

Agreement

Between

Board of Education of
Independent School District No. 1-088 of
Muskogee County, Oklahoma
(Porum Public Schools)

and

Porum Association of Classroom
Teachers

2016-2017

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PORUM ASSOCIATION OF CLASSROOM TEACHERS
NEGOTIATED AGREEMENT

ARTICLE I - GRIEVANCEPROCEDURE

1-1 DEFINITIONS

A "Grievance" shall be limited to a dispute, disagreement, controversy, and/or complaint involving a violation, a misinterpretation, or inequitable application to the terms of this Agreement The-term "Grievance" shall not apply to any matter in which the method of review is prescribed by law or the Board is without authority to act.

An "Aggrieved Person" is a teacher or teachers within the negotiating unit asserting a grievance. In the event the same basis exists for grievance by more than one teacher at the same time, the Association shall file one grievance and shall collectively represent all such teachers in the grievance procedures. The grievance form shall identify by name all such teachers to be represented by the association in the grievance procedure.

"Grounds", when used in this Article, shall mean the basis upon which a grievance is being presented or appealed.

For purposes of this article, "Working Day" when used in this Article, shall mean a day during which the administrative offices of the District are open for business.

GENERAL PROCEDURES

The number of days for the processing of grievances indicated at each level should be considered as a maximum. The time limits specified may, however, be extended or limited by written mutual consent

Nothing herein contained will be construed as limiting the right of an aggrieved person to discuss the matter informally with any appropriate member of the Administration and having the grievance adjusted.

Before a grievance is filed, the teacher who believes (s)he has been aggrieved may present his/her complaint to a PACT Grievance Committee member to determine whether the complaint is or is not a grievable item.

An aggrieved person may withdraw a grievance at any time by notifying in writing the Board's representatives, and association's representatives, at the level at which the grievance is being heard. Any such grievance that is withdrawn shall be considered waived without prejudice or record.

Failure at any step of this procedure to communicate the decision of a grievance within the specified time limits to the aggrieved person shall permit the aggrieved person to proceed to the next level.

Failure by the aggrieved person at any level of this procedure to appeal the grievance to the next level within the specified time limits shall be deemed to be acceptance of the decision given at that level.

When a teacher elects to pursue a legal or statutory remedy for any alleged grievance, such an election will bar any further subsequent proceedings for relief under the provisions of this Agreement.

All meetings and hearings conducted under the provisions of this Grievance Procedure shall be in private and are limited to the parties of interest.

Recognizing the need to deal with perceived violations or inequitable applications of the terms of this Agreement, the Board will endeavor to act directly and fairly with any person/persons filing a grievance consistent with the terms and conditions of the Agreement.

At the conclusion of a grievance procedure, the official copies of the forms utilized in the grievance procedure shall be retained in a confidential Grievance file.

All parties and witnesses participating in a grievance proceeding shall not be subject to any retaliation for such participation.

At any Level Meeting, the administrator and the teacher shall each have no more than one other person present as a representative; and, witnesses shall be present only while they are giving testimony.

All parties have the right to present the testimony of witnesses at all levels of the grievance process except at the informal meeting.

Meetings held under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity to attend for all persons proper to be present. When grievance proceedings are held during the regular work day, there will be no loss of pay for those teachers whose attendance may be required by the Board of Education.

In the event a grievance is not initiated or pursued by a teacher or teachers on a meritorious grievable matter, a practice shall not be established on that matter for other teachers or the Association.

LEVEL ONE - INFORMAL MEETING

1-3-1 Before a grievance has been filed, the teacher who believes that (s)he has been aggrieved shall meet with the appropriate principal to discuss the matter with the objective of informal resolution within ten (10) working days of the teacher's knowledge of the condition on which the grievance is based.

LEVEL TWO - PRINCIPAL

1-4-1 If the basis for grievance cannot be resolved at Level One, the teacher shall file a Grievance Form with the teacher's principal within twenty (20) working days after the aggrieved person knew of the act or condition on which the grievance is based. The principal shall, within five (5) working days after the receipt of the Level Two Grievance, respond to the teacher in writing on the prescribed form. In the event the teacher is supervised by the Superintendent or is grieving an action of the Superintendent, Levels One and Two shall be omitted.

LEVEL THREE - SUPERINTENDENT

If the aggrieved person is not satisfied with the disposition of his/her grievance at Level Two, he/she may file a written appeal with the Superintendent within five (5) working days of the decision given at Level Two. The Level Three appeal shall state grounds for the appeal and the requested relief. The Level Two grievance and decision shall be attached. The Superintendent shall notify the Principal of the Appeal and provide the Principal with a copy thereof.

The Superintendent shall conduct a hearing and issue a decision to the teacher and the principal on the prescribed form within five (5) working days after the receipt of the Level Three Appeal. The teacher and the principal shall be notified of the time, date, and location of the hearing at least three working days prior to the hearing.

LEVEL FOUR - BOARD OF EDUCATION

If the teacher is not satisfied with the decision of the Superintendent at Level Three, the teacher may file a Level Four Appeal with the Superintendent within five (5) working days of the receipt of the Level Three decision. The Level Four Appeal shall state the grounds for the appeal and the requested relief. The Level Three Appeal and decision shall be attached.

The Superintendent shall set the hearing of the Level Four Appeal on the agenda of the next scheduled meeting of the Board of Education or on the agenda of a special board meeting called within fifteen (15) working days of the receipt of the Level Four Appeal. The teachers shall be notified of the time, date, and location of the hearing at least three (3) working days prior to the hearing.

The Board of Education shall issue a decision on the prescribed form to the teacher and principal within five (5) working days after the conclusion of the hearing. The Level Four Decision of the Board of Education shall conclude the grievance procedure.

GRIEVANCE FORM

1-7-1
form set forth in Appendix B to this Agreement shall be used
above grievance procedures.

The
for the

ARTICLE II- STAFF EVALUATION STAFF

EVALUATION

Evaluation is defined as mutual endeavor among all staff members and the Board of Education and the Association to improve the quality of the educational programs. The school district and the individual employee jointly accept the responsibility for the improvement of efforts to educate the students in our district. All staff members are expected to perform well in relation to their job descriptions, statements of objectives and approved performance criteria. Evaluation is a system for documenting the criteria. Evaluation is a system for documenting the criteria and the evidence of achievement by staff members.

The Board of Education hereby adopts an evaluation policy for all certified employees in compliance with 70 O.S. 6-101 et seq. as amended by HB 1744, sec.29, of the 1993 Reg. Sess.

The Tulsa Teacher Evaluation Model will be used in accordance with HB 2957. (2016)

The performance of all staff members will be evaluated using the criteria listed on the evaluation form as set forth in Appendix C to this Agreement. Each evaluation shall be based upon the evaluator's actual observation of the person being evaluated while performing his/her job function. All employees will be evaluated by their evaluator as provided by law.

Beginning with the 1989- 90 School Year probationary employees will be evaluated at least two (2) times per year - prior to November 15 and prior to February 10th- Career teachers shall be evaluated at least once every year except as otherwise provided by law. "Career teacher" means a teacher who has completed three (3) or more consecutive complete school years in such capacity in one school district under a written teaching contract.

The School District will strive to ensure that its certified personnel will be dealt with fairly and receive all required due process. Whenever disciplinary action is to be taken, a fair and thorough investigation will be conducted and documented. No teacher will be disciplined or reprimanded without just cause.

Disciplinary action may begin at any step depending upon the severity of the cause for discipline. In every case, documentation of such action is required. The specific grounds and/or person or persons forming the basis for disciplinary action shall be made available to the employee in writing.

The first step towards disciplinary action will normally be in the form of a verbal warning.

The second step towards disciplinary action will normally be in the form of a written, dated, and signed reprimand.

The third step toward disciplinary action will normally be in the form of a written, dated, and signed admonishment. The written admonishment must be read and signed by the teacher. The signature of the teacher being disciplined is not to signify agreement, but to verify the admonishment was received and read. If the teacher refuses to sign the admonishment, the disciplining party must document the refusal to sign. The refusal to sign will constitute an additional cause for disciplinary action. The admonishment will include an explanation of the inappropriate action, the administrator's expectation of the improvement desired, administrative assistance that will be offered, if appropriate, and a warning that repeated violations may lead to more serious disciplinary actions including dismissal or non-reemployment.

A certified employee may respond in writing to any written reprimand or admonishment and such response shall be maintained in a file with the reprimand or admonishment.

S. The final step of disciplinary action is termination which will occur in accordance with all applicable law.

6. Disciplinary action for serious offenses may be initiated at any step up to and including termination.

An employee shall be entitled to have a representative of the Association present during any disciplinary action. and when such request for representation is made, no action shall be taken until such representation of the Association is present. The Association shall be responsible for advising its members of their right to representation.

When a certified teacher is to be considered for non-renewal the District shall follow the provisions of the Teacher Due Process Act of 1990.

ARTICLE III- EXTRA-DUTY CONTRACTS

3-1 The Board will provide an Extra-Duty Contract for those teachers assigned to extra duties. The contract shall state the amount that will be paid to the teacher for the extra duty performed. The pay schedule below will be used.

Senior Sponsor	\$ 750.00/each	
Junior Sponsor	\$ 500.00/each	
High School Play Sponsor	\$250.00	
Yearbook Sponsor	\$1250.00	
Newspaper Sponsor	\$1000.00	
High School Student Council	\$ 750.00	
Elementary Student Council	\$ 250.00	
National Honor Society	\$ 250.00	
	\$ 250.00	
4-H Elementary	\$250.00	
Staff Development Chairperson	\$100.00	(neg. 99-00)
Clock keepers, bookkeepers, and gate workers Tournaments	\$ 20.00 per night \$ 20 00 per shift	
Athletic Director	\$3000.00	
HS Boys Basketball- Head Coach	\$3000.00	
HS Boys Basketball- Assistant Coach	\$1500.00	
HS Girls Basketball- Head Coach	\$3000.00	
HS Girls Basketball- Assistant Coach	\$1500.00	
HS Football- Head Coach	\$3000.00	
HS Football- Assistant Coach	\$1500.00	
HS Baseball- Head Coach	\$3000.00	
HS Fastpitch Softball- Head Coach	\$3000.00	
HS Fastpitch Softball- Assistant	\$1000.00	

HS Slowpitch Softball- Head Coach	\$3000.00	
HS Slowpitch Softball- Assistant	\$1000.00	
All School Track- Boys	\$3000.00	
All School Track- Girls	\$3000.00	
HS Cheerleading	\$1000.00	
JHBoys Basketball- Head Coach	\$1500.00	
JHBoys Basketball- Assistant Coach	\$750.00	
JHGirls Basketball- Head Coach	\$1500.00	
JHGirls Basketball - Assistant Coach	\$750.00	
JHFootball-Head Coach	\$1500.00	(neg.02- 03)
JHFootball- Assistant Coach	\$ 750.00	
JHBoys Baseball	\$1000.00	
Ill Fastpitch Softball	\$1000.00	
JH Slowpitch Softball	\$1000.00	
JH Cheerleading	\$1000.00	
5-6Boys Basketball	\$ 750.00	
5-6 Girls Basketball	\$ 750.00	
3-4 Boys Basketball	\$375.00	
3-4 Girls Basketball	\$375.00	
Competitive Weight Program	\$3,000.00	

JII/Academic Team	\$500.00/each	(neg. 98-99)
Elementary Academic Team	\$500.00	
High School Teacher of Gifted andTalented	\$ 750.00	

Elementary Teacher of Gifted and Talented	\$500.00	
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*Coaches' summer work at minimum wage.

*Coaches will be paid \$30.00 per trip for bus driving time.

Duties set forth by the Superintendent. Duties to be performed satisfactorily, and as necessary.

The administration will strive to solicit and consider volunteers for extra duty assignments before making involuntary assignments.

Teachers shall receive compensation for performing extra duty on a monthly basis if the total extra duty compensation payable to the teacher is greater than one thousand dollars (\$1000.00) for the contract year. If the total amount of extra duty compensation payable to a teacher in one contract year is one thousand dollars (\$1000.00) or less, the compensation shall be paid to the teacher at the end of the school year in a separate warrant.

After filling extracurricular athletic activity worker assignments through the assignment of volunteers, any remaining unfilled assignments will be divided among the staff with each teacher being responsible for his/her assigned duty; provided, a teacher who volunteers for his/her equal share or more of all such assignments shall not be involuntarily assigned any additional assignments. Staff who perform extracurricular athletic extra duty assignments, whether voluntarily or assigned, shall be compensated in accordance with the extra duty compensation schedule herein.

ARTICLE IV - REDUCTION IN FORCE

In the event it becomes necessary to reduce the professional staff because of loss of resources, decline in enrollment, consolidation of programs or positions, total elimination of programs, or other circumstances determined by the Board, the following philosophy will prevail:

Every attempt will be made to reduce staff first by normal attrition, and 4-1-2

Where normal attrition is unable to reduce staff to the degree necessary,

licensed staff employed under temporary contracts will be dismissed first, then probationary staff employed under temporary contracts;
licensed staff employed under continuing contracts will be non-employed by certification requirements and longevity within the district, then probationary staff employed under continuing contracts will be non-- employed by certification requirements and longevity within the district;
career staff will be non-employed according to certification requirements

and longevity within the district;
qualified, career staff will not be non-employed if a probationary staff member is retained in a position for which the career staff member is qualified by certificate to fill. re-employment of above indicated staff will be in reverse order of non-employment if the individual is available when needed.
employees on the recall list shall suffer no loss of benefits or placement on the salary schedule due to layoff for one year. Career status cannot be acquired during layoff.

ARTICLE V - PROFESSIONAL MEETINGS

Instructors that are required to attend instructional contests, conventions, or professional training seminars, will be paid actual expenses and a mileage rate equal to state reimbursement per mile with a district paid substitute.

Teachers who are required to be present at student extra-curricular activities outside the district during a scheduled school day shall be provided professional leave without loss of pay to attend such activities if the teacher notifies his/her principal at least ten (10) school days in advance of the activity. The principal shall determine whether a teacher's presence at an activity is required or necessary. Appeals of a principal's decision may be made to the superintendent.

5.3 Teachers who have the responsibility for scheduling student extra-curricular activities shall make every effort to schedule such activities outside the student school day. When such activities cannot be scheduled outside the student school day, the teacher with scheduling responsibility shall obtain written authorization from the superintendent or designee before scheduling such activity.

ARTICLE VI - SICKLEAVE

6-1-1 A total of ten (10) days during each school year shall be provided by the Board of Education at beginning of each contract year, for the absence of a teacher from his/her duties due to personal accidental injury, illness, or pregnancy, or accidental injury, illness, or death in the immediate family without loss of salary. The ten (10) days shall be added to the cumulative total for each teacher at the beginning of the school year, and the teacher shall be given written notice of the cumulative total sick leave days. The cumulative total carried over to the current school year shall not be larger than sixty (60) days. (70-6-104)

Immediate family refers to parents, children, spouses and their immediate families, brothers, sisters, and grandchildren. (2016)

It is the responsibility of the teacher to notify the appropriate principal when he/she will

miss work. The teacher will complete the appropriate form on return to school. The Board may require that a teacher furnish medical proof of illness or disability.

For regular part-time certified employees, the number of days allowed for sick leave shall be directly proportionate to the length of the work day and year.

For each part of a day that a covered employee is absent from their assigned duties due to illness, as defined by this policy, that part of a day shall be deducted from the accumulated total sick leave days.

It is the practice of Porum Schools that a teacher shall receive his/her entire installment of the monthly salary after an approved absence. In the case of an absence from work for any reason except approved leave, illness, or death in the family a total of 1/163 of the annual salary for each day of absences shall be deducted from the next installment of the teacher's salary.
(2016)

In the case of extended illness or disability, pregnancy, and after all sick leave is used, the teacher shall receive for a period of not to exceed twenty (20) days his or her full contract salary less the amount actually or normally paid a certified substitute. After this time a full-time teacher will be placed on leave without pay until the end of the contract period. When the teacher recovers sufficiently to perform regular duties and returns to work, the teacher shall be restored to like position or to a position of like seniority, status, and pay.

When a teacher is placed on annual paid leave of absence due to illness, provisions shall be made whereby the teacher can arrange payment for professional organization dues and insurance programs, if there is no conflict with the provision of the insurance policy.

An attendance bonus payment of twenty dollars (\$20.00) per day up to a maximum of ten (10) days at the end of the 2008-09 year shall be paid to each teacher for each of his/her attendance days above one hundred seventy (170) days during the contractual work year. An "attendance day" is defined as a contractual work day on which a teacher does not use sick leave.

6-1-2. ACCUMULATED SICK LEAVE FOR RETIREMENT OR PURPOSES OF PROLONGED OR SERIOUS ILLNESS

It is the policy of the Board of Education to encourage and reward personnel who exercise particular care in the maintenance of their personal health and job performance.

In accordance with Oklahoma statutes, Title 70, Section 6-104¹, employees may accumulate sick leave days up to the maximum of sixty (60) days as prescribed by local school board policy.

In accordance with Section 17116-2, the total creditable service of a member who retires or terminates employment and elects a vested benefit shall include not to exceed 120 days of unused sick leave accumulated subsequent to August 1, 1959, during the member's membership with the Teacher's Retirement System.

To clarify the difference between the two (2) types of statutory sick leave days, the Board has established a sick leave bank for the purpose of accounting for unused sick leave days which may be used for retirement purposes subject to the approval of the Teacher's Retirement System of Oklahoma. The term "unused sick leave days" is defined as those sick leave days for which an employee does not receive credit for the maximum 60 days of sick leave have been accumulated. Unused sick leave days shall be deposited in the sick leave bank. However, in the case of prolonged or serious illness, a teacher who has used all accumulated sick leave available may transfer from the unused sick leave bank to active sick leave status.

The Board will maintain records for the purpose of assisting each employee to account for unused sick leave days for retirement purposes. The Board will account for and certify unused sick leave days for each year for which an employee has exceeded 60 days of accumulated sick leave. This provision will apply to employees who have participated in the Teacher's Retirement System subsequent to August 1, 1959, and who have accumulated the maximum 60 days of sick leave.

Upon retirement, accumulated sick leave days and the unused sick leave days in the sick leave bank may be certified to the Teacher's Retirement System of Oklahoma to add creditable service for retirement purposes at a rate of one month of credit for each 20 days of accumulated sick leave up to a total of 120 days. However, the school district shall not certify more than one day of unused sick leave in the retirement bank per each day of accumulated sick leave for the purpose of adding creditable service for retirement purposes.

The maximum 60 days of unused sick leave bank and 60 days of accumulated sick leave may be counted as an additional year of creditable service toward retirement by the Teacher's Retirement System.

Unused sick leave days may be used only to extend creditable service at retirement and for no other purpose. No employee may contribute unused sick leave days accumulated in the district.

SICK LEAVE SHARING

The Board shall establish and maintain a sick leave sharing program for all employees. The program shall permit district employees to donate sick leave to a fellow district employee who is pregnant or recovering from childbirth or who is suffering from or who has a relative or household member suffering from an extraordinary or severe illness, injury, impairment, or physical or mental condition which has caused or is likely to cause the employee to take leave without payer to terminate employment.

"Relative of the employee" means a spouse, child, stepchild, grandchild, grandparent, stepparent, or parent of the employee.

"Household members" mean those persons who reside in the same home, who have reciprocal duties to and do provide financial support for one another. This term shall include foster children and legal wards even if they do not live in the household. This term does not include persons sharing the same general house, when the living style is primarily that of a dormitory or commune.

"Severe" or "extraordinary" means serious, extreme or life-threatening including temporary disability resulting from pregnancy, miscarriage, childbirth, and recovery therefrom.

"District employee means" a teacher or any full-time employee of the school district.

A district employee shall be eligible to receive shared sick leave pursuant to the following conditions:

The Board determines that the employee meets the criteria described in this Article.

The employee has abided by district policies regarding the use of sick leave.

A district employee may donate sick leave to another district employee only pursuant to the following conditions:

The receiving employee has exhausted, or will exhaust, only sick leave earned pursuant to 70 O.S. 6-104 due to pregnancy, miscarriage, childbirth and recovery therefrom, an illness, injury, impairment, or physical or mental condition, which is of an extraordinary or severe nature and involves the employee, a relative of the employee or household member;

The condition has caused or is likely to cause, the employee to go on leave without pay or to terminate employment;

The Board shall permit the leave to be shared with an eligible employee;

The amount of leave to be donated by an employee to other district employees shall not cause the donating employee's total accumulated unused sick leave to fall below thirty (30) days;

5. District employees may not donate excess sick leave that the donor would not be able to otherwise take;

Request for donations of sick leave shall be made upon the form attached hereto and shall be submitted to the superintendent of schools;

The superintendent of schools shall review the request for donations of sick leave for compliance with the provisions of this Article;

The superintendent of schools shall issue to all staff a notice of request for donations of sick leave; and

Donations of sick leave shall be made upon completion and submission to the superintendent of the sick leave donation form attached hereto.

The amount of donated leave that may be received by a district employee shall not exceed ninety (90) days in one work year of the employee.

The Board shall require the employee requesting sick leave donations to submit, prior to approval or disapproval, a medical certificate from a licensed physician or health care practitioner verifying the severe or extraordinary nature and expected duration of the condition.

The receiving employee shall be paid his/her regular rate of pay when using donated sick leave. The sick leave received shall be designated as shared sick leave and be maintained separately from all other sick leave balances.

Donated sick leave may only be used by the recipient for the purposes specified in this Article.

Only sick leave earned pursuant to 70 O.S. 6-104 available for use by the recipient must be used prior to using shared sick leave.

Any shared sick leave not used by the recipient during each occurrence as determined by the Board shall be returned to the donor. The shared sick leave remaining will be divided among the donors on a prorated basis based on the original donated value and returned at its original donor value and reinstated to the annual leave balance of each donor.

All donated leave must be given voluntarily. No employee shall be coerced, threatened, intimidated, or financially induced into donating sick leave for purposes of the leave sharing program.

ARTICLE VII - LEAVE

PERSONAL BUSINESS LEAVE

The Porum School District shall provide for all certified staff members five (5) days for personal business leave, three (3) of which the board will pay the substitute. Personal business leave is exclusive of, and in addition to, the regular allowance for sick leave and emergency leave, and is non-cumulative. Personal business leave cannot be used the first week of the school year, the last week of the school year, or the day preceding or following a holiday or spring break. It cannot be used on days set aside for parent-teacher conferences. Requests for personal business leave shall be made in writing and in advance when possible. If not possible, the written request shall be filed within one (1) working day after returning to work. The request shall be made to the principal and approved by him/her and by the superintendent. For any unused personal days for which the district pays or would pay the cost of the substitute, employees will be reimbursed twenty-five dollars (\$25.00) per day. A teacher may elect to have all, if any, unused personal business leave days for which the district pays or would pay the cost of the substitute converted to sick leave days and added to his/her accumulated, unused sick leave days. notification of such election must be made to the district in writing by April 1.

EMERGENCY LEAVE

Each certified employee in the Porum Public Schools shall be provided not more than two (2) days a year emergency leave without loss of pay. These days shall not be chargeable to sick leave and are non-cumulative. The school district will determine the purposes for which emergency leave can be used. Employees desiring to use emergency leave should notify their building principal. The request shall be approved by the principal and by the superintendent of schools.

BEREAVEMENT LEAVE

In case of death within the immediate family school employees are granted leave up to three (3) days without forfeiture of pay per death. Employees may be granted two (2) additional days leave with approval of the Board.

Immediate family refers to parents, children, spouses, and their immediate families, brothers and sisters, grandparents, grandchildren, aunts, and uncles.

ARTICLE VIII-MILEAGE

8-1. Any employee incurring expenses while on school business shall be reimbursed for such expenses. With prior approval the use of a personal vehicle, mileage shall be reimbursed at current state mileage.

ARTICLE IX - FRINGE BENEFITS

9-1-1 The district will provide a Cafeteria 125plan. Teachers may select to receive as much of their compensation in the 125plan that is legal. Certified employees shall pay 1.5% of the member's contribution to the Teacher Retirement System for the current School Year. The District will pay 5.5% of the employee contribution on salary only to the Teacher Retirement System

ARTICLE X - COMPENSATION

10-1 Teachers will be compensated in accordance with Schedule A which is attached hereto and made a part hereof.

The Board guarantees that no teacher will receive a smaller base salary than received in the previous year when job equivalency status is not changed.

Teachers shall receive their pay warrants on the twentieth (20th) of the month or the last working day prior to the twentieth (20th) if the twentieth (20th) falls on a weekend, school holiday, or school break.

The negotiating committees of the parties will meet on a mutually agreeable date, in February of the current year to review the district's financial condition.

ARTICLE XI - JOB PROMOTIONS

11-1 Teachers within the system, if qualified for newly created or vacated positions, shall be given first opportunity for consideration of employment in that position. Any vacancy in any position shall be announced and/or publicized by a notice posted in every school building, on the Porum Public School website and by email to all employees. During the summers, vacancies shall be posted for ten (10) days in the office of all buildings and on the bulletin board in Superintendent's office, mailed to those teachers who have requested in writing by May 30 to be notified of potential openings in specific positions, and published in the Muskogee Phoenix before a vacancy is filled. (2016)

ARTICLE XII - TEACHER TRANSFERS

12-1 Teachers shall be provided written notice of known changes in their tentative teaching assignments for the ensuing year by June 30. The Board reserves the right to make teaching assignment changes which they feel is in the best interest of the students and the school district. A teacher who receives notice of a change in teaching assignment after June 30 shall be permitted to resign from employment with the district without penalty.

A teacher who receives notice of a change in teaching assignment within fourteen (14) days of the first day of school shall be provided up to one hundred fifty dollars (\$150.00) at the elementary level or for each departmentalized subject up to a maximum of two (2) per teacher in grades five (5) through twelve (12) for the purchase of supplementary instructional material and supplies. Processing of orders for such supplemental instructional materials and supplies shall be expedited by the district.

ARTICLE XIII -PLANNING PERIODS

The Board will arrange for all teachers to have at least a forty-five (45) minute planning period per day. Such time will be spent planning and preparing for classroom activities.

The district will strive to provide teachers the use of the classrooms in which they teach most of their classes during their planning periods.

ARTICLE XIV - SUBSTITUTE TEACHERS

The Board will provide a substitute, certified if available, in the absence of the regular employee. The substitute used, will be determined by the principal.

All substitutes will be supplied with a school handbook.

The best substitutes will be placed at the top of the phone list.

ARTICLE XV - ASSOCIATION RIGHTS

15-1 The Association shall not be denied the following:

15-1-1 The use of the school building for Association meetings. 15-1-2

The use of bulletin boards.

15-1-3 The use of schoolequipment, i.e. electronic devices: computers, copiers, etc.
(2016)

ARTICLE XVI - PAYROLL DEDUCTIONS

The District shall make the following payroll deductions when requested by a teacher:

Tax-Sheltered Annuities as provided by state law and regulations.

Professional Association Dues.

Any deduction that qualifies for a Cafeteria 125 plan as identified by law.

Payment to one credit union as selected by teachers.

ARTICLE XVII - SCHOOL DAY

The school work day for teachers shall begin at 8:05 and shall end at 3:40 p.m.

(2016)

There shall be no time clock for the 2008-09 school year.

Teachers will not be required to serve duty during lunch every day. (neg. 98-99) 17- 1-3

Teachers meetings after school shall last no more than 30 minutes after the buses run unless it is a staff development meeting. (neg. 98-99)

17-1-4 The administration will assign duty equitably among all teachers.

ARTICLE XVIII- DRESS CODE

No "sweat pants or suits", warm-ups, or inappropriate dress shall be worn in the classroom buildings. "Sweats" are considered to be appropriate during P.E. or sporting events.

Personnel may wear jeans that are considered to be "professional in appearance" any day of the week. The jeans shall not be torn, faded, worn, or fit in such a manner as to be considered "unprofessional" in appearance.

ARTICLE XIX - LENGTH OF CONTRACT YEAR

19-1 The Contract Year will be for a term of 163 days broken down as follows:

One hundred fifty-eight (158) class days.

Five (5) professional days (2016)

ARTICLE XX - MISCELLANEOUS

When a form is required to be submitted by a teacher, a copy shall be returned to that teacher when the request is approved or denied within five (5) working days.
(neg. 97-98)

A first aid equipment kit will be provided for each building. (neg. 97-98)

The Porum School will have a calendar committee made up of certified teachers to assist in the planning of the school year. (neg. 99-00) All calendars recommended by the committee for consideration by the Board shall be provided to the Board at the time as any other calendars.

Within forty-eight (48) hours of each meeting of the Board, a rough draft of the minutes of the meeting shall be posted in the teacher workroom and a copy shall also be provided to the Association President.

An approved copy of the minutes of the previous month's Board meeting shall be made available to teachers in the office.

The administration and teachers at Porum Schools will strive to share information and ideas that will enhance the district's efforts and ability to meet the student achievement requirements of the federal "Every Student Succeeds Act" statute.

(2016)

The district will strive to prevent and remove mold in classrooms and other areas where teachers are assigned.

The district will strive to limit classes to a maximum of twenty (20) students.

School lunches will be made available to teachers at a cost of two dollars (\$2.00) per lunch.

ARTICLE XXI - DURATION

21-1 All changes, modifications, or amendments to this agreement must be mutually agreed upon in writing by the Association and Board. All items, conditions, and articles of this agreement shall remain in full force and effect for the current school year less amended by the parties in the manner provided above.

SCHOOL BOARD NEGOTIATORS:

ASSOCIATION NEGOTIATORS:

This agreement was ratified by the teachers of Porum Schools on October 9, 2008, and approved by the Porum Board of Education on November 2008.

This agreement was ratified by the teachers of Porum Schools on October 2016 and approved by the Porum Board of Education on November 2016.

Attest:

President Porum Board of
Education

Clerk Porum Board of
Education

President Porum Association of
Classroom Teachers

Secretary Porum Association of
Classroom Teachers

Schedule A**Porum Public Schools**

Years of Experience	2008-09 Teacher Salary Schedule		
	Bachelor's Degree	Master's Degree	Doctor's Degree
0	\$31,600	\$32,800	\$34,000
1	\$31,975	\$33,175	\$34,375
2	\$32,350	\$33,550	\$34,750
3	\$32,725	\$33,925	\$35,125
4	\$33,100	\$34,300	\$35,500
5	\$33,500	\$34,700	\$35,900
6	\$33,900	\$35,100	\$36,300
7	\$34,300	\$35,500	\$36,700
8	\$34,700	\$35,900	\$37,100
9	\$35,100	\$36,300	\$37,500
10	\$35,950	\$37,575	\$39,625
11	\$36,375	\$38,000	\$40,050
12	\$36,800	\$38,425	\$40,475
13	\$37,225	\$38,850	\$40,900
14	\$37,650	\$39,275	\$41,325
15	\$38,075	\$39,700	\$41,750
16	\$38,500	\$40,125	\$42,175
17	\$38,925	\$40,550	\$42,600
18	\$39,350	\$40,975	\$43,025
19	\$39,775	\$41,400	\$43,450
20	\$40,200	\$41,825	\$43,875
21	\$40,625	\$42,250	\$44,300
22	\$41,050	\$42,675	\$44,725
23	\$41,475	\$43,100	\$45,150
24	\$41,900	\$43,525	\$45,575
25	\$42,325	\$43,950	\$46,000

Appendix A

PROCEDURAL AGREEMENT FOR
NEGOTIATIONS BETWEEN
PORUM BOARD OF EDUCATION INDEPENDENT
SCHOOL DISTRICT NUMBER EIGHTY-EIGHT
MUSKOGEE COUNTY, OKLAHOMA
AND
THE PORUM ASSOCIATION OF CLASSROOM TEACHERS

1-1. Whereas the Board of Education of Porum Schools, Independent School District Number Eighty Eight of Muskogee County, Oklahoma, hereinafter referred to as the "Board", said Board being legal representative of the electors of Independent School District Number Eighty Eight of Muskogee County, Oklahoma and the Porum Association of Classroom Teachers, Muskogee County, Oklahoma, hereinafter referred to as the "Association", said Association being the certified representative of the professional educators of the district as prescribed by 70 O.S. 509.2, hereby enter into the following agreements regarding negotiations:

1-2. **RECOGNITION.** The Board recognizes the Association in accordance with 70 O.S. 509.2 as the exclusive professional negotiations representative for all employees of the Porum Public Schools who are required by the position in which they are employed to be licensed or certified as teachers or entry year teachers as those terms are defined in O. S. 70 1-116 and who do not hold supervisory authority with respect to other teachers in the district.

1-3. **PHILOSOPHY.** The Board and the Association firmly believe that the primary function of the Board and its professional staff is to assure each student attending the Porum Schools the highest level of educational opportunities attainable. The Board recognizes that teaching is a profession; and the Board and the Association believe that the objectives of the educational program are realized to the highest degree when mutual understanding, cooperation, and effective communications exist between the Board and its professional staff.

1-4. **PARTICIPATION.** In accordance with 70 O.S. 509.2, any person who desires not to be represented by the Association may so state in writing to the Board of Education.

1-5. **SCOPE OF BARGAINING.** The Board of Education and the representatives of the Association must negotiate in good faith on wages, hours, fringe benefits, and other terms and conditions of employment. To negotiate in good faith shall mean both parties must be willing to consider proposals in an effort to find a mutually satisfactory basis for agreement and must be willing to discuss their respective contract proposals. If either party objects to the other's

contract proposals, the objecting party must support its objections with rationale. There shall be no negotiations on inherent managerial policy.

1-6. **STATUTES AND POLICIES.** The Board and the Association shall abide by all applicable state and federal statutes, rules, and regulations. No agreement shall abrogate the legal rights, obligations, and powers of the Board, including its power to make policy.

1-7. **NEGOTIATING TEAMS.** No more than five (5) designated representative of the Board will meet with no more than five (5) designated representatives of the Association for the purposes of negotiations. Either team may designate five alternatives who are school employees to serve as replacements when team members are absent. All negotiations shall take place exclusively between the designated representatives of the parties. Only those members who comprise the negotiating teams will be present in the room during negotiations. Either team may, if it so desires, utilize the services of outside consultants and call upon professional and lay representation to assist in the negotiations preparation.

PROCEDURES

2.1. **MEETINGS.** A mutually acceptable meeting date and place shall be set for negotiations to begin not more than thirty (30) days following a request to meet. Such request shall be made between April first and May first. All Association proposals for negotiations shall be presented in writing at the first meeting. Each subsequent meeting time and place will be mutually agreed upon at the end previous meeting, provided, however, that no more than fifteen days shall elapse between each meeting when requested. All Board proposals for negotiations shall be presented in writing at the second meeting. All meetings shall be held outside the work day at times and places mutually agree to and shall not exceed three hours, unless extended by mutual agreement. Any costs for meeting sites outside district owned facilities will be shared by both parties. Meetings will be held between April first and July thirty-first, and any meeting beyond this date must be mutually agreed upon.

2-2. **EXCHANGE OF INFORMATION.** Upon legitimate request, the parties shall provide each other with available information regarding negotiations within reasonable time period agreeable to both parties.

2-3. **INFORMATION RELEASES.** During negotiations, releases to news media shall be by mutual agreement only.

2-4. **THE AGREEMENT.** Tentative agreements reached between representatives of the parties shall be reduced to writing and signed and dated by the spokespersons. Such tentative agreements shall then be set aside pending final approval or ratification as a package first by the Association and subsequently by the Board. Upon approval and after necessary action by the Board, terms of the agreement shall be implemented. No further negotiations will take place without mutual agreement until formal request is made the following April 1 to May 1.

2-5. **IMPASSE PROCEDURE.** If negotiations representatives of the Board and the Association are unable to reach agreement on any or all negotiations items, the procedure for resolving an impasse as developed by the Board of Education and representative of the Association shall be in effect. Said procedure includes the actions set forth in Section 715, School Laws of Oklahoma, 1988, and may include such other actions as are agreed to by both parties. Time limits set forth herein may be extended by mutual agreement of the parties.

If negotiations are not successfully concluded by the first day of school, impasse shall exist. At any earlier time, either party may declare impasse. Upon reaching of impasse, the items causing the impasse shall be referred to a three-member committee. This committee shall consist of the following:

One member who shall be selected by the representative of the Association within five (5) days after the reaching of impasse;

One member who shall be selected by the local Board of Education within five (5) days after the reaching of impasse; and

One member who shall be selected by the first two (2) members within fifteen (15) days after selection of the other two (2) members as follows: The parties shall notify the State Superintendent of Public Instruction that a fact finder is needed and shall request a list of potential fact finders from the State Superintendent. The member selected by the first two members shall serve as chairperson of the committee.

Within five (5) days after selection of the chairman, the representative who have been negotiating for the Board and for the Association shall meet to exchange written language on each item at impasse. The exchanged documents shall also be furnished by each party to the chairman and other members of the committee.

The chairperson shall convene the committee for fact finding. This committee shall meet with the representatives of both parties. Within twenty (20) days after the fact finding hearing, the committee shall present written recommendations to the local Board and to the Association.

If either party decides it must reject one or more of the committee's recommendations, said party must, within seven (7) days after the committee has presented the recommendations, request a meeting of the representatives who have been negotiating for the Board and for the Association. The parties shall meet within seven days after the committee has presented the recommendations, request a meeting of the representatives who have been negotiating for the Board and for the Association. The parties shall meet within seven (7) days of the request, unless both parties deem it unnecessary. At such meeting, the representative shall exchange written statements expressing each party's rationale for rejecting each recommendation found unacceptable and shall attempt to clarify any remaining difference. The representatives shall then resume good faith effort to resolve the remaining differences; provided after fourteen (14) days after the exchange of written

statements, either party may discontinue such effort.

2-6. STRIKES FORBIDDEN. As set forth in O.S. 70-509.8, the procedure provided for herein for resolving impasses shall be the exclusive recourse of the Association. It shall be illegal for the Association to strike or threaten to strike as a means of resolving differences with the Board of Education. Anyone represented by the Association engaging in a strike shall be denied the full amount of his wages during the period of such violation. If the Association shall cease to be recognized as representative of the unit and the school district shall be relieved of the duty to negotiate with the Association or its representatives.

2-7. AMENDMENTS. Changes, modifications, or amendments to this agreement can be made only as mutually agreed upon by the Association and the Board.

2-8. EXPRESSION OF AGREEMENT. If the Association continues as the exclusive negotiation representative of the professional educators for additional periods of time, this agreement shall be automatically extended for such additional periods of time. Otherwise it shall expire as of the date that the Association's representation of professional educators shall terminate.

2-9. SIGNATURES. In witness hereof, the undersigned officers and representatives of the Board and Association do hereby affix their signatures, thereby binding the parties to the terms and provisions of this agreement.

BOARD OF EDUCATION

PORUM ACT

/s/ Gregory Bryant
President, Porum Board of Education

/s/ Donna L. Brown
President, Porum ACT

/s/ Stuart F. Morton
Spokesperson, Porum Board of Ed.

/s/ Nancy A. Powell
Spokesperson, Porum ACT

Date Oct. 9, 1989

Date Oct. 9, 1989

Appendix B

PORUM

PUBLIC SCHOOLS
Teacher Grievance Form

LEVEL II
III IV
V

TO:

FROM:

DATE of presentation: DATE of mailing:___

CERTIFIED: MAIL NO. (if mailed) RESPONSE

DUE DATE:

DATE OF OCCURRENCE:

ARTICLE AND SECTION OF NEGOTIATED AGREEMENT ALLEGED TO HAVE
BEEN VIOLATED, MISINTERPRETED, INEQUITABLY APPLIED:

STATEMENT OF GRIEVANCE:

(continued on reverse)

RELIEF REQUESTED:

ADMINISTRATOR/BOARD RESPONSE AND REASON(S):

Administrator/Board Officer Signature Date

Title

PLEASE RETURN BY THE DUE DATE TO: GRIEVANT: _____

CHAIR, PORUM ACT GRIEVANCE: _____

APPENDIX C

TEACHER REPRIMAND FORM

Date

TO: Teacher's Name, Position Administrator's

FROM: Name, Position Reprimand

RE:

This memorandum has been prepared in accordance with ARTICLE II - STAFF EVALUATION, Section 2-1-5 (2), of the Negotiated Agreement between the Porum Board of Education and the Porum Association of Classroom Teachers which provides for disciplinary action toward teachers.

This memorandum is a written reprimand to you based on the following:

[Statement of verified facts on which the reprimand is based]

You are directed in the future to/to not

Failure to follow this directive (these directives) or additional conduct or perform and that could form the basis for further disciplinary action could result in an "admonishment or more serious disciplinary action including recommendation for dismissal or non-reemployment.

Please feel free to seek my assistance in helping you better understand the basis for this action or the directives contained herein.

In accordance with the Negotiated Agreement, you may provide a written response to this reprimand.

Acknowledgement of issuance
of reprimand

Acknowledgement of receipt
of reprimand

Administrator

Teacher

Date

Date

Appendix D

ADMONISHMENT FORM

Date

TO: Teacher's Name:

Position :

FROM: Administrator's Name,

Position

Re: Admonishment

This memorandum has been prepared in accordance with ARTICLE II: STAFF EVALUATION, Section 2-1-5 (3), of the Negotiated Agreement between the Porum Board of Education and the Porum Association of Classroom Teachers which provides for disciplinary action toward teachers.

This memorandum is a written admonishment to you based on the following: [Statement of verified facts on which the admonishment is based]

You are directed in the future to/to not

Failure to follow this directive (these directives) or additional conduct or performance that could form the basis for further disciplinary action could result in more serious disciplinary action including recommendation for dismissal or non-reemployment.

Please feel free to seek my assistance in helping you better understand the basis for this action or the directives contained herein.

In accordance with the Negotiated Agreement, you may provide a written response to this admonishment

Acknowledgement of issuance of admonishment

Administrator

Date

Acknowledgement of receipt of admonishment

Teacher

Date

Porum Public Schools

Request For Donated Sick Leave Form

TO: Superintendent of Porum Public Schools

FROM: _____ (teacher requesting donated sick leave days)

I anticipate using (used) my last sick leave day on _____ (date). The condition which is likely to cause or has caused me to exhaust all my sick leave is:

Attached is a certificate from a licensed physician or health care practitioner verifying the severe or extraordinary nature and expected duration of the condition.

I estimate that I will require _____ (number) of donated sick leave days. If my request meets the guidelines for donations of sick leave days, I request that you provide teachers the opportunity to donate unused sick leave days to me.

Thank you very much.

Signature

Date

Porum Public Schools Sick

Leave Donation Form

TO: Porum School Teachers

FROM: Superintendent! Porum Public Schools RE:

Request for Donation of Sick Leave Days DATE:

We have received a request for donations of sick leave that meets the criteria in the district's sick leave sharing program. If you would like to donate any of your unused sick leave! please indicate the number of days to be transferred from your sick leave account to the sick leave account of the requesting teacher! sign and date this form, and return it to my office no later than

You may donate any number of sick leave days as long as that does not reduce the number of sick leave days in your sick leave account below thirty (30) days. Any donated days in excess of the amount permitted by the sick leaves haring policy and/or unused by the recipient will be returned to the donating teachers on a prorated basis.

AUTHORIZATION

TO TRANSFER SICK LEAVEDAYS

I hereby authorize the transfer of _____ (*Write number as words*) sick leave days from my accumulated! unused sick leave account to the requesting teacher's sick leave account. **I** am authorizing this transfer pursuant to the district sick leave sharing policy and understand the transfer is subject to the provisions of that policy.

Signature

Date

TLE Observation and Evaluation Rubric Teachers

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

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

Does not plan for or execute instructional strategies that	encourage the development of performance skills relating to short and long-term objectives.	Only develops a brief outline of the daily schedule, which shows	little or no alignment with most current state standards. Plans rarely address student diversity nor
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<p>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>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</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>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>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>
<p>Develops instructional plans that are not consistently in alignment with most current state standards.</p>	<p>development of performance skills relating to short and long-term objectives.</p>	<p>Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills</p>	<p>Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills</p>	

2	<p>Domain: Classroom Management</p> <p>Teacher clearly defines and effectively manages student behavior.</p>			<p>Dimension: Discipline</p>
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>
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3 Domain: **Classroom Management** Dimension: **Building-Wide Climate Responsibilities Teacher**

assures a contribution to building-wide positive climate responsibilities.				
<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>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,</p>	<p>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</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>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</p>	<p>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>		

Domain: **Classroom Management**

Dimension: **Lesson Plans**

4		Teacher develops daily lesson plans designed to achieve the identified objectives.		
1 Ineffective		planning teams (when it is an expectation of the campus).	Effective	3
Plans are rarely or never completed.	Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of	Plans are developed consistently and on time based upon an analysis of data. Plans with other members of the gradelevel / school planning teams (when it is an expectation of the campus).	Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups. Plans are developed consistently and on time, or in advance, based upon an analysis of data. Plans with other members of the
Never plans with other members of the gradelevel/school planning teams (when it is an expectation of the campus).	Plans are not consistently completed.			
	Rarely plans with other members of the			

gradelevel/school planning teams (when it is an expectation of the campus).	level, curricular area or building.	Plans are developed consistently and on time, or in advance, based upon an analysis of data.	campus or based upon collegial decisionmaking).	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.
Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade	Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Plans with other members of the gradelevel / school planning teams (when it is an expectation of the	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.	

5	Domain: Classroom Management		Dimension: Assessment Practices	
Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior

Rarely uses assessments to evaluate student learning and guide instruction.	Inconsistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide and support differentiated instruction.	Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.
Grading is arbitrary and not in accordance with district's grading policies.	Grading is not consistently fair or in accordance with district's grading policies.	Grading is fair and in accordance with district's grading policies.	Grading is fair, transparent to students and in accordance with district's grading policies.	Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students.
Assessments provide delayed and inadequate feedback for students to assess themselves.	Assessments provide delayed and inadequate feedback for students to assess themselves.	Provides adequate and timely feedback from assessment results for students to reflect and set goals.	Assessments provide useful and immediate feedback – separate and apart from grades—that assists students in assessing themselves in meeting their learning goals.	Assessments provide useful and immediate feedback– separate and apart from grades—that assists students in assessing themselves to develop and evaluate their progress with their learning goals.
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.	Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals. 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>

Domain: **Instructional Effectiveness**

Dimension: **Literacy**

Teacher embeds the components of literacy into all instructional content.

Ineffective	2 Needs Improvement	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</p>
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students to cite text to inference, or support analysis, arguments.

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

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

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

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

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 highquality 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 highquality 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.

10		Domain: Instructional Effectiveness			Dimension: Explains Content	
Teacher teaches the objectives through a variety of methods.						
1	2	3	4	5 Superior		
Ineffective	Needs Improvement	Effective	Highly Effective			
<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>		

11		Domain: Instructional Effectiveness			Dimension: Clear Instruction & Directions	
Teacher provides clear instruction and direction.						
1	2	3	4	5 Superior		
Ineffective	Needs Improvement	Effective	Highly Effective			

<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 wellchosen 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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12	Domain: Instructional Effectiveness Teacher demonstrates / models the desired skill or process.				Dimension: Models
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.
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Domain: **Instructional Effectiveness**

Dimension: **Monitors**

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

students are working on
guided practice.

Never uses student
response techniques to
check for
understanding.

Never moves around
the room while

<p>Never uses feedback from students regarding their understanding.</p> <p>Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.</p> <p>Seldom moves around the room while students are working on guided practice to promote and reinforce students' progress</p>	<p>to the same area of classroom.</p> <p>Seldom uses student response techniques to check for understanding.</p> <p>Seldom uses feedback from students regarding their understanding.</p> <p>Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.</p> <p>When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.</p>	<p>techniques, both individual / group. Uses student response techniques to check for understanding.</p> <p>Uses feedback from students regarding their understanding.</p> <p>Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.</p> <p>Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress</p>	<p>Routinely uses developmentally appropriate student response techniques to check for understanding.</p> <p>Immediately and adeptly uses immediate feedback concerning student's understanding.</p> <p>Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.</p>	<p>Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed reviews / re-teaches it to the whole class.</p> <p>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.</p> <p>Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.</p>
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toward the stated objectives. When movement happens it is

Uses different types of student response

toward the stated objectives. Makes eye contact with all students often.

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

15	Domain: Instructional Effectiveness			Dimension: Establishes Closure	
	Teacher summarizes and fits into context what has been taught.				
1 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>
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16	Domain: Instructional Effectiveness		Dimension: Student Achievement		
<p>Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.</p>					
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>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>Accepts responsibility for the success of all students</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>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>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>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>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>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>Modifies assessments and curriculum for special student populations as appropriate and as indicated in any IEP (as relevant), working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The teacher consistently advocates for all special needs students to have direct access to current state standards/district curriculum.</p>

17 Domain: **Professional Growth and Continuous Improvement** Dimension: **Professional Learning**
Uses Professional Growth as a Continuous Improvement Strategy

1 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 professional development and additional training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

18 Domain: **Professional Growth and Continuous Improvement** Dimension: **Professional Accountability**
Exhibits behaviors and efficiencies associated with professionalism.

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

20

Domain: **Leadership** Dimension: **Professional Involvement & Leadership Exhibits Positive Leadership through Varied Involvements.**

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