

CONTRACT

between the

PASCO SCHOOL DISTRICT NO. 1

and the

PASCO ASSOCIATION OF EDUCATORS

September 1, 2017 – August 31, 2018



Pasco Association of Educators



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2017-2018

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PREAMBLE:

THIS CONTRACT is made and entered into by and between the Pasco School District No. 1 Board of Directors, hereinafter called the "Board" or "District," and the Pasco Association of Educators, hereinafter called the "Association" and includes all of the following articles and provisions.

WHEREAS:

The Board and the Association recognize the mutual obligation to bargain in good faith to effectuate the provisions of applicable state law. So that effective employer-employee relations may be served in the District, the Board and Association do hereby agree as follows:

ARTICLE I – ADMINISTRATION

SECTION 1: EXCLUSIVE RECOGNITION

A. Inclusions/Exclusions

The Board recognizes the Association as the sole and exclusive bargaining representative for all contracted employees whose salary is determined by the salary schedule contained herein and/or who are under contract for services to the District or on leave. The Board retains the right to establish administrative positions. When new positions are created, the parties shall meet to determine whether such positions are principally supervisory and administrative. In the event of disagreement on such positions, the matter may be excluded from representation by the Association.

Such representation shall automatically exclude the following positions:

Superintendent	Principals	Directors
Deputy Superintendent	Assistant Principals	Assistant Directors
Assistant Superintendent	Coordinators	

Such representation shall specifically include the following employees:

Teachers
Librarians
ESA Certificated Personnel

B. Substitute Teachers

1. Long Term Substitute

A long term substitute is a person who is temporarily employed but works fifteen (15) or more consecutive days in the same assignment. After the fifteenth day, said employee shall be eligible for per diem salary placement and one day of sick leave for each (15) days of service, retroactive to the first day in the long term assignment, and shall be covered by the following terms and conditions of this Agreement. In the best interest of students, considering certification, highly qualified, and endorsement requirements, the district will make every effort to keep a long term substitute in the same assignment for the duration of the assignment.

Article I	Administration
Article II	Business
Article III	Employment Contracts
Section 1	Employment Contracts
Section 2	Contracts, Work Day and Payment
Section 3	Calendar
Article IV	Personnel
Section 1	Certificated Employee Rights
Section 2	Academic Freedom
Section 3	Staff Protection
Section 4	Personnel Files
Section 5	Employee Appraisal Procedure (semester or longer)
Section 7	Non-instructional Duties
Article V	Grievance Procedures
Article VII	Compensation
Section 1	Salary Criteria
Section 2	Insurance Benefits (semester or longer)
Section 4	Edwin Markham Travel
Article VIII	Leaves
Section 1A	Prorated illness, injury, emergency only
Article IX	Instruction
Section 1	Certificated Employee Facilities
Section 2	Employee Workload
Section 3	Classroom Visitation
Section 4	Student Discipline
Section 5	Weapons/Assault On A Unit Member
Section 6	Elementary/MS Parent Conference Time
Article X	Duration

2. Thirty (30) Day Casual Substitute

A person who has substituted for more than thirty (30) non-consecutive days in the previous twelve (12) months in the district shall not be covered under this agreement except he/she

shall be paid no less than \$126.25 per day. The district may raise the rate to remain competitive with area districts.

C. Definition

The term “certificated employee or teacher” when used hereinafter in this Contract shall refer to all contracted and/or replacement employees represented by the Association in the bargaining unit as defined above.

D. Gender

Words used in this Contract denoting gender shall mean all genders unless a specific context requires otherwise.

SECTION 2: MANAGEMENT RIGHTS

The Board, on its own behalf and on behalf of the electors of the District, hereby retains and reserves unto itself all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of Washington and of the United States.

The exercise of these powers, rights, authority, duties and responsibilities by the Board and the adoption of such rules, regulations and policies as it may deem necessary shall be limited only by the specific and express terms of this Contract.

SECTION 3: STATUS OF THE CONTRACT

This Contract shall supersede any rules, regulations, policies, resolutions or practices of the District which shall be contrary to or inconsistent with its terms to the extent of conflict. Practices which arise from the interpretation of this Contract shall remain in full force and effect unless changed by mutual agreement.

Existing policies, rules, regulations, procedures or practices not in conflict with this Contract may remain in full force and effect at the discretion of the Board.

