

# **MASTER CONTRACT**

**BETWEEN THE**

**CHICKASHA UNITED TEACHING ASSOCIATION**

**AND THE**

**CHICKASHA BOARD OF EDUCATION**

**SCHOOL YEAR 2015-2016**

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## FOREWORD

This negotiated agreement is the master contract of all items currently agreed upon by the Chickasha United Teaching Association, the exclusive bargaining representative for the certified teachers of Chickasha Public Schools and the Board of Education of Chickasha Public Schools. Should a grievance be filed alleging misapplication of this contract, parties involved in settling the grievances will use the applicable language of this master contract.

### 1. EXCLUSIVE RIGHTS

1.1. The rights granted herein to the Association that are not contrary to the statutory rights of any pupil, patron or certified employee shall not be granted to any competing association.

### 2. USE OF FACILITIES AND EQUIPMENT

2.1. The Association may use school facilities for meetings of the general membership and/or Association committees as designated by the Association President. The Association is permitted to use duplicating machines, copy machines, and audiovisual equipment without charge as long as this use does not interfere with the educational process for students. The Association is permitted to distribute ballots and meeting date notices/announcements through the school mail system and/or e-mail system. All other use of the school mail system or e-mail system must be reviewed prior to distribution by the Superintendent or his/her designee. The Association is permitted to use bulletin board space located in each teacher workroom/lounge for the posting of materials whose content has been reviewed prior to posting by the Principal or his/her designee.

2.2. The Association will be permitted to have a link on the District's official website. Materials to be posted to the link must be coordinated between the Association's President or his/her designee and the District's website coordinator. The link will be considered public domain and accessible by the general public.

### 3. NON-DISCRIMINATION STATEMENT

3.1. The Chickasha Public School District is an equal opportunity employer, and will abide by applicable laws dealing with discrimination.

### 4. SAVINGS CLAUSE

4.1. Should any part of this agreement be declared invalid by statute or a court of final jurisdiction, said part shall be automatically deleted from the agreement to the extent that it violates the law. The remaining provisions shall remain in full force and effect for the duration of the agreement if not affected by the deleted parts. Upon receipt of notification of the final court action, the Board and the Association shall commence negotiations within thirty (30) calendar days for the purpose of arriving at a legally permissible replacement for the deleted part.

4.2. If a change in statute of court of last resort results in increased or improved benefit(s) to the certified employees, the change will be incorporated.

### 5. CHRISTMAS/SUMMER SAVINGS ACCOUNT

5.1. The Chickasha United Teaching Association requests that teachers be allowed to set up, using an approved Credit Union, a Christmas savings account where input funds will be presented back to the teacher prior to Christmas/Summer.

### 6. SITE-BASED DECISION-MAKING

6.1. The Board and the Association agree to continue in their efforts to develop and implement a site-based decision-making procedure within the parameters established within the OEA/NEA Learning Laboratory Initiative document signed by the president of the Association and the superintendent, and the Chickasha Public Schools/NEA Learning Laboratory Initiative Site-Based Improvement document as adopted by the Board.

6.2. The Board and the Association further agree that neither the Board nor the Association will lose any rights, privileges, duties or responsibilities currently provided to them by law, the negotiated contract, Board Policy, or State Department Regulations.

### 7. WORK RELATED DISABILITY

7.1. The Board will provide Worker's Compensation coverage to Certified Teachers employed by Chickasha Public Schools who are injured while performing assigned duties. Said coverage will be based upon the Hartford Workers Compensation plan.

7.2. The Board will also abide by appropriate School Law dealing with "Injuries sustained by school personnel in performance of duties — continued payment of contract salary."

### 8. PROCEDURAL AGREEMENT

8.1. The procedural Agreement for Negotiations shall be attached to this contract for informational purposes only. (See Appendix)

### 9. DEFINITIONS

9.1. **SUBSTITUTE TEACHER** — Person (certified or non-certified) without regular classroom assignments who is employed to cover classroom duties of certified personnel.

9.2. **SUBSTITUTE TEACHER'S PAY** — The average between the certified, degreed, and non-certified substitute teacher rates.

9.3. **HOUR** — Fifty-five (55) minute class period.

9.4. **1/2 HOUR** — Twenty-five (25) minutes.

- 9.5. SENIORITY — Continuous, contracted employment counted from the first day the employee performed contracted duties for compensation in the district.
- 9.6. NORMAL ATTRITION — The reduction of certified personnel in the system due to voluntary resignation and retirement.
10. **TEACHING FACILITIES**
- 10.1. The Board agrees to maintain health and safety conditions at each school site in compliance with applicable statutes and/or regulations. Teachers shall not be required to work under unsafe or hazardous conditions as determined by proper regulatory authority.
- 10.2. The Board shall continue in their efforts to provide adequate teaching facilities, clean and sanitary restrooms, running water in each building, teachers' lounge at each school site and access to a private telephone. Teachers shall report concerns of inadequacies to their building principal.
11. **PRINTING OF THE MASTER CONTRACT**
- 11.1. The Board and the Association agree to have the master contract posted on the District Website so it is available to all staff members at any time. The Association will be responsible to type the contract and provide the Board a copy for review before the final master contract is posted on the District Website.
12. **NOTIFICATION OF ASSIGNMENT**
- 12.1. The Board of Education agrees to notify certified employees of their tentative assignment for the following school year. Such notification shall be made prior to the end of the current school year. Except in an emergency, a teacher will be given reasonable advance notice of a transfer of room and/or building and at least 24 hours' notice of moving date of classroom materials.
13. **NOTICE OF VACANCIES/VOLUNTARY TRANSFER**
- 13.1. The Superintendent shall cause notice of vacancies for any professional teaching position or extra duty position officially vacated by board action, except the position of Superintendent of Schools, to be emailed to the CUTA President and on the District's Web-site as it is changed. Exceptional cases occurring during vacation periods can be approved with the agreement of a quorum of the C.U.T.A. Negotiations Team and administration. Any new positions, including supervisory positions, shall be posted in like manner. Members of the faculty contemplating a request for a transfer shall notify the Superintendent, in writing, within five (5) working days after the vacancy is posted. This notification shall include the applicant's academic qualifications for the position and the reason for the request. Before any vacancies are filled, the teachers expressing an interest in the position shall be interviewed by the Superintendent or his/her designee after it has been determined that the person is fully qualified (Standard certification or verification from a certification official stating the date by which the applicant is expected to meet qualifications for standard certification.) If the transfer is denied, the Superintendent or his/her designee shall notify in writing the denial of transfer, and shall schedule a meeting with the teacher to discuss reasons for the denial of transfer. When extra duty vacancies, including coaching positions, which necessitate the vacancies, be filled by certified staff or an administrator from within the Chickasha Public School District, preference will be given to qualified certified teaching staff as determined by the Head coach and/or the Athletic Director.
14. **INVOLUNTARY TRANSFER**
- 14.1. If it becomes necessary to fill a vacancy by an involuntary transfer or reassignment every effort will be made to fill the vacancy with a Highly Qualified teacher, according to state standards. A meeting will be held between the teacher involved and the superintendent or designee. At this time written reasons for making the transfer will be presented to the teacher. If the teacher objects to the transfer, reasons for the objection will be written to the superintendent. According to state standards, also with consideration to certification, seniority within this school district and the overall good of the district shall be the major consideration in filling of positions.
15. **TEACHER PERSONNEL FILE**
- 15.1. The District shall maintain one (1) personnel file for each teacher. This file shall be kept in the Central Administration Office. The personnel file may contain the following: (a) the current and previous two teacher evaluations and responses, (b) annual teaching contracts, (c) teaching certificates, (d) letters of commendations, (e) letters of criticism, (f) official personnel action documents, including letter(s) of reprimand and/or admonishment, (g) official transcripts and resumes, and (h) other materials mutually agreed upon. If the teacher is not given a copy of the material dealing with performance of professional services at the time it is prepared, a copy of such material will be sent to the teacher at the time of its inclusion in the personnel file, not to exceed ten (10) working days. Upon receipt of said material the teacher will have ten (10) working days to respond in writing to the material to which it refers. Said certified employees shall have the right to review the contents of his/her personnel file at all times when the Central Administration Office is open to conduct business.
- 15.2. Any material over one (1) year old may be removed from the teacher's file by mutual agreement between the teacher and the superintendent.
16. **TEACHER WORK DAY**
- 16.1. The teacher work day will be for 7 hours and 10 minutes in length including duty free lunch and preparation time. However, meetings and/or conferences required by the administration may extend beyond the teacher work day. Teachers will not be assigned non-classroom duties outside their work day, during their duty free lunch period or during their preparation time with the exception of each teacher being required to work the following duty rotations: a before school, lunch or after school duty that will not exceed 40 minutes during the teacher work week. Before and after school duty will be considered as time outside the teacher work-day (7 hrs. 10 mins.). A teacher may volunteer

- to work a lunch duty that is within their teacher work-day, and is part of their duty-free lunch period. Duty rotations will be fair and equitable at each site. Seniority in the district will be used to resolve scheduling conflicts when necessary. There is no carry forward of duty time from one week to the next, and duty missed will be expected to be made up.
- 16.2. Site meetings will be confined to specific times, no more than three and one-half hours per month, excluding professional days.
- 16.3. In the event of inclement weather or other conditions that require school to be closed, contract days will be reduced to ensure a minimum of 1080 hours of classroom instruction.
17. **PREPARATION TIME**
- 17.1. All teachers in grades six (6) through twelve (12) will have a scheduled preparation time of at least the length of one class period each day. All teachers in Pre-Kindergarten through grade five (5) will have a scheduled preparation time of at least 225 minutes each five day school week. Preparation time shall not be scheduled before or after school or during the teacher's duty free lunch time. Traveling teachers may have their preparation time in only one location if they so desire.
- 17.2. All teachers will be provided access to a networked computer as well as a consistent work area that will include an individual desk and an individual file cabinet/storage area to keep their school material/records.
18. **DUTY FREE LUNCH**
- 18.1. Certified staff shall have a lunch period of at least thirty (30) minutes in length. This lunch period shall be duty free.
19. **CLASS SIZE**
- 19.1. The Board agrees to abide by current State Laws dealing with class size.
20. **COMPENSATION FOR COVERING CLASSES**
- 20.1. Any teacher who is assigned to cover a class which requires him/her to forfeit his/her preparation period shall be compensated at the rate of fifteen (\$15.00) dollars per hour or seven dollars and fifty cents (\$7.50) per 1/2 hour. In no case shall a teacher be compensated for supervision of his/her own class in the event of a schedule change or absence of a supplement teacher when a substitute is not hired. The payment for covering classes will be made monthly.
- 20.2. Any elementary teacher whose class size exceeds 24 students as the result of being assigned to absorb five (5) or more students will be compensated \$15.00 for one hour at which time a substitute must be provided for the remainder of the day.
- 20.3. Each Principal will develop a rotation plan by class period for substituting. Certified personnel will be notified of the need for a substitute by school email or by personal contact to those without computer access. In the event that no certified personnel volunteers to fill the position, certified personnel will be assigned to substitute on a rotating basis with all certified personnel to be included within the rotation.
21. **SURVEYS**
- 21.1. In the event that a Board survey of the certified faculty, students and/or community is to be done, and which pertains to certified faculty, such survey shall be developed with input from the administration and C.U.T.A..
22. **COMMITTEE REPRESENTATION**
- 22.1. The Association will be permitted to have one member representing the Association on each committee requiring or utilizing teacher participation. This member will be chosen by C.U.T.A. through its president or his/her designee.
23. **RIGHT TO REPRESENTATION**
- 23.1. Certified staff members are entitled to have another person present during a scheduled conference with an administrator. If during a conference between a teacher and an administrator, either the administrator or the teacher feels that it would be in his/her best interest to have another person present, he/she may adjourn the conference and it shall be rescheduled when the other person may be present. The nature of the meeting shall be disclosed upon notification to the teacher.
24. **RIGHT TO REPRESENTATION AT BOARD MEETINGS**
- 24.1. The Association has the right to representation at Board meetings either informally, by asking to address the Board in the time provided for visitors on the printed agenda; or formally, by requesting to have a particular item placed on the agenda, following the process specified in Board Policy.
- 24.2. C.U.T.A. President will be emailed the complete board packet when board members receive their board packets.
25. **CONFERENCES**
- 25.1. Conferences deemed necessary shall be arranged by the principal or his/her designee after consultation with the teacher involved. Such conferences will be held during the teacher's work day whenever possible.
26. **DIGNITY**
- 26.1. While individual behavior cannot be negotiated or set into policy, it is nevertheless the desire of both the administration and the teachers of the Chickasha School District to state herein that they intend to treat each other with civility, dignity, and respect. Administrators and teachers agree to make every effort to insure that this message is conveyed not only to each other, but to the students and parents within the district, so that civility, dignity, and respect will be reciprocated as it is given. By so doing the district is working toward its goals of strengthening community relations and improving the quality of education in Chickasha.
27. **PAY DAY**
- 27.1. For the current school year teachers shall be paid on the 15th of each month beginning in September and continuing monthly on the 15th of each month for the remainder of the contract period. Warrants that are distributed to teachers during the school day will be placed in sealed envelopes at the payroll office to maintain confidentiality at the school

- sites.
28. **DIRECT DEPOSIT**
    - 28.1. Teachers will be able to access direct deposit for this contract year. Any teacher accessing direct deposit will have their June, July and August checks deposited at the same time of the month as their other checks.
    - 28.2. Those who participate in the Direct Deposit program will only have access to payroll receipts through the employee web portal.
  29. **PAYROLL DEDUCTIONS**
    - 29.1. Educators Credit Union/Focus Credit Union.
    - 29.2. United Teaching Profession dues.
    - 29.3. Chickasha United Teacher's Association dues.
    - 29.4. Political Action Committee contribution.
    - 29.5. Annuities.
    - 29.6. School approved insurance programs.
    - 29.7. Other tax sheltered programs may be added based on approval of the Board and the availability of computer slots.  
Payroll deductions are subject to the following procedures and limitations:
    - 29.8. All deductions, additions/changes shall be in writing or sent by e-mail.
  30. **C.U.T.A. DUES**
    - 30.1. C.U.T.A. dues of the authorized amount will be payroll deducted on the next appropriate pay date after authorization for this deduction has been received from the affected employee.
  31. **REIMBURSEMENT FOR USE OF PERSONAL AUTOMOBILE**
    - 31.1. The Board shall reimburse teachers for the voluntary use of their personal automobile on school related business and/or activities if prior approval for such automobile use has been secured from the superintendent or his/her designee. Teachers will be reimbursed at the IRS allowable rate that is in effect at the time the request for reimbursements is acted on by the Board of Education.
    - 31.2. Those teachers assigned to two or more buildings as a part of their teaching contract and who use their own personal automobiles to travel between buildings will be reimbursed \$150 per year to be paid at the end of the school year. This reimbursement will be in lieu of the IRS allowable rate.
    - 31.3. No teacher will be required to use his/her personal automobile to transport students or perform non-contractual school business.
  32. **SCHOOL EVENTS PASSES**
    - 32.1. Passes shall be made available to all certified personnel. These passes shall be valid for all local school events and will admit the holder and his/her immediate family and shall be non-transferable. This shall not apply to special fund raising activities.
  33. **SICK LEAVE**
    - 33.1. Each certified teacher will be granted ten (10) days of sick leave each year. The ten (10) days will be granted at the beginning of each school year. Unused sick leave will accumulate to a total of one hundred twenty (120) days.
    - 33.2. Sick leave may be used for personal accidental injury, illness or pregnancy or accidental injury or illness of the teacher's immediate family. "Immediate family" shall include spouse, mother, father, children, brother, sister, mother-in-law, father-in-law, daughter-in-law, son-in-law, aunts, uncles, grandparents and grandchildren of employee or employee's spouse. Immediate family shall also include a person living in the teacher's home who is part of the family.
    - 33.3. In case of extended illness or disability, after all accumulated sick leave has been exhausted, a teacher absent from his or her duties due to personal injury, illness or pregnancy, shall receive for a period not to exceed twenty (20) days his or her full contract salary less the amount actually paid a certified substitute teacher for his or her position if a certified substitute teacher is hired; or normally paid a certified substitute teacher for his or her position if a certified substitute teacher is not hired.
    - 33.4. After this time, a teacher will be placed on leave without pay until the end of the contract period, or until the teacher recovers sufficiently to perform regular duties and returns to work.
    - 33.5. When a teacher is placed on an unpaid leave of absence due to illness, provisions shall be made whereby the teacher can arrange payment for professional organization dues and insurance programs if there is no conflict with the provisions of the insurance policies.
      - 33.5.1. Upon retirement or leaving the school district, certified teachers will be paid \$20.00 per day for unused sick leave accumulated while employed at Chickasha Public Schools, if the teacher notifies the district by May 25 of his/her plan to leave the district. If notification is received after May 25, \$10.00 per day for unused sick leave accumulated while employed at Chickasha Public Schools will be paid to that teacher.
      - 33.5.2. Example: Teacher brings in 35 days of sick leave from another school district. If that teacher notifies the district after May 25 and upon leaving our district, teacher has 100 days of sick leave accumulated. Teacher will be paid for 65 days at \$10.00 per day or \$650.00. Had that teacher notified the district prior to May 25, upon leaving the teacher would be paid for 65 days at \$20.00 per day or \$1,300.00.
      - 33.5.3. A teacher who has exhausted all his/her sick leave (not including the twenty days at sub pay) may apply for the leave sharing program. The teacher will need to follow board policy DEFA-R1 in regards to the leave sharing program. If donated sick days are received prior to any sick leave docks then the twenty days at substitute pay will not be imposed.

34. **PROFESSIONAL LEAVE**
- 34.1. One day of professional leave shall be granted to each teacher per year, cumulative to three (3), to be used for the purpose of visiting another school or attending a workshop that the superintendent or his/her designee has determined would benefit the teacher's instructional program. The District would pay the substitute teacher for this day; however, all other expenses would be the responsibility of the certified teacher. Such leave must be requested at least three (3) school days in advance and be approved by the superintendent or his/her designee. Unless previously excused by the administration, certified teachers granted professional leave must provide to the administration, within three (3) days of returning to school, verification of attendance at the approved out-of school visit or workshop. Failure to provide such verification within three (3) days of return to school could result in forfeiture of all accumulated professional leave.
35. **REPLACEMENT DAYS**
- 35.1. A certified staff member required in writing by an administrator to work one or more days (a minimum block of 5.5 consecutive hours per day) beyond Contract requirements or who gains written administrative approval/support to work one or more days (a minimum Block of 5.5 consecutive hours per day) in order to meet the requirements of his/her professional assignment, will be permitted to 'replace' each of those days, within thirty (30) work days of the same contract year, with a commensurate number of days off during the same contract year, pending an agreement with his/her immediate supervisor. A certified staff member required by an administrator to work one or more days (a minimum block of 5.5 consecutive hours per day) beyond Contract requirements at the end of a contract year will be compensated at the rate of one full day's pay based on his/her contracted salary for each of those days. A staff member required to serve one or more additional days because of not fulfilling obligations for which adequate time was provided is not included in this item. Replacement days cannot be used on days that students are in regular school session.
36. **STAFF WITH EXTENDED DAY**
- 36.1. Non-administrative staff with extended day contracts (i.e. Guidance Counselors, etc.) will work with their immediate supervisors to determine when their contracts are to be served as long as such staff members are scheduled to be present on days that students are in regular school session.
37. **EMERGENCY LEAVE**
- 37.1. Each certified employee will be granted three (3) days paid emergency leave each school year. Emergency leave may be taken upon the approval of the superintendent or his/her designee for emergency situations such as, but not limited to:
- 37.2. Incidents or circumstances which result in significant damage by unexpected acts or forces.
- 37.3. Illness or injury presenting a substantial likelihood of loss of life, limb, or significant bodily harm to members of the certified employee's immediate family.
- 37.4. If a request for emergency leave is denied the teacher may ask for the decision to be reviewed by the superintendent.
38. **BEREAVEMENT LEAVE**
- 38.1. Each certified teacher will be granted bereavement leave in each instance of the death of a member of the teacher's immediate family as follows:
- 38.1.1. Within the State.....4 school days
- 38.1.2. Outside the State.....6 school days
- 38.2. One of these days granted must be the day the burial service is held. These days will be in addition to days allowed in the Sick Leave Policy. Teachers may use one day of bereavement leave each year to attend funeral services of a person who is not a family member but attendance is justified by the teacher. In the case of a loss of a child, if all sick leave has been exhausted, the parent will be allowed ten bereavement days for that death.
39. **ASSOCIATION LEAVE**
- 39.1. The Board shall provide the Association with twelve (12) days paid leave for the purpose of conducting Association business. The Board also agrees (2) additional days will be made available which may be used by the Association president for conducting Association business. These days will be paid by the Association at the salary level defined below.
- 39.2. The Association president will advise the superintendent of intention to use an Association leave day(s) at least one (1) day prior to the day the leave is to be taken. The employee taking such leave shall suffer no loss in salary, benefits or other contractual or statutory advantages to which he/she is entitled.
- 39.3. Any other days granted by the administration will be paid by the Association at the salary level defined as the average between the certified, degreed and non-certified substitute teacher rates.
- 39.3.1. Any part of a half-day will be counted as a half-day and any part of a day over a half-day will be counted as a full day.
- 39.3.2. The C.U.T.A. President will receive a \$500.00 stipend in their May 2012 paycheck. The stipend for the C.U.T.A. President will be removed from the contract at the end of the 2011-2012 school year.
40. **LEAVE OF ABSENCE**
- 40.1. Any teacher who has earned tenure may make application for one year's sabbatical leave under the following conditions:
- 40.2. Notice must be given to the superintendent by registered mail prior to March 1.
- 40.3. A suitable replacement must be available during the teacher's absence.
- 40.4. The leave would be granted without pay; however, previously accumulated sick leave and tenure would remain valid.



- 40.5. Prior to March 1 of the year of the sabbatical leave, the teacher would notify the superintendent by certified mail that it is that teacher's desire to return to the former teaching position. Failure to notify would relieve the School District of any responsibility for future employment.
- 40.6. Provisions may be made whereby the teacher on sabbatical leave may arrange payment of professional organization dues and insurance program premiums as long as there is no conflict in the provisions of the insurance policy.
41. **PERSONAL BUSINESS LEAVE**
- 41.1. The Board shall provide three (3) paid days of personal business leave to each certified employee each year.
- 41.2. Personal business leave may be used for personal business matters, such as: personal legal, household and/or business that must be conducted during normal school hours. Except in cases of emergency, personal business leave shall not be the first or last week of school, immediately preceding or following a holiday period, or during nine weeks or semester exams.
- 41.3. The certified employee requesting personal business leave shall sign a statement verifying that the leave is to be taken for reasons allowed in the article. The teacher must request personal business leave 48 hours in advance after determining the need to make such a request. Extenuating circumstances will be considered in the event of less than 48 hours' notice.
- 41.4. Unused board-paid personal business leave will be transferred to sick leave at the end of each school year.
42. **LEGAL LEAVE**
- 42.1. Certified teachers employed by Chickasha Public Schools shall be granted leave for jury duty or for service as a witness subpoenaed in a criminal, civil or juvenile proceeding and shall pay the teacher during such service the full contract salary.
- 42.2. Any money paid to the certified teacher for jury duty, excluding mileage may be required to be paid to the District by the teacher. However, this payment to the District will not be required to be paid to the District if upon completion of his/her legal responsibilities for the day, the teacher contacts his/her principal and is advised that his/her services are not needed for the remainder of the day.
43. **PARENTAL LEAVE**
- 43.1. Upon approval by the Board of Education, Certified Teachers shall be granted an unpaid leave of absence of one year or the remainder of the school year if the request is made after the school year has begun, for the purpose of child care or child rearing. While on parental leave, other leave allowances will not accrue or diminish. Provisions may be made whereby the teacher on parental leave may arrange payments of professional organization dues and insurance program premiums as long as there is no conflict in the provisions of the insurance policy.
- 43.2. Notification of return from parental leave shall be filed with the superintendent on or before April 1. Any certified employee who fails to file a notification of return terminates his/her affiliation with the Board of Education at the expiration of his/her leave of absence. Teachers returning from parental leave shall be assigned to the school and/or department from which his/her leave of absence was granted, if an appropriate vacancy exists.
- 43.3. Teachers returning from parental leave will be reinstated at the appropriate position on the salary schedule and at the same status of tenure that he/she qualified for at the time the leave began.
- 43.4. Teachers returning from parental leave will be reinstated at the appropriate position on the salary schedule and at the same status of tenure that he or she qualified for at the time the leave began. This leave will run concurrent with the Family Medical Leave Act if it is Family Medical Leave Applicable.
44. **MILITARY LEAVE**
- 44.1. The Board agrees to abide by current State and Federal laws dealing with leave for military personnel.
45. **COMPLAINTS AGAINST TEACHERS**
- 45.1. To receive formal, written attention, complaints made against any teacher must be in written form, signed by all involved parties, and the teacher provided a copy.
46. **NOTIFICATION OF LEAVE ACCUMULATION**
- 46.1. The Board agrees to inform the teacher of the number of accumulated leave days as of July 1.
47. **GRIEVANCE PROCEDURE**
- 47.1. Definitions
- 47.1.1.A "grievance" is a complaint by a teacher that there has been as to him/her a violation, misinterpretation or misapplication of the provisions of this agreement.
- 47.1.2.The term "grievant" shall mean the person or persons making the complaint.
- 47.1.3.The term "days" shall mean the working days of the supervisor involved at the level that the grievance is processed.
- 47.1.4.Parties in interest: A "party in interest" is the person or persons making the complaint, any person required to take action on the complaint or any person against whom an action might be taken to resolve the complaint.
- 47.2. Procedure for filing a Grievance
- 47.2.1.Informal Resolution
- 47.2.1.1.A teacher with a grievance may first discuss it individually with the immediate supervisor within fifteen (15) days of the alleged violation, indicating the article and section alleged to be violated, with the objective of resolving the matter informally. No written record will be made. The teacher and/or the immediate supervisor may have a representative present at this meeting, if they so desire.
- 47.2.1.2.Any teacher who does not wish to utilize the informal resolution procedure or whose grievance was not resolved in the informal discussion may file a written grievance with his/her immediate supervisor within

- fifteen (15) days of the alleged violation or within fifteen (15) days after the informal discussion of the alleged violation.
- 47.3. Formal Resolution A copy of all grievances will be sent to the Superintendent and C.U.T.A. President. The Grievance Review Committee will give a written proposed solution to each grievance brought before the committee.
- 47.3.1. Grievance Review Committee A grievance review committee consisting of 2 C.U.T.A. members appointed by the C.U.T.A. president and 1 administrator, who cannot be the administrator involved in the grievance.
- 47.3.2. Level I
- 47.3.2.1. The grievant shall submit a written grievance to his/her immediate supervisor within fifteen (15) days of the alleged violation with the citation of the specific article, section, and paragraph of this agreement alleged to have been violated and the specific remedy sought.
- 47.3.2.2. The immediate supervisor shall schedule and hold a meeting within five (5) days after receipt of the written grievance. Persons present at this meeting will be the grievant, and if the grievant so desires, a representative of his/her own choosing, and the immediate supervisor, and if the immediate supervisor so desires, a person of his/her own choosing.
- 47.3.2.3. The immediate supervisor will transmit his/her written decision with written reason within five (5) days after the Level I meeting to the grievant.
- 47.3.3. Level II
- 47.3.3.1. If the grievant is not satisfied with the Level I decision, he/she may submit a written appeal of the grievance to the superintendent within five (5) days after the receipt of the Level I decision. A copy of the original grievance and the Level I response shall be filed with the appeal.
- 47.3.3.2. The superintendent, or his/her designee, who shall act as a hearing officer, shall schedule a hearing within five (5) days after the receipt of the appeal. Persons present at this hearing shall be the grievant, a representative of his/her choosing and witnesses.
- 47.3.3.3. The superintendent or his/her designee shall be free to admit any testimony, evidence, or exhibits deemed necessary before rendering a decision.
- 47.3.3.4. The superintendent or his/her designee shall limit his/her decision to the facts as presented by the parties in interest and the impact on, or conflict with this agreement.
- 47.3.3.5. Within five (5) days after the hearing, the superintendent or his/her designee shall transmit his/her decision in writing with written reasons therefore to the grievant and the grievant's immediate supervisor.
- 47.3.4. Level III
- 47.3.4.1. If the grievant is not satisfied with the decision rendered at Level II, he/she may submit a written appeal to the Board of Education within five (5) days after the receipt of the Level II decision. The written appeal shall be a specific statement of the basis for the appeal. A copy of the appeal shall be submitted to the person who acted as hearing officer at the Level II hearing.
- 47.3.4.1.1. Within five (5) days after submitting the written appeal, the grievant and the hearing officer of the Level II appeal shall each submit to the Board a narrative together with copies of any exhibits or documents introduced at the Level II hearing. Each party shall furnish the other party copies of all materials furnished to the Board as soon as they are available.
- 47.3.4.2. The Board of Education shall set a Level III hearing on the agenda of a regularly scheduled Board Meeting or may schedule a special meeting for the purpose of hearing the appeal if a regular meeting is not scheduled to be held within a reasonable time after the receipt of the appeal and supporting materials. Persons present at the hearing will be the grievant and if the grievant so desires, a representative of his/her own choosing and witnesses for the grievant, the grievant's immediate supervisor, and a representative of his/her own choosing.
- 47.3.4.2.1. If the Association is not the representative of the grievant, the Association representative shall have the right to be present at the hearing and shall be permitted to present the Association's views with respect to the grievance prior to the conclusion of the hearing.
- 47.3.4.2.2. At the conclusion of the hearing, the Board shall give its decisions by vote of the members present and shall transmit its decision in writing to the grievant, the immediate supervisor, and the Association within five (5) days.
- 47.4. General Provisions
- 47.4.1. If the meetings and hearings involving the grievance procedure are held during the teacher's regular hours of assignment, all persons who are eligible to participate in the meeting or hearing will be released from his/her duties for that time and will not suffer loss of time or pay.
- 47.4.2. The Association may file and/or process grievances only on those items that deal directly with the Association as an organization and not on those items that deal with the individual teacher. Grievances, if properly filed by the Association, will be filed at Level I. The Association reserves the right to file a grievance as an Association regarding a violation of the Contract.
- 47.4.3. No reprisals of any kind will be taken by any party in interest because of his/her participation in any grievance procedure.
- 47.4.4. If the time limits are not met, the grievant shall have the right to appeal the complaint to the next level.
48. **EVALUATION POLICY STATEMENT**
- 48.1. The true purpose of evaluation is the improvement of instruction. The evaluation procedure is to determine areas of

strengths and weaknesses and for employment decisions. Evaluations instruments are approved for librarians, counselors, nurses, psychometrist, psychologists, and coaches. Chickasha Schools will utilize the Tulsa Evaluation Model for teacher evaluations beginning in the 2013-2014 school term.

- 48.2. Video images shall not be used to conduct any evaluations of teacher performance required by law or the collective bargaining agreement, or as evidence to support the discipline of a teacher.

49. **EVALUATION PROCEDURE**

- 49.1. All criteria associated with the Tulsa Evaluation System will be implemented as the evaluation procedure of Chickasha Public School Teachers beginning with the 2013-2014 school term.
- 49.2. All teachers will be evaluated by administrative personnel authorized by state law and district policy to evaluate teachers who have been trained in how to evaluate under the Tulsa Model and have participated in any required training of the State Department of Education.
- 49.3. Within the first two weeks of school, the designated administrator will hold a meeting to acquaint all teachers with the evaluation policies of Chickasha Public Schools.
- 49.4. Every probationary status teacher will be evaluated at least two (2) times per school year, once during the fall semester and once during the spring semester.
- 49.5. Career teachers will be evaluated once each year prior to March 15. Career teachers may request an additional evaluation.
- 49.6. Every career status teacher will be evaluated once every year, except for career teachers receiving a “superior” or “highly effective” average rating under TLE, who may be evaluated once every two (2) years.
- 49.7. Before completing the evaluation of a teacher, the evaluator will conduct at least two scheduled observation of not less than thirty (30) minutes.
- 49.8. The evaluator will provide feedback to the teacher within five (5) working days after each scheduled observation. There must be at least ten (10) instructional days between an observation and the last observation conference.
- 49.9. A copy of each electronically generated observation, formal written evaluation, personal development plan and follow-up report shall be given to the teacher at a conference held between the teacher and the evaluating administrator. The administrator must electronically sign the observation, evaluation, and any relevant personal development plan and follow-up report, at or before the conference. The teacher shall acknowledge receipt of the observation, formal evaluation, personal development plan and follow-up reports shall not be sent through email unless specifically requested, in writing, by the teacher. Each formal evaluation, personal development plan and follow-up report shall be electronically deposited in the teacher’s personnel file. Each teacher shall have the ability to print any evaluation, personal development plan and follow-up report if a hard copy is desired. Each fully signed observation form held by the administrator will remain the possession of the administrator unless they become the foundational base for subsequent employment action.
- 49.10. Within twenty (20) working days of the evaluation conference, the teacher may make a written response to the evaluation and said response shall be attached to the evaluation report.
- 49.11. If the teacher feels that there has been as to him/her a violation, misinterpretation or misapplication of the provisions of this article he/she may file a grievance at Level I.
- 49.12. Each “Ineffective” and/or “Needs Improvements” ratings requires that the evaluator complete a Personal Development Plan, specifying what the teacher should do to overcome that particular inadequacy.
- 49.13. All career teacher contracts that will be renewed for the following school year will be addressed at the regular May Board meeting.

50. **COACHING EVALUATION**

- 50.1. In addition to the classroom teachers’ evaluation, coaches shall be evaluated by their immediate supervisor in their specific sport following the same procedural steps outlined in the Athletic Policy and Procedure Manual. All coaches shall receive a copy of the Athletic Policy and Procedures manual at the beginning of the school year. As updates and/or revisions are made to the manual those new and/or revised policies will be provided to each coach.

51. **CERTIFIED EMPLOYEE REDUCTION IN FORCE POLICY**

- 51.1. In the event of a need to reduce the number of certified employees because of any or all of the following:
- 51.1.1. Existing or projected decreases in school revenue.
- 51.1.2. Existing or projected decreases in student enrollment.
- 51.1.3. Existing or projected decreases in educational programs or curriculum.
- 51.1.4. Such reduction will be made by the Board in accordance with the guidelines listed below:
- 51.1.5. Normal attrition throughout the District.
- 51.1.6. If normal attrition does not sufficiently reduce the number of certified employees, the positions, not the personnel, will be the determining factor in further reductions.
- 51.1.7. Teachers holding eliminated positions will be placed in retained positions for which they are fully qualified (standard certification and meets State Board of Education requirements for teaching in that position) provided the retained positions are held by teachers who rank lower according to the RIF criteria.
- 51.1.8. The ensuing criteria will be used in the following order to determine which certified employees are to be released.
- 51.1.9. Seniority, as defined: the least senior released first. If seniority is equal, use criteria "B".
- 51.1.10. Certified areas: fewest areas released first. If certified areas are equal, use criteria "C". Documents verifying proof of certified areas must be in the employees personnel file on or before March 15 if they are to be used to

- determine employee release through RIF
- 51.1.11. Degrees held: the lowest degree held released first. If degrees held are equal, use criteria "D". Documents verifying proof of degrees held must be in the employees personnel file on or before March 15 if they are to be used in determining employee release through RIF. Current enrollment should be considered if it is critical for dismissal or retention.
- 51.1.12. Total teaching experience: Total teaching experience as accepted by the Oklahoma Teacher Retirement System. If total teaching experience is equal, use criteria "E".
- 51.1.13. Where the above criteria are equal, the determination shall be resolved by lot.
- 51.2. A rank order list of experience and a certification list of all certified employees will be provided to the Association by February 1st.
- 51.2.1. In the event that vacancies for certified positions occur within a period of twenty-four (24) months from the date of release, employees released as a result of RIF, who are fully qualified to hold that position will be rehired in reverse order of release. Failure to accept a certified position offered relieves the Board of any further rehire obligation to the released employee. However, certified employees released as a result of RIF may accept or reject the position of certified permanent substitute without forfeiting their rehire rights to certified positions that may become available.
- 51.2.2. Teachers released due to RIF who wish to be rehired will fill out a "Request for Rehire Information Form". Said form will be kept on file in the Central Administration Office for the duration of the released teacher's rehire period. The Board will use this information in compiling a rehire list for the teaching position to which the released teacher desires to be rehired. The rehired list will give the order of rehire for all released teachers desiring to be rehired to that particular teaching position. The "Rehire Information Form" will be attached to this article.
- 51.2.3. No outside personnel may be hired for certified positions until all employees released as a result of RIF, who are fully qualified to hold the position, have had the opportunity to accept the vacant position.
- 51.2.4. All benefits to which teachers were entitled at the time of release, due to RIF, including seniority, tenure, retirement, accumulated sick leave, and professional leave will be restored to the teacher upon return to active employment and such teacher will be placed on the proper step on the salary schedule in accordance with the teacher's education and experience.
- 51.2.5. If there is no conflict with the provisions of the insurance policies, all teachers released as a result of RIF will have the option to continue their insurance program through the school throughout their rehire period. Said teachers will be responsible for the payment of the premiums.
52. **SALARY CREDIT FOR DEGREES/CREDITS EARNED**
- 52.1. Salary credit for degrees and/or academic credits earned will be adjusted on a per semester basis following completion of documentation.
- 52.2. This documentation may include grade report forms, transcripts or other official materials from accredited colleges and universities.
53. **SALARY SCHEDULE ADDENDUM**
- 53.1. Teachers who are in their entry-year shall be paid at the Bachelor degree level with 0 years of experience on the negotiated salary schedule unless they have earned an advanced degree prior to entering the education profession.
- 53.2. Beginning with the 1991 school year, hours used to qualify for the B+12, B+24, must meet the following criteria:
- 53.2.1. The hours must have been earned after the date the bachelor's degree was awarded.
- 53.2.2. The hours must be a part of a master's degree program at a regionally accredited college or university and hours toward completion of the master's degree or:
- 53.2.3. The hours must have been graduate college hours that directly relate to the teacher's current teaching assignment (approval of the building principal and superintendent required), or:
- 53.2.4. The hours must have been college hours taken to qualify for certification in another teaching field required by the school district or:
- 53.3. The hours must have been college hours taken to remain qualified for the teacher's present position for which he/she currently holds standard certification. The responsibility for certifying that the teacher is eligible for the horizontal step rests with the teacher. This certification involves an official transcript showing the hours and an official letter of acceptance as a degree student for those teachers involved in a master's degree program. All others must show proof of qualification by presenting an official transcript and written approval by the building principal to the Superintendent for his/her approval.
54. **RETIREMENT CONTRIBUTION**
- 54.1. The District agrees to pay seven (7) percent of the teacher's contract salary as the teacher's contribution to the Teacher's Retirement System.
55. **HOSPITALIZATION INSURANCE**
- 55.1. The District will follow guidelines set by state statute for the flexible benefit allowance in regards to hospitalization insurance.
56. **CO/EXTRACURRICULAR BUS DRIVING**
- 56.1. The District will pay a \$20 stipend to a certified staff member for each time that staff member drives a bus to take students to co-curricular events that is part of that staff member's assignment. The number of trips will be maintained and will be paid to the respective staff member annually on the occasion of the May 15 warrant or mutually agreeable

- pay period.
- 56.2. If a staff member drives a co-curricular or extracurricular bus for a group of students not in an area of his/her responsibilities, he/she will be compensated \$20 per hour for driving time and \$10 per hour for wait time. No overnight time. Example: The Girls' Basketball Coach drives the soccer team to a game.
57. **PROFESSIONAL DEVELOPMENT DAYS**
- 57.1. The teachers' annual calendar prior to the first day of classes will ensure either two partial days (three hour periods) or one full day to work in their classrooms/departments. The Superintendent and C.U.T.A. President will coordinate this mutual effort each year.
- 57.2. If the district training does not specifically address non-core subjects, then every effort will be made to provide the non-core teachers with a different training or let them meet for curriculum alignment.
- 57.3. The district will recognize the Fall OEA Day as a day of Fall Break, which will allow teachers to attend OEA Professional Development if they choose.
- 57.4. The District will maintain an access portal located on a secure site on the district's website (password protected) available to teachers to check their individual staff development point status.
58. **PROFESSIONAL DEVELOPMENT AND CALENDAR COMMITTEE**
- 58.1. A majority of the members of the professional and calendar development committee shall be composed of classroom teachers. The teacher members shall be selected by a designated administrator of the school district from a list of names submitted by the teachers in the school district. The members selected shall be subjected to the approval of the majority vote of the teachers in the district with representation from each building and one CUTA representative. At a minimum, once every four years the committee shall include at least one school counselor in its membership. The local professional development committee shall be headed by a chairperson to be elected by the full committee. Chickasha professional development committee members shall serve a three (3) year consecutive term.
- 58.2. Use our own faculty to provide in-service training whenever possible.
- 58.3. The Board will have a vote of the teachers before they adopt a school calendar for the next school year. A copy of the calendar will be included in the contract and any variations shall be handled in a similar manner.
59. **TEACHER & LEADER EFFECTIVENESS (TLE) TRAINING**
- 59.1. Chickasha Public Schools will provide Teacher & Leader Effectiveness (TLE) training at each building.
60. **OEA DAY REPLACEMENT**
- 60.1. The District will coordinate Fall Break to coincide with the State OEA Fall Conference
61. **NO CHILD LEFT BEHIND ACT OF 2001**
- 61.1. Notwithstanding any provision in this Contract to the contrary, the District shall not be prevented from taking any actions required by the "No Child Left Behind" Act of 2001 or state law or otherwise imposed upon the District by a state or federal agency.
62. **PERSONNEL DRESS CODE (Certified Teachers)**
- 62.1. During the school year, teachers are required to follow a basic dress code. Appropriate dress is a rational means of promoting respect for authority, traditional values, and discipline.
- 62.2. While on duty, all teachers and staff members are required to wear staff I.D. tags at all times while on school grounds.
- 62.3. GUIDELINES:
- 62.3.1. Denim jeans must be free of holes or fray
- 62.3.2. School tee shirts can be worn only on Spirit Days, game days, teacher work days, or those days designated by an administrator
- 62.3.3. Male employees should wear collared shirts (exception-Spirit Days, game days, and teacher work days)
- 62.3.4. Dresses, skirts should be appropriate length (below fingertip)
- 62.3.5. No provocative clothing (thin straps, tube tops, low necklines, visible undergarments, strapless, too tight, too short, midriff, revealing, etc..)
- 62.3.6. No wind suits or sweat suits
- 62.3.7. No shorts of any kind except on teacher workdays. Capri or cropped pants are acceptable when they are worn with a jacket or business casual top. Those teachers who teach P.E. and related courses that require them to wear gym outfits will be excluded from appropriate parts of the dress code while teaching in their program areas
- 62.3.8. Sneakers or athletic shoes will be allowed as long as they are clean and in good condition
- 62.3.9. Sandals will be allowed, but no plastic flip-flops (If you wear them to the beach or in the shower, they aren't school appropriate)
- 62.3.10. Every attempt should be made to wear clothing that covers tattoos
- 62.3.11. No facial piercings (ears excluded)
- 62.3.12. Hair should be a natural color
- 62.4. The building principal will make the decision on the professional appropriateness of employee attire, if there is a question.
- 62.5. Employees should always look professional.

63. 2015-2016 COMPENSATION SCHEDULE  
 professional development.

\*Salary based on 1080 hours of which a maximum of 30 hours will be

YEAR		BACHELOR	BACHELOR+12	BACHELOR+24	MASTERS	DOCTORATE
0	Salary	\$29,723.26	\$30,028.30	\$30,333.34	\$30,839.26	\$31,955.26
	Retirement	\$2,237.24	\$2,260.20	\$2,283.16	\$2,321.24	\$2,405.24
	Total Comp.	\$31,960.50	\$32,288.50	\$32,616.50	\$33,160.50	\$34,360.50
	Per Day	\$177.56	\$179.38	\$181.20	\$184.23	\$190.89
1	Salary	\$30,072.01	\$30,377.05	\$30,682.09	\$31,188.01	\$32,304.01
	Retirement	\$2,263.49	\$2,286.45	\$2,309.41	\$2,347.49	\$2,431.49
	Total Comp.	\$32,335.50	\$32,663.50	\$32,991.50	\$33,535.50	\$34,735.50
	Per Day	\$179.64	\$181.46	\$183.29	\$186.31	\$192.97
2	Salary	\$30,420.76	\$30,725.80	\$31,030.84	\$31,536.76	\$32,652.76
	Retirement	\$2,289.74	\$2,312.70	\$2,335.66	\$2,373.74	\$2,457.74
	Total Comp.	\$32,710.50	\$33,038.50	\$33,366.50	\$33,910.50	\$35,110.50
	Per Day	\$181.73	\$183.55	\$185.37	\$188.39	\$195.06
3	Salary	\$30,769.51	\$31,074.55	\$31,379.59	\$31,885.51	\$33,001.51
	Retirement	\$2,315.99	\$2,338.95	\$2,361.91	\$2,399.99	\$2,483.99
	Total Comp.	\$33,085.50	\$33,413.50	\$33,741.50	\$34,285.50	\$35,485.50
	Per Day	\$183.81	\$185.63	\$187.45	\$190.48	\$197.14
4	Salary	\$31,118.26	\$31,423.30	\$31,728.34	\$32,234.26	\$33,350.26
	Retirement	\$2,342.24	\$2,365.20	\$2,388.16	\$2,426.24	\$2,510.24
	Total Comp.	\$33,460.50	\$33,788.50	\$34,116.50	\$34,660.50	\$35,860.50
	Per Day	\$185.89	\$187.71	\$189.54	\$192.56	\$199.22
5	Salary	\$31,490.26	\$31,795.30	\$32,100.34	\$32,606.26	\$33,722.26
	Retirement	\$2,370.24	\$2,393.30	\$2,416.16	\$2,454.24	\$2,538.24
	Total Comp.	\$33,860.50	\$34,188.50	\$34,516.50	\$35,060.50	\$36,260.50
	Per Day	\$188.11	\$189.94	\$191.76	\$194.78	\$201.45
6	Salary	\$31,862.26	\$32,167.30	\$32,472.34	\$32,978.26	\$34,094.26
	Retirement	\$2,398.24	\$2,421.20	\$2,444.16	\$2,482.24	\$2,566.24
	Total Comp.	\$34,260.50	\$34,588.50	\$34,916.50	\$35,460.50	\$36,660.50
	Per Day	\$190.34	\$192.16	\$193.98	\$197.00	\$203.67
7	Salary	\$32,234.26	\$32,539.30	\$32,844.34	\$33,350.26	\$34,466.26
	Retirement	\$2,426.24	\$2,449.20	\$2,472.16	\$2,510.24	\$2,594.24
	Total Comp.	\$34,660.50	\$34,988.50	\$35,316.50	\$35,860.50	\$37,060.50
	Per Day	\$192.56	\$194.38	\$196.20	\$199.23	\$205.89
8	Salary	\$32,606.26	\$32,911.30	\$33,216.34	\$33,722.26	\$34,838.20
	Retirement	\$2,454.24	\$2,477.20	\$2,500.16	\$2,538.24	\$2,622.24
	Total Comp.	\$35,060.50	\$35,388.50	\$35,716.50	\$36,260.50	\$37,460.50
	Per Day	\$194.78	\$196.60	\$198.43	\$201.45	\$208.11
9	Salary	\$32,978.26	\$33,283.30	\$33,588.34	\$34,094.26	\$35,210.26
	Retirement	\$2,482.24	\$2,505.20	\$2,528.16	\$2,566.24	\$2,650.24
	Total Comp.	\$35,460.50	\$35,788.50	\$36,116.50	\$36,660.50	\$37,860.50
	Per Day	\$197.00	\$198.83	\$200.65	\$203.67	\$210.34
10	Salary	\$33,768.76	\$34,073.80	\$34,378.84	\$35,280.01	\$37,186.51
	Retirement	\$2,541.74	\$2,564.70	\$2,587.66	\$2,655.49	\$2,798.99
	Total Comp.	\$36,310.50	\$36,638.50	\$36,966.50	\$37,935.50	\$39,985.50
	Per Day	\$201.73	\$203.55	\$205.37	\$210.75	\$222.14

YEAR		BACHELOR	BACHELOR+12	BACHELOR+24	MASTERS	DOCTORATE
11	Salary	\$34,164.01	\$34,469.05	\$34,774.09	\$35,675.26	\$37,581.76
	Retirement	\$2,571.49	\$2,594.45	\$2,617.41	\$2,685.24	\$2,828.74
	Total Comp.	\$36,735.50	\$37,063.50	\$37,391.50	\$38,360.50	\$40,410.50
	Per Day	\$204.09	\$205.91	\$207.73	\$213.11	\$224.50
12	Salary	\$34,559.26	\$34,864.30	\$35,169.34	\$36,070.51	\$37,977.01
	Retirement	\$2,601.24	\$2,624.20	\$2,647.16	\$2,714.99	\$2,858.49
	Total Comp.	\$37,160.50	\$37,488.50	\$37,816.50	\$38,785.50	\$40,835.50
	Per Day	\$206.45	\$208.27	\$210.09	\$215.48	\$226.86
13	Salary	\$34,954.51	\$35,259.55	\$35,564.59	\$36,465.76	\$38,372.26
	Retirement	\$2,630.99	\$2,653.95	\$2,676.91	\$2,744.74	\$2,888.24
	Total Comp.	\$37,585.50	\$37,913.50	\$38,241.50	\$39,210.50	\$41,260.50
	Per Day	\$208.81	\$210.63	\$212.45	\$217.84	\$229.22
14	Salary	\$35,349.76	\$35,654.80	\$35,959.84	\$36,861.01	\$38,767.51
	Retirement	\$2,660.74	\$2,683.70	\$2,706.66	\$2,774.49	\$2,917.99
	Total Comp.	\$38,010.50	\$38,338.50	\$38,666.50	\$39,635.50	\$41,685.50
	Per Day	\$211.17	\$212.99	\$214.81	\$220.20	\$231.59
15	Salary	\$35,745.01	\$36,050.05	\$36,355.09	\$37,256.26	\$39,162.76
	Retirement	\$2,690.49	\$2,713.45	\$2,736.41	\$2,804.24	\$2,947.74
	Total Comp.	\$38,435.50	\$38,763.50	\$39,091.50	\$40,060.50	\$42,110.50
	Per Day	\$213.53	\$215.35	\$217.18	\$222.56	\$233.95
16	Salary	\$36,140.26	\$36,445.30	\$36,750.34	\$37,651.51	\$39,558.01
	Retirement	\$2,720.24	\$2,743.20	\$2,766.16	\$2,833.99	\$2,977.49
	Total Comp.	\$38,860.50	\$39,188.50	\$39,516.50	\$40,485.50	\$42,535.50
	Per Day	\$215.89	\$217.71	\$219.54	\$224.92	\$236.31
17	Salary	\$36,535.51	\$36,840.55	\$37,145.59	\$38,046.76	\$39,953.26
	Retirement	\$2,749.99	\$2,772.95	\$2,795.91	\$2,863.74	\$3,007.24
	Total Comp.	\$39,285.50	\$39,613.50	\$39,941.50	\$40,910.50	\$42,960.50
	Per Day	\$218.25	\$220.08	\$221.90	\$227.28	\$238.67
18	Salary	\$36,930.76	\$37,235.80	\$37,540.84	\$38,442.01	\$40,348.51
	Retirement	\$2,779.74	\$2,802.70	\$2,825.66	\$2,893.49	\$3,036.99
	Total Comp.	\$39,710.50	\$40,038.50	\$40,366.50	\$41,335.50	\$43,385.50
	Per Day	\$220.61	\$222.44	\$224.26	\$229.64	\$241.03
19	Salary	\$37,326.01	\$37,631.05	\$37,936.09	\$38,837.26	\$40,743.76
	Retirement	\$2,809.49	\$2,832.45	\$2,855.41	\$2,923.24	\$3,066.74
	Total Comp.	\$40,135.50	\$40,463.50	\$40,791.50	\$41,760.50	\$43,810.50
	Per Day	\$222.98	\$224.80	\$226.62	\$232.00	\$243.39
20	Salary	\$37,721.26	\$38,026.30	\$38,331.34	\$39,232.51	\$41,139.01
	Retirement	\$2,839.24	\$2,862.20	\$2,885.16	\$2,952.99	\$3,096.49
	Total Comp.	\$40,560.50	\$40,888.50	\$41,216.50	\$42,185.50	\$44,235.50
	Per Day	\$225.34	\$227.16	\$228.98	\$234.36	\$245.75
21	Salary	\$38,116.51	\$38,421.55	\$38,726.59	\$39,627.76	\$41,534.26
	Retirement	\$2,868.99	\$2,891.95	\$2,914.91	\$2,982.74	\$3,126.24
	Total Comp.	\$40,985.50	\$41,313.50	\$41,641.50	\$42,610.50	\$44,660.50
	Per Day	\$227.70	\$229.52	\$231.34	\$236.73	\$248.11
22	Salary	\$38,511.76	\$38,816.80	\$39,121.84	\$40,023.01	\$41,929.51
	Retirement	\$2,898.74	\$2,921.70	\$2,944.66	\$3,012.49	\$3,155.99
	Total Comp.	\$41,410.50	\$41,738.50	\$42,066.50	\$43,035.50	\$45,085.50
	Per Day	\$230.06	\$231.88	\$233.70	\$239.09	\$250.47

YEAR		BACHELOR	BACHELOR+12	BACHELOR+24	MASTERS	DOCTORATE
23	Salary	\$38,907.01	\$39,212.05	\$39,517.09	\$40,418.26	\$42,324.76
	Retirement	\$2,928.49	\$2,951.45	\$2,974.41	\$3,042.24	\$3,185.74
	Total Comp.	\$41,835.50	\$42,163.50	\$42,491.50	\$43,460.50	\$45,510.50
	Per Day	\$232.42	\$234.24	\$236.06	\$241.45	\$252.84
24	Salary	\$39,302.26	\$39,607.30	\$39,912.34	\$40,813.51	\$42,720.01
	Retirement	\$2,958.24	\$2,981.20	\$3,004.16	\$3,071.99	\$3,215.49
	Total Comp.	\$42,260.50	\$42,588.50	\$42,916.50	\$43,885.50	\$45,935.50
	Per Day	\$234.78	\$236.60	\$238.43	\$243.81	\$255.20
25	Salary	\$39,697.51	\$40,002.55	\$40,307.59	\$41,208.76	\$43,115.26
	Retirement	\$2,987.99	\$3,010.95	\$3,033.91	\$3,101.74	\$3,245.24
	Total Comp.	\$42,685.50	\$43,013.50	\$43,341.50	\$44,310.50	\$46,360.50
	Per Day	\$237.14	\$238.96	\$240.79	\$246.17	\$257.56
26	Salary	\$40,162.51	\$40,467.55	\$40,772.59	\$41,673.76	\$43,580.26
	Retirement	\$3,022.99	\$3,045.95	\$3,068.91	\$3,136.74	\$3,280.24
	Total Comp.	\$43,185.50	\$43,513.50	\$43,841.50	\$44,810.50	\$46,860.50
	Per Day	\$239.92	\$241.74	\$243.56	\$248.95	\$260.34
27	Salary	\$40,627.51	\$40,932.55	\$41,237.59	\$42,138.76	\$44,045.26
	Retirement	\$3,057.99	\$3,080.95	\$3,103.91	\$3,171.74	\$3,315.24
	Total Comp.	\$43,685.50	\$44,013.50	\$44,341.50	\$45,310.50	\$47,360.50
	Per Day	\$242.70	\$244.52	\$246.34	\$251.72	\$263.11
28	Salary	\$41,092.51	\$41,397.55	\$41,702.59	\$42,603.76	\$44,510.26
	Retirement	\$3,092.99	\$3,115.95	\$3,138.91	\$3,206.74	\$3,350.24
	Total Comp.	\$44,185.50	\$44,513.50	\$44,841.50	\$45,810.50	\$47,860.50
	Per Day	\$245.48	\$247.30	\$249.12	\$254.50	\$265.89
29	Salary	\$41,557.51	\$41,862.55	\$42,167.59	\$43,068.76	\$44,975.26
	Retirement	\$3,127.99	\$3,150.95	\$3,173.91	\$3,241.74	\$3,385.24
	Total Comp.	\$44,685.50	\$45,013.50	\$45,341.50	\$46,310.50	\$48,360.50
	Per Day	\$248.25	\$250.08	\$251.90	\$257.28	\$268.67
30	Salary	\$42,022.51	\$42,327.55	\$42,632.59	\$43,533.76	\$45,440.26
	Retirement	\$3,162.99	\$3,185.95	\$3,208.91	\$3,276.74	\$3,420.24
	Total Comp.	\$45,185.50	\$45,513.50	\$45,841.50	\$46,810.50	\$48,860.50
	Per Day	\$251.03	\$252.85	\$254.68	\$260.06	\$271.45
31	Salary	\$42,487.51	\$42,792.55	\$43,097.59	\$43,998.76	\$45,905.26
	Retirement	\$3,197.99	\$3,220.95	\$3,243.91	\$3,311.74	\$3,455.24
	Total Comp.	\$45,685.50	\$46,013.50	\$46,341.50	\$47,310.50	\$49,360.50
	Per Day	\$253.81	\$255.63	\$257.45	\$262.84	\$274.22
32	Salary	\$42,952.51	\$43,257.55	\$43,562.59	\$44,463.76	\$46,370.26
	Retirement	\$3,232.99	\$3,255.95	\$3,278.91	\$3,346.74	\$3,490.24
	Total Comp.	\$46,185.50	\$46,513.50	\$46,841.50	\$47,810.50	\$49,860.50
	Per Day	\$256.59	\$258.41	\$260.23	\$265.61	\$277.00
33	Salary	\$43,417.51	\$43,722.55	\$44,027.59	\$44,928.76	\$46,835.26
	Retirement	\$3,267.99	\$3,290.95	\$3,313.91	\$3,381.74	\$3,525.24
	Total Comp.	\$46,685.50	\$47,013.50	\$47,341.50	\$48,310.50	\$50,360.50
	Per Day	\$259.36	\$261.19	\$263.01	\$268.39	\$279.78

\*Special Education 5%, Alternative School 5%, Title I 5%, GT 5%

\*\*Chickasha teachers who attain National Board certification after June 30, 2013, and are ineligible for the annual bonus of \$5,000 for a ten year period, shall receive additional salary increments as set forth in the Oklahoma minimum salary schedule for National Board Certification. Said increments shall be paid as a lump-sum annual \$1,000.00 payment upon completion of each year of employment; however, the total salary paid to National Board Certified teachers including the annual bonus shall not be less than the total amount as stated in the Oklahoma Minimum Salary Schedule.



64. **EXTRA DUTY PAY**

64.1. The Board agrees to pay the amount for extra duty as negotiated for the 2013-2014 school years as follows:

<u>DUTY</u>	<u>TITLE</u>	<u>SCHOOL</u>	<u>LEVEL</u>	<u>AMOUNT</u>
64.2. Academic, H.S.	Head Coach	High School	High School	2,400.00
64.3. Academic, H.S.	Assistant Coach	High School	High School	1,000.00
64.4. Academic, M.S.	Head Coach	Middle School	Middle School	1,000.00
64.5. Ag	Sponsor	High School	High School	2,000.00
64.6. Band	Director	High School	High School	3,800.00
64.7. Band	Pep & Musical	High School	High School	2,400.00
64.8. Band	Assistant	High School	High School	1,500.00
64.9. Band	Director	Middle School	Middle School	1,700.00
64.10. Band	Band Assistant	Middle School	Middle School	800.00
64.11. Band	Pep & Musical	High School	High School	500.00
64.12. Band	Solo/Ensemble	District Wide	All Levels	450.00
64.13. Band	Asst. Aux/Rifles	District Wide	All Levels	450.00
64.14. Band	Auxiliary/Rifles	Middle School	Middle School	200.00
64.15. Band	Summer	District Wide	All Levels	2,400.00
64.16. Band	Stage Band	District Wide	All Levels	1,500.00
64.17. Band	Stage Band	District Wide	All Levels	400.00
64.18. Baseball	Head Coach	High School	Varsity	4,800.00
64.19. Baseball	Assistant	High School	Varsity	1,750.00
64.20. Baseball	Head Coach	Middle School	Middle School	1,750.00
64.21. Baseball	Assistant	Middle School	Middle School	1,000.00
64.22. Basketball, Boys or Girls	Head Coach	High School	Varsity	6,350.00
64.23. Basketball	Assistant	High School	Varsity	2,400.00
64.24. Basketball	Head Coach	High School	9 <sup>th</sup> Grade	2,400.00
64.25. Basketball	Head Coach	Middle School	7 <sup>th</sup> & 8 <sup>th</sup> Grade	1,500.00
64.26. Basketball	Video	High School	High School	600.00
64.27. Basketball	Head Coach	Middle School	Intramural	600.00
64.28. Basketball	Head Coach	Elementary	Elementary	500.00
64.29. Cheerleading & Pom Pon	Head Coach	High School	High School	2,900.00
64.30. Cheerleading & Pom Pon	Assistant	High School	High School	1,000.00
64.31. Cheerleading & Pom Pon	Head Coach	Middle School	Middle School	1,500.00
64.32. Cheerleading & Pom Pon	Assistant	Middle School	Middle School	500.00
64.33. Class Sponsor	Seniors	High School	High School	250.00
64.34. Class Sponsor	Juniors	High School	High School	500.00
64.35. Class Sponsor	Sophomores	High School	High School	250.00
64.36. Class Sponsor	Freshmen	High School	High School	250.00
64.37. Cross Country	Head Coach	High School	High School	2,200.00
64.38. Cross Country	Assistant	High School	High School	1,000.00
64.39. Cross Country B & G	Head Coach	Middle School	Middle School	1,000.00
64.40. CUTA President				1,000.00
64.41. Dept. Head	Dept. Head	High School	High School	500.00
64.42. Dept. Head	Dept. Head	Middle School	Middle School	500.00
64.43. Dept. Head	Dept. Head	Elementary	Elementary	500.00
64.44. District Teacher of the Year after completion of state application				1,500.00
64.45. Drama		High School	High School	1,500.00

<u>DUTY</u>	<u>TITLE</u>	<u>SCHOOL</u>	<u>LEVEL</u>	<u>AMOUNT</u>
64.46. Football	Head Coach	High School	Varsity	8,500.00
64.47. Football	Def. Cord.	High School	Varsity	3,800.00
64.48. Football	Off. Cord.	High School	Varsity	3,800.00
64.49. Football	Assistant	High School	Varsity	3,000.00
64.50. Football	Head Coach	High School	9 <sup>th</sup> Grade	2,400.00
64.51. Football	Head Coach	Middle School	7 <sup>th</sup> & 8 <sup>th</sup> Grade	2,400.00
64.52. Football	Assistant	Middle School	Middle School	1,500.00
64.53. Football	Spring Director	High School	High School	800.00
64.54. Football	Video	High School	High School	800.00
64.55. Gifted/Talented	MS Coordinator	Middle School	Grades 6-8	1,500.00
64.56. Golf—Boys or Girls	Head Coach	High School	Varsity	2,200.00
64.57. Golf—Boys or Girls	Head Coach	Middle School	Middle School	750.00
64.58. National Honor Society	Sponsor	High School	High School	300.00
64.59. National Honor Society	Sponsor	Middle School	Middle School	250.00
64.60. Math Counts	Coach	District Wide	All Levels	300.00
64.61. Media	Director	High School	High School	750.00
64.62. Newspaper	Director	High School	High School	600.00
64.63. Odyssey of the Mind	Coach	District Wide	All Levels	250.00
64.64. Power Lifting	Head Coach	High School	High School	2,200.00
64.65. Psychological Services (Individual serving as both Psychometrist/Psychologist)	District	District Wide	All Levels	8,000.00
64.66. Psychologist				5,000.00
64.67. Psychometrist				4,000.00
64.68. Robotics	Coach	High School	High School	2,200.00
64.69. Science Fair	Coordinator	District Wide	All Levels	250.00
64.70. Soccer—Boys or Girls	Head Coach	High School	Varsity	4,800.00
64.71. Soccer—Boys or Girls	Assistant	High School	Varsity	1,750.00
64.72. Soccer—Boys or Girls	Head Coach	Middle School	Middle School	1,750.00
64.73. Soccer—Boys or Girls	Assistant	Middle School	Middle School	1,000.00
64.74. Softball	Head Coach	High School	Varsity	4,800.00
64.75. Softball	Assistant	High School	Varsity	1,750.00
64.76. Softball	Head Coach	Middle School	Middle School	1,750.00
64.77. Softball	Assistant	Middle School	Middle School	1,000.00
64.78. Special Olympics	Coach	District Wide	All Levels	200.00
64.79. Speech Pathologist				8,000.00
64.80. Speech Therapist Assistant				2,500.00
64.81. Student Government	Sponsor	High School	High School	1,500.00
64.82. Student Government	Sponsor	Middle School	Middle School	300.00
64.83. Swimming-Boys or Girls	Head Coach	High School	Varsity	2,200.00
64.84. Swimming-Boys or Girls	Assistant	High School	Varsity	750.00
64.85. Swimming-Boys & Girls	Head Coach	Middle School	Middle School	1,000.00
64.86. Tennis-Boys or Girls	Head Coach	High School	Varsity	2,200.00
64.87. Tennis	Assistant	High School	Varsity	750.00
64.88. Tennis-Boys or Girls	Head Coach	Middle School	Middle School	1,000.00

<u>DUTY</u>	<u>TITLE</u>	<u>SCHOOL</u>	<u>LEVEL</u>	<u>AMOUNT</u>
64.89. Track-Boys or Girls	Head Coach	High School	Varsity	2,200.00
64.90. Track-Boys or Girls	Head Coach	Middle School	Middle School	1,000.00
64.91. Track	Assistant	High School	Varsity	1,000.00
64.92. Track	Assistant	Middle School	Middle School	750.00
64.93. Vocal Music	Director	High School	High School	2,400.00
64.94. Vocal Music	Director	Middle School	Middle School	1,000.00
64.95. Vocal Music	Coordinator	District Wide	All Levels	500.00
64.96. Vocal Music	Director Select Choir	Elementary Select Choir	Elementary	500.00
64.97. Volleyball	Head Coach	High School	Varsity	2,900.00
64.98. Volleyball	Head Coach	Middle School	Middle School	1,000.00
64.99. Volleyball	Assistant	High School	High School	750.00
64.100. Volleyball	Assistant	Middle School	Middle School	750.00
64.101. Weight Room	Program Supervision	High School	District Wide	10.00 per hour
64.102. Wrestling	Head Coach	High School	Varsity	4,800.00
64.103. Wrestling	Assistant	High School	Varsity	1,750.00
64.104. Wrestling	Head Coach	Middle School	Middle School	1,750.00
64.105. Wrestling	Assistant	Middle School	Middle School	1,000.00
64.106. Yearbook	Sponsor	High School	High School	1,500.00
64.107. Yearbook	Sponsor	Middle School	Middle School	750.00

64.108. The superintendent will provide the C.U.T.A. president with a list of after-school extra-duty teaching positions with the extra-duty salary/pay by September 30 of each year.

65. **LAY COACH SUPERVISOR POSITION**

65.1. Such a Supervisor will be assigned only in sports where it is not possible to assign certified staff to a coaching position and a lay coach is present. Such Supervisor must meet certification requirements for school athletics, supervision and sports safety. This position will receive 3/4 the head coach pay, if it is for one sport. This position will receive one and one-half the head coach pay if supervising both girls and boys program in the same sport. Lay coaches shall not be paid more than their certified counterpart's extra-duty contract.

66. **LONGEVITY BONUS (COACHES)**

66.1. In order to maintain highly qualified coaches and to recognize the effort that they dedicate to their program, it is understood that the development of any program takes a considerable amount of time. Therefore, it is our intent to reward these individuals with a longevity bonus as follows:

66.2. 5–10 years in any program — \$500; 10–15 years in any program — \$1,000; 15–20 years in any program — \$1,500; 20-25 years in any program — \$2,000

66.3. If, in any given year, one of these duties cannot be performed by one person, and the Superintendent, the current C.U.T.A. President and all the employees involved, agree, in writing, that the above negotiated compensation can be proportionally divided, and then the compensation may be divided according to that agreement.

67. **CERTIFIED STAFF ENGAGED IN NON-CERTIFIED DUTY**

67.1. Certified staff that engages in non-certified duty such as working ball games, etc. shall be paid \$10.00 an hour for specific such assignments and as authorized by the superintendent and/or his/her designee(s).

68. **INCENTIVE PROGRAM FOR ADVANCED PLACEMENT TEAMS**

68.1. For each 3 scored -- \$75

68.2. For each 4 scored -- \$100

68.3. For each 5 scored -- \$125

## Appendix

### Procedural Agreement, Calendar, and Forms

#### PROCEDURAL AGREEMENT FOR NEGOTIATIONS BETWEEN THE BOARD OF EDUCATION OF CHICKASHA INDEPENDENT SCHOOL DISTRICT AND THE CHICKASHA UNITED TEACHING ASSOCIATION

##### I. PURPOSE

1.1 The Board of Education of the Chickasha Public Schools and the Chickasha United Teaching Association recognize the current requirement for an orderly process of communication for administering employer/employee relations which conform with Oklahoma Statutes 70 O.S. § 509.1 through 509.10.

##### II. RECOGNITION

2.1 This Agreement is made and entered into by and between the Chickasha United Teaching Association, hereinafter termed the "Association" and the Board of Education of Oklahoma Independent School District 01, Chickasha Public Schools of Grady County, Oklahoma, hereinafter termed the "Board".

2.2 The Board hereby recognizes 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 are not required by the position for which they are employed to be a principal, superintendent or other certified or non-certified administrator of the district with respect to other teachers of the Chickasha Public Schools. Any person who desires not to be represented by the Association may so state in writing to the Board.

##### III. SCOPE OF BARGAINING

3.1 The Board and the Association agree to negotiate in good faith on wages, hours, fringe benefits and other terms and conditions of employment.

3.2 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.

3.3 There shall be no negotiations on inherent managerial responsibilities. Managerial rights are defined, but not limited to, those powers and duties granted to the Board by the School Laws of Oklahoma; inherent managerial responsibilities include but are not limited to the functions and programs of the District, the establishment of the District's budget, the organizational structure of the schools, and the selection of personnel.

##### IV. NEGOTIATIONS PROCEDURES

###### 4.1 Negotiation Teams

4.1.1 The Board and the Association shall each exchange in writing, at the first negotiation session, the names of not more than five (5) regular team members and two (2) alternates who shall serve as their respective representatives for negotiations pursuant to the provisions of this Agreement. Each party shall also designate the person on its team who will serve as spokesperson. Each party shall have the right to the services of consultants; however said consultants may not attend negotiations meetings unless he/she is a member of the negotiation team he/she is serving. Neither party shall attempt to exert influence over the other party's selection of representatives.

###### 4.2 Opening Negotiations

4.2.1 Between April 1 and May 15 of each ensuing year, either the Association or the Board shall submit a written request for negotiations to commence to the other party, if it desires there to be negotiations for the ensuing year. If no such request is made during the time period above, negotiations will not take place for the ensuing year.

4.2.2 The chairpersons of the teams shall set a time, date, and place for the initial negotiations meeting. The initial negotiations meeting shall occur prior to June 30<sup>th</sup>.

4.2.3 The Association and the Board shall submit all of their negotiation proposals at the first session, except for salary and fringe benefits proposals which may be submitted following initial allocations notice to the district by the state department of education. Subsequent proposals may only be submitted upon mutual agreement of the 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.

#### 4.3 Negotiations Sessions

4.3.1 Only members of the respective negotiation teams may be present during negotiation sessions. Other parties may be permitted to be present only by mutual agreement of the parties.

4.3.2 No recordings or official transcripts shall be made without mutual agreement of the parties. Releases to the news media during negotiations must be by mutual agreement.

4.3.3 Negotiations will only be conducted between the representatives of the parties and only in regular negotiation sessions at the times, dates, and places mutually agreed upon by the parties. The time, date, place and agenda of subsequent sessions will be set by mutual agreement of the parties prior to the close of each negotiation session.

4.3.4 Negotiation sessions shall be scheduled at times which will not interfere with the teacher work day and the educational programs of the district.

#### 4.4 Tentative Agreement

4.4.1 Both parties agree that it is their mutual responsibility to empower their respective representatives with the necessary authority to make proposals, to consider proposals and counter proposals in the course of negotiations, and to reach tentative agreements subject to ratification by the Board and the Association.

4.4.2 When tentative agreement is reached on any item, it shall be reduced to writing, and signed and dated by the spokesperson of each team. When tentative agreement is reached on all items, they shall be submitted first by the Association to the teachers for ratification and then by the Superintendent to the Board for ratification.

#### V. IMPASSE

5.1 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.

5.2 Within two (2) working days of such declaration, the parties shall, by mutual agreement, request the services of the Federal Mediation and Conciliation Service.

5.3 If the mediation process has been utilized and has failed to bring about agreement on all items, or if the mediation process was not utilized, the unresolved items shall be submitted to fact finding as follows:

5.3.1 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 a 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 on the list will serve as the chairperson of the fact finding committee.

5.3.2 The committee shall meet with the Board's and the Association's negotiation representatives for the purpose of fact finding.

5.3.3 Within five (5) days after the selection of a chairperson, the representatives of the parties shall meet to exchange written language on 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.

5.3.4 The cost for the services of the fact finding committee, including 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.

5.3.5 The fact finding committee shall have authority to establish procedural rules, conduct investigations, and hold hearings during which each party shall be given an opportunity to present its case with supporting evidence.

5.3.6 All hearings by the fact finding committee shall be conducted in closed session.

5.3.7 The chairperson shall convene the committee for fact finding. The committee shall meet with the representatives of both parties and, within twenty (20) days after the fact finding meeting shall present its written recommendation to the Board and the Association. The report shall set forth findings of fact and recommendations on the issues submitted.

5.3.8 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 section, either party may discontinue such effort.

5.3.9 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.

#### VI. NO STRIKE CLAUSE

6.1 The procedure provided for herein for resolving impasse shall be the exclusive recourse of the Association. It shall be illegal and a violation of this Agreement for the Association or the members of the bargaining unit to strike or threaten to strike as a means of resolving differences with the Board. It shall also be a violation of this Agreement for the Association or the members of the bargaining unit to strike for any reason during the term of a contract negotiated in accordance with the provisions of this Agreement.

#### VII. SAVINGS CLAUSE

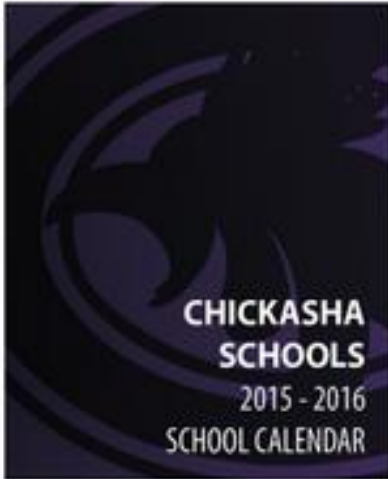
7.1 If any provision of this Agreement shall be found contrary to law, it shall be severed from the Agreement, and all other provisions or application of the Agreement shall continue in full force and effect.

#### VIII. DURATION OF THE PROCEDURAL AGREEMENT

8.1 This Procedural 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. Once such notice is given, negotiations related to changes in this Agreement shall commence on a mutually agreeable date within thirty (30) days of such notice.

8.2 In the event that the Association disbands or otherwise ceases to be the recognized bargaining agent, this Procedural Agreement shall be null and void on that date of such disbanding or cessation of representation.

Adopted (Date) 12/2011



**Important Dates**

- **First day of class** - August 20
- **Last day of class** - May 25
- **Graduation** - May 20
- **Progress Report week** - Sept. 21, Nov. 16, Feb. 8, April 25
- **Open House** - August 18  
Bill Wallace, Grand and Lincoln 5p - 7p,  
CMS 6p - 8p, CHS Freshman Roundup  
1p - 3p

- [ Beginning of Grading Period
- ] Ending of Grading Period
- ▣ Professional Development (No School)
- + Parent Conference (No School)

▴ **Administration Building Closings**

- Independence Day - July 3
- Labor Day - September 7
- Fall Break - Oct. 15 and 16
- Thanksgiving Break - Nov. 23 - 27
- Winter Break - Dec. 21 - Jan. 3
- Martin Luther King Day - Jan. 18
- Spring Break - March 14 - 18
- Memorial Day - May 30

**No School** (gray shading)

- Labor Day - September 7
- Parent Conferences - September 25
- Fall Break - Oct. 15 and 16
- Thanksgiving Break - Nov. 23 - 27
- Winter Break - Dec. 21 - Jan. 4
- Parent Conferences - February 12
- Spring Break - March 14 - 18

**Professional Days** (No School)

- August 17-19
- January 4
- May 26

**Grading Periods**

- August 20 - October 14
- October 19 - December 18
- January 5 - March 11
- March 21 - May 25

JULY						
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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29	30					

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JANUARY						
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28	29					

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27	28	29	30	31		

APRIL						
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MAY						
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JUNE						
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26	27	28	29	30		

**PAYROLL DEDUCTION REQUEST**

Submit this form only if you require any of the below dues to be payroll deducted.

Please deduct the following dues in equal amounts from my remaining payroll warrants:

**OEА/NEА DUES**

**NEА PAC**

**OEА PAC**

**CUTA dues** of the authorized amount will be payroll deducted on the next appropriate pay date after authorization of the affected employee. This is a one time

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

**CHICKASHA PUBLIC SCHOOLS**

**LEAVE REQUEST**

Employee's Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Building: \_\_\_\_\_

I respectfully request a leave day(s) on the following date(s) / (Recorded in whole-day; half-day; and/or quarter-day increments—Hourly employees leave recorded in hours; half-hour; and/or quarter-hour increments):

I certify this request will be used for:

Personal Business Leave

Association Leave

Emergency Leave

Vacation (12 Month Employees)

Legal Leave (Please attach a copy of your subpoena or jury summons)

And for no other reason as stipulated in the master contract between the Chickasha United Teachers' Association (CUTA) or Chickasha Association of Support Personnel (CASE) or Chickasha Organization of Professional Administrators (COPA) and the Chickasha Board of Education.

Employee's Signature \_\_\_\_\_

Principal's/Supervisor's Signature & Date \_\_\_\_\_

(Mark the appropriate box if requesting PERSONAL BUSINESS LEAVE)

Personal Legal Business

Personal Business During Normal School Hours

Personal Household Business

Other (Explain) \_\_\_\_\_

(Written Explanation is required if requesting EMERGENCY LEAVE)

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

NOTE: After action is taken by the Superintendent, a copy of the leave request will be returned to the employee, one copy will be sent to the building Principal/Supervisor and the original will be retained in the employee's personnel file.

**APPROVED**

**DENIED**

If denied (reason) \_\_\_\_\_

\_\_\_\_\_

Superintendent's/Designee's Signature \_\_\_\_\_

Date \_\_\_\_\_



**C.U.T.A. GRIEVANCE FORM**

Building \_\_\_\_\_ Assignment Name of Grievant \_\_\_\_\_ Date Filed \_\_\_\_\_

**LEVEL I**

- (Within 15 days from the time you became aware of condition for complaint)
- Date cause of grievance occurred: \_\_\_\_\_
- Statement of grievance: \_\_\_\_\_
- Relief Sought: \_\_\_\_\_
- Signature \_\_\_\_\_ Date \_\_\_\_\_
- (Building Principal will arrange a meeting within 5 days and provide in written form within 5 days of meeting.)
- Disposition of Principal: \_\_\_\_\_
- Signature \_\_\_\_\_ Date \_\_\_\_\_
- If additional space is needed in reporting Section B of Step I, attach an additional sheet.

**LEVEL II**

- (If not satisfied with disposition of Step I or no decision has been rendered within 9 days of presentation of grievance.)
- Date received by superintendent or his/her designee: \_\_\_\_\_  
(Superintendent or designee shall arrange a meeting within 5 days of and provide his decision within 5 days of meeting.)
- Disposition of superintendent or designee: \_\_\_\_\_
- Signature \_\_\_\_\_ Date \_\_\_\_\_

**LEVEL III**

- (If not satisfied with disposition of Step II or no decision has been rendered within 10 days of meeting with superintendent or designee.)
- Date submitted to Board: \_\_\_\_\_
- Disposition and award of Board: \_\_\_\_\_
- \_\_\_\_\_
- Signature \_\_\_\_\_ Date \_\_\_\_\_
- NOTE: All provisions of article \_\_\_\_\_ of the Agreement dated \_\_\_\_\_, 20\_\_\_\_ will be strictly observed in the settlement of grievance.

**PLACEMENT INFORMATION / WISH LIST  
For the 2013-2014 School Year**

**Certified**

NAME \_\_\_\_\_  
Teacher (please print) \_\_\_\_\_ Current Building and Assignment \_\_\_\_\_

Years in present position \_\_\_\_\_ Years in School System \_\_\_\_\_

Do you wish to teach in the Chickasha Public Schools next year? \_\_\_\_\_

If so, please list in order of preference the three different assignments you prefer:

- |          |   |
|----------|---|
| 1. _____ | If you wish to stay at your current assignment, put that as first choice. |
| 2. _____ |   |
| 3. _____ |   |

If so, please list in order of preference the two different buildings you prefer?

- |          |   |
|----------|---|
| 1. _____ | If you wish to stay at your current building, put that as first choice. |
| 2. _____ |   |

Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What "extra duty" stipend position(s) do you prefer?  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Signature)

NOTE: "A Board of Education shall have authority to enter into written contracts with teachers for the ensuing fiscal year prior to the beginning of such year. If, prior to the first Monday in June, a Board of Education has not entered into a written contract with a regularly employed teacher or notified him/her in writing by registered or certified mail that he/she will not be employed for the ensuing fiscal year, and if, by fifteen (15) days after the first Monday in June, such a teacher has not notified the Board of Education in writing by registered or certified mail that he/she does not desire to be reemployed in such school district for the ensuing year, such teacher shall be considered as employed on a continuing contract basis and on the same salary schedule used for other teachers in the school district for the ensuing fiscal year, and such employment and continuing contract shall be binding on the teacher and on the school district."

**(O.S.A. 70-6-101)**

**Form c**

**Please return to the Superintendent of Schools by \_\_\_\_\_.**

Thank you!

**CHICKASHA HIGH SCHOOL ATHLETIC DEPARTMENT**

(Name of Coach) \_\_\_\_\_ (Sport) \_\_\_\_\_ (Level) \_\_\_\_\_

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_ SEASON: \_\_\_\_\_

Number of yrs. coaching in this assignment: \_\_\_\_ Observation dates of practices: \_\_\_\_\_

Number of yrs. coaching in School District: \_\_\_\_ Observation dates of games/matches: \_\_\_\_\_

General Comments About Season: \_\_\_\_\_

\*1. Outstanding      2. Effective      3. Needs Improvement      4. Unsatisfactory      5. Not Applicable

**I. PROFESSIONAL & PERSONAL RELATIONSHIPS** \_\_\_\_\_

1. Cooperates with the Athletic Director and facility manager in regard to submitting participant lists, bus times, parent permission & physical cards, year-end reports program information relative to your sport and coaching plan prior to season. \_\_\_\_\_
  2. Follows policy in the Athletic Handbook and meets all criteria as outlined in job description. \_\_\_\_\_
  3. Provides training rules to team members in writing and follows due process procedures. \_\_\_\_\_
  4. Develops rapport with the athletic coaching staff. \_\_\_\_\_
  5. Is appropriately dressed at practices and games. \_\_\_\_\_
  6. Participates in in-service meetings and other activities to improve coaching performances. Attends meetings necessary to the welfare of the Athletic Department. \_\_\_\_\_
  7. Develops sound public relations. Cooperates with newspapers, radio, T.V., Booster Club and interested spectators. \_\_\_\_\_
  8. Understands and follows rules and regulations set forth by all governing agencies \_\_\_\_\_
  9. Participates in Parent's Night, Banquets, Awards Nights, Pep Assemblies and Letters to colleges regarding players. \_\_\_\_\_
  10. Maintains suitable sideline conduct at games towards players, officials, and other workers. \_\_\_\_\_
  11. Develops rapport with other teachers, coaches and administrators. \_\_\_\_\_
  12. Works cooperatively with junior high coaches in developing a coordinated program. \_\_\_\_\_
  13. Promotes all sports in the athletic program attempting to foster school spirit. \_\_\_\_\_
  14. Cooperates and communicates with parents during the entire year. \_\_\_\_\_
  15. Works cooperatively with Athletic Director. \_\_\_\_\_
- II. COACHING PERFORMANCE:**
1. Develops respect by example in appearance, manners, behavior, language and conduct during a contest. \_\_\_\_\_
  2. Provides proper supervision and administration of locker and training room and students on buses. \_\_\_\_\_
  3. Is well versed and knowledgeable in matters pertaining to the sport. \_\_\_\_\_

4. Has individual and team discipline and control. \_\_\_\_\_
  5. Develops a well organized practice schedule which utilizes his/her staff and team to its maximum potential \_\_\_\_\_
  6. Establishes the fundamental philosophy, skills and techniques to be taught by the staff. \_\_\_\_\_
  7. Hold periodic staff meetings including junior high coaches to implement the above. \_\_\_\_\_
  8. Develops integrity within the coaching staff, fellow coaches, and assists in the development of assistant coaches. \_\_\_\_\_
  9. Is fair, understanding, tolerant, sympathetic and patient with team members. \_\_\_\_\_
  10. Is innovative using new coaching techniques and ideas in addition to sound, already proven method of coaching. \_\_\_\_\_
  11. Is prompt in meeting team for practices and games. \_\_\_\_\_
  12. Shows an interest in athletic in off-season activities and classroom efforts. \_\_\_\_\_
  13. Provides leadership and attitudes that produce efforts by participants. \_\_\_\_\_
  14. Knows the medical aspects of coaching including first aid, injury policies, working with team doctor and/or family physician. \_\_\_\_\_
  15. Delegates authority with responsibility while remaining accountable for such delegations. \_\_\_\_\_
  16. Provides an atmosphere of cooperation in being receptive to suggestions and giving credit to those responsible to success. \_\_\_\_\_
  17. Uses all possible ethical means of motivation, emphasize values of competitive athletics, acceptable personal behavior, decision making and lasting values to each individual. \_\_\_\_\_
  18. Utilizes practice time for individual and team development. \_\_\_\_\_
  19. Team performance consistent with quality of athletics available. \_\_\_\_\_
- III. RELATED COACHING RESPONSIBILITIES:**
1. Is concerned about the care of equipment, including issue, collection, inventory and storage. \_\_\_\_\_
  2. Is cooperative in preparation of non-league scheduling and securing officials. \_\_\_\_\_
  3. Is cooperative in sharing facilities. \_\_\_\_\_
  4. Shows self-control & poise in areas related to coaching responsibilities. \_\_\_\_\_
  5. Displays enthusiasm and exhibits interest in coaching. \_\_\_\_\_
  6. Keeps athletic director informed about unusual events. \_\_\_\_\_
  7. Is cooperative in helping service clubs, booster club, recreation dept. and other organization in their projects which in turn relate to our athletic program. \_\_\_\_\_
  8. Encourages all potential athletes to participate in the sport provided they aren't involved in another sport at the same time during that particular season. \_\_\_\_\_
  9. Follows proper procedure for purchase of equipment. \_\_\_\_\_
  10. Operates sport within the budget as submitted by the coach. \_\_\_\_\_

STRENGTHS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

JOB TARGET: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SUMMARY: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EMPLOYEE IS INVITED TO MAKE ANY COMMENTS WHICH HE/SHE MAY WISH TO INCLUDE AS PART OF THE EVALUATION.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I CERTIFY THIS EVALUATION HAS BEEN DISCUSSED WITH ME. I UNDERSTAND AND MY SIGNATURE DOES NOT NECESSARILY INDICATE AGREEMENT.

\_\_\_\_\_(Coach's Signature) \_\_\_\_\_(Date) \_\_\_\_\_(Evaluator's Signature & Position) \_\_\_\_\_(Date)



T U L S A

PUBLIC SCHOOLS

**TLE Observation and Evaluation Rubric**  
**Teachers**  
2014-2015

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Classroom Management</b> 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
<b>Instructional Effectiveness</b> 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
<b>Professional Growth &amp; Continuous Improvement</b> 10%	17. Professional Development	18
	18. Professional Accountability	19
<b>Interpersonal Skills</b> 5%	19. Effective Interpersonal Skills	19
<b>Leadership</b> 5%	20. Professional Involvement & Leadership	20

1

Domain: **Classroom Management**

Dimension: **Preparation**

**Teacher plans for and executes a lesson relating to short-term and long-term objectives.**

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>

**Teacher clearly defines and effectively manages student behavior.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Standards of conduct have not been established.</p> <p>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.</p> <p>Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Usually ignores misbehavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been established with inconsistent implementation.</p> <p>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.</p> <p>Does not consistently monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Does not consistently address misbehavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct.</p> <p>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.</p> <p>Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students</p> <p>constructively monitor their peers and intervene to implement standards.</p> <p>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.</p> <p>Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.</p> <p>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.</p>

**Teachers contribute to building-wide positive climate responsibilities**

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>

**Teacher develops daily lesson plans designed to achieve the identified objectives.**

Ineffective	Needs Improvement	Effective	Highly Effective	Superior
<p>Plans are rarely or never completed.</p> <p>Never plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are not consistently completed.</p> <p>Rarely plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time based upon an analysis of data.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).</p> <p>Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time, or in advance, based upon an analysis of data.</p> <p>Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>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.</p> <p>Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time, or in advance, based upon an analysis of data.</p> <p>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).</p> <p>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.</p> <p>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.</p>



**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
<p>Rarely uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is arbitrary and not in accordance with district's grading policies.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is no evidence that the teacher recognizes student progress or achievement.</p>	<p>Inconsistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is not consistently fair or in accordance with district's grading policies.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.</p>	<p>Consistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is fair and in accordance with district's grading policies.</p> <p>Provides adequate and timely feedback from assessment results for students to reflect and set goals.</p> <p>Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.</p>	<p>Consistently uses assessments to evaluate student learning and guide and support differentiated instruction.</p> <p>Grading is fair, transparent to students and in accordance with district's grading policies.</p> <p>Assessments provide useful and immediate feedback—separate and apart from grades—that assists students in assessing themselves in meeting their learning goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.</p>	<p>Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.</p> <p>Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students.</p> <p>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.</p> <p>Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals.</p> <p>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.</p>

**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>

**Teacher embeds the components of literacy into all instructional content.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>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.</p> <p>Instruction is rarely provided through text.</p>	<p>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.</p> <p>Instruction is occasionally provided through text.</p>	<p>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.</p> <p>As appropriate for the content area, instruction is provided through text.</p>	<p>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,</p> <p>making decisions and solving problems.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to</p> <p>support answers.</p>	<p>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.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to</p> <p>support analysis, inference, or arguments.</p>

**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.

**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
<p>Neither understands nor participates (at even the "conversation / awareness" level) in discussions about current state standards.</p>	<p>Neither understands nor participates (at even a minimal implementation level) in discussions about current state standards</p>	<p>Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.</p>	<p>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.</p>	<p>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.</p>

**Teacher uses active learning, questioning techniques and/or guided practices to involve all students.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not require student participation or the teacher discourages student involvement.</p> <p>Students are not mentally engaged in active learning experiences during any significant portion of the class.</p> <p>Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.</p> <p>Displays no knowledge of students' interests and skills.</p> <p><b>Note:</b> 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 &amp; O'Brien, <i>The Greenwood Dictionary of Education</i>, 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.</p>	<p>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.</p> <p>Students are engaged in active learning around 50 percent of the class time.</p> <p>All or most questions used are recall questions.</p> <p>Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.</p>	<p>Routinely uses strategies to ensure engagement of all students.</p> <p>Engages most students in active learning experiences 80 percent of the class time.</p> <p>Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.</p> <p>Provides adequate wait time for student response and engagement.</p> <p>Engages students by incorporating their general skills and interests into the lesson.</p>	<p>Routinely uses strategies to ensure engagement of all students.</p> <p>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.</p> <p>Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy.</p> <p>Skillfully uses wait time as a tool to engage students in active learning.</p> <p>Engages students by incorporating their individual skills and interests into the lesson.</p>	<p>Routinely uses strategies to ensure engagement of all students.</p> <p>Engages all students in active learning 80 percent of the class time, and students initiate or develop their own activities to enhance their learning.</p> <p>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.</p> <p>Skillfully uses wait time as a tool to engage students in active learning.</p> <p>Engages students by incorporating and expanding their individual skills and interests.</p>

**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>Technology is not used as designed and not used as an instructional tool.</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>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>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>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</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>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>	<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>

**Teacher provides clear instruction and direction.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>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.</p> <p>Does not give students directions for transitions and does not plan for transitions.</p> <p>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.</p>	<p>When instruction, directions or procedures are inaccurate or initially confusing to students, teacher does not appropriately or successfully correct and clarify.</p> <p>Attempts to give students directions for transitions but does not plan for transitions.</p> <p>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.</p>	<p>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.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.</p>	<p>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.</p> <p>Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.</p> <p>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.</p>	<p>Uses all of the characteristics of Levels 3 and 4.</p> <p>Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.</p> <p>Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.</p> <p>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</p> <p>based on student interests or a spontaneous event.</p>

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Domain: **Instructional Effectiveness**Dimension: **Models****Teacher demonstrates / models the desired skill or process.**

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.



**Teacher checks to determine if students are progressing toward stated objectives.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Never moves around the room while students are working on guided practice.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Never uses student response techniques to check for understanding.</p>	<p>Seldom uses student response techniques to check for understanding.</p>	<p>Uses different types of student response techniques, both individual / group. Uses student response techniques to check for understanding.</p>	<p>Routinely uses developmentally appropriate student response techniques to check for understanding.</p>	<p>Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s)</p>
<p>Never uses feedback from students regarding their understanding.</p>	<p>Seldom uses feedback from students regarding their understanding.</p>	<p>Uses feedback from students regarding their understanding.</p>	<p>Immediately and adeptly uses immediate feedback concerning student's understanding.</p>	<p>misinterpreted or not learned, while actively engaging all students.</p>
<p>Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.</p>	<p>Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
			<p>Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.</p>	

**Teacher changes instruction based on the results of monitoring.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>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.</p> <p>Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.</p> <p>There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.</p>	<p>Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.</p> <p>Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.</p> <p>There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.</p>	<p>Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.</p> <p>Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.</p> <p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>	<p>Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.</p> <p>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.</p> <p>Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.</p>	<p>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.</p> <p>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.</p> <p>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.</p>

**Teacher summarizes and fits into context what has been taught.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 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>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>The teacher does not consistently summarize the main points of the instruction into the lesson.</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>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>Connects what is learned to prior learning.</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>Students summarize in a variety of ways and reflect on their own learning. Relates instruction to prior and future learning.</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>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>

**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</p> <p>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</p> <p>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>

**Professional Growth as a Continuous Improvement Strategy**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>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.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of prof. development and add'l 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.</p>

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.

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.

## Exhibits Positive Leadership through Varied Involvements.

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