst. Coach		\$3,000.00

**RETIREMENT OFFSET SCHEDULE**  
2020-2021

Years of Experience	Teacher Retirement Offset
0	\$ 60.15
1	103.41
2	145.65
3	188.15
4	233.33
5	278.76
6	325.26
7	372.82
8	421.44
9	471.12
10	521.87
11	573.67
12	626.54
13	680.48
14	735.47
15	791.53
16	848.65
17	906.83
18	966.07
19	1,026.38
20	1,087.75
21	1,150.18
22	1,213.68
23	1,278.23
24	1,343.85
25+	1,410.53

**CHISHOLM YEARS OF SERVICE BONUSES**  
2020-2021

Years of Service to Chisholm	Certified Teacher Bonus
5 years	\$ 500.00
10	750.00
15	1,000.00
20	1,250.00

25	1,750.00
30	2,250.00
35	2,750.00

#### **A. TRAVEL REIMBURSEMENT**

Mileage may be paid to all staff members for the use of their private automobiles, when used for school related activities. To be reimbursed by the School Board for travel related expenses, the teacher involved must have approval from his/her building principal prior to the expense being incurred. If the expense is approved and signed by the building principal, an expense voucher must be completed by the teacher and sent to the superintendent's office to receive reimbursement. The rate shall be consistent with the IRS rate.

#### **B. HEALTH INSURANCE**

For the 2020-2021 school year, the Chisholm Board of Education will pay no less than one hundred percent (100%) of the premium amount for the HealthChoice (HI) option plan offered by OSEEGIB for each teacher who participates in the State Health Insurance Program. Any certified employee who chooses to take cash in lieu of insurance will receive \$69.71. If the premium changes during the school year, appropriate changes will be made.

Eligibility to participate in the State Health Insurance Program requires an education employee be eligible to participate in the Teacher's Retirement System, and working a minimum of four (4) hours per day or twenty (20) hours per week.

#### **C. INCREASE IN EDUCATION**

If Teacher earns additional Degree during the fiscal year, documentation (i.e. Transcript and Teacher Certificate) must be submitted to the Administration Office before pay can be adjusted. Adjustments will be made only at the beginning of the Fiscal Year or the beginning of the Calendar Year.

### **SECTION III: PROFESSIONAL EMPLOYMENT CONDITIONS**

#### **A. ANNUAL ASSIGNMENTS**

Teachers shall be notified by the end of the school year of their tentative program, including building schedule, hourly subject, and/or grade level, for the ensuing year, unless such program has not yet been ascertained. In those unusual instances in which programs have not yet been ascertained, tentative notice will be furnished the teacher as soon as an assignment is made. In addition, teachers will be consulted concerning any changes in their tentative assignments for the

ensuing year as soon as such changes are made.

## **B. CHANGE OF ASSIGNMENT REQUESTS**

Beginning with the third quarter each school year, all openings, whether administrative, classroom teacher vacancies, newly created classroom teacher positions, or support personnel, will be posted in a memorandum as they occur.

## **C. REDUCTION IN PROFESSIONAL STAFF POLICY**

In the event the Board of Education determines it necessary to reduce the professional staff of this school district due to diminished resources, positions, or other circumstances determined by the Board of Education, the following philosophy will prevail:

The Chisholm Public Schools exist to provide the very best quality education possible for the student(s). Therefore, in times of physical emergency, fiscal restraints, declining enrollments, the Board of Education will determine which program(s) can best serve the need(s) of the student(s).

The position(s) or program(s) will be the determining factor(s) for what will be eliminated and/or consolidated and not the individual(s) that occupy the position(s) or serve the program(s). Therefore, on the secondary level, grades 7-12, certification will take priority in the determination of which program(s) is/are to be consolidated or discontinued.

The Board of Education will reduce staff by the following sequential methods:

1. Natural attrition.
2. Volunteers
  3. Voluntary early retirement with the agreement to draw Teacher Retirement benefits
4. Non-renewal of licensed staff first, with emphasis being placed on certification on the secondary level
5. Probationary staff will be released according to certification and number of years within the district.
6. Career staff will be non-renewed according to certification and number of years within the district.
7. Certified employees, found to be in excess, may be transferred to other buildings when fully qualified to fill vacancies that have occurred through the implementation of items 1-6. In the event of a transfer, the teacher transferred must have the appropriate certification necessary for the non-renewed position at the time of the Board of Education's determination of the necessity to implement a Reduction In Force policy. The teacher transferred will assume all duties performed by the teacher (s) that is being replaced, provided, the Board of

Education wished to continue the complete program (s) of the RIFed teacher.

Teachers, who are employed in positions fully or partially funded by a federal or private grant, shall be employed only for the duration of the grant. During such period of employment, the teacher shall receive credit toward his/her career status and shall not be dismissed or suspended, except as otherwise provided by law.

Re-employment of staff members non-renewed due to reduction in force will be in reverse order of non-renewal, providing the individual (s) is available and the Board of Education determines that the program (s) is to be reinstated.

Any teacher non-renewed due to reduction in force, who is reinstated within the next twelve (12) months, shall not lose accumulated sick leave, career benefits, or leaves he/she previously was entitled to receive, provided the non-renewed employee has not been employed by another school district during the twelve (12) month period.

A non-renewed teacher, due to reduction in force, may continue in the district insurance program at his/her own expense until the expiration of the twelve (12) month period has ended, provided that continuance is acceptable with the respective insurance carriers.

Not withholding anything stated here to the contrary, the Board of Education reserves the right to select and employ all administrators.

#### **D. TEACHER EVALUATION**

The Chisholm School District evaluation is defined as a mutual endeavor among all staff members and the Board of Education to improve the quality of the educational program. The school district and the individual educator jointly accept the responsibility for the improvement of efforts to perform well in relation to their job descriptions, statements of objectives, and approved performance criteria. Evaluation is a system for documenting the criteria and the evidence of achievement by staff members.

Each evaluation shall be based on the Tulsa Teacher and Leader Effectiveness Model (TLE) and evaluator's observation of the teacher while performing his/her classroom/worksite job function. All scheduling of pre-conferences, observations, observation conferences and PDP follow-ups, and implementation of the TLE shall follow state statutes.

1. Probationary teachers shall be evaluated at least two (2) times per school year prior to April 30, once a semester. Career teachers will be formally evaluated at least once during the school year, prior to April 30 unless the evaluation results in creating a Personal Development Plan or unless a third observation is required or requested. Each evaluation shall be preceded by two observations. When circumstances allow, the Personal Development Plan (PDP) will be completed by the end of the current school calendar. This timeline will be followed unless unusual or unforeseen circumstances occur.

2. Each evaluation shall be based in part on the evaluator's observation of the teacher while performing his/her classroom/worksite job functions.
3. Each observation shall be at least twenty (20) minutes in length.
4. The principals' assessment of the teacher's performance during the observation must be recorded on the observation form. Observations shall not be conducted on the day immediately following any extended break in the instructional calendar year (whether scheduled or unexpected). Each observation must be followed by an observation conference no more than five (5) instructional days from the date of the observation. There must be at least ten (10) instructional days between an observation and the last observation conference. If a teacher requests a third observation promptly after the second observation, the principal must conduct a third observation prior to the evaluation.
5. A Personal Development Plan (PDP) may be issued if there is a ranking of "1-Ineffective" or "2-Needs Improvement" on the observation. The administrator will use his/her judgement to determine if a PDP is required. If a Personal Development Plan is written, an additional conference is required in addition to the two standard observations. This additional conference will help monitor and track the progress of the PDP. When the observation conference is held for a PDP, members of the bargaining unit shall have the right, if so desired, to be accompanied by a representative.
6. Within ten (10) working days after the evaluation conference, the teacher may respond in writing and said response shall be attached to the evaluation. On a voluntary basis, a teacher may provide his or her evaluator with additional evidence of professional proficiency in the form of a portfolio or artifact file/binder for purposes of his or her evaluation.
7. TLE Classroom Observations will not occur during the first ten (10) days of the school year and there will be no formal observations of any teacher following the third week of April nor will teachers be observed if the teacher's schedule has been changed or if the teachers have been assigned supervision of other students.
8. Career teachers receiving a Composite Evaluation rating of a 4 or a 5 may be exempt from the TLE evaluation process for a period of three years; if not evaluated, that career teacher will be given the same rating as they received from the previous year's final evaluation.

#### **E. RETIREMENT**

The retirement policy of the Chisholm Public Schools I-42 will be in accordance with Adopted state statute.

#### **F. TEACHER PERMANENT FILES**

The following policies shall apply to all teacher permanent office files:

1. The file shall contain items required by law and any other items deemed necessary by the Board of Education.
2. All materials placed in the teacher's permanent file shall be available to the teacher at his/her request for inspection, except those items of a confidential nature that were obtained in the process of evaluating a teacher for employment.
3. The teacher shall receive a copy of any written reprimand placed in his/her file that could have an effect on any future employment. The teacher shall also have the right to make a written rebuttal, within ten (10) days, which will be attached to the reprimand and included in the permanent file.

#### **G. PLANNING PERIOD**

Elementary classroom teachers shall have a planning period from 3:00 p.m. until 3:30 p.m. In addition, elementary teachers shall have the planning time accruing through the normal scheduling practice of an elementary school.

Secondary classroom teachers shall have a planning period each day, during which they will not be assigned to any other duties, except in the event of an emergency.

If a teacher has covered another teacher's class during his or her planning period, the teacher shall receive compensatory time equal to the amount of time given. This compensatory time may only be used after the instructional day with the approval of the building administrator.

#### **H. LUNCH DUTY**

At the beginning of each school year, the principal shall establish a lunch duty schedule, if necessary, to provide the appropriate amount of student supervision. Building principals will decide who and how many teachers will be on lunch duty and what those responsibilities will be. Said schedule shall assign duties to teachers on a rotating and equitable basis to provide as much duty free lunch time as is possible each day. Each teacher performing duty, will receive a stipend of \$200 for the school year.

On days a teacher is not scheduled for duty, the teacher shall receive the entire lunch period as duty free lunch time. Any teacher commuting between district buildings (elementary to high school/middle school) during their planning period or lunch period shall have duty free lunch.

Teachers shall be permitted to leave the building, during their lunch period, if not assigned to student supervision.

#### **I. SCHOOL CALENDAR**

1. The administration with the assistance of the Association president will construct a school calendar. This meeting will precede the School Board's acceptance of the school calendar and allow as much time as necessary for the administration and

the association to plan a calendar. After this meeting, the tentative calendar will be recommended to the School Board for their approval.

2. There will be approximately one hundred eighty-five (185) days in the school year. This means one hundred seventy-five (175) school days in the classroom, five (5) professional days, and five (5) in-service training days. This may be altered by deregulation procedure.
3. In the event there is a need to change the school calendar during the school year, the Association will be consulted prior to those days being rescheduled.

#### **J. ANNUAL EMPLOYMENT SUMMARY STATEMENT**

A summary page of staff development points, sick leave days, and certification expiration date will be attached to the contract. The contracts will be ready for board approval within thirty days of ratification by the Board of Education and Chisholm Education Association. Distribution to the certified staff immediately thereafter.

- K. It is the philosophy of the district that since all teachers at some time or another cover classes and have their own classes covered by other teachers, that we not engage in payment for covering of individual classes. We will assure the members of the CEA that all attempts will be made to hire a substitute teacher whenever possible, thus keeping the number of times a teacher must cover for another at a minimum.

### **SECTION IV: LEAVE POLICIES**

#### **A. SICK LEAVE**

1. Sick leave shall be generated at the rate of ten (10) days per year for ten (10) month employees, twelve (12) days per year for twelve (12) month employees, and shall be accumulative to one hundred twenty (120) days.
2. A teacher may be absent from his or her duties due to personal accidental injury, illness or pregnancy of the teacher or spouse, or accidental injury or illness of the teacher's father, mother, sibling, and/or child. In addition, this benefit may be used for any relative living within the household who is claimed as a dependent. If a grandchild is hospitalized because of an accident or illness, sick leave may be taken. Sick leave may be used for the actual day of delivery of a grandchild. Any additional days will be charged to Personal Leave.
3. Any employee who is gone from work the day before or day after a holiday and applies for sick leave may be asked to present to the Administration verification of illness, i.e. note or letter from a doctor. If employee does not have proof of illness they will be charged at the rate of pay under personal leave Section E4.
4. If, after exhausting all sick leave, additional days are required, the teacher may apply to the Sick Leave Bank. If the teacher is denied days from the Sick Leave Bank or has

- used up days given by the Sick Leave Bank, the teacher shall receive the full contract salary less the amount paid a certified substitute for his/her position for an additional period of twenty (20) days, even if a substitute is not hired.
5. Upon termination of employment, a teacher may choose to transfer the accumulated sick leave between school districts. The teacher is responsible for obtaining documentation of sick leave to be transferred to this school district.
  6. Upon retirement, a teacher shall be paid for all unused sick leave days earned in the district, up to a maximum of one hundred twenty (120) days, at the rate of:
 

<u>Years Experience</u>	<u>Amount</u>
0 – 5 years	\$10.00 per day
6 – 10 years	\$15.00 per day
11 – end	\$20.00 per day

\*\*Days used toward retirement will not be reimbursed.\*\*

Upon a teacher's retirement from the district, the Board shall report to the Oklahoma Teachers Retirement System all days earned by that teacher, up to a maximum of one hundred twenty (120) days for those teachers eligible to apply such for years' experience. In the event a teacher has lost unused sick leave days above the maximum allowed by the district, those days necessary to make a total of one hundred twenty (120) days will be verified to the Teacher Retirement System.

## B. SICK LEAVE BANK

**Enrollment Date:** The enrollment date for participation in the Chisholm School District Sick Leave Bank shall be the first week of September each school year. Personnel will complete an enrollment card on orientation day. This form will be dispersed from the Central Office and returned to the Central Office by the end of the first week in September. These forms are to be retained in the Central Office.

**Who May Enroll:** All certified personnel of the Chisholm School District employed for the current school year.

**Basic Structure:** Only certified staff members are eligible for membership in the Sick Leave Bank. All certified staff members, currently employed, may at their discretion, deposit one (1) day of their individual accumulated sick leave in the Sick Leave Bank. After contributing for five (5) consecutive years, the teacher will become a vested member of the Sick Leave Bank. A vested member does not contribute additional days to the sick leave bank. In the event the Sick Leave Bank drops below two hundred (200) days, negotiations will reopen on this item. Supervision of the Sick Leave Bank will be by a committee composed of one administrator appointed by the Superintendent, and two contributing members voted on by contributing members of the Sick Leave Bank.

Only those certified staff members who contributed to the Sick Leave Bank may apply for a withdrawal of additional sick leave days. Once an individual deposits days in the Sick Leave Bank, the days remain in the Sick Leave Bank to be dispensed upon the approval of the Committee.

If, after exhausting all accumulated sick leave otherwise provided, a teacher is absent due to personal or family catastrophic illness or injury, documented as such by a physician, or temporary disability resulting from pregnancy, miscarriage, childbirth, and recovery from, the teacher shall be entitled to receive days from the Sick Leave Bank. A teacher may also, after exhausting all accumulated sick leave, request Sick Leave Bank days in cases of personal or family illness that will require that teacher to be absent for an extended period of time.

The following procedures shall be used:

1. The Committee determines that the teacher meets the criteria and that said teacher has abided by district policies regarding the use of sick leave.
2. The Committee shall require the employee to submit, prior to approval or disapproval, a medical certificate from a licensed physician or health care practitioner verifying the nature of the illness and expected duration of the condition.

Any donated sick leave shall be maintained separately from all other sick leave balances. Any donated sick leave may only be used by the recipient for the purpose specified.

All accumulated sick leave available for use by the recipient must be used prior to using shared sick leave.

Any shared sick leave not used by the recipient during each occurrence as determined by the Committee shall be returned to the Sick Leave Bank.

A teacher may donate annual leave to the Sick Leave Bank only pursuant to the following conditions:

1. The donating teacher may share sick leave provided the donation does not cause the sick leave balance of the teacher to fall below ten (10) days.
2. Teachers may not donate excess sick leave that the teacher would not be able to otherwise take.
3. The Committee shall determine the amount of shared leave an employee may receive and may only authorize an employee to use up to a maximum of one hundred (100) days of shared leave during total district employment.

Days remaining in the Sick Leave Bank at the conclusion of the current school year will be carried over to the next school year.

### C. BEREAVEMENT LEAVE

1. Teachers shall be granted up to five (5) days each year for bereavement leave in the case of a death of a member of the teacher's immediate family. (Immediate family includes spouse, child, parents, siblings, mother-in-law, father-in-law, grandparents, grandchildren, sons-in-law, daughters-in-law, and/or spouses of siblings.)  
**Bereavement days must be taken consecutively in relationship to the funeral of the deceased.** Additional time may be granted at the discretion of the Superintendent.
2. For deaths outside of the immediate family, a teacher may apply to the Superintendent, who is authorized to grant leave chargeable to sick leave, bereavement leave, or personal leave by paying the cost of the substitute.

### D. JURY DUTY/JURY SELECTION

To easier facilitate the stability of the district payroll, employees who serve on jury duty or receive a per diem for participation in any part of the judicial process, shall give to the district any compensation received for said services.

### E. PERSONAL LEAVE

1. Each teacher shall be granted **four (4) days** of leave each year to conduct personal business that must be conducted at times that school is in session.
2. Except in emergency situations, a teacher who will be absent for reasons of personal business shall provide the administration with at least forty-eight (48) hours advance notice. In emergencies the teacher will notify the principal prior to the beginning of the student day and on return to work will complete the necessary forms.
3. Salary deductions for substitute pay shall be made prior to the issuance of the warrant to the teacher. The salary deduction shall be at the cost of a certified substitute for each personal day used after the initial **2 personal days** paid for by the Administration.
4. Additional personal days beyond the **four (4) days** granted shall be submitted to the building principal for approval. If approved, salary deduction equal to the daily rate of pay\* will be made prior to the issuance of the warrant to the teacher. The amount deducted will be based on base salary and extra duty stipends. Reasons for additional days must be stated in writing.

#### \*Special Cases

Vocational Agriculture Education	1/225
Vocational Family and Consumer Sciences	1/205
Vocational Business Education	1/205
High School Coach (es)	1/205
High School Counselor	1/205
Classroom Teacher	1/180

5. At the end of each school year, unused personal leave will be transferred to sick leave and be available for use the first day of the new school year.

#### **F. PROFESSIONAL LEAVE**

1. Upon application to and approval of the building administrator, a teacher may be allowed professional leave. These days are non-cumulative and will be used to attend administrator approved professional meetings. The cost of the substitute will be paid by the district. Substitute pay for employees using Professional leave for CEA, OEA, or NEA related education or business matters must be paid by the association or the employee involved. (The form for requesting leave is in Appendix B.)
2. Those teachers who have been accepted by the National Board for Professional Teaching Standards as candidates for National Board Certification shall be granted two (2) professional leave days during the certification process at no charge to the teacher. These days may be used at any time during the certification process. Notification shall be made to the building principal at least forty-eight (48) hours in advance.

#### **G. ASSOCIATION LEAVE**

The CEA shall have three days to be used for Association business such as:

1. Attend OEA Delegate Assembly
2. President's Conference
3. Participate in legislative lobbying

The school district will be reimbursed by the association for the cost of the substitute(s). Association leave may be taken with the approval of the superintendent. A maximum of two days association leave per employee.

#### **H. SPECIAL CONSIDERATION**

Absence not covered by the above regulations shall be presented to the building principal for approval. If approved, the teacher will pay the cost of the substitute. This deduction shall be made prior to the issuance of the warrant. If the leave is rejected, the employee may have the option to be absent and have his pay deducted at an amount equal to the daily rate for each day absent. The amount deducted will be based on base salary and extra duty stipends.

#### **I. FAMILY INVOLVEMENT LEAVE**

Professional staff members shall be granted three (3) hours per school year Family Involvement Leave. The accumulated amounts must be taken in increments of not less than thirty (30) minutes and no more than three (3) requests will be approved. The school will not provide a paid substitute for this leave. There will be no instance in which an employee may have Family Involvement leave that would allow that employee to miss one half of

one day. If such leave would require that employee be gone for one half of one day, the leave would then be counted as Personal Leave. The employee shall submit requests to the building principal on the Personnel Leaves/Substitute Payroll Claim form. The teacher must find a suitable substitute which must be approved by the building principal.

#### **J. LEAVE OF ABSENCE/SABBATICAL LEAVE**

- A. A career teacher with at least three (3) years of service to the District may apply in writing to the board for a one (1) year unpaid leave of absence/sabbatical.
- B. Application for unpaid leave of absence/sabbatical for the ensuing year must be filed prior to March 1, and must be approved by the Board of Education.
- C. Applications for reinstatement for the ensuing year following a leave of absence must be filed by March 1.
- D. Upon returning from an unpaid leave of absence, the teacher will be assigned to the same position he/she held prior to the leave if a vacancy exists, or to another position for which the teacher is qualified. Except in the case of a teacher subject to reduction in force provisions of this Agreement, Section III.
- E. Upon returning from an unpaid leave of absence, the teacher will be placed on the same salary step he/she was on prior to the leave. All accumulated leave benefits and tenure will be reinstated upon return from an unpaid leave of absence.

#### **K. ATTENDING CHISHOLM EVENTS**

If attending a Chisholm school event that is being held immediately after school involving a teacher's primary site or a family member, a teacher may leave at 3:00 P.M. with permission of the building principal.

#### **L. PROFESSIONAL COURTESY TIME**

With administrator approval, a teacher may leave at 3:00 p.m. for a business or doctor appointment upon completion of the board approved seven and one-half hour workday. No leave time will apply.

### **SECTION V: STATE-WIDE LOBBY**

- A. LOBBY DAY – In the event of a state-wide lobby day at the state capitol, the Chisholm Board of Education will recognize the need for participation and will authorize the Superintendent to provide substitutes for and allow one representative from each building to attend the rally.**

**SECTION VI: DURATION**

This Negotiated Agreement represents the full and complete agreement between the Board and the Association and shall remain in effect until replaced by a subsequent Agreement negotiated in accordance with the provisions of the Procedural Agreement (Appendix A).

IN WITNESS WHEREOF, the parties approve this Agreement.

CHISHOLM EDUCATION ASSOCIATION

CHISHOLM BOARD OF EDUCATION  
INDEPENDENT SCHOOL DISTRICT  
I-42

\_\_\_\_\_  
(Association President)

\_\_\_\_\_  
(Board President)

\_\_\_\_\_  
(CEA Spokesperson)

\_\_\_\_\_  
(Board Spokesperson)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Date)

## **APPENDIX A: PROCEDURAL AGREEMENT**

### **ARTICLE ONE: PURPOSE**

The Board of Education of the Chisholm School District and the Chisholm Education Association recognize the need for an orderly process of communications for administering employer/employee relations which conform with Oklahoma Statutes 05-70-509.1 through 5-70-509.10.

### **ARTICLE TWO: RECOGNITION**

- A. This Agreement is made and entered into by and between the Chisholm Education Association, hereinafter termed the “Association” and the Board of Education of the Chisholm Public Schools, hereinafter termed the “Board”.
- B. The Board hereby recognized the Association as the exclusive negotiation representative for the bargaining unit consisting of all employees who are required by the position in which they are employed to be licensed or certified as teachers, and who do not hold supervisory authority with respect to other teachers of the Chisholm Public Schools.

### **ARTICLE THREE: SCOPE OF BARGAINING**

- A. The Board and the Association agree to negotiate in good faith on wages, hours, fringe benefits and other terms and conditions of employment.
- B. The Board retains and reserves unto itself, without limitations, all powers, rights and authority conferred upon and vested in it by State and Federal law, including the right to make policy, rules and regulations which are not inconsistent with the Negotiated Agreement. There shall be no negotiations on inherent managerial responsibility.

### **ARTICLE FOUR: NEGOTIATIONS PROCEDURE**

- A. Each party shall have a negotiation team consisting of six (6) members and two (2) alternates. Each team has the right to utilize alternate members in the event of the absence of a regular member. Names of alternates will be submitted at the initial meeting.
- B. Requests for negotiations between the Board and Association on wages, hours, fringe benefits, and other terms and conditions of employment shall be submitted in writing.
- C. The written request for negotiations will not be presented prior to January 1<sup>st</sup> or later than March 1<sup>st</sup> of the current fiscal year, unless mutually agreed upon by both parties. All items shall be disposed of by the first day of school in one of the following manners: (1) by tentative agreement, (2) by agreement to drop the item, or (3) by referring the item(s) to impasse. Time limits set forth herein may be extended by mutual agreement of the parties.
- D. Within ten (10) days of the end of the legislative session, the chairpersons of the teams

shall meet and set a time, date, and place for the initial negotiations meeting. Any subsequent meeting shall be conducted at a time and place mutually agreed upon at the end of each previous meeting. All meetings shall be held outside school district work hours, and no meeting shall exceed three (3) hours unless extension is mutually agreed upon by the parties.

- E. The CEA (Association) shall submit their total package to be discussed at the first negotiations meeting. The Board shall submit their package at the second negotiations meeting. Further items can only be submitted by mutual agreement. Each party shall take their own unofficial minutes and tape recordings. Unofficial minutes and recordings may be used only within the Association team and membership or the Board team, respectively. Official transcripts shall be made only upon mutual agreement of both parties.
- F. All negotiations shall take place exclusively between the designated representatives. Only those members of the negotiating teams shall be present in the room during negotiations. Either party may use outside consultants to assist in negotiations preparations, but such consultants will not be present in the room during negotiations, unless by mutual consent. Such consultants may meet with the team during intermission caucuses, which either party may request for reasonable periods of time during a negotiation session.
- G. The representatives of the parties will only be delegated authority to reach tentative agreements. Tentative agreements on any proposal shall be marked “tentative agreement” and shall be written, dated, and signed by the chairperson of each team. When the final total tentative agreement is reached, the proposed agreement shall be submitted first by the Association to the teachers for ratification and then by the Superintendent to the Board for ratification.
- H. Releases to the news media during negotiations must be by mutual agreement.
- I. Upon reasonable request, the parties shall provide each other with available information regarding negotiations. No special reports will be prepared by the Board beyond that required by the State Board of Education.
- J. The parties agree to negotiate in good faith on wages, fringe benefits, and other terms and conditions of employment. The Board retains unto itself all powers, rights, authority, duties, and responsibilities conferred upon it by the State and Federal statutes and constitutions, including but not limited to:
  - 1. Execute management and administrative control of the school system, its property, and facilities;
  - 2. Hiring of employees and subject to provisions of law, determination of their qualifications, their continued employment, dismissal, demotion, promotion, or transfer;
  - 3. Establishment of grades and courses of instruction, including special programs, and all athletic, recreational, and social events of students;

4. Determination of means and methods of instruction, the selection of any teaching aids;
5. The determination of class schedules, school hours, duties, and responsibilities of employees and the assignments of employees.

The exercise of such powers, rights, duties, and responsibilities by the Board, together with the adoption of any policy, rule, regulation, and practice in furtherance of such authority and the use of judgement and discretion in such matter, shall be limited only by specific terms of this agreement.

#### **ARTICLE FIVE: IMPASSE**

- A. If negotiations are not successfully concluded by the first day of school, an impasse shall exist. At any earlier time following the initial negotiation session, either party may declare an impasse, or by mutual agreement of the parties, the date for declaring impasse may be extended beyond the first day of school.
- B. The unresolved items shall be submitted to fact finding as follows:
- C. A fact finding committee consisting of three (3) members shall be formed. One (1) member shall be selected by the Association, and one (1) member shall be selected by the Board within five (5) days. The third member shall be selected by the first two (2) members as follows: The parties shall notify the State Superintendent of Public Instruction that a fact finder is needed and request a list of potential fact finders from the State Superintendent. If no name on the list is agreeable to both parties, a coin toss shall occur with the party winning the toss having the right to strike the name from the list. The parties will then continue alternately striking names from the list until only one name remains. The person whose name remains will serve as the chairperson of the fact finding committee.
- D. The committee shall meet with the Board's and the Association's negotiation representatives for the purpose of fact finding.
- E. Within five (5) days after the selection of the chairperson, the representatives of the parties shall meet to exchange written language of each item at impasse. The exchanged documents shall be furnished to the chairperson and other members of the committee. Each item being submitted to fact finding shall show the last position taken by each negotiating team.
- F. The cost for the services of the fact finding committee, including the per diem expenses, if any, and actual and necessary travel expenses shall be shared in the following manner: The Board shall assume the expenses of the representative selected by the Board, the Association shall assume the expenses of the representative selected by the Association, and the expenses of the third member shall be shared equally by the Board and the Association.
- G. The fact finding committee shall have the authority to establish procedural rules, conduct

investigations, and hold hearings during which each party to the dispute shall be given the opportunity to present its case with supporting evidence.

- H. All hearings by the fact finding committee shall be conducted in closed session. Consultants may be utilized to present evidence.
- I. The chairperson shall convene the committee for fact finding. The committee shall meet with representatives of both parties, and within twenty (20) days after the fact finding hearing, shall present its written recommendations to the Board and the Association. The report shall set forth findings of fact and recommendations on the issues submitted.
- J. If either party decides it must reject one or more of the committee's recommendations, said party must, within seven (7) days after the committee has presented its recommendations, request a meeting of the representatives who have been negotiating for the Board and the Association. The parties shall meet within seven (7) days of the request, unless both parties deem it unnecessary. At such meeting, the parties shall exchange written statements expressing each party's rationale for rejecting each recommendation found unacceptable and shall attempt to clarify any remaining differences. The representatives shall then resume a good faith effort to resolve the remaining differences; provided, after fourteen (14) days after the exchange of written statements as provided for by this action, either party may discontinue such effort.
- K. The Board shall file a copy of the fact finding report with the office of the State Superintendent of Public Instruction. If the effort to resolve differences is successful, the parties shall draft a written agreement and present the agreement to both parties for ratification, and upon ratification such agreement shall also be forwarded to the State Superintendent. If the effort to resolve differences is unsuccessful, the Board shall forward to the State Superintendent in writing its final disposition of the negotiations impasse process within thirty (30) days of the effective date of implementation.

#### **ARTICLE SIX: NO STRIKE PLEDGE**

It shall be illegal for the Association to strike or threaten to strike as a means of resolving differences with the Board. Any member of the Association engaged in a strike shall be denied the full amount of that person's wages during the period of such strike. If the professional organization or its members engage in a strike, then the Association shall cease to be recognized as representative of the professional educators and the school district shall be relieved of the duty to negotiate with the Association representatives. In no means shall this item be interpreted to go against current Oklahoma statutes.

#### **ARTICLE SEVEN: SAVINGS CLAUSE**

If any provision of this Agreement shall be found contrary to law, it shall be severed from the Agreement, and all other provisions or application of the Agreement shall continue in full force and effect.

**ARTICLE EIGHT: DURATION OF AGREEMENT**

- A. This Agreement shall continue in effect for successive fiscal year periods unless notice is given, in writing, between January 1 and January 31 of any year, by either party, that the party desires to modify, amend or terminate this Agreement. Negotiations related to changes in this Agreement shall commence on mutually agreeable dates between the parties.
  
- B. In the event that the Association disbands or otherwise ceases to be the recognized bargaining agent, this Agreement shall be null and void on that date of such disbanding or cessation of representation.

Adopted by the Chisholm Board of Education and the Chisholm Education Association this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
(Board President)

\_\_\_\_\_  
(Association President)

\_\_\_\_\_  
(Board Spokesperson)

\_\_\_\_\_  
(Association Spokesperson)

# PERSONNEL LEAVES/SUBSTITUTE PAYROLL CLAIM

Revised: 07/01/19

Employee Name: \_\_\_\_\_

CHISHOLM PUBLIC SCHOOLS

## PERSONNEL LEAVES/SUBSTITUTE TEACHER PAYROLL CLAIM

### 2019-2020

Admin Office Use Only

**Employee Information:**

I was/will be absent from school for reason checked below on the date(s) listed:

	Date /Time	to	Date /Time	Total Days or Hours
<input type="checkbox"/> Association Leave	_____	_____	_____	_____
<input type="checkbox"/> Bereavement Leave	_____	_____	_____	_____
<input type="checkbox"/> Family Involvement Leave	_____	_____	_____	_____
<input type="checkbox"/> Jury Duty/Jury Selection	_____	_____	_____	_____
<input type="checkbox"/> Personal Leave (no explanation needed)	_____	_____	_____	_____
<input type="checkbox"/> Professional Leave (identify below)	_____	_____	_____	_____
<input type="checkbox"/> School Business Leave (identity below)	_____	_____	_____	_____
<input type="checkbox"/> Sick Leave	_____	_____	_____	_____
<input type="checkbox"/> Special Consideration	_____	_____	_____	_____

Explanation: \_\_\_\_\_

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

Teacher/Support Personnel Signature \_\_\_\_\_ Date \_\_\_\_\_

**Substitute Information:**

No Substitute Needed

I, \_\_\_\_\_ verify I was a substitute for \_\_\_\_\_  
(Print - Substitute Teacher's Name) (Print - Chisholm Teacher's Name)  
for \_\_\_\_\_ day(s), from \_\_\_\_\_ to \_\_\_\_\_

Substitute's signature: \_\_\_\_\_ Date \_\_\_\_\_

Address: \_\_\_\_\_ Phone Number \_\_\_\_\_

Current, Lapsed or Expired Certificate Substitute (\$85 per day)

Non-Certified Substitute (\$70 per day)

**The event has occurred and I believe the above information to be true and correct.**

Teacher/Support Personnel Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent Signature \_\_\_\_\_ Date \_\_\_\_\_

**As specified in Policy :**

**Association Leave:** "...a maximum of two (2) days... per employee.

**Bereavement Leave:** "...shall be granted up to five(5) days each year for leave in the case of a death of a member of the immediate family...leave must be taken consecutively in relationship to the funeral of the deceased. Additional time may be granted at the discretion of the Superintendent. When leave is not for immediate family, a teacher may apply to the Superintendent, who is authorized to grant leave chargeable to Sick Leave, Bereavement Leave, or Personal Leave by paying the cost of the substitute."

**Family Involvement Leave:** "Professional staff members shall be granted three (3) hours per school year for Family Involvement Leave. The accumulated amounts must be taken in increments of not less than thirty (30) minutes and no more than three (3) requests will be approved. The school will not provide a paid substitute for this leave. There will be no instance in which an employee may have Family Involvement Leave that would allow that employee to miss one half of one day. If such leave would require that employee be gone for one half of one day, the leave would then be counted as Personal Leave."

**Jury Duty/Jury Selection:** "Certified employees who serve on jury duty or receive a per diem for participation in any judicial process, shall give to the district any compensation received for said services.

**Personal Leave:** "Teacher shall be granted four (4) days of leave per year...Teachers will have a salary deduction at the cost of a certified substitute for each personal day used after the initial 2 personal day paid for by the Administration. Support personnel will be granted three (3) days and have a salary deduction of \$25.00 through payroll.

**Professional Leave:** "The cost of the substitute will be paid by the district. Substitute pay for employees using Professional Leave for CEA, OEA, or NEA related education or business matters must be paid by the association or the employee involved.

**Sick Leave:** Any employee who is gone from work the day before or day after a holiday and applies for sick leave may be asked to present the Administration verification of illness, i.e. note or letter from a doctor. If employee does not have proof of illness they will be charged at the rate of pay under the Personal Leave Section.

**Special Consideration:** "shall be presented to the building principal for approval. If approved, the teacher will pay the cost of the substitute....If the leave is rejected, the employee may have the option to be absent and have his pay deducted at an amount equal to the daily rate for each day absent. The amount deducted will be based on base salary and extra duty stipends."

**For Administration Office use only**

CHISHOLM PUBLIC SCHOOLS BOARD OF EDUCATION POLICY	<i>Employees- General</i> Adopted: September 20, 2006
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### PERMISSION TO LEAVE THE BUILDING

It shall be the policy of Chisholm Public Schools that any request to leave the building must be in writing to their immediate supervisor using the approved form attached to this policy. Employee Request to Leave the Building shall be limited to no more than three (3) times per year. The amount of time to be gone from the building will be no more than 2 hours per request. If the request involves a need for a substitute, teacher must find suitable substitute, permission to leave, and the substitute must be approved by their immediate supervisor.

This policy is not intended to disallow an employee to leave during their lunch time or planning period. However, it should be common practice to inform the supervisor when an employee will be off campus during the workday.

REQUEST TO LEAVE BUILDING  
2020-2021

Teacher Name \_\_\_\_\_

CES CMS CHS  
(Circle one)

Date to be out of building \_\_\_\_\_

Time out and in \_\_\_\_\_ (not to exceed 2 hours)

Person covering responsibilities \_\_\_\_\_  
(i.e. cover class, lunch duty, bus duty, etc.)

Number of Requests To Leave The Building this school year:    1    2    3  
(circle one)

REASON:

(Request to be submitted and approved prior to applicant leaving school... for no more than three (3) times per year... no more than two (2) hours per request.)

\_\_\_\_\_  
(Teacher's signature)

\_\_\_\_\_  
(Date)

Approved:    \_\_\_\_\_Yes  
                  \_\_\_\_\_No

\_\_\_\_\_  
(Principal's signature)

\_\_\_\_\_  
(Date)

CHANGE OF ASSIGNMENT REQUEST

2020-2021

Name \_\_\_\_\_

Present school assignment \_\_\_\_\_

Present grade or subject taught \_\_\_\_\_

I am certified for the following position(s) and wish to be considered for any such position in which a vacancy occurs during the current school year.

POSITION:

\_\_\_\_\_  
(Teacher's signature)

\_\_\_\_\_  
(Date)

CHISHOLM PUBLIC SCHOOLS

SICK LEAVE BANK APPLICATION

2020-2021

Name \_\_\_\_\_

CES    CMS    CHS  
(Circle one)

Date \_\_\_\_\_

Number of cumulative days exhausted during the current school year: \_\_\_\_\_.

Total number of days requested for this occurrence: \_\_\_\_\_.

Reason for need:

\_\_\_\_\_  
(Teacher's Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Sick Leave Bank Committee Spokesperson)

\_\_\_\_\_  
(Date)

CHISHOLM PUBLIC SCHOOLS

SICK LEAVE BANK ENROLLMENT  
**CERTIFIED PERSONNEL**  
2020-2021

Name \_\_\_\_\_

**As of: 06/30/10**

Staff Development Points – FY 010 \_\_\_\_\_

Sick Leave Days Accumulated \_\_\_\_\_ plus 10 =

<p>10 ^ FY</p>
--------------------

\_\_\_\_\_ I am **not eligible** – I have 10 or less sick days accumulated. \*

\_\_\_\_\_ **Yes**, I wish to contribute one (1) day to the Sick Leave Bank.

\_\_\_\_\_ **No**, I do not wish to participate.

\_\_\_\_\_ I am a **vested** member.

“All certified staff members, currently employed, may at their discretion, deposit one (1) day of their individual accumulated sick leave in the Sick Leave Bank. After contributing for five (5) consecutive years, the teacher will become a vested member of the Sick Leave Bank.”

\*“The donating teacher may share sick leave provided the donation does not cause the sick leave balance of the teacher to fall below ten (10) days.”

\_\_\_\_\_  
(Employee’s signature)

\_\_\_\_\_  
(Date)

CHISHOLM PUBLIC SCHOOLS

SPECIAL CONSIDERATION

2020-2021

**PART I**

Name \_\_\_\_\_

CES    CMS    CHS  
(Circle one)

Date(s) to be absent \_\_\_\_\_

Reason for absence:

\_\_\_\_\_  
(Teacher's signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Principal's signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Superintendent's signature)

\_\_\_\_\_  
(Date)

CHISHOLM BOARD OF EDUCATION ACTION

**PART II**

\_\_\_\_\_ Leave is approved. Teacher will pay substitute.

\_\_\_\_\_ Leave is approved. School District will pay substitute.

\_\_\_\_\_ Leave is rejected.

\_\_\_\_\_  
(Board of Education President's signature)

\_\_\_\_\_  
(Date)

**PART III**

In the event the Special Consideration request is rejected:

\_\_\_\_\_ Request withdrawn.

\_\_\_\_\_ Deduct my salary at an amount equal to the daily rate for each day absent.

\_\_\_\_\_  
(Teacher's signature)

\_\_\_\_\_  
(Date)

CHISHOLM PUBLIC SCHOOL

FORMAL GRIEVANCE PROCEDURE

(Type or print in ink)

Date filed \_\_\_\_\_

Grievant \_\_\_\_\_

CES    CMS    CHS  
(Circle one)

Subject/grade taught \_\_\_\_\_ Years in school system \_\_\_\_\_

Building Grievance Representative \_\_\_\_\_

Principal \_\_\_\_\_

LEVEL ONE

(To be completed by the Grievant within five (5) days after the Principal's answer to the Grievant at the informal level.)

1. Statement of Grievance:

2. Action Requested:

\_\_\_\_\_  
(Signature of Grievant)

\_\_\_\_\_  
(Date)

(To be returned to Grievant within five (5) school days of receipt of grievance.)

3. Decision of Principal:

\_\_\_\_\_  
(Signature of Principal)

\_\_\_\_\_  
(Date)

\_\_\_\_\_

(To be filed within ten (10) days of the Principal's decision.)

4. Further Action Requested:

\_\_\_\_\_  
(Signature of Grievant)

\_\_\_\_\_  
(Date)

LEVEL TWO

(To be returned to Grievant within ten (10) days after hearing the grievance.)

1. Date received by Superintendent \_\_\_\_\_

2. Date of hearing by Superintendent \_\_\_\_\_

3. Decision of Superintendent:

\_\_\_\_\_  
(Signature of Superintendent)

\_\_\_\_\_  
(Date)

(To be filed within ten (10) days after date of Superintendent's decision.)

1. Further Action Requested:

\_\_\_\_\_  
(Signature of Superintendent)

\_\_\_\_\_  
(Date)

LEVEL THREE

(To be returned to Grievant within fifteen (15) days after hearing the grievance.)

1. Date received by Board of Education \_\_\_\_\_

2. Date of hearing by Board of Education \_\_\_\_\_

3. Decision of Board of Education:

---

(Signature of Board President)

---

(Date)



**CHISHOLM PUBLIC SCHOOLS  
TRAVEL EXPENSE REIMBURSEMENT PROCEDURES**

1. Staff members wishing to attend a conference, convention or workshop must obtain a meeting request from their building Principal or staff development chairperson. The request will be submitted to the appropriate approving officer. If approved the approving officer will identify the funding source for the expenses, i.e. (Goals 2000, Title I, etc.). Meeting request must be signed by the Superintendent prior to final approval for transportation and accommodations.

Oklahoma Statutes authorize payment for legitimate documented travel expenses for school district employees attending conventions and workshops. These statutes and Chisholm Public Schools policies and regulations also allow registrations for meeting; airline travel, room accommodations and other travel related items to be arranged directly by the District by purchase order. However, it is unlawful for the District to make payment (issue warrant) for any goods or services that have not been received. Due to these statutory restrictions the following additional guidelines are necessary:

- A. Chisholm Public Schools will issue purchase orders for registration, room reservations and air transportation for employees and board members making arrangements to attend approved (refer to Step 1) workshops, seminars or conventions.
  - B. Employees will submit Purchase Order Requests to each vendor for which the District is to directly pay travel expenses. Please obtain accurate pricing to be included on Purchase Order Requests and verify that vendors will accept purchase orders for their services.
  - C. The District will pay for services received upon receipt of itemized invoices. We will not pre-pay any services, reservations or transportation costs.
  - D. If vendors will not accept purchase orders with payment after services are rendered, then the employee must make his/her own arrangements to pay these costs directly and file for reimbursement after the trip is complete.
2. Once any District travel arrangements are made through the office of the Superintendent, purchase order requests for these arrangements and the expense claim estimate must be turned into the financial secretary's office. Funds are then encumbered for all expenses. (NOTE: A purchase order number will be placed on the Purchase Order form verifying that funds are encumbered to pay these expenses. Claimants must fill out and return Expense Claim form after travel is complete.)
  3. Upon return from the convention meeting, the staff member completes the Expense Claim provided by the authorizing officer. Receipts, signed and dated by the employee, should be grouped into the various categories shown on the form and attached to the claim form. Claim form must be signed and dated.
  4. The Expense Claim form, with receipts attached, is submitted to the approving officer for review. After review, the approving officer will authorize the expense claim and submit to the Superintendent for payment.
  5. Expense claims are approved for payment by the Chisholm Board of Education and warrants will be delivered to claimant as soon as possible.

SCHEDULE OF REIMBURSABLE  
TRAVEL EXPENSES

AIRFARE

Round trip Coach Rate Airfare from Oklahoma City, Tulsa or Wichita to the conference city. Travel plans should be made as far in advance as possible in order to take advantage of discount rates.

MILEAGE

It shall be the policy of Chisholm Public Schools that mileage reimbursement for school personnel will be calculated using the following mileage chart. Mileage claimed is to be documented on the claim form by listing the location of travel and the number of allowable miles from the approved chart. Should there be a location for reimbursable mileage not listed on the chart, claimant must file odometer readings for each trip. Toll fees and parking fees are reimbursable with receipts. Gasoline and/or diesel expenditures will not be reimbursed unless said fuel is put directly into a school vehicle and claimant has a signed, dated, documented receipt of purchase. Mileage claims will be reimbursed at the amount agreed upon in the negotiated agreement.

PER DIEM

Meals are reimbursable with itemized receipts [70 O.S. 5-135(E)]. Meal receipts for reimbursement must be issued by the Vendor showing: Vendor name, address and telephone number, date, amount and itemized description of food and beverage items purchased. Charge card receipts alone with only total cost shown are not adequate documentation. Purchase of alcoholic beverages will not be reimbursed. The maximum amount allowed per day is thirty-five dollars (\$35.00).

**\*\* Miscellaneous expenses such as tips or baggage handling will not be reimbursed.**

**Adopted:** Chisholm Board of Education - Board Policy 8/20/2008

## CHISHOLM PUBLIC SCHOOLS

## COUNSELOR EVALUATION

2020-2021

Teacher \_\_\_\_\_

CES    CMS    CHS  
(Circle one)

Assignment \_\_\_\_\_

The administration and instructional staff of Chisholm Public Schools believe the ultimate purpose of evaluating certified personnel is to improve the performance and quality of the instruction offered to the students.

(Evaluation tool is: (1) Satisfactory, (2) Needs Improvement, (3) Unsatisfactory.)

I. <u>COUNSELING SERVICE AND RESPONSIBILITY</u>	1	2	3
1. Actively participates in pupil placement decisions.	_____	_____	_____
2. Provides liaison and spokesman services to the community and its agencies.	_____	_____	_____
3. Uses an approach which reflects a humanitarian concern for dignity, confidentiality, and the personal integrity of the student.	_____	_____	_____
4. Consults regularly with staff concerning student needs.	_____	_____	_____
5. Provides good orientation for new students.	_____	_____	_____
6. Involves parents in seeking solutions to school related problems.	_____	_____	_____
7. Communicates and interacts effectively with colleagues, parents, and students.	_____	_____	_____
8. Regularly initiates both individual and group counseling activities which reflect problem alleviation and/or growth in specific skills.	_____	_____	_____
9. Provides written evaluation summaries of group counseling, program assessments.	_____	_____	_____
10. Is accurate and prompt with records and reports.	_____	_____	_____

	1	2	3
11. Exercises concern about the proper use and care of buildings, equipment, and supplies.	_____	_____	_____
<b>II. <u>CLASSROOM GUIDANCE AND MANAGEMENT</u></b>			
1. Plans for delivery of the lesson relative to short-term and long-term objectives.	_____	_____	_____
2. Uses minimum class time for non-instructional routines, thus maximizing time on task.	_____	_____	_____
3. Clearly defines expected behavior (encourages positive behavior and controls negative behavior).	_____	_____	_____
4. Establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.	_____	_____	_____
<b>III. <u>METHODS OF INSTRUCTION FOR CLASSROOM</u></b>			
1. Communicates the instructional objectives to students.	_____	_____	_____
2. Shows how the present topic is related to those topics that have been taught or that will be taught.	_____	_____	_____
3. The counselor relates subject topics to existing student experiences.	_____	_____	_____
4. Uses signaled responses, questioning techniques and/or guided practices to involve all students.	_____	_____	_____
5. Teaches the objectives through a variety of methods.	_____	_____	_____
6. Gives directions that are clearly stated and related to the learning objectives.	_____	_____	_____
7. Checks to determine if students are progressing toward stated objectives.	_____	_____	_____
8. Changes instrumentation based on the results of monitoring.	_____	_____	_____
9. Requires all students to practice newly learned skills	_____	_____	_____

while under the direct supervision of the counselor.

	1	2	3
10. Requires students to practice newly learned skills without the direct supervision of the counselor.	_____	_____	_____
11. Summarizes and fits into context what has been taught.	_____	_____	_____
<b>IV. <u>PRODUCTS</u> (where applicable)</b>			
1. Writes daily lesson plans designed to achieve the identified objectives.	_____	_____	_____
2. Maintains a written record of student progress.	_____	_____	_____
3. Utilizes grading patterns that are fairly administered and based on identified criteria.	_____	_____	_____
4. Students demonstrate mastery of the stated objectives through projects, daily assignments, performance, and test scores.	_____	_____	_____
<b>V. <u>PROFESSIONAL RESPONSIBILITIES</u></b>			
1. Demonstrates self-control.	_____	_____	_____
2. Complies with school rules, regulations, and policies.	_____	_____	_____
3. Demonstrates respect for authority.	_____	_____	_____
4. Contributes to the total school program through involvement in the formulation of policies and procedures which affect one's professional services, including curriculum, teaching materials, methods of instruction, and school-community relations.	_____	_____	_____
5. Adheres to professional ethics as defined in Board Policy.	_____	_____	_____
6. Maintains and improves professional competence.	_____	_____	_____
7. Accepts responsibility for assigned extra-curricular activities.	_____	_____	_____

8. Demonstrates dependability and punctuality in carrying out duties of the position. \_\_\_\_\_
9. Is enthusiastic about his/her job and approaches the task in a positive manner. \_\_\_\_\_
10. Demonstrates a responsible attitude toward attendance absences. \_\_\_\_\_

From the items listed above, what notable points were observed by the evaluator in the classroom and other observations?

From the items listed above, what did you observe to be the “special strengths” of the counselor?

From the items listed above, what did you observe to be areas in need of improvement?

Discuss ways in which you have assisted, or plan to assist, the counselor to improve (NOTE: A Plan for Improvement is required or any item (s) rated unsatisfactory.):

**COUNSELOR’S COMMENTS:** The counselor is invited to make any comments which he/she may wish to include as part of the evaluation. Counselor’s comments will be added as an attachment to the evaluation.

This evaluation is based on \_\_\_\_\_ classroom visits, \_\_\_\_\_ principal/counselor conferences, and personal knowledge collected by the evaluator. Of these visits \_\_\_\_\_ classroom observation form (s) is/are on file in the principal’s office.

I certify this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement.

\_\_\_\_\_  
(Teacher’s signature)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Administrator’s signature)

\_\_\_\_\_  
(Title)

\_\_\_\_\_  
(Date)

## LIBRARY MEDIA SPECIALIST EVALUATION

2020-2021

Teacher \_\_\_\_\_

CES    CMS    CHS  
(Circle one)

Assignment \_\_\_\_\_

The administration and instructional staff of Chisholm Public Schools believe the ultimate purpose of evaluating certified personnel is to improve the performance and quality of the instruction offered to the students.

(Evaluation tool is: (1) Satisfactory, (2) Needs Improvement (3) Not Satisfactory.)

I. LIBRARY/MEDIA CENTER SUPERVISION

	1	2	3
1. Plans and implements a sequential program of information skills and reading guidance in cooperation with teachers.	_____	_____	_____
2. Provides group instruction and user guidance in locating, evaluating, and using resources and equipment.	_____	_____	_____
3. Maintains and organizes information which is available not only in printed form, but also in other forms of media such as: films, recordings, microforms, video tapes, and computer applications.	_____	_____	_____
4. Evaluates and selects high quality print and non-print resources which reflect the priorities of the instructional program.	_____	_____	_____
5. Plans with teachers on curriculum committee and individually to design and implement instructional units that effectively utilize available resources and equipment.	_____	_____	_____
6. Provides teachers with print and non-print materials and equipment that support the instructional program.	_____	_____	_____
7. Is accurate and prompt with records and reports, including inventory and annual report.	_____	_____	_____

1            2            3

- |   |       |       |       |
|---|-------|-------|-------|
| 8. Evaluates the library media program regularly, establishes goals, and plans budget for improvements. | _____ | _____ | _____ |
| 9. Exercises concern about the proper use and care of buildings, equipment, and supplies.               | _____ | _____ | _____ |
| 10. Manages time efficiently and maintains a flexible schedule in a business-like manner.               | _____ | _____ | _____ |

## II. MANAGEMENT

- |  |       |       |       |
|--|-------|-------|-------|
| 1. Plans for delivery of the lesson relative to short-term and long-term objectives.                           | _____ | _____ | _____ |
| 2. Uses minimum class time for non-instructional routines, thus maximizing time on task.                       | _____ | _____ | _____ |
| 3. Clearly defines expected behavior (encourages positive behavior and controls negative behavior).            | _____ | _____ | _____ |
| 4. Establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning. | _____ | _____ | _____ |

## III. METHODS OF INSTRUCTION

- |   |       |       |       |
|---|-------|-------|-------|
| 1. Communicates the instructional objectives to students.   | _____ | _____ | _____ |
| 2. Shows how the present topic is related to those topics that have been taught or that will be taught. | _____ | _____ | _____ |
| 3. Relates subject topics to existing students' experiences.  | _____ | _____ | _____ |
| 4. Uses signaled responses, questioning techniques and/or guided practices to involve all students.     | _____ | _____ | _____ |
| 5. Teaches the objectives through a variety of methods.   | _____ | _____ | _____ |
| 6. Gives directions that are clearly stated and related to the learning objectives.                     | _____ | _____ | _____ |
| 7. Demonstrates the desired skills.   | _____ | _____ | _____ |

- 8. Checks to determine if students are progressing toward stated objectives. \_\_\_\_\_
- 9. Changes instruction based on the results of monitoring. \_\_\_\_\_
- 10. Requires all students to practice newly learned skills without the direct supervision of the library media specialist. \_\_\_\_\_
- 11. Summarizes and fits into context what has been taught. \_\_\_\_\_

IV. PRODUCTS (where applicable)

- 1. Writes daily lesson plans designed to achieve the identified objectives. \_\_\_\_\_
- 2. Maintains a written record of student progress. \_\_\_\_\_
- 3. Utilizes grading patterns that are fairly administered and based on identified criteria. \_\_\_\_\_
- 4. Students demonstrate mastery of the stated objectives through projects, daily assignments, performance, and test scores. \_\_\_\_\_

V. PROFESSIONAL RESPONSIBILITIES

- 1. Demonstrates self-control. \_\_\_\_\_
- 2. Complies with school rules, regulations, and policies. \_\_\_\_\_
- 3. Demonstrates respect for authority. \_\_\_\_\_
- 4. Maintains good relations with other staff. \_\_\_\_\_
- 5. Maintains good relations with parents. \_\_\_\_\_

1            2            3

- 6. Contributes to the total school program involvement in the formulation of policies and procedures which affect one's professional services, including curriculum, teaching materials, methods \_\_\_\_\_

of instruction, and school-community relations.

- |   |       |       |       |
|---|-------|-------|-------|
| 7. Adheres to professional ethics as defined in Board Policy.                         | _____ | _____ | _____ |
| 8. Maintains and improves professional competence.                                    | _____ | _____ | _____ |
| 9. Demonstrates dependability and punctuality in carrying out duties of the position. | _____ | _____ | _____ |
| 10. Is enthusiastic about his/her job and approaches the task in a positive manner.   | _____ | _____ | _____ |

From the items listed above, what notable points were observed by the evaluator in the Media Center and other observations?

From the items listed above, what did you observe to be the “special strengths” of the Library Media specialist?

From the items listed above, what did you observe to be areas in need of improvement?

Discuss ways in which you have assisted, or plan to assist, the Library Media Specialist to improve (NOTE: A Plan For Improvement is required for any item (s) rated unsatisfactory.):

**LIBRARY MEDIA SPECIALIST’S COMMENTS:** Library Media Specialist is invited to make any comments which he/she may wish to include as part of the evaluation. Comments will be added as an attachment to the evaluation.




Describe specific ways the district will support the Plan for Improvement for this individual: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
(Evaluator's signature)

\_\_\_\_\_  
(Teacher's signature)

## APPENDIX B: TLE OBSERVATION AND EVALUATION RUBRIC FOR TEACHERS



### TLE Observation and Evaluation Rubric Teachers

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Classroom Management 30%	1. Preparation	2
	2. Discipline	3
	3. Building-Wide Climate Responsibility	4
	4. Lesson Plans	5
	5. Assessment Practices	6
	6. Student Relations	7
Instructional Effectiveness 50%	7. Literacy	8
	8. Current State Standards	9
	9. Involves All Learners	10
	10. Explains Content	11
	11. Clear Instruction & Directions	12
	12. Models	13
	13. Monitors	14
	14. Adjusts Based upon Monitoring	15
	15. Establishes Closure	16
	16. Student Achievement	17
Professional Growth & Continuous Improvement 10%	17. Professional Development	18
	18. Professional Accountability	19
Interpersonal Skills 5%	19. Effective Interpersonal Skills	19
Leadership 5%	20. Professional Involvement & Leadership	20

Indicator No.		1		
Domain: Classroom Management		Dimension: Preparation		
Teacher plans for and executes a lesson relating to short-term and long-term objectives.		1		
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not plan for or execute instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Only develops a brief outline of the daily schedule, which shows little or no alignment with most current state standards.</p> <p>Plans rarely address student diversity nor describe how instruction will be differentiated.</p> <p>Materials and equipment are not ready at the start of the lesson or instructional activity.</p>	<p>Occasionally plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are not consistently in alignment with most current state standards.</p> <p>Plans inconsistently address student diversity and inconsistently describe how instruction will be differentiated.</p> <p>Materials and equipment are usually ready at the start of the lesson or instructional activity.</p>	<p>Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides.</p> <p>Plans consistently address student diversity and describe how instruction will be differentiated.</p> <p>Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).</p>	<p>Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are in alignment with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.</p> <p>Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time.</p> <p>Materials and equipment are ready at the start of the lesson or instructional activity.</p>	<p>Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.</p> <p>Has long and short-term instructional plans that are aligned with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.</p> <p>Plans consistently and expertly address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time and foster self-directed learning.</p> <p>Materials and equipment are ready at the start of the lesson or instructional activity and enhance learning.</p>

2 Domain: Classroom Management		Dimension: Discipline		
Teacher clearly defines and effectively manages student behavior.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Standards of conduct have not been established.	Standards of conduct have been established with inconsistent implementation.	Establishes, communicates and consistently implements appropriate standards of conduct.	Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students.	Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students constructively monitor their peers and intervene to implement standards.
Students are almost always disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.	Students are often disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.	Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students.	Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.	Students are engaged and are clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.
Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions.	Does not consistently monitor the behavior of students during whole class, small groups, seat work activities and transitions.	Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.	Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.	Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.
Usually ignores misbehavior and uses an inappropriate voice level / word choice when correction is attempted.	Does not consistently address misbehavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.	As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.	As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.	As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, in a manner that promotes positive behavior and relationships and encourages students to self-discipline.

3		Domain: <b>Classroom Management</b>	Dimension: <b>Building-Wide Climate Responsibilities</b>		
<b>Teacher assures a contribution to building-wide positive climate responsibilities.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.</p> <p>Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.</p>	<p>Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives, inspiring others to participate.</p> <p>Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.</p>	

4 Domain: Classroom Management		Dimension: Lesson Plans		
Teacher develops daily lesson plans designed to achieve the identified objectives.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Plans are rarely or never completed.	Plans are not consistently completed.	Plans are developed consistently and on time based upon an analysis of data.	Plans are developed consistently and on time, or in advance, based upon an analysis of data.	Plans are developed consistently and on time, or in advance, based upon an analysis of data.
Never plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).	Rarely plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).	Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).	Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).	Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus or based upon collegial decision-making).
Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building.  Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Revises plans according to student data and performance, sharing same with fellow staff members to the benefit of the grade level, curricular area or building.  Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.

5		Domain: Classroom Management	Dimension: Assessment Practices		
Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Rarely uses assessments to evaluate student learning and guide instruction.	Inconsistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide and support differentiated instruction.	Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.	
Grading is arbitrary and not in accordance with district's grading policies.	Grading is not consistently fair or in accordance with district's grading policies.	Grading is fair and in accordance with district's grading policies.	Grading is fair, transparent to students and in accordance with district's grading policies.	Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students.	
Assessments provide delayed and inadequate feedback for students to assess themselves.	Assessments provide delayed and inadequate feedback for students to assess themselves.	Provides adequate and timely feedback from assessment results for students to reflect and set goals.	Assessments provide useful and immediate feedback – separate and apart from grades—that assists students in assessing themselves in meeting their learning goals.	Assessments provide useful and immediate feedback—separate and apart from grades—that assists students in assessing themselves to develop and evaluate their progress with their learning goals.  Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals.	
There is no evidence that the teacher recognizes student progress or achievement.	There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.	Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.	

6 Domain: Classroom Management		Dimension: Student Relations		
Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communication may not be considerate or respectful.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written and nonverbal communications with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.</p> <p>Consistently displays a genuine enthusiasm for the curriculum and high academic expectations for all students</p>	<p>Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students.</p> <p>Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high academic expectations for them.</p>

7 Domain: Instructional Effectiveness		Dimension: Literacy		
Teacher embeds the components of literacy into all instructional content.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is not embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.	Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is rarely embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.	Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding.	Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. Its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems.	Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology.
Instruction is rarely provided through text.	Instruction is occasionally provided through text.	As appropriate for the content area, instruction is provided through text.	Instruction is routinely provided through text and teacher requires students to cite text to support answers.	Instruction is routinely provided through text and teacher requires students to cite text to support analysis, inference, or arguments.

**Note One:** Examples of literacy strategies include, but are not limited to, students: (1) using graphic organizers to cement/understand information; (2) presenting/explaining their learning, thinking or examples (“turn and talk”); (3) summarizing information into written notes; (4) using primary source documents (receipts, tickets, bills, advertisements, logs, game/sport statistics and rules, etc.) to glean information; (5) writing for communication; and (6) choral/echo reading, (7) researching and reporting.

**Note Two:** A teacher embeds literacy into the lesson when she/he plans for and implements a literacy strategy for delivering content and expects students to use one or more specific literacy strategies as a means for learning the content and literacy skills. In such cases, literacy is the “bonding agent” or “glue” for the content.

**Note Three:** Literacy is a stand-alone event when (1) there is no expectation or need for students to use literacy strategies within the lesson to learn the content objectives and demonstrate their understanding of the same, or (2) students’ use of literacy strategies is random, isolated or has no connection to the lesson objectives.

8		Domain: Instructional Effectiveness	Dimension: Current State Standards		
Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Neither understands nor participates (at even the "conversation / awareness" level) in discussions about current state standards.	Neither understands nor participates (at even a minimal implementation level) in discussions about current state standards	Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.	Has participated in available learning opportunities to assure a strong foundation of understanding the current state standards and regularly and routinely uses alternate instructional strategies and modified content focus aligned with current state standards.	Includes the narrative descriptions in performance category 4, plus serves as a "change agent" and/or grade level, curricular area, building-wide, or departmental presenter / facilitator for the implementation of current state standards. This participation level could be initiated via volunteering or being asked.	

9		Domain: <b>Instructional Effectiveness</b>			Dimension: <b>Involves All Learners</b>	
<b>Teacher uses active learning, questioning techniques and/or guided practices to involve all students.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Does not require student participation or the teacher discourages student involvement.	A few students dominate the lesson, or only a few students are engaged in the class. For example, typically calls only on students who raise their hands first or who blurt out answers.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.		
Students are not mentally engaged in active learning experiences during any significant portion of the class.	Students are engaged in active learning around 50 percent of the class time.	Engages most students in active learning experiences 80 percent of the class time.	Engages an overwhelming majority of students in active learning 80 percent of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes.	Engages all students in active learning 80 percent of the class time, and students initiate or develop their own activities to enhance their learning.		
Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.	All or most questions used are recall questions.	Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions.		
Displays no knowledge of students' interests and skills.	Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.	Provides adequate wait time for student response and engagement.	Engages students by incorporating their general skills and interests into the lesson.	Skillfully uses wait time as a tool to engage students in active learning.	Skillfully uses wait time as a tool to engage students in active learning.	
		Engages students by incorporating their individual skills and interests into the lesson.	Engages students by incorporating their individual skills and interests into the lesson.	Engages students by incorporating and expanding their individual skills and interests.		

**Note:** Active learning is learning that requires student to attain knowledge by participating or contributing. When students are active in their learning, they are involved in gathering information, questioning, thinking and problem solving. (Adapted from Collins & O'Brien, *The Greenwood Dictionary of Education*, 2011.) Examples of active learning are: cooperative learning activities, advance organizers, researching and reporting out, or other teaching strategies that foster participation and an understanding of the objectives.

10		Domain: Instructional Effectiveness			Dimension: Explains Content	
Teacher teaches the objectives through a variety of methods.						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
<p>Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences.</p>		<p>Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p>		<p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p>	<p>Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.</p>	<p>Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.</p>
<p>Technology is not used as designed and not used as an instructional tool.</p>		<p>Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.</p>		<p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>	<p>Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.</p>	

1		Domain: <b>Instructional Effectiveness</b>			Dimension: <b>Clear Instruction &amp; Directions</b>	
<b>Teacher provides clear instruction and direction.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Instruction, directions and procedures are not provided or are confusing. When instruction/directions are initially inaccurate or confusing to students, does not offer clarifying instruction or directions.	When instruction, directions or procedures are inaccurate or initially confusing to students, teacher does not appropriately or successfully correct and clarify.	Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated / presented and relate to the learning objectives.	Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear. Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.	Uses all of the characteristics of Levels 3 and 4.	Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.	
Does not give students directions for transitions and does not plan for transitions.	Attempts to give students directions for transitions but does not plan for transitions.	Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.	Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.	Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.		
Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.	Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.	Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.	Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.	Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.		

12		Domain: <b>Instructional Effectiveness</b>			Dimension: <b>Models</b>	
<b>Teacher demonstrates / models the desired skill or process.</b>						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
Does not demonstrate or model the desired skill or process.		Demonstration or modeling of the desired skill or process is infrequent and unclear to students.		Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, most students demonstrate the skill or process relating to the lesson's stated objective.

13		Domain: Instructional Effectiveness			Dimension: Monitors				
Teacher checks to determine if students are progressing toward stated objectives.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Never moves around the room while students are working on guided practice.		Seldom moves around the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When movement happens it is to the same area of classroom.		When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.		Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. Makes eye contact with all students often.		Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed reviews / re-teaches it to the whole class.	
Never uses student response techniques to check for understanding.		Seldom uses student response techniques to check for understanding.		Uses different types of student response techniques, both individual / group. Uses student response techniques to check for understanding.		Routinely uses developmentally appropriate student response techniques to check for understanding.		Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.	
Never uses feedback from students regarding their understanding.		Seldom uses feedback from students regarding their understanding.		Uses feedback from students regarding their understanding.		Immediately and adeptly uses immediate feedback concerning student's understanding.			
Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.		Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.		Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.		Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.		Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.	

14		Domain: Instructional Effectiveness	Dimension: Adjusts Based Upon Monitoring		
Teacher changes instruction based on the results of monitoring.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.	Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.	Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.	Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.	Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.	
Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.	Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.	Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.	Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs.	Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to reteach. Uses peer tutoring to facilitate mastery of skills.	
There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.	There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.	Reviews data from assessments to modify instruction and guide intervention strategies.	Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.	Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.	

15		Domain: Instructional Effectiveness		Dimension: Establishes Closure	
Teacher summarizes and fits into context what has been taught.					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
<p>The teacher rarely summarizes the main points of the instruction into the lesson. Students disengage at the end of the class with no teacher direction.</p>	<p>The teacher does not consistently summarize the main points of the instruction into the lesson.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p>	
<p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>Connects what is learned to prior learning.</p>	<p>Students summarize in a variety of ways and reflect on their own learning. Relates instruction to prior and future learning.</p>	<p>Students connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.</p>	

16 Domain: Instructional Effectiveness		Dimension: Student Achievement		
Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Gives up, blames the student, or blames the student's home environment if the student has difficulty learning</p> <p>There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.</p>	<p>When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.</p> <p>There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.</p>	<p>Accepts responsibility for the success of all students</p> <p>Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to current state standards/district curriculum.</p>	<p>When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.</p> <p>Modifies assessments for special student populations as appropriate and as indicated in any IEP, working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Assures that all students have access and modifications to current state standards /district curriculum.</p>	<p>Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class.</p> <p>Modifies assessments and curriculum for special student populations as appropriate and as indicated in any IEP (as relevant), working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The teacher consistently advocates for all special needs students to have direct access to current state standards/district curriculum.</p>

17		Domain: Professional Growth and Continuous Improvement		Dimension: Professional Learning	
Uses Professional Growth as a Continuous Improvement Strategy					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.	

18 Domain: Professional Growth and Continuous Improvement				
Dimension: Professional Accountability				
Exhibits behaviors and efficiencies associated with professionalism.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.

19 Domain: Interpersonal Skills				
Dimension: Effective Interpersonal Skills				
Effective Interactions and Collaboration with Stakeholders.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program.  Does not consult or collaborate with other staff members.	Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program.  Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.	Interacts with families and colleagues in a timely, consistent, positive and professional manner.  Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.  Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Communicates frequently and sensitively with families and colleagues and engages them in the educational program.  Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.	Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation.  Communication is clearly understood by diverse stakeholders.  Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

20 Domain: Leadership		Dimension: Professional Involvement & Leadership		
Exhibits Positive Leadership through Varied Involvements.				
Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Consistently declines becoming involved in school or district events when asked.	Avoids becoming involved in school or district events.	Agrees to participate in school or district events when asked.	Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.	Develops or leads important school or district events.
Impedes colleagues' efforts to share their knowledge or assume professional responsibility.	Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.	Finds ways to contribute to the profession and follows through.	Actively participates in assisting other educators in their growth as professionals.	Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.
Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	Rarely contributes to the modification of school practices that would result in students being better served by the school.	Assumes a proactive role in addressing student needs.	Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.	Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.