SECTION 4: MAINTENANCE OF BENEFITS

Unless otherwise provided in this Contract nothing contained herein shall be interpreted and/or applied so as to eliminate, reduce or otherwise detract from current individual salaries and employee benefits.

SECTION 5: NO STRIKE/NO LOCKOUT

During the term of this Contract there shall be no strike or other economic action by the Association and no lockout or other economic action by the District.

SECTION 6: CONFORMITY TO LAW

This Contract shall be governed and construed according to the Constitution and laws of the State of Washington. If any provision of this Contract, or any application of this Contract to any employee or groups of employees covered hereby shall be found contrary to law by a court of competent jurisdiction, such provision or application shall have effect only to the extent permitted by law, and all other provisions or applications of the Contract shall continue in full force and effect.

If any provision of this Contract is so held to be contrary to law, the parties shall commence negotiations on said provision as soon thereafter as reasonably possible.

SECTION 7: DISTRIBUTION OF CONTRACT

Following ratification, the contract will be presented to the board for approval at the next scheduled board meeting. The contract will be posted on the intranet no more than five (5) school days after ratification and board approval. New employees to the district shall be instructed on how to access the collective bargaining agreement on the district website.

SECTION 8: SUBCONTRACTING

Work customarily performed by the bargaining unit will not be subcontracted without first having bargained the matter with the Association.

SECTION 9: BOARD POLICY

Before adoption of board policy which may impact scope of bargaining, terms and conditions of work, the Association will be:

- a) Apprised of any new initiative the board may be contemplating.
- b) Provided a draft of the board policy prior to its first reading.
- c) Provided time to address the board concerning the policy before adoption.

ARTICLE II – BUSINESS

SECTION 1: EXCLUSIVE PROFESSIONAL DUES RIGHTS

It will be the right of employees who are members of the Association and who are covered by this contract to, within thirty (30) days of employment and/or actively going to work, sign and deliver to the Association an assignment authorizing payroll deduction of membership dues and assessments of that Association and the state and national organizations with which it is affiliated. The District Payroll Office will process the authorization to make it effective at the earliest possible payroll period, and no later than sixty (60) days after submission of the authorization to the District Payroll Office. This authorization will be on a continuing basis. A table of prorated annual dues or assessments will be supplied by the Association to the District Payroll Office for use with new certificated employees who are employed by the District.

SECTION 2: FAIR SHARE REPRESENTATION FEE (RCW 41.59.100)

No member of the bargaining unit will be required to join the Association; however, those employees who are not Association members but who are members of the bargaining unit will be required to pay a fair share representation fee to the Association. The amount of the fair share representation fee will be determined by the Association and transmitted to the Business Office in writing. The fair share representation fee shall be an amount at or less than the regular dues for the Association membership. The fair share representation fee shall be regarded as fair compensation and reimbursement to the Association for fulfilling its legal obligation to represent all members of the bargaining unit (RCW 41.59.100).

In the event that the fair share representation fee is regarded by an employee as a violation of his/her right to nonassociation, such bona fide objections shall be resolved according to the provisions of RCW 41.59.090 or the Public Employee Relations Commission.

SECTION 3: PAYROLL DEDUCTIONS

The District shall upon receipt of authorization from an employee deduct from the employee's salary and make appropriate remittance for District-approved payroll deductions that include, but are not limited to, medical plans, tax-sheltered annuities, United Way, credit unions, savings bonds, levy contributions, life insurance and Section 125 of the Internal Revenue Code.

SECTION 4: ASSOCIATION RIGHTS AND PRIVILEGES

A. Meetings with Superintendent

The Association's representatives may meet with the Superintendent at least once a month during the school year to review and discuss current school problems and practices and the administration of this Contract.

B. Requested Information

The District shall furnish to the Association upon request information concerning the financial resources of the District, including but not limited to: annual financial reports and audits, register of certificated employees (to include home addresses, phone numbers and work locations), agendas and minutes of all Board meetings, names and addresses of all certificated employees. Further, the district shall provide information as requested by the PAE President, lead bargainer or Uniserv director within five days of the request being made.

C. Grievance Proceedings

A certificated employee or representative of the Association who is mutually scheduled to participate during working hours in grievance proceedings, conferences or meeting with representatives of the District shall suffer no loss in pay.

D. School Facilities and Equipment Use

The Association shall have the right to use school facilities and equipment at reasonable times, following the district's procedure for scheduling facilities. The Association shall pay for the reasonable cost of all materials and supplies incident to such use. The Association and its agents shall have access to its members during contracted working hours so long as there is no disruption to the educational environment.

E. Posting of Association Notices

The Association and its affiliates shall have the right to post notices of their activities and matters of Association concern on an Association designated bulletin board in each faculty lounge.

F. Lesson Plans and Other Professional Documents

Individual members of the Association shall not be required or asked to submit lesson plans to others or share the contents of said lesson plans. It is understood lesson plans may be reviewed by an employee's evaluator as part of the observation/evaluation process.

Teachers will retain lesson plans for one year.

ARTICLE III - EMPLOYMENT CONTRACTS

SECTION 1: EMPLOYMENT CONTRACTS

The District shall provide each certificated employee a contract in conformity with Washington State Law, State Board of Education Regulations and this Contract. Certificated employees positions are classified as follows:

A. Continuing Contract

A continuing contract shall mean a full-time assignment or a portion of a full-time assignment and shall be issued to all employees not under provisional status. A full-time regular employee shall receive full rights and benefits under this Agreement. A regular employee working a portion of a full-time assignment shall have a proration of benefits and full rights under this Contract.

Provisional contracts shall be issued to employees within their first three (3) years of employment or for the first year of employment if the employee has previously completed two years of certificated employment in another school district in the state of Washington.

B. Leave of Absence Contract (Known Duration)

A temporary contract of known duration shall mean an employee explicitly contracted for a specified time beyond twenty (20) days as a replacement employee for an employee who is on a leave of absence. Said replacement employee shall be eligible for salary placement prorated to a daily basis, proration of sick leave, proration of insurance (if assigned for at least a semester). Said employee shall be evaluated under the evaluation procedure found herein if the employee is contracted for a semester or more. Such employee shall have full rights under this contract with the exception that salary, insurance and sick leave shall be prorated. The employee shall not have appeal rights when the employment contract is terminated. Evaluation shall be as a provisional employee.

C. New Classroom Employee

A new classroom employee shall mean an employee temporarily hired at the beginning of a semester to begin a new classroom due to district needs. The employee shall be paid the per diem rate and shall receive a prorated share of all contract benefits for which he or she qualifies. New Classroom Employees shall be issued provisional contracts.

Employees, except daily substitutes employed under this section, shall be subject to the Fair-Share Representation Fee contained in this Agreement if the employee is not a member of the Association.

SECTION 2: CONTRACTS, WORKDAY AND PAYMENT

A. Basic Individual Employee Contracts

All basic individual employee contracts shall be subject to and consistent with Washington State laws and the terms and conditions of the Contract. If any individual employee contract contains any language inconsistent with the Contract, this Contract, during its duration, shall be controlling.

Nonprofessional personnel shall not be assigned to perform work in the instructional setting (classroom) which will substitute or replace an employee in his/her assignment or employment.

B. Release from Contract

After July 15 no employee will be released from his/her employment contract for reasons other than illness or emergency until the district can find a replacement. The District will take immediate steps to find the replacement by posting the position within twenty-four (24) hours (not including weekends, holidays, or office closure periods). A physician's certificate attesting to the illness may be requested at the expense of the employer.

C. Length of Contract

The basic contract for employees for the duration of this contract shall be for 180 days. If the state discontinues funding for 180 days, the contract will revert back to the days allocated on the State Allocation Model.

Compensation for additional time and responsibilities beyond the base contract will be granted. Of these days, two (2) are the LID (Learning Improvement Day) replacement days. This compensation will be put into a Time, Responsibility, and Incentive (TRI) schedule as follows:

1. Responsibility and Incentive Portion of a Supplemental Contract
20.79% (5.14% increase*) of the employee's base salary is considered incentive pay. Elementary teachers will receive 21.34% (5.14% increase*) . This will be paid in twelve (12) equal payments on a supplemental contract starting in September. These days are compensation for such items that employees do normally outside the school day, such as student evaluations, class preparation, reporting student progress, and other flexible duties including curriculum and materials implementation. *above % reflects a one-time payment of \$250 for any of the following: new curriculum adoption, seamless intervention work, and special education work.
2. Time Portion—Designated Optional Days
There are five (5) paid District designated days that are considered optional days. Two (2) of these will be prior to the student start of school. The third day will be held on another designated day and the agenda will be collaboratively determined by a building committee comprised of teachers (selected by building staff) and administrators. The fourth and fifth day will be determined by the District. Designated days held prior to

November 10 will be paid at the end of November. Designated days held after November 10 will be paid in the following month's payroll. Tier 2 days will be processed in blocks of three (3) or six (6) for payment.

Beginning in 2015-2016, all former Tier 3 days are included in the Responsibility and Incentive supplemental contract and Tier 3 shall be discontinued. Days not utilized from the 2014-2015 school year will be placed in the 2015-2016 insurance pool for one year only.

3. Special Education

See IEP release time in Article IX, Section 2(F)(4).

4. For the 2015-2016 school year only:

- a) Elementary specialists (i.e. Librarians, Counselors, Art, Music, P.E., and Technology teachers) will be paid one (1) additional Tier 1 day in recognition of the planning and work related to the various grade transitions in the 2015-2016 school year. Specialists will be compensated for additional time worked if approved in advance by the building or program administrator.
- b) For current (2014-2015 school year) 6th grade teachers:
 1. Current 6th grade teachers will be compensated for two (2) additional Tier 1 (as re-named) days for planning and work related to the transition.
 2. So that students can benefit from teachers' expertise in specific subject matter, 6th grade teachers being moved to elementary shall teach focused curriculum for the 2015-2016 school year. "Focused" means a teacher will teach designated subjects in his/her area of expertise.

D. Educational Staff Associates Length of Contract

The following positions shall be offered supplemental contracts at the individual's regular per diem rate. The use of these days shall be mutually agreed upon:

Psychologists	10 days supplemental
Secondary Librarians	10 days supplemental
Secondary HS Counselors	11 days supplemental (13 days in 2016-2017)
Middle School Counselors	11 days supplemental (12 days in 2016-2017)
Elementary Counselors	7 days supplemental (8 days in 2016-2017)
Elementary Librarians	7 days supplemental

The scheduling of a portion of supplemental days may be by agreement between the building administrator and the employee. All remaining days within the supplemental allotment shall be scheduled by the employee by the first two weeks of August.

Elementary counselors shall be scheduled a consistent planning period like other teachers. Elementary counselors shall only be scheduled for class coverage during his/her planning time.

E. Part Time Teaching Contracts

When employees are hired for less than a full regular teaching load, the following conditions shall apply:

- a) For secondary school employees, the salary shall be determined by placing the person on the certificated salary schedule to establish what the full time rate would be. This rate will be multiplied by a fraction made up of periods actually taught over the total teaching periods in the day. The product of this computation shall be the annual salary for the part time assignment.
- b) Full-time Kindergarten.
- c) Wages, hours, benefits, increments, planning, and teaming (if applicable) for part time employees shall be prorated.
- d) All part time employees have the same duties and responsibilities in relation to their assignments as do full time employees.
- e) Part time employees shall be issued provisional or continuing contracts based on his/her contract status.

F. Supplemental Contracts

1. Additional Teaching Periods

For employees working for additional teaching periods beyond their base contract:

- a) Selection for these contracts shall follow the procedures outlined in Article VI, Section 2: Assignment, Transfer, and Vacancy.
- b) Once selected, employees shall be issued a supplemental contract stating the terms of the position including salary, required hours and/or days, and duration.

2. Additional Paid Days

The following positions shall be offered supplemental contracts (additional days paid at the employee's per diem rate). The district will provide the Association with a list of positions and days on an annual basis or upon request. Days funded in 2016-2017 shall remain the same unless otherwise bargained with the Association, with the exception of TOSA's for the 2017-2018 school year which sunsets on August 31, 2018.

- a) Career and Technical Education
- b) Dean of Students
- c) Educational Specialists
- d) Literacy Coaches
- e) Facilitators
- f) Instructional Coaches/TOSA (Teacher on Special Assignment)
- g) Band Directors

G. Length of Work Day

The total length of the required work day shall not exceed seven hours and thirty minutes (7.5), including a thirty (30) minute duty-free lunch period. Employees shall be at their respective school building for the benefit of students and patrons at least fifteen (15) minutes before the student day begins. Specific report and end times will continue from the previous school year unless otherwise determined through shared decision making (Article IX, Section 8). In the event employees are assigned a zero or eighth period class as part of his/her 7.5 hour contracted day, said assignment shall be an uninterrupted schedule. Other zero or eighth period positions shall be posted in accordance with the CBA.

In the event that faculty meetings extend beyond the work day, employees shall be granted flexible time to be used at a time mutually agreed upon by the principal and employees. A variance to the schedule shall be granted with prior notification.

If the majority of the employees at a site determine it is desirable, at least one faculty meeting in each month shall have an agenda developed by staff and the meeting shall be facilitated by staff. Such meeting will be held the second week of each month unless a variance to this schedule is granted with prior notification and by mutual agreement to the alternative meeting date. If the meeting facilitated by staff is not needed, advance notice will be provided to the administrator who may develop the meeting agenda.

1. Secondary

Each secondary employee shall be entitled to one (1) planning period per day, equivalent to one regular teaching period. This provision shall be exclusive of lunch time and time before and after the student school day begins. The District acknowledges the value of planning, and agrees to guard against encroachment on this time. In addition, employees will be consulted prior to scheduling use of individual planning periods.

2. Elementary

- a) Each elementary employee shall be entitled to two hundred forty-five (245) minutes of planning time per week, with at least 180 minutes scheduled in not less than thirty (30) minute blocks. Planning time of two hundred forty-five (245) minutes per week, with at least 180 minutes scheduled in not less than thirty (30) minute blocks shall be scheduled for each elementary employee. The District acknowledges the value of planning and agrees to guard against encroachment on this time.
- b) The first contractual Wednesday of each month, excluding November, will be reserved for building/district use as needed. At the discretion of the staff, the remaining Wednesdays will be made available for planning and collaboration.

3. Teaming Time

- a) If teaming time is provided, the use of teaming time will be collaboratively determined by the team, including the applicable teachers and administrators.

- b) Administratively approved team time that falls beyond the work day shall be voluntary and compensated.
- c) At the middle level, the number of required team meetings shall be collaboratively determined by the team, including the applicable teachers and administrators. Planning time shall not be reduced in order to provide teaming time.
- d) If an administrator requires an employee to substitute during a scheduled PLC or teaming time, the employee will be compensated at an hourly rate of fifty-five (\$55.00) dollars.

H. Payment

- 1. In accordance with state law, all certificated employees shall be paid their basic contract in twelve (12) monthly installments. Each check shall contain one-twelfth (1/12) of the contracted salary, except in situations where the employees and the District mutually agree to other arrangements.
- 2. Checks shall be issued to the certificated employees on or before the last business day of each month.
- 3. In the event of a mistake in payment resulting in underpayment or overpayment, the District and employee involved shall mutually determine an arrangement for correction. Payment arrangements will be processed through the payroll system.
- 4. Payment for teaching summer school, extra duty, extracurricular duties and sick leave cash-out benefits shall be accomplished using the annualized deduction method available for supplemental wage payments of such taxes.

I. Work During Scheduled Planning

- 1. If a substitute is not available, the District may elect to:
 - a) access the substitutes currently working in the building;
 - b) request volunteers;
 - c) schedule involuntary substitutes based upon the building rotation schedule; or
 - d) dismiss the class.

If it is necessary for an employee to work during a scheduled planning period, the employee will be compensated at an hourly rate of sixty (\$60.00) dollars. This is done only as a last resort and only because it is recognized that an undue burden is placed on the employee. Coverage shall be assigned from an employee's teaming time prior to requiring an employee to cover during planning time. Request for payment shall be processed upon completion of an extra duty pay form.

2. Each building shall submit a substitute rotation plan to the district by September 30 annually. The substitute rotation plan shall be made available to the Association and will be posted on the staff bulletin board.
3. Involuntary subbing during planning time shall be assigned equitably among all certificated employees. Employees shall not be asked to involuntarily substitute more than once per rotational cycle.
4. No deferred planning time or compensation will be required for emergency interruptions, unless such interruptions result in an extension of the workday to supervise students.
5. No deferred planning time or compensation will be required for assemblies or other scheduled interruptions.
6. Should an employee have his/her duty-free lunch period encroached upon, the association will file a step four grievance of binding arbitration.

J. Paired Teaching Assignments

The District will consider requests for paired teaching assignments. The assignment may be approved only after the conditions are agreed upon by the two parties involved and their building principal. The assignments will be as equitable as feasible. Compensation will be fifty percent (50%) of that individual's per diem rate.

Unless otherwise requested through approved procedure, the contract will be considered part time and the employee relinquishes their right to a full time contract, however, employees with three years of experience in the Pasco School District may retain their right to a full time position by applying for a part time leave of absence. Such requests are to be approved by the Board on an annual basis. The request may be renewed only once.

All paired assignments are subject to annual review. The district reserves the right to make full time assignments for subsequent years.

Conditions for paired assignments shall include:

- a) The employees will attend parent conferences, be responsible for staff information, and complete other assignments as do full time employees.
- b) The employees will arrange their schedules to allow joint planning time.

SECTION 3: CALENDAR

A. Calendar Development Criteria

See Appendix for 2017-2018 calendar.

1. Instructional Days
 - a. There will be 180 instructional days in the year
 - b. One Semester Day between semesters-the Monday following the MLK holiday
 - c. One Trimester Day the Friday before Veterans' Day, and one Trimester Day the first Friday of March
 - d. Days in (b) and (c) above are non-contracted non-student days.
2. The first instructional day of the school year will be as follows:
 - a. Labor Day is September 4, school starts August 29
3. School holidays (RCW 28A.150.050), except Winter Break. The following are school holidays:
 - a. Labor Day (first Monday in September)
 - b. Veterans Day (November 11)
 - c. Thanksgiving Day (fourth Thursday in November)
 - d. Day immediately following Thanksgiving (fourth Friday in November)
 - e. Christmas Day
 - f. First Day of January
 - g. Martin Luther King Day (third Monday in January)
 - h. Presidents' Day (third Monday in February)
 - i. Memorial Day (last Monday in May)
4. Detail of Winter Break
 - a. Christmas and New Year's Day fall on a Sunday, Winter Break Starts Wednesday, December 20, and ends Tuesday, January 2 (ten week days)
5. Spring Break (the week of the first Monday of April)
 - a. A minimum of one (1) week shall be maintained between Spring Break and state testing.
6. Other Calendar Days
 - a. Early release days, professional days, term days, conference days will remain as agreed. Snow days, if needed, shall be added to the end of the school year.
 - b. Any other changes shall be mutually agreed upon through labor management meetings.
7. Final Instructional Day
 - a. The final instructional day of each year will occur as follows, with staff check-out beginning no later than forty-five (45) minutes after students are released:
 - i. Should Labor Day fall on September 5, the last day falls on Friday, June 9 (June 8 if leap year).
8. Conferences
 - a. Fall conferences will be held at the end of the grading period. Spring conferences will be held at the end of the grading period for a maximum of five students on an early release day based on teacher discretion.

B. Emergency School Closure and Delayed Openings

In the event that it becomes necessary to close schools because of weather or other emergency situations, employees will be notified through local radio stations, when possible,

by 6:30 a.m. If school has begun for the day and early dismissal is required, employees shall be dismissed immediately following dismissal of students. No employee shall be required to report for work on a day when student attendance in the building has been suspended for emergency reasons, except where one or more buildings close for more than one (1) consecutive day, the District will designate a work site. In the case of delayed opening, employees shall be required to report for work no earlier than fifteen (15) minutes prior to the planned arrival of students. If makeup contract days are required, the dates upon which they are to be held shall be mutually agreed upon by the District and the Association. Should half days/early release day(s) be cancelled due to emergency, make up days shall not exceed the number of hours scheduled for the half day/early release. No employee shall be subjected to loss of pay or benefits due to non-attendance on days when the schools have been closed for emergency reasons. In case of a district closure of no more than one day during which some schools are open and some schools are closed, the employees will be allowed to take emergency leave or make-up the work day on a designated snow day or other day identified by the Association and the District. If there is a delay on a secondary half-day Early Release day, the Early Release will be moved to the following Wednesday.

ARTICLE IV – PERSONNEL

SECTION 1: CERTIFICATED EMPLOYEE RIGHTS

A. Individual Rights

1. Employees shall be entitled to full rights of citizenship. There shall be no discipline or discrimination with respect to the employment of an employee due to race, creed, color, marital status, sex, age, national origin, veteran status, political activity or lack thereof, or the presence of any sensory mental or physical disability unless based upon a bona fide occupational qualification provided that the prohibition against discrimination because of such disability shall not apply if the particular disability prevents the proper performance of the particular worker involved.
2. Employees in their first three (3) years of teaching or other non-supervisory certificated position will be issued a “provisional contract” for “provisional employees” as defined by law; or if an employee has completed provisional status in another Washington State school district, in which case the employee shall be provisional for one (1) year. Said provisional employees shall be eligible for probation under this contract if performance is below standards. Provisional employees subject to nonrenewal after probation, and those provisional employees non-renewed for reasons other than classroom performance, shall have those appeal rights as are prescribed by law. Probation for provisional employees shall sunset on June 30, 2017.

B. Right to Join and Support Association

Employees shall have the right to self-organization, to form, join or assist the Association, to bargain collectively. The Board and Administration shall not directly or indirectly discriminate against any employee by reason of membership in the Association, participation in any grievances, complaints or proceeding under this Contract.

C. Right to Due Process

1. Due Process

Employees have the right to due process in any matter which may adversely affect the employee’s contractual employment status with the district. Employees shall not be reprimanded, disciplined, suspended, reduced in rank or compensation, non-renewed or discharged without just cause. The right to due process includes:

- a) notice of any meeting with a district representative. Such notice must include a statement of the nature of the meeting and the employee’s right to representation;
- b) the right to representation in any meeting with a district representative. When a request for representation is made, no action shall be taken until the employee has secured representation, but no meeting shall be delayed more than three (3) working days without mutual agreement.
- c) notice of allegations or charges against the employee;

- d) the right to face his/her accuser(s);
- e) the opportunity to respond and present evidence in his/her own defense;
- f) the opportunity to fully participate in a formal investigation if such an investigation is initiated by the district;
- g) the expeditious handling of the hearing.

2. Procedure

Every effort will be made to resolve complaints against employees at the lowest level possible. The district may pursue an informal resolution or initiate a formal process according to these procedures. Complaints not brought to the attention of the employee through either informal or formal procedures within ten (10) days of the complaint being made known to an administrator may not be used as the basis for any disciplinary action against the employee. Employees shall not be reprimanded, disciplined, suspended without pay, reduced in rank or compensation, nonrenewed or discharged without just cause.

a) Informal Meeting

- (i) When a concern or problem is brought to the attention of the supervisor, an informal meeting may be held between the supervisor and the employee.
- (ii) No disciplinary action will result from an informal meeting, and no documentation of the informal meeting may be placed in the employee's personnel file.
- (iii) Any directives issued as a result of this meeting shall not constitute disciplinary action.
- (iv) Adequate time will be provided to implement the resolution.
- (v) Employees retain the right to representation in an informal meeting.

b) Formal Meeting

- (i) The employee will be given written notice of a formal meeting.
- (ii) The employee will also be provided with written allegations or information forming the basis of any formal charge against the employee.
- (iii) If a verbal warning is issued as the result of a formal meeting, it shall not be written. Any notations related to a verbal warning shall be placed in a working file and shall be destroyed no later than one (1) year after the incident.
- (iv) Any written reprimand resulting from a formal meeting shall state that the reprimand will be placed in the employee's personnel file.
- (v) Employees retain the right to representation in a formal meeting.

SECTION 2: ACADEMIC FREEDOM

A. Definition

An employee must be free to think and express ideas, free from undue pressure of authority, and free to act within the professional group. Such freedom must be unrestricted except as it conflicts with the basic responsibility to utilize the current District-authorized courses of study.

Within the preceding frame of reference, as it pertains to the course to which an employee is assigned, academic freedom is defined as:

1. The right to teach and learn about controversial issues which have economic, political, scientific, or social significance.
2. The right to use materials and strategies which are relevant to the levels of ability and maturity of the students and to the purposes of the school system.
3. The right to maintain a classroom environment which is conducive to the free exchange and examination of ideas which have economic, political, scientific or social significance.
4. The right of employees to participate fully in the public affairs of the community.
5. The right of employees to allow students to have the expression of divergent ideas as long as the expression of their dissent is done within the guidelines of debate and discussion which are generally accepted by teachers in a normal classroom environment.
6. The right of employees to a free expression of conscience as private citizens with the correlative responsibility of a professional presentation of balanced views relating to controversial issues as they are studied in the classroom.

B. Responsibilities

The principle of academic freedom for employees shall not supersede the basic responsibilities of the employee to the education profession. These responsibilities include:

1. A commitment to support the Constitution of the United States.
2. A concern for the welfare, growth, and development of children.
3. An insistence upon objective scholarship.

C. Professional Judgment

Recognizing the board's authority to select materials, programs, and strategies for use in the classroom, teachers will exercise professional judgment in determining when and how to modify, supplement, or create lessons and assessments to meet the needs of students and to achieve unit and lesson objectives.

D. Curriculