

**JENKS PUBLIC SCHOOLS**

**NEGOTIATED AGREEMENT**

**BETWEEN THE**

**BOARD OF EDUCATION**

**AND THE**

**JENKS CLASSROOM TEACHERS  
ASSOCIATION**

**2016-2017**

# NEGOTIATED AGREEMENT

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## I. RECOGNITION

This Agreement is a result of negotiations between the Association and the Board conducted in accordance with the provisions of the Procedural Agreement previously negotiated by the parties and attached as Appendix A to this Agreement.

## II. CONDITIONS OF EMPLOYMENT

### 1. Work Year

The 2016-17 work year for teachers shall consist of one hundred eighty-two (182) days. One hundred seventy-five (175) of those days shall be student instructional days, and seven (7) shall be professional and/or non-student work days. In the event of inclement weather or special circumstances the work year may be calculated by hours.

### 2. Teacher Work Day

A. Providing that assigned duties and professional responsibilities related to the proper functioning of the school do not require otherwise, teachers shall report to work before the student day begins and shall remain at work after the student day ends, on a schedule established by the site principal, with input from the site committee. For the 2016-17 school year, this time shall not exceed forty (40) minutes before and after the student day. Changes to the length of the teacher work day will be subject to future negotiations. (Rev: 6/26/00)

1. With the approval of the principal, teachers may be released from work up to one (1) hour during the workday without loss of pay or leave benefits.

### 3. Preparation Time

- A. Full-time classroom teachers in high school shall be scheduled for a minimum of two hundred fifty (250) minutes of preparation time each five (5) day week. Preparation time shall be scheduled for a specific class period, (i. e., First Period, Second Period, etc.). The teacher shall receive the preparation period as it occurs on the school schedule.
- B. Full-time classroom teachers in middle school shall be scheduled for a minimum of two hundred fifty (250) minutes of preparation time each five (5) day week. Preparation time shall be scheduled for a specific block. The teacher shall receive the preparation block as it occurs on the school schedule.
- C. Full-time classroom teachers in intermediate school shall be scheduled for a minimum of two hundred twenty-five (225) minutes of preparation time each five (5) day week. Preparation time shall be scheduled in blocks of at least fifteen (15) consecutive minutes. Preparation time shall be scheduled during times when students are under the supervision of specialized teachers such as music, art, or P.E. teachers, and during recess.
- D. Full-time classroom teachers in elementary school shall be scheduled for a minimum of two hundred (200) minutes of preparation time each five (5) day week. Preparation time shall be scheduled in blocks of at least fifteen (15) consecutive minutes. Preparation time shall be scheduled during times when students are under the supervision of specialized teachers such as music, art, or P.E. teachers, and during recess. For Kindergarten (K) teachers said preparation time may be scheduled during the noon class break time period.
- E. Teachers may occasionally be required to forego scheduled preparation time to accept responsibilities related to the proper functioning of the school.
- F. Counselors shall be scheduled for sixty (60) consecutive minutes per week for planning purposes. Counselors and administrators at each site will review counseling job responsibilities with the objective of providing additional opportunities for planning time.

#### **4. Traveling Teachers**

- A. Teachers whose assignment requires travel between campuses during the school day shall not be assigned to duties at more than one (1) site. Travel time shall be exclusive of duty-free lunch time.
- B. Teachers whose assignment requires travel between campuses during the school day shall be reimbursed for such travel at the rate established by the Board. For the 2016-17 school year, the mileage rate shall be not less than \$0.34. The Board shall strive to provide those teachers whose assignment requires travel between campuses during the school day with lockable storage space and instructional materials at each assigned site.

#### **5. Duty Free Lunch**

- A. Teachers shall be scheduled for a minimum of thirty-five (35) consecutive minutes of duty-free lunch time each day.
- B. Teachers may occasionally be required to forego scheduled duty-free lunch time to accept responsibilities related to the proper functioning of the school. During lunch duty assignments (buildings and grounds), teachers shall be paid as provided in Article VI, Compensation. (Rev: 7-15-93)

#### **6. Teacher Evaluation**

- A. Evaluations of teachers shall be based upon the requirements of State law.
- B. At the beginning of each school year, principals shall explain the evaluation procedure to teachers. Principals shall also explain the evaluation procedure to teachers who have been assigned to the building after the school year has begun. No formal classroom observation shall take place until such orientation has occurred.
- C. All career teachers will be formally evaluated at least once during each school year, by April 30. All probationary teachers will be formally evaluated at least twice during each school year, once in the Fall semester and once in the Spring semester by April 30.
- D. All teachers will be evaluated by administrative personnel who have participated in the required training of the State Department of Education. Curriculum Resource Instructors (CRIs) are not considered administrative personnel. Teachers shall be informed at the beginning of the year and throughout the year which administrator(s) has been designated to evaluate them.
- E. All evaluation rubrics, handbooks, and examples of all instruments used in the evaluation process shall be attached as Appendix B to this Agreement. Electronic format may vary from the documents printed in the Agreement.
- F. Formal classroom observations for the purpose of evaluation shall be conducted openly with the full knowledge of the teacher.
- G. A teacher will be notified by the evaluating administrator of any concern that will negatively impact their evaluation as soon as possible.
- H. A goal-setting form or personal development plan shall be developed for any indicator ranking of ineffective or needs improvement on the evaluation. A personal development plan may be initiated at other times, as necessary.
- I. A copy of each formal written evaluation shall be given to the teacher at an evaluation conference held between the teacher and the evaluating administrator. The teacher shall acknowledge receipt of the evaluation by dating and placing his/her signature thereon. The teacher may, within two (2) weeks, respond to the evaluation in writing and said response will be attached to the evaluation.

#### **7. Teacher-Principal Disciplinary Conferences**

In the interest of positive professional growth, a teacher will be notified of any conference at which the teacher will be receiving a written reprimand or other form of formal written disciplinary action. The teacher will have the opportunity to

have a person attend who may take notes. The teacher will also be notified if other administrative personnel will be present.

## **8. Personnel Files**

- A. An official district personnel file shall be maintained in the Education Service Center. Working files may be maintained in the office of each principal.
- B. Derogatory materials may not be placed in the teacher's official file until the teacher has had the opportunity to read the material and to sign and date the actual copy to be filed. The teacher shall receive a copy of said material, at no cost to the teacher, at the time of fi The teacher shall have the right, within ten (10) days, to affix a written response to said material.
- C. A teacher, or upon written authorization, the teacher's designee, may schedule an appointment to review the contents of the teacher's official file, excluding confidential reference materials. Such review may occur during normal business hours, but not during the duty time of the teacher or designee. The teacher is entitled to receive a copy of any documents contained therein with the teacher paying the cost of reproduction.
- D. Access to a teacher's official file will be limited to: the teacher or the teacher's designee, district employees who have a need to review the file in order to complete a job responsibility, the Board of Education, public agencies upon official request, and otherwise as required by law.
- E. Upon written request of the teacher and approval of the Superintendent or designee, material may be removed from the teacher's official file.

## **9. Vacancies and Transfers**

- A. Teachers shall be assigned within the scope of their certification as prescribed by the rules and regulations of the State Board of Education and according to their qualifications in order to best meet the needs of the students and the district.
- B. When a vacancy has been determined to exist, notice shall be posted at each site so that interested teachers may have an opportunity to apply. Teachers may submit a request for transfer at any time whether or not a vacancy exists. Teachers who have requested a transfer shall be considered as vacancies occur.
- C. A transfer is defined as movement from one site to another. When it is determined that involuntary transfers are necessary due to opening or closing of a school or a district reduction in force, the administration shall determine the grade level(s) and/or subject area(s) to be affected. In selecting teachers for those involuntary transfers, the administration shall consider the following set of criteria: teacher preference, scheduling needs, certification seniority, experience in position, academic degree status, and special skills and abilities that best meet the needs of the students and the sites.
- D. The administration shall communicate with the Association and individual teachers regarding anticipated and resulting staffing changes.

## **10. Reduction In Force**

### **A. General Matters**

- 1. Reasons for a Reduction in Force. Any teacher in the District may be non-reemployed for the following fiscal year when the board decides that due to (a) a financial necessity or (b) a program change for institutional reasons or (c) a decline in enrollment or (d) other business necessity as determined by the Board, a reduction in the teaching staff for the following fiscal year is necessary.
- 2. Definitions. For the purpose of this section, the following terms have the stated meanings:
  - a. "Financial necessity" means a reduction in the District's financial resources resulting from declining enrollment or any other action or event that in the sole judgment of the Board of Education will result in the District's current or future operating budget.

- b. "Program change" means any elimination, curtailment or reorganization of a curriculum offering, program or school operation or a reorganization or closing of a school or a consolidation of two or more individual schools or school districts.
  - c. "Declining enrollment" means a decrease in the District's total enrollment or enrollment in a particular program or curriculum offering which in the sole judgment of the Board of Education may adversely affect the District's current or future allocation of funds and/or the necessity of maintaining certain current or future class sections or curriculum offerings.
  - d. A "contracted special duty assignment" is an assignment that requires special skill or expertise for which the teacher receives additional pay pursuant to a written extra duty contract that is separate from the regular teaching contract and which assignment involves athletics, academics, the arts, music, drama, debate, and cheerleading.
  - e. "Seniority" means the length of continuous, full-time contracted employment as a teacher in the district, beginning on the date the teacher first reported to work. If seniority is the same, the date the Board approved the employment of the teacher will be the deciding factor.
3. Criteria for Eliminating Positions. The primary criterion in determining any reduction in force shall be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the District. In deciding which positions to eliminate, the superintendent and the Board will consider the curriculum, the needs of students and those contracted by special duty assignments that require special skill or expertise. The decision as to which positions to eliminate shall be made by the Board of Education acting on its own volition or following receipt of a recommendation by the superintendent of schools. When positions must be eliminated, the Board will attempt to reduce staff first by normal attrition.
4. Criteria for Non-reemployment of Teachers in Affected Positions. Once a determination has been made as to which positions should be eliminated then the primary basis that will be used in determining which teachers to retain in the affected position(s) will be the composite rating of the teachers holding such positions as measured [to the nearest hundredth of a decimal point] by the District's Teacher and Leader Effectiveness Evaluation System [TLE] for each year in which the TLE has been in effect, not to exceed three (3) years. If the composite ratings of the teachers in the affected positions are identical then the following, in this order, shall control:
- a. Seniority in the District.
  - b. The number of certifications held.
  - c. Total years of teaching experience.
  - d. Academic degree status: Doctorate, then Master's, then Bachelor's.
  - e. Administrative recommendation.
  - f. By lot drawing conducted by the Human Resources Department in front of an authorized representative of the Jenks Classroom Teacher Association.

#### **B. Procedures for Reduction in Force**

1. Action by Superintendent. The superintendent, upon receipt of the Board's preliminary determination of the necessity for a reduction in force, or upon his/her own volition, shall submit to the board the superintendent's written recommendations for eliminating particular teaching positions. In making recommendations, the superintendent (a) shall not be limited to considering only positions in the areas or programs designated by the Board and (b) shall consult with relevant district administration where a position elimination is proposed and (c) shall take into consideration the criteria set out herein.
2. Action by the Board. In the absence of a recommendation from the superintendent pursuant to this section, or when the Board of Education chooses not to accept the superintendent's recommendation, the Board by initiate action without such recommendation provided that it adheres to the other provisions of this Reduction in Force Agreement.
3. Notice and Hearing Procedures. Prior to taking any action to non-reemploy a teacher due to a reduction in force, whether acting on a recommendation of the superintendent or on its own volition, the Board shall provide written notice and an opportunity for hearing to the affected teacher. However, because the law does not provide non renewal hearings for

teachers on temporary contracts, no hearing opportunity shall be afforded any teacher on a temporary contract with notice of the expiration of the temporary teacher's contract at the end of the school year being provided to the temporary teacher. The notice and Board hearing procedures for teachers other than temporary teachers shall be the same as those provided by Oklahoma law regarding non-reemployment of teachers. Notice of a recommendation of non-reemployment shall be given to the teacher prior to the applicable deadline set by law.

4. Board Hearing. At the Board hearing, evidence may be presented by the administration and the teacher, as to (a) whether a reduction in force is reasonable necessary and is being made in good faith and for the best interest of the District and (b) whether the recommendation to not renew the specific teacher is being made in good faith under this Reduction in Force Agreement.
5. Effect of Board Decision. The decision of the Board based on the evidence presented at the hearing shall be final and nonappealable.

### **C. Reemployment or Other Employment After Reduction in Force**

1. Recall. For one school year after the effective date of non-reemployment due to a reduction in force, the Board of Education shall not fill the specific position previously held by an eligible teacher who was non-reemployed due to a reduction in force without first offering such specific position to the non-reemployed and eligible teacher. In order to be an "eligible teacher" for recall, the teacher, at the time of the reduction in force, must have an overall composite evaluation rating, for the time period used, of at least 2.80 on a scale of 5.00. If more than one non-reemployed eligible teacher is both certified and qualified for a position which the teachers previously held with the District and which becomes available, the Board, after receiving the superintendent's advice, shall select the eligible teacher it believes will best fill the position. Nothing in this provision shall give a non-reemployed and eligible teacher priority rights to fill a vacancy which becomes available and for which the eligible teacher is certified and qualified unless such position is identical to the position which the teacher previously held with the District.
2. Recall Procedures. The offer of reemployment shall be made personally or by certified mail, return receipt requested, and the teacher shall be notified in such notice that if the teacher wishes to accept, the teacher must do so in writing within five (5) calendar days of receipt of notice. Failure to receive acceptance within five (5) calendar days or rejection of the offer of reemployment eliminates all reemployment rights of the teacher.
3. Status After Recall. A career teacher who has been non-reemployed and who is then reemployed within one school year shall be reinstated as a career teacher. A probationary teacher who is non-reemployed but is then reemployed within one school year shall be given credit for the time already served as a probationary teacher for the purpose of determining eligibility for career teacher status.

## **11. Community Relations**

### Parental Concerns

The Board and Association recognize that situations of concern to parents/guardians may arise. The purpose of this section is to secure resolutions in a constructive manner, at the lowest level possible given the nature of the concern.

- A. When a principal is contacted by a parent regarding a concern, if the principal deems it appropriate, the initial action will be to inform the teacher and encourage the parent to contact the teacher for a conference to discuss the concern.
- B. The principal shall discuss the concern with the teacher before deciding that official written documentation or the removal of a child from class or an adverse impact upon the teacher's assignment is necessary.
- C. If the principal determines that official written documentation is warranted, the principal must give the teacher an opportunity to respond to the parental concern before such written documentation is issued. If official written documentation is issued, the teacher may, within two (2) weeks, provide a written response to be attached to said documentation.

## 12. Health and Safety

- A. The district will strive to provide a healthy and safe work environment. Teachers may express concerns related to health and safety to the site safety committee who will refer appropriate concerns to the principal who will take necessary action and report results to the committee and the teacher. The Association shall have access to reports and actions taken. The District and Association are dedicated to working together to provide education and information on health and safety issues.
- B. The Association President shall submit to principals the names of teachers willing to serve on Site Safety Committee(s). Principals will select at least one (1) teacher from the list.

## III. LEAVE PROVISIONS

1. **Notification of Use of Leave:** At the beginning of the school year, the principal will inform the teachers of the procedure to be utilized for reporting an absence.

### 2. Sick Leave

- A. The Board shall provide each teacher ten (10) days of sick leave each year for use in case of personal accidental injury, illness, pregnancy, or accidental injury or illness in the immediate family. Teachers on eleven month contracts will receive eleven (11) days of sick leave each year, and those on twelve month contracts will receive twelve (12) days of sick leave each year.
- B. Immediate family is here defined as spouse, children, parents, siblings, grandparents, grandchildren and like relations established through the marriage of the current spouse as well as legal dependents and household members.
- C. Unused sick leave days may accumulate to a maximum of one hundred seventy (170) days.
- D. Upon termination of employment, the District will pay the teacher for unused sick leave accumulated in the Jenks District that has not been transferred to another Oklahoma School District by placing it into a Health Reimbursement Account (HRA) according to the schedule(s) below:
  1. Teachers hired prior to the 2007-2008 school year shall be paid as follows:
    - a. 0-15 years in District: \$50
    - b. 16-20 years in District: \$60
    - c. 21+ years in District: \$65
  2. New teachers beginning with the 2007-2008 school year shall be paid as follows:
    - a. 0-8 years in District: \$25
    - b. 9-15 years in District: \$50
    - c. 16-20 years in District: \$60
    - d. 21+ years in District: \$65
  3. When terminating from the district, the teacher will be paid at the highest qualifying rate based upon their total years of District teaching experience.
- E. For each absence during the workday of less than four (4) hours, one-half (1/2) day's sick leave will be charged. For each absence of four (4) hours or more, one (1) day's sick leave will be charged.
- F. After exhausting all sick leave, a teacher may be absent due to personal accidental injury, illness or pregnancy up to an additional twenty (20) days. During such period, the teacher shall receive his/her salary less the amount actually or normally paid a certified substitute teacher for that teacher's position.
- G. Although it is not normally required that a teacher obtain prior approval to use sick leave, the teacher may be required to provide certification of accidental injury, illness or pregnancy by a medical doctor, or provide other appropriate evidence in order to receive sick leave for an absence.
- H. Sick leave shall not be provided under this section for any absence for which the teacher receives compensation pursuant to the Oklahoma Workers' Compensation Act.



- I. Disabilities caused or contributed to by pregnancy shall be subject to the provisions of sick leave.
  - a. Teachers shall be provided with family and medical leave without pay as required by the federal Family and Medical Leave Act of 1993 and as stipulated in Board Policy. (Rev: 7-15-93)

### **3. Bereavement Leave**

- A. Teachers shall be granted up to five (5) days for bereavement in the case of a death of a member of the teacher's immediate family, up to a maximum of ten (10) days per year.
- B. Immediate family is here defined as spouse, children, parents, siblings, grandparents, grandchildren and like relations established through the marriage of the current spouse.
- C. Of the ten (10) day maximum, two (2) days may be used in the case of a death outside the immediate family. Upon request of the teacher and approval of the Board or its designee, additional bereavement days may be granted.

### **4. Personal Business Leave**

- A. Each teacher shall be granted three (3) days of personal business leave each year to conduct personal business that must be conducted at times that school is in session. Each day shall be granted with the teacher receiving his/her full contract salary. (Rev: 2007)
- B. A teacher may accumulate a maximum of five (5) days of personal business leave days for use during any school year. Any additional unused days shall be added to the teacher's accumulated sick leave, up to the maximum allowed in Article III, Section 2, C.
- C. When terminating from the District, unused personal business leave shall be added to the teacher's accumulated sick leave, up to the maximum allowed in Article III, Section 2, C.
- D. The administration may deny the use of personal business leave on a particular day if the absence on that day would cause an undue hardship on the school or district. As a professional courtesy, teachers shall notify the District, via the substitute request system, a minimum of three (3) business days prior to taking three (3) or more planned consecutive personal business leave days. The District and the Association recognize emergencies may arise that do not allow for three (3) business days advance notice, however as a professional courtesy, teachers should provide prompt notice to the District.
- E. Except with the approval of the superintendent or designee, personal business leave may not be used during the following times: last ten (10) days of the work year; on a professional day; the day(s) immediately preceding or following a holiday or vacation period; and days when school remains in session despite adverse weather conditions. (Rev: 7-21- 94)

### **5. Legal Process Leave**

Employees who receive a summons shall submit a copy to Human Resources. Employees will be granted leave at their daily rate of pay, less any juror or witness fee, for jury service or appearing as a witness subpoenaed in a criminal, civil, or juvenile proceeding during the contracted work day. Employees must provide the Payroll Department with verification from the courts with their leave affidavit indicating exact dates served as a juror or as a subpoenaed witness. Additionally, any payments to employees for service as a juror or subpoenaed witness, exclusive of reimbursement for expenses (i.e., parking, mileage) must be endorsed to the District and attached to the leave affidavit. Employees who are parties (i.e., plaintiff or defendant) to a legal proceeding are not entitled to legal process leave.

### **6. Sabbatical Leave**

- A. Sabbatical leaves may be granted by the Board to teachers with seven (7) years of experience in the district for the purpose of continuing education, travel, or work opportunities related to the teacher's assignment or participation in overseas teaching programs.
- B. Sabbatical leaves may be granted for one (1) school year. Sabbatical leaves for less than the school year will not be considered.

- C. Teachers on sabbatical leave will do so without salary but may continue to participate in the district health plan with the teacher paying the premiums.
- D. Prior to granting sabbatical leave, the request will be submitted to the superintendent who will consider the proposal utilizing the following criteria:
  - 1. the merit of the activity to be participated in during the sabbatical leave,
  - 2. the ability to find a suitable replacement for the teacher during the term of leave, and
  - 3. the ability to employ the replacement at the end of the leave.
- E. Teachers who have been granted sabbatical leave will be guaranteed a position within the district for which they are certified and qualified, at the end of the leave. The teacher must notify the district by April one (1) if he/she plans to return. If no such notification is made, the teacher will be deemed to have resigned his/her employment with the district. Teachers returning from sabbatical leave will not forfeit career status or previously earned salary steps.

### **7. Long Term Leave Without Pay**

Teachers may be granted, upon written request to and approval of the Board, an unpaid leave of absence for up to one (1) school year for the purpose of personal illness, illness in the immediate family, or rearing of a child. Written requests for unpaid leave of absence for the ensuing year must be filed prior to March 1st of the current year, except when the situation for which the leave is requested could not have been known prior to March 1st. Written notification for reinstatement for the ensuing year following a leave of absence must be filed by March 1. If no such request is filed by that date, the teacher will be deemed to have resigned effective at the end of the current contract year. While on approved leave, a teacher shall not lose any accumulated leave, years of experience, or career status; however, no additional leave, years of experience, or career status shall accrue during the leave. Teachers on approved leave may continue to participate in the district's health plan with the teacher paying the premiums. Upon returning from an unpaid leave of absence, the teacher will be assigned to a position for which the teacher is certified. (6-26-96)

### **8. Short Term Leave Without Pay**

All requests for leave of absence without pay shall be in writing to the Human Resources Office, setting forth the date and reason for leave. Before leave without pay may be considered, all other appropriate accrued leave must be used. Leave of absence without pay will not be granted except in extreme emergencies. These requests will be approved or disapproved based on the following criteria:

- 1. emergency situation
- 2. once-in-a-lifetime opportunity
- 3. beneficial to the district

Such requests require the approval of the Board of Education in advance of the leave. However, the Superintendent or designee may approve requests of up to three (3) consecutive days.

### **9. Professional Leave**

When approved in advance by the administrator or supervisor, a teacher shall be provided professional leave for attending workshops, conferences, training, and other activities or official school business related to the teacher's assignment. Professional leave will be without loss of pay or other benefits. When authorized by the administrator or supervisor, the district may pay for all or a portion of the expenses related to the professional leave. (7-22-99)

## **IV. GRIEVANCE PROCEDURE**

### **1. Purpose**

The purpose of this procedure is to secure at the lowest possible level equitable solutions to a claim of contract violation by the grievant.

### **2. Definitions**

- A. A “grievance” is a claim by a teacher or teachers that there has been a violation, misinterpretation, or misapplication of the terms of this Negotiated Agreement that has affected that teacher or teachers.
- B. The “grievant” is the teacher or teachers making the claim. When a grievance is being filed by more than one (1) teacher, they may file one (1) form containing the signatures of each grievant.
- C. The “party in interest” is the teacher or teachers making the claim, or any person who might be required to take action, or against whom action might be taken in order to resolve the claim.
- D. During the school year, “days” shall mean teacher work days. During summer break, “days” shall mean days when district administrative offices are open.

### **3. Procedure**

#### **A. Level I**

A teacher with a grievance shall first discuss the grievance individually with the immediate supervisor within ten (10) days of the alleged violation, citing the article and section alleged to have been violated and the specific remedy sought, with the objective of resolving the grievance informally. No written record will be made.

#### **B. Level II**

1. If the grievant is not satisfied with the disposition of his/her grievance at Level I, he/she may file the grievance within five (5) days of the level I response with the site principal, citing the article and section alleged to have been violated and the specific remedy sought as stated at Level I.
2. The site principal shall schedule and hold a formal meeting with the grievant within five (5) days after receipt of the written grievance and shall transmit a written decision to the grievant within five (5) days of the meeting.

#### **C. Level III**

1. If the grievant is not satisfied with the disposition of his/her grievance at Level II, he/she may appeal the grievance within five (5) days of the Level II response with the appropriate Assistant Superintendent or Associate Superintendent.
2. The Assistant Superintendent or Associate Superintendent shall schedule and hold a meeting with the grievant within five (5) days after receipt of the appeal and shall transmit a written decision to the grievant within five (5) days of the meeting.

#### **D. Level IV**

1. If the grievant is not satisfied with the disposition of his/her grievance at Level III, he/she may appeal the grievance within five (5) days of the Level III response with the Superintendent.
2. The Superintendent shall schedule and hold a meeting with the grievant within five (5) days after receipt of the appeal and shall transmit a written decision to the grievant within five (5) days of the meeting.

#### **E. Level V**

1. If the grievant is not satisfied with the disposition of his/her grievance at Level IV, he/she may appeal the grievance within five (5) days of the Level IV response for transmittal to the Board.
2. The Board will hear the grievance at its next regularly scheduled meeting or a special meeting which has been called for that purpose. The Board shall transmit its written decision to the grievant within five (5) days of the meeting. The decision of the Board shall be final.

### **4. Right to Representation**

The grievant and the administration may each be represented by a person of his/her own choosing at Levels II, III, IV and V of this procedure.

## **5. General Provisions**

- A. The Association may file a grievance as the “grievant” on alleged violations of the Association Activities article of this Agreement and on alleged violations of the Procedural Agreement.
- B. Decisions rendered at Levels II, III, IV and V of the grievance procedure will be in writing, setting forth the decisions and the reasons therefore and will be transmitted promptly to all parties in interest.
- C. The grievant shall have sole responsibility for pursuing the grievance through all levels and within the time limits specified in these procedures.
- D. Appeals filed at Levels III, IV, and V shall state the article and section alleged to have been violated and the specific remedy sought as stated in Level I and filed in Level II.
- E. Necessary forms for the filing of grievances shall be mutually agreed upon by the Association and the Board and shall be attached as Appendix C to this Agreement.
- F. Copies of official grievances, all documents, communications, and records dealing with the processing of a grievance will be filed in a separate grievance file and will not be kept in the personnel files of any of the participants.
- G. No reprisals shall be taken against the grievant, any witness, or other participant in the grievance procedures by reason of such participation.
- H. Failure in any step of this procedure to appeal to the next level within the specified time limits shall be deemed to be acceptance of the decision at that level.
- I. All meetings and hearings, with the exception of those at Level V, under this procedure shall not be conducted in public and shall include only parties in interest and their selected representatives.
- J. Time limits at any level may be extended by mutual agreement prior to the expiration of the time limit, and such agreements shall be reduced to writing and placed in the record for that grievance.

## **V. ASSOCIATION ACTIVITIES**

### **1. Information Distribution**

- A. The Association shall be permitted to distribute information related to the offi business of the Association by placing such material in the individual school mail boxes of teachers and on a designated bulletin board. Notifi of Association meetings (date, place, time) may be posted on Employee Public by the Association President or designee.
- B. Such material shall not suggest, urge, or propose action by a teacher to violate, ignore, or resist any terms of this Agreement, administrative regulation or policy.
- C. Political campaign material other than that directly related to the internal politics of the Association may not be distributed or posted by the Association.

### **2. Availability of Information**

- A. The Board shall make available to the Association, upon written request, any public information. The Association shall reimburse the district for such information in accordance with the rates established in Board policy.
- B. A copy of the Board meeting agenda shall be made available to the Association twenty-four (24) hours prior to each Board meeting.

### **3. Use of Facilities**

- A. After scheduling with the Superintendent, Principal, or designee, the Association may use school facilities for meetings of the Association.
- B. Such meetings may only be held after the teacher work day and may not interfere with other scheduled activities of the district.
- C. If such meetings cause the district to incur any additional costs, the district will notify the Association prior to the meeting. Costs include but are not limited to: overtime pay for custodial staff, utility expenses, or additional security. The Association will reimburse the district for said costs.

**4. Association Leave**

- A. The Board shall provide the Association with twenty-five (25) days per year for leave to attend conventions and coverage conferences of the Association or its affiliates, or to conduct Association business. (Rev: 7-21-94)
- B. The Association shall reimburse the district for the amount actually or normally paid to a certified substitute teacher for each day utilized.

**5. School Calendar:**

Prior to January thirteenth (13th) of each school year, the Association may provide input to the Superintendent regarding the school calendar for the ensuing year. If such input is provided, the Superintendent shall consider the Association's input before making his/her recommendation to the Board, and shall also forward the Association's recommendation to the Board.

**6. Committee Participation**

- A. By August 31 of each year, the Association will provide the District a broad based list of at least fifty (50) names of teachers for committee participation. The Association may update this list as needed throughout the year. Whenever a major District committee is formed that requires teacher participation, at least one (1) name shall be selected from the list. The District will provide a list of major District committees, and requirements for serving if applicable, to the Association president or designee prior to August 1 of each year. The District will inform the Association president or designee as other major District committees are formed.
- B. The Association will designate a minimum of seven (7) and up to twelve (12) names from the list in paragraph 6.A. to be utilized on committees that have been mutually agreed upon by the Board of Education and the Association as having potential impact to the Negotiated Agreement.
- C. The Association will provide a list of names, representing at least twenty (20) percent of the teachers at that site, to each site principal for participation on site level committees. The site principal shall select at least one (1) name from the list for each site level committee requiring teacher participation.

**VI. COMPENSATION**

**1. Salary**

Teachers shall be paid in accordance with the following 2016-17 Compensation Schedule attached as Appendix D.

**2. Extra Duty**

Teachers who are assigned extra-duty assignments which are designated for compensation shall be paid in accordance with the 2016-17 Extra Duty Salary Schedule which shall be attached as Appendix E to this Agreement.

**3. Insurance**

State Payment

- A. For the 2016-17 school year, each full-time teacher who purchases major medical health coverage through the District's Health Insurance Plan shall receive the monthly Flexible Benefit Allowance (FBA) required by state law. The District will apply the FBA toward the total premium cost of the District's Health Plan. Any excess FBA allowance over the cost of the major medical coverage purchased by the teacher may be used to purchase additional benefits through the District's

Section 125 Cafeteria Plan or may be taken as taxable compensation as provided for by law. Part-time teachers shall receive benefits as provided for by state law.

- B. For the 2016-17 school year, teachers who choose not to participate in the District Health Insurance Plan shall receive, as part of Total Compensation, \$69.71 per month which may be applied to options in the District's Section 125 Cafeteria Plan or may be taken as taxable compensation, in lieu of the flexible benefit allowance provided for in part i. Above.
- C. Life Insurance: For the 2016-17 school year, the Board shall provide a life insurance plan for teachers and shall pay the monthly premium cost on behalf of each teacher.

**4. Breakfast/Lunch/Buildings and Grounds Duty Supervision**

For the 2016-17 school year, teacher assigned to breakfast/lunch duty supervision shall be compensated at least at the rate of \$8.00 per occurrence.

**VII. PROVISIONS**

**1. Printing and Distribution of the Agreement**

The Board and the Association shall prepare and proof the final Agreement for printing. The Negotiated Agreement will be provided on the JPS Website. Thirty (30) copies will be printed for the Board and the Association. The cost of printing shall be shared equally between the Board and the Association.

**2. Savings Clause**

In the event of a conflict between the terms of this Agreement and any individual contract of employment, the terms of this Agreement shall prevail. 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.

**3. Duration**

This Agreement represents the full and complete agreement between the parties concerning wages, hours, fringe benefits and other terms and conditions of employment. This Agreement shall remain in full force and effect and bind the parties for the 2016-17 and the 2016-17 school years until replaced by subsequent Agreement negotiated in accordance with the provisions of the Procedural Agreement. Article VI., Compensation shall remain in effect for the 2016-17 school year only and shall be opened for 2016-17 negotiations along with up to six (6) Sections of the Agreement which either party may select to open for negotiations.

**Adopted August 2016**

\_\_\_\_\_  
JPS Board President

Lou Barlow  
David Belier  
Fielding Elseman  
Dana Ezell  
Jazzman Peaden  
Michelle Sumner

\_\_\_\_\_  
JCTA President

Kerry Goode  
Mike Horn  
Jim Rehanek  
Kelly Stanley  
Susan Stowe

## **Appendixes**

## **Appendix A Procedural Agreement**

### **I. PURPOSE**

1.1 The Board of Education of the Jenks Public Schools and the Jenks Classroom Teachers Association recognize the need for an orderly process of communication for administering employer/employee relations which conform with Oklahoma Statutes 05-70-509.1 through 05-70-509.10.

### **II. RECOGNITION**

2.1 This Agreement is made and entered into by and between the Jenks Classroom Teachers Association, hereinafter termed the "Association," and the Board of Education of the Jenks Public Schools, hereinafter termed the "Board".

2.2 The Board hereby recognizes the Association as the exclusive negotiation representative for the bargaining unit consisting of all non-administrative employees who are required by the position in which they are employed to be licensed or certified as teachers. Any teacher who desires not to be represented by the Association may so state in writing to the Board. The Association shall represent fairly and impartially all members of the bargaining unit.

### **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 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 contradictory to the Negotiated Agreement.

3.3 There shall be no negotiations on inherent managerial responsibilities.

### **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) persons 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 team may also designate up to three (3) alternates who may attend meetings in the place of regular team members.

#### **4.2 Opening Negotiations**

4.2.1 Between May 1 and May 31 of each ensuing year, either the Association or the Board shall submit a written request for negotiations to commence. If no such request is made during the time period above, negotiations will not take place for the ensuing year.

4.2.2. The first negotiations session shall occur on a mutually agreeable date not more than thirty (30) calendar days from the date of the written request to open negotiations.

4.2.3 The Association shall submit all of its negotiation proposals at the first session. The Board shall submit all of its negotiation proposals at the second session. Provided that when the parties, in any particular year, choose to utilize a collaborative, Interest-Based Bargaining process, the parties shall mutually exchange a list of negotiation issues, including a brief explanation of each issue, on a mutually agreeable date as provided in 4.2.2 above. Subsequent proposals/issues may only be submitted upon mutual agreement of the parties. (Rev: 2/8/00)

#### **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. The spokesperson may designate any other person to speak.

4.3.2 No recording or official transcripts shall be made without mutual agreement of the parties.



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.

4.3.5 The release of information to the news media or patrons regarding negotiations shall only be made by mutual agreement of the parties.

4.3.6 Each party is free to caucus at any time.

#### **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 bargaining unit 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 may, 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. (Rev: 7-15-93)

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) calendar 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 the fact finding committee shall be 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) calendar 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) calendar 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) calendar 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) calendar 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. (Rev: 7-15-93)

## **VI. ADMINISTERING EMPLOYER-EMPLOYEE RELATIONS**

6.1 The Association and the Board agree to abide by current state law which established the method for discontinuation of Association representation resulting from a strike. The Association further agrees not to promote the withholding of services during the term of a contract negotiated in accordance with the provisions of this Procedural 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. The parties may, by mutual agreement, reopen negotiations for the purpose of replacing the severed part.

## **VIII. DURATION OF AGREEMENT**

8.1 This Agreement shall continue in effect for successive fiscal year periods unless notice is given, in writing, between January 1 and January 31 of any year, by either party, that the party desires to modify, amend or terminate this Agreement. Once such notice is given, negotiations related to changes in this Agreement shall commence on a mutually agreeable date within thirty (30) calendar 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

April 8, 1991

**Appendix B**  
**Jenks Public Schools Level Two Grievance**

Name of Grievant: \_\_\_\_\_

Position and Building: \_\_\_\_\_

Immediate Supervisor: \_\_\_\_\_

Date of Informal Discussion at Level One: \_\_\_\_\_

Article and Section of Negotiated Agreement Allegedly Violated: \_\_\_\_\_

Statement of Grievance:

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

Requested Course of Action:

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

Signature of Grievant: \_\_\_\_\_

Date Grievance Filed: \_\_\_\_\_

\_\_\_\_\_

**Disposition by Administrator**

Date of Meeting: (scheduled within five (5) days) \_\_\_\_\_

Disposition of Grievance by Administrator: (within five (5) days of meeting; attach statement if necessary)

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

This decision may be appealed to the appropriate Assistant Superintendent or Administrative Assistant with five (5) working days of receipt, or the appeal is waived.

Signature of Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Distribution: Administrator, Grievant, Grievant Representative

**Appendix B**  
**Jenks Public Schools Level Three Grievance**  
**Appeal of Level Two Grievance to Assistant Superintendent or Administrative Assistant**

This form must be filed within five (5) days of decision of Level Two or the appeal is waived.

Name of Grievant: \_\_\_\_\_

Position and Building: \_\_\_\_\_

Date of Disposition of Grievance at Level Two: \_\_\_\_\_

***Attach copies of Level Two (2) Grievance and Disposition***

Statement of Grounds for Appeal: \_\_\_\_\_

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

Signature of Grievant: \_\_\_\_\_

Date Grievance Filed: \_\_\_\_\_

\_\_\_\_\_

**Disposition by Assistant Superintendent or Administrative Assistant**

Date of Meeting: (scheduled within five (5) days) \_\_\_\_\_

Disposition of Grievance by Administrator: (within five (5) days of meeting; attach statement if necessary)

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

This decision may be appealed to the Superintendent within five (5) working days of receipt, or the appeal is waived.

Signature of Assistant Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Distribution: Assistant Superintendent, Grievant, Grievant Representative

**Appendix B**  
**Jenks Public Schools Level Four Grievance**  
**Appeal of Level Three Grievance Decision to Superintendent**

This form must be filed within five (5) days of decision of Level Three or the appeal is waived.

Name of Grievant: \_\_\_\_\_

Position and Building: \_\_\_\_\_

Date of Disposition of Grievance at Level Three: \_\_\_\_\_

***Attach copies of Level Two (2) and Three (3) Grievances and Dispositions***

Statement of Grounds for Appeal: \_\_\_\_\_

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

Signature of Grievant: \_\_\_\_\_

Date Grievance Filed: \_\_\_\_\_

\_\_\_\_\_

**Disposition by Superintendent**

Date of Meeting: (scheduled within five (5) days) \_\_\_\_\_

Disposition of Grievance by Superintendent: (within five (5) days of meeting; attach statement if necessary)

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

This decision may be appealed to the Board of Education within five (5) working days of receipt, or the appeal is waived.

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Distribution: Superintendent, Grievant, Grievant Representative

**Appendix B**  
**Jenks Public Schools Level Five Grievance**  
**Appeal of Level Four Grievance Decision to Board of Education**

This form must be filed within five (5) days of decision of Level Four or the appeal is waived.

Name of Grievant: \_\_\_\_\_

Position and Building: \_\_\_\_\_

Date of Disposition of Grievance at Level Four: \_\_\_\_\_

***Attach copies of Level Two (2), Three (3), and Four (4) Grievances and Dispositions***

Statement of Grounds for Appeal: \_\_\_\_\_

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

Signature of Grievant: \_\_\_\_\_

Date Grievance Filed: \_\_\_\_\_

\_\_\_\_\_

**Disposition by Board of Education**

Date of Meeting Scheduled: \_\_\_\_\_

Disposition of Grievance by the Board of Education: (within five (5) days of meeting; attach statement if necessary)

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

The decision of the Board shall be final.

Signature of Board President: \_\_\_\_\_ Date: \_\_\_\_\_

Distribution: Board President, Grievant, Grievant Representative

# Appendix C

## Jenks Public Schools 2016-17 Certified Compensation Schedule

Step	Bachelor's			Step	Bachelor's +15			Step	District	State	State
	Base	District Paid	Total District		Base	District Paid	Total District		Paid	TR	Flexible
	Salary	Retirement	Compensation		Salary	Retirement	Compensation		Life Ins.	Credit	Benefit (FBA)
0	32,785	1344	34,129	0	33,485	1,373	34,858	0	39.96	60.15	6,322.56
1	33,310	1366	34,676	1	34,010	1,394	35,404	1	39.96	103.41	6,322.56
2	33,971	1393	35,364	2	34,671	1,422	36,093	2	39.96	145.65	6,322.56
3	34,703	1423	36,126	3	35,403	1,452	36,855	3	39.96	188.15	6,322.56
4	35,334	1449	36,783	4	35,974	1,475	37,449	4	39.96	233.33	6,322.56
5	36,031	1477	37,508	5	36,731	1,506	38,237	5	39.96	278.76	6,322.56
6	36,556	1499	38,055	6	37,256	1,527	38,783	6	39.96	325.26	6,322.56
7	37,081	1520	38,601	7	37,781	1,549	39,330	7	39.96	372.82	6,322.56
8	37,606	1542	39,148	8	38,306	1,571	39,877	8	39.96	421.44	6,322.56
9	38,131	1563	39,694	9	38,831	1,592	40,423	9	39.96	471.12	6,322.56
10	38,656	1585	40,241	10	39,356	1,614	40,970	10	39.96	521.87	6,322.56
11	39,181	1606	40,787	11	39,881	1,635	41,516	11	39.96	573.67	6,322.56
12	39,706	1628	41,334	12	40,406	1,657	42,063	12	39.96	626.54	6,322.56
13	40,231	1649	41,880	13	40,931	1,678	42,609	13	39.96	680.48	6,322.56
14	40,756	1671	42,427	14	41,456	1,700	43,156	14	39.96	735.47	6,322.56
15	41,281	1693	42,974	15	41,981	1,721	43,702	15	39.96	791.53	6,322.56
16	41,806	1714	43,520	16	42,506	1,743	44,249	16	39.96	848.65	6,322.56
17	42,331	1736	44,067	17	43,031	1,764	44,795	17	39.96	906.83	6,322.56
18	42,856	1757	44,613	18	43,556	1,786	45,342	18	39.96	966.07	6,322.56
19	43,381	1779	45,160	19	44,081	1,807	45,888	19	39.96	1,026.38	6,322.56
20	43,906	1800	45,706	20	44,606	1,829	46,435	20	39.96	1,087.75	6,322.56
21	44,431	1822	46,253	21	45,131	1,850	46,981	21	39.96	1,150.18	6,322.56
22	44,956	1843	46,799	22	49,131	2,014	51,145	22	39.96	1,213.68	6,322.56
23	45,481	1865	47,346	23	49,656	2,036	51,692	23	39.96	1,278.23	6,322.56
24	46,006	1886	47,892	24	50,181	2,057	52,238	24	39.96	1,343.85	6,322.56
25	46,531	1,908	48,439	25	50,706	2,079	52,785	25	39.96	1,410.53	6,322.56

Off Schedule	50,706	2,079	52,785	Off Schedule	52,456	2,151	54,607	Off Schedule	39.96	1,410.53	6,322.56
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Transcripts reflecting certified graduate level credit earned after date of receiving bachelor's or master's degree must be on file in Human Resources by September 1.

**Step** - Allowable years of teaching experience

**Base Salary** - Negotiated base salary

**District Paid Retirement** - The District pays 4.1% of the teacher's contribution to the Oklahoma Teachers' Retirement System (OTRS).

**Total District Compensation** - Total salary and District paid retirement

**District Paid Life Insurance** - The District pays \$39.96 for employee life insurance with a death benefit of \$30,000.

**State Teacher Retirement (TR) Credit** - Statutory required payment to certified staff used to offset a teacher's obligation to the OTRS.

**State Flexible Benefit Allowance (FBA)** - Teachers enrolled in the district's Health Insurance Plan shall receive from the state a Flexible Benefit Allowance (FBA) for Major Medical. The FBA is equal to 100% of the Health Choice (Hi) option premium. Any excess FBA over the cost of the major medical coverage purchased by the teacher may be used to purchase additional benefits or may be taken as taxable compensation. No certified employee shall receive FBA payments less than provided by state law.

**Cash in Lieu of Flexible Benefit Allowance** - Teachers not enrolled in the District's Health Insurance Plan shall receive from the state a payment in lieu of health insurance of \$836.52 per year.

**Teacher Paid Retirement** - Statute requires teachers to contribute 7% of their annual salary to the OTRS.

**Jenks Public Schools  
2016-17 Certified Compensation Schedule**

Step	Master's			Step	Master's +15			Step	District	State	State
	Base Salary	District Paid Retirement	Total District Compensation		Base Salary	District Paid Retirement	Total District Compensation		Paid Life Ins.	TR Credit	Flexible Benefit (FBA)
0	34,572	1,417	35,989	0	34,912	1,431	36,343	0	39.96	60.15	6,322.56
1	35,097	1,439	36,536	1	35,437	1,453	36,890	1	39.96	103.41	6,322.56
2	35,757	1,466	37,223	2	36,097	1,480	37,577	2	39.96	145.65	6,322.56
3	36,489	1,496	37,985	3	36,829	1,510	38,339	3	39.96	188.15	6,322.56
4	37,110	1,522	38,632	4	37,450	1,535	38,985	4	39.96	233.33	6,322.56
5	37,817	1,550	39,367	5	38,157	1,564	39,721	5	39.96	278.76	6,322.56
6	38,342	1,572	39,914	6	38,862	1,593	40,455	6	39.96	325.26	6,322.56
7	38,867	1,594	40,461	7	39,207	1,607	40,814	7	39.96	372.82	6,322.56
8	39,392	1,615	41,007	8	39,732	1,629	41,361	8	39.96	421.44	6,322.56
9	39,917	1,637	41,554	9	40,257	1,651	41,908	9	39.96	471.12	6,322.56
10	40,442	1,658	42,100	10	40,782	1,672	42,454	10	39.96	521.87	6,322.56
11	40,967	1,680	42,647	11	41,307	1,694	43,001	11	39.96	573.67	6,322.56
12	41,492	1,701	43,193	12	41,832	1,715	43,547	12	39.96	626.54	6,322.56
13	42,017	1,723	43,740	13	42,357	1,737	44,094	13	39.96	680.48	6,322.56
14	42,542	1,744	44,286	14	42,882	1,758	44,640	14	39.96	735.47	6,322.56
15	43,067	1,766	44,833	15	43,407	1,780	45,187	15	39.96	791.53	6,322.56
16	43,592	1,787	45,379	16	43,932	1,801	45,733	16	39.96	848.65	6,322.56
17	44,117	1,809	45,926	17	44,457	1,823	46,280	17	39.96	906.83	6,322.56
18	44,642	1,830	46,472	18	44,962	1,843	46,805	18	39.96	966.07	6,322.56
19	45,167	1,852	47,019	19	45,507	1,866	47,373	19	39.96	1,026.38	6,322.56
20	45,692	1,873	47,565	20	46,032	1,887	47,919	20	39.96	1,087.75	6,322.56
21	46,217	1,895	48,112	21	46,557	1,909	48,466	21	39.96	1,150.18	6,322.56
22	50,131	2,055	52,186	22	50,471	2,069	52,540	22	39.96	1,213.68	6,322.56
23	50,656	2,077	52,733	23	50,996	2,091	53,087	23	39.96	1,278.23	6,322.56
24	51,181	2,098	53,279	24	51,521	2,112	53,633	24	39.96	1,343.85	6,322.56
25	51,706	2,120	53,826	25	52,046	2,134	54,180	25	39.96	1,410.53	6,322.56

Off Schedule	55,371	2,270	57,641	Off Schedule	55,721	2,285	58,006	Off Schedule	39.96	1,410.53	6,322.56
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Transcripts reflecting certified graduate level credit earned after date of receiving bachelor's or master's degree must be on file in Human Resources by September 1.

**Step** - Allowable years of teaching experience

**Base Salary** - Negotiated base salary

**District Paid Retirement** - The District pays 4.1% of the teacher's contribution to the Oklahoma Teachers' Retirement System (OTRS).

**Total District Compensation** - Total salary and District paid retirement

**District Paid Life Insurance** - The District pays \$39.96 for employee life insurance with a death benefit of \$30,000.

**State Teacher Retirement (TR) Credit** - Statutory required payment to certified staff used to offset a teacher's obligation to the OTRS.

**State Flexible Benefit Allowance (FBA)** - Teachers enrolled in the district's Health Insurance Plan shall receive from the state a Flexible Benefit Allowance (FBA) for Major Medical. The FBA is equal to 100% of the Health Choice (Hi) option premium. Any excess FBA over the cost of the major medical coverage purchased by the teacher may be used to purchase additional benefits or may be taken as taxable compensation. No certified employee shall receive FBA payments less than provided by state law.

**Cash in Lieu of Flexible Benefit Allowance** - Teachers not enrolled in the District's Health Insurance Plan shall receive from the state a payment in lieu of health insurance of \$836.52 per year.

**Teacher Paid Retirement** - Statute requires teachers to contribute 7% of their annual salary to the OTRS.



**Jenks Public Schools  
2016-17 Certified Compensation Schedule**

Step	Master's +30			Step	Doctorate			Step	District Paid Life Ins.	State TR Credit	State Flexible Benefit (FBA)
	Base Salary	District Paid Retirement	Total District Compensation		Base Salary	District Paid Retirement	Total District Compensation				
0	35,252	1,445	36,697	0	35,898	1,472	37,370	0	39.96	60.15	6,322.56
1	35,777	1,467	37,244	1	36,423	1,493	37,916	1	39.96	103.41	6,322.56
2	36,437	1,494	37,931	2	37,283	1,529	38,812	2	39.96	145.65	6,322.56
3	37,169	1,524	38,693	3	38,015	1,559	39,574	3	39.96	188.15	6,322.56
4	37,890	1,553	39,443	4	38,636	1,584	40,220	4	39.96	233.33	6,322.56
5	38,497	1,578	40,075	5	39,343	1,613	40,956	5	39.96	278.76	6,322.56
6	39,022	1,600	40,622	6	39,868	1,635	41,503	6	39.96	325.26	6,322.56
7	39,547	1,621	41,168	7	40,393	1,656	42,049	7	39.96	372.82	6,322.56
8	40,072	1,643	41,715	8	40,918	1,678	42,596	8	39.96	421.44	6,322.56
9	40,597	1,664	42,261	9	41,443	1,699	43,142	9	39.96	471.12	6,322.56
10	41,122	1,686	42,808	10	41,968	1,721	43,689	10	39.96	521.87	6,322.56
11	41,647	1,708	43,355	11	42,493	1,742	44,235	11	39.96	573.67	6,322.56
12	42,172	1,729	43,901	12	43,018	1,764	44,782	12	39.96	626.54	6,322.56
13	42,697	1,751	44,448	13	43,543	1,785	45,328	13	39.96	680.48	6,322.56
14	43,222	1,772	44,994	14	44,068	1,807	45,875	14	39.96	735.47	6,322.56
15	43,747	1,794	45,541	15	44,593	1,828	46,421	15	39.96	791.53	6,322.56
16	44,272	1,815	46,087	16	45,118	1,850	46,968	16	39.96	848.65	6,322.56
17	44,797	1,837	46,634	17	45,643	1,871	47,514	17	39.96	906.83	6,322.56
18	45,322	1,858	47,180	18	46,168	1,893	48,061	18	39.96	966.07	6,322.56
19	45,847	1,880	47,727	19	46,693	1,914	48,607	19	39.96	1,026.38	6,322.56
20	46,372	1,901	48,273	20	47,218	1,936	49,154	20	39.96	1,087.75	6,322.56
21	46,897	1,923	48,820	21	47,743	1,957	49,700	21	39.96	1,150.18	6,322.56
22	50,811	2,083	52,894	22	51,657	2,118	53,775	22	39.96	1,213.68	6,322.56
23	51,336	2,105	53,441	23	52,182	2,139	54,321	23	39.96	1,278.23	6,322.56
24	51,861	2,126	53,987	24	52,707	2,161	54,868	24	39.96	1,343.85	6,322.56
25	52,386	2,148	54,534	25	53,232	2,183	55,415	25	39.96	1,410.53	6,322.56

Off Schedule	57,431	2,355	59,786	Off Schedule	58,600	2,403	61,003	Off Schedule	39.96	1,410.53	6,322.56
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Transcripts reflecting certified graduate level credit earned after date of receiving bachelor's or master's degree must be on file in Human Resources by September 1.

**Step** - Allowable years of teaching experience

**Base Salary** - Negotiated base salary

**District Paid Retirement** - The District pays 4.1% of the teacher's contribution to the Oklahoma Teachers' Retirement System (OTRS).

**Total District Compensation** - Total salary and District paid retirement

**District Paid Life Insurance** - The District pays \$39.96 for employee life insurance with a death benefit of \$30,000.

**State Teacher Retirement (TR) Credit** - Statutory required payment to certified staff used to offset a teacher's obligation to the OTRS.

**State Flexible Benefit Allowance (FBA)** - Teachers enrolled in the district's Health Insurance Plan shall receive from the state a Flexible Benefit Allowance (FBA) for Major Medical. The FBA is equal to 100% of the Health Choice (Hi) option premium. Any excess FBA over the cost of the major medical coverage purchased by the teacher may be used to purchase additional benefits or may be taken as taxable compensation. No certified employee shall receive FBA payments less than provided by state law.

**Cash in Lieu of Flexible Benefit Allowance** - Teachers not enrolled in the District's Health Insurance Plan shall receive from the state a payment in lieu of health insurance of \$836.52 per year.

**Teacher Paid Retirement** - Statute requires teachers to contribute 7% of their annual salary to the OTRS.

**Appendix D  
Extra Duty Assignments**

<b>District</b>	
504 Coordinator (1-15 students)	\$300
504 Coordinator (16-30 students)	\$600
504 Coordinator (31-45 students)	\$900
504 Coordinator (46-60 students)	\$1,200
504 Coordinator (61-75 students)	\$1,500
504 Coordinator (76-90 students)	\$1,800
Alternative Education Teacher	5% of Salary
AVID Coordinator	\$1,700
Bloodborne Pathogens Coordinator	\$800
Counselor Elementary	8 days
Counselor Intermediate	8 days
Counselor Middle School	10 days
Counselors Freshman Academy	12 days
Counselors High School	12 days
Curriculum Resource Instructor	10 days
D-Hall Secondary (Morning)	\$1,850
D-Hall Secondary (Afternoon)	\$1,850
D.F.Y. Coordinator	\$300
D.F.Y. Parent-Student Involvement Coordinator	\$4,200
DECA	\$2,000
Department Coordinator Secondary	\$200
Department Resource Secondary	\$500/\$105
Director of Guidance Secondary	\$6,000
District Coordinator Teaching/Learning	15 days
District ELD Services Coordinator	10 days
District Gifted Services Coordinator	10 days
District Health Services Coordinator	\$2,000
District Special Education Coordinator	\$3,900
District Title I Services Coordinator	15 days
Drama Assistant Secondary	\$3,000
Drama Head Secondary	\$5,000
ELD Site Coordinator	\$800
ELL/ELD Coordinator	18 days

ESY Supervision	20 days
F.I.R.S.T. Robotics	\$2,500
F.I.R.S.T. Robotics Assistant Supervisor	\$800
FCCLA	\$2,000
FFA	\$2,400
Forensics Assistant	\$3,000
Gifted Coordinator Elementary	\$1,000
Gifted/Advisory Board Coordinator	\$1,000
IB Coordinator	15 days
Instrumental Music Assistant	\$3,500
Instrumental Music Head	\$7,280
Instrumental Music Middle School	\$2,100
Instrumental Music Orchestra Head	\$5,500
Instrumental Summer Music Assistant	\$1,000
Instrumental Summer Music Head	\$2,940
Counselor Lead	\$2,000
Instrumental Music Marching Season	\$1,500
Instrumental Music Marching Season Head	\$2,080
Media Specialist Elementary	6 days
Media Specialist Freshman Academy	7 days
Media Specialist High School	10 days
Media Specialist Intermediate	6 days
Media Specialist Middle School	7 days
Media Tech Supervisor	\$800
Orchestra Middle School	\$2,100
Professional Dev. Committee Chair	\$750
Professional Dev. Committee Reps	\$500
Psychologist	10% of Salary
Service Learning Coordinator Secondary	\$2,000
Special Education Coordinator	\$1,950
Special Education Teacher	5% of Salary
Special Olympics Coach	\$900
Special Olympics Coach/Coordinator	\$3,500
Speech/Debate Head	\$5,000
Speech/Debate Workshop	\$1,000
Instrumental Music Summer Band	\$3,058
Instrumental Music Summer Band Assistant	\$1,000

T/TH Intervention Program (Grades 9-12)	\$3,000
Title I Advisory Board Coordinator	\$800
Visually Impaired Coordinator	\$9,000
Vocal Music Assistant Secondary	\$2,500
Vocal Music Elementary	\$1,050
Vocal Music Intermediate	\$1,050
Vocal Music Middle School	\$2100.00
Vocal Music Secondary	\$6,000
Zero/7th Hour (One Semester) Secondary	1/12 of salary

<b>East Elementary</b>	
ABL Coordinator	\$500
Chair - Counseling	\$200
Chair - Gifted	\$200
Chair - Media	\$200
Chair - Social Media	\$300
Chair - Special Education	\$600
Chair - Specials	\$400
Community Partnerships	\$250
FLL - Coordinator	\$399
FLL - Co-Coordinator (2)	\$350
Grade Chair - Pre-Kindergarten	\$600
Grade Co-Chair - Kindergarten (2)	\$600
Grade Co-Chair - 1st Grade (2)	\$600
Grade Co-Chair - 2nd Grade (2)	\$600
Grade Co-Chair - 3rd Grade (2)	\$600
Grade Co-Chair - 4th Grade (2)	\$600
Grade Co-Chair Dual Language (2)	\$300
JEE Joggers (2)	\$300
Morning Walk Coordinators (2)	\$350
Safety Patrol (2)	\$500
Site Intervention Team (17)	\$500
Site Leadership	\$400
Tech Team - ITCT	\$900
Tech Team - ITR (6)	\$600
Testing Coordinator - Assistant	\$250
Testing Coordinator	\$500

Webmaster	\$600
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<b>Southeast Elementary</b>	
Computer Contact Team Pre-Kindergarten	\$200
Computer Contact Team Kindergarten	\$200
Computer Contact Team 1st Grade	\$200
Computer Contact Team 2nd Grade	\$200
Computer Contact Team 3rd Grade	\$200
Computer Contact Team 4th Grade	\$200
Computer Contact Team Site Coordinator	\$800
Computer Contact Team Special Education	\$200
ELD Coordinator	\$400
ELD Support 1st & 2nd Grades	\$300
ELD Support 3rd & 4th Grades	\$300
Grade Chair 1st	\$450
Grade Chair 2nd	\$450
Grade Chair 3rd	\$450
Grade Chair 4th	\$450
Grade Chair Kindergarten	\$450
Grade Chair Pre-Kindergarten	\$450
Grade Chair Special Area (2)	\$450
Music	\$1,050
Professional Development Comm.	\$500
Site Intervention Team (S.I.T.) 1st, 2nd Grades	\$400
Site Intervention Team (S.I.T.) 3rd, 4th Grades	\$400
Site Intervention Team (S.I.T.) Chairman	\$700
Site Intervention Team (S.I.T.) Pre-K, Kdg.	\$400
Student Outdoor Education Committee Chairperson	\$500
Tech Support	\$500
Test Coordinator	\$800
Test Co-Coordinator	\$451
Webpage Coordinator	\$700

<b>West Elementary</b>	
Announcements	\$317
Art Enrichment/ArtReach	\$500
Building Test Coordinator	\$400

Team Leader - Pre-Kindergarten (2)	\$700
Family Fitness Coordinator	\$500
Fourth Grade Celebration	\$200
Hospitality Coordinator - Bldg. A	\$300
Hospitality Coordinator - Bldg. B	\$300
Hospitality Coordinator - Bldg. D	\$300
Hospitality Coordinator - Bldg. F	\$300
Intervention Coordinator - Bldg. A (2)	\$600
Intervention Coordinator - Bldg. B	\$550
Intervention Coordinator - Bldg. D (2)	\$600
Intervention Coordinator - Bldg. F (2)	\$550
Jenks Joggers Co-Coordinator - Bldg. A	\$200
Jenks Joggers Co-Coordinator - Bldg. D	\$200
Jenks Joggers Co-Coordinator - Bldg. F (2)	\$200
Multiage Teacher, 1st/2nd - Bldg. A (2)	\$175
Multiage Teacher, 1st/2nd - Bldg. D (2)	\$175
Multiage Teacher, 3rd/4th, Bldg. F (4)	\$175
Multiage Teacher, PK/K - GLC (2)	\$175
Science Coordinator - Kindergarten	\$400
Science Coordinator - 1st Grade	\$400
Science Coordinator - 2nd Grade	\$400
Science Coordinator - 3rd Grade	\$400
Science Coordinator - 4th Grade	\$400
Team Leader - Pre-Kindergarten (2)	\$700
Team Leader - Kindergarten A	\$700
Team Leader - Kindergarten D	\$700
Team Leader - 1st Grade A	\$700
Team Leader - 1st Grade D	\$700
Team Leader - 2nd Grade A	\$700
Team Leader - 2nd Grade D	\$700
Team Leader - 3rd Grade (2)	\$700
Team Leader - 4th Grade (2)	\$700
Team Leader - Specials Subjects	\$517
Technology Coordinator	\$1,000
Technology Assistant Coordinator - Bldg. B/A	\$600
Technology Assistant Coordinator - Bldg. D/A	\$600
Technology Assistant Coordinator - Bldg. F	\$600

Technology Assistant Coordinator (Webpage)	\$600
Testing Assistant	\$200
West Performance Crew	\$400
Yearbook Coordinator	\$1,000

<b>East Intermediate</b>	
Academic Coach	\$250
EISSO Student Leadership	\$700
Fitness & Wellness Chair	\$300
Fitness & Wellness Co-Chair/Trojan Tough Coordinator	\$300
Grade Level Chair - 6th Grade Jenks Wild	\$1,200
Grade Level Chair - 5th Grade Biztown	\$1,000
Hospitality	\$262
SPED Chair / inc. test assistance	\$700
Specials Chair	\$250
Student Walking/Fitness Club	\$500
Jenks Wild (2)	\$300
Mentor (12)	\$200
Safe Schools	\$150
Science Coordinator - 5th Grade	\$225
Science Coordinator - 6th Grade	\$225
Site Intervention SPED	\$400
Technology - Hardware & Troubleshooting	\$1,000
Technology - 5th Coord & ITRep	\$200
Technology - 6th Coord & IT Rep	\$200
Technology - Website & Social Media	\$500
Test Assistant Coordinator	\$400
Test Coordinator - 5th Grade	\$400
Test Coordinator - 6th Grade	\$100
Test Coordinator - SPED	\$225
TNN Coordinator	\$500
Yearbook - Grade Level Rep & Chair	\$600
Yearbook - Grade Level Rep	\$400

<b>West Intermediate</b>	
Announcements	\$500
Celebration of Learning	\$300

Family Wellness Coordinator	\$500
Interactive BB	\$300
Jenks Wild (3)	\$200
Mentor (8)	\$200
Subject Leader (3)	\$400
Technology (2)	\$500
Testing - 5th Grade	\$1,000
Testing - 6th Grade	\$1,000
Trojan Helpers	\$205
Yearbook	\$900

<b>Middle School</b>	
Academic Team	\$1,012
Assembly Coordinator	\$506
CPI Site Coordinator	\$337
Department Facilitators (4)	\$998
Drama Production	\$675
ELD Sched Coordinator	\$405
Elective Department Facilitators (5)	\$901
Instructional Technology Contact Teacher	\$1,180
Key Club Sponsor	\$1,012
Leadership Sponsor	\$1,012
Math Counts Sponsor	\$1,012
NJHS Sponsor	\$1,012
NSJHS Sponsor	\$675
Performance Improvement Team Representative (5)	\$405
Robotics Sponsor	\$1,012
SIT Coordinator	\$843
SIT Team Assistant	\$506
Special Ed Sched. Coord	\$405
SPED Testing Coord - 7th Grade	\$337
SPED Testing Coord - 8th Grade	\$337
State Testing Counselor (3)	\$675
Team Leader - 7th Grade (6)	\$742
Team Leader - 8th Grade (6)	\$742

<b>Freshman Academy</b>	
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Academic Team	\$1,000
Advisory Coordinator	\$1,000
AVID Coordinator	\$550
Department Chair - Language Arts	\$1,000
Department Chair - Math	\$1,000
Department Chair - Science	\$1,000
Department Chair - Social Studies	\$1,000
DSG Coordinator	\$1,000
FCCLA	\$800
Freshman Class	\$1,000
Freshman Student Council (2)	\$1,000
Healthy, Fit, and Safety Team (3)	\$500
Intramurals (2)	\$750
Key Club	\$1,200
Math Tutoring Coordinator	\$300
Site Intervention Team Chair	\$850
Site Intervention Team Members (3)	\$750
Spanish Club Coordinator	\$750
Special Education Testing	\$275
Technology Team Chair	\$1,500
Technology Team (3)	\$1,000
Testing Coordinator (2)	\$300
Tutor, Math Lab	\$975
Webmaster	\$750
Yearbook	\$522
Yearbook (High School)	\$1,000

<b>Alternative Center</b>	
Alternative Center Lead Teacher	\$500
Alternative Center Student Activity Coordinator	\$917
Alternative Center Testing Coordinator	\$1,000
Alternative Center Yearbook	\$1,000

<b>High School</b>	
Academic Asst. Coach	\$1,000
Academic Coach	\$1,800
Academic Monitor	\$400

AdvancED/North Central Team Chair (4)	\$300
Advisory Curriculum Coordinator (6)	\$300
American Sign Language Club	\$400
AP Testing Coordinator	\$1,400
Art Club	\$400
AVID Site Team Member (2)	\$200
AVID Site Team Member Teacher (3)	\$400
Business Department Coordinator	\$800
Career Technology Coordinator	\$800
Chinese Club	\$400
Chinese Exchange Program (2)	\$1,400
Class Sponsor - 10th Grade	\$800
Class Sponsor - 11th Grade	\$800
Class Sponsor - Seniors/Prom	\$1,600
Commencement Coordinator	\$800
Commencement Assistant	\$600
Distinguished Service Graduate Coordinator	\$800
End-Of-Instruction Testing Assistant (3)	\$400
End-Of-Instruction Testing Co-Coordinator (2)	\$1,200
End of Year Video/Weekly TV announcements	\$800
Engineering Club	\$400
English PD Coordinator	\$600
English Mentorship Coordinator	\$600
English Materials Coordinator	\$800
FERST Burn Project Coordinator	\$800
Fine Arts Department Coordinator	\$800
French Club	\$400
German Club	\$400
History Club	\$400
Key Club Assistant	\$1,000
Key Club Sponsor	\$2,200
Latin Club	\$400
Math Algebra II Facilitator	\$600
Math Club/Mu Alpha Theta	\$400
Math Geometry & Algebra I Facilitator	\$600
Math Materials Coordinator	\$600
Math Pre-Calculus Facilitator	\$600

Math Tutoring Coordinator	\$900
Mock Trial	\$1,000
Mock Trial Assistant	\$700
Mr. & Miss. J.H.S.	\$600
Mr. & Miss. J.H.S. Asst.	\$200
National Forensic League	\$400
National Honor Society	\$1,200
National Honor Society Assistant	\$600
Oklahoma Mathematics League	\$400
Pre-Med Society/Blood Drives	\$1,000
Professional Development Committee (3)	\$200
Safe and Healthy School Committee Chair	\$400
Science Life Sciences Coordinator	\$1,000
Science Olympiad	\$1,200
Science Physical Sciences Coordinator	\$1,000
Senior Awards Assembly	\$600
Site Intervention Team Coordinator	\$600
Site Intervention Team Member (3)	\$300
Social Studies AP Facilitator	\$600
Social Studies US History Facilitator	\$600
Social Studies World History Facilitator	\$600
Spanish Club	\$400
Spanish Honor Society	\$400
Special Education Coordinator (2)	\$900
Special Testing Coordinator	\$500
Student Council Assistant	\$1,200
Student Council Sponsor	\$2,400
Technology Team - Bldg 5 (4)	\$500
Technology Team - Bldg 6 (3)	\$500
Technology Team MSC-Lead	\$1,000
Technology Team-MS (2)	\$500
Thespians (2)	\$300
Trojan Torch	\$1,500
Veteran's Day Assembly Coordinator	\$400
World Language Dept. Coordinator	\$1,400
Worth the Wait Coordinator	\$600
Yearbook	\$4,000

<b>Athletics</b>	
Assistant Athletic Trainer	\$7,500
Athletic Coordinator Middle School	\$2,000
Athletic Trainer	\$10,000
Baseball JV	\$3,000
Baseball Varsity Assistant	\$3,500
Baseball Varsity Head	\$7,000
Basketball 10th Grade	\$3,000
Basketball 8th Grade	\$2,100
Basketball 9th Grade	\$2,800
Basketball Varsity Assistant	\$3,500
Basketball Varsity Head	\$7,500
Cheer 9th Grade Sponsor	\$3,000
Cheer Coordinator	\$6,000
Cheer JV Sponsor	\$3,500
Cheer Sponsor 8th Grade	\$3,000
Cheer Sponsor Wrestling	\$2,000
Cheer Varsity Sponsor	\$4,000
Cross Country Middle School Assistant	\$1,000
Cross Country Middle School Head	\$2,000
Cross Country Varsity Assistant	\$2,200
Cross Country Varsity Head	\$3,500
Football 8th Grade Assistant	\$2,500
Football 8th Grade Head	\$3,500
Football 9th Grade Assistant	\$3,000
Football 9th Grade Head	\$4,000
Football Equipment Manager	\$4,600
Football Laundry Manager	\$2,400
Football Varsity Sideline Equipment Repair	\$750
Football Varsity Assistant	\$4,500
Football Varsity Assistant Head/Coordinator	\$6,000
Football Varsity Coordinator	\$5,500
Football Varsity Head	\$16,243
Golf Middle School Head	\$2,000
Golf Varsity Assistant	\$2,200
Golf Varsity Head	\$4,000

Pom 8th Grade Sponsor	\$3,000
Pom 9th Grade Sponsor	\$3,000
Pom Coordinator	\$6,000
Pom JV Sponsor	\$3,500
Pom Varsity Sponsor	\$4,000
Soccer Assistant	\$2,000
Soccer Varsity Head	\$5,000
Softball Assistant (Slow Pitch)	\$3,250
Softball Assistant (Fast Pitch)	\$3,500
Softball Head (Fast Pitch)	\$7,000
Softball Head (Slow Pitch)	\$6,000
Softball JV (Fast Pitch)	\$3,000
Softball Middle School Assistant	\$1,500
Softball Middle School Head	\$2,500
Strength & Conditioning Coordinator	\$1,100
Strength & Conditioning Coordinator Middle School	\$2,000
Swimming Head Assistant	\$3,500
Swimming Assistant	\$2,500
Swimming Head	\$6,500
Tennis Head	\$3,500
Tennis Middle School Assistant	\$1,500
Tennis Middle School Head	\$2,000
Tennis Varsity Assistant	\$2,000
Track 8th & 9th Grade Assistant	\$1,500
Track 8th & 9th Grade Head	\$2,000
Track Assistant Head	\$2,400
Track Head	\$5,000
Track Varsity Assistant	\$1,800
Track Varsity Throwing Coach G/B	\$2,400
Volleyball 7th Grade	\$1,600
Volleyball 8th Grade	\$2,000
Volleyball 9th Grade	\$2,250
Volleyball JV/Varsity Assistant	\$3,000
Volleyball Varsity Head	\$5,500
Wrestling Varsity Head	\$7,000
Wrestling Assistant	\$3,000
Wrestling Assistant Head	\$3,200

Wrestling Middle School Assistant	\$2,100
Wrestling Middle School Head	\$2,750

**Appendix E  
TLE Rubrics**



## TLE Observation and Evaluation Rubric Teachers

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<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

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**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 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>

**3**Domain: **Classroom Management**Dimension: **Building-Wide Climate Responsibilities****Teacher assures a contribution 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.**

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

6

Domain: **Classroom Management**

Dimension: **Student Relations**

**Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.**

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

**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, making decisions and solving problems.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to 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 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.

8

Domain: **Instructional Effectiveness**Dimension: **Current State Standards**

**Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.**

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



**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>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>

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

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

**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 the student to monitor and support the student's success even after the student has moved on to another class.</p> <p>Modifies assessments and curriculum for special student populations as appropriate and as indicated in any IEP (as relevant), working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The teacher consistently advocates for all special needs students to have direct access to current state standards/district curriculum.</p>



**Uses Professional Growth as a Continuous Improvement Strategy**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of 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.

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Domain: **Professional Growth and Continuous Improvement**Dimension: **Professional Accountability**

Exhibits behaviors and efficiencies associated with professionalism.

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

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Domain: **Interpersonal Skills**Dimension: **Effective Interpersonal Skills**

Effective Interactions and Collaboration with Stakeholders.

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

## Exhibits Positive Leadership through Varied Involvements.

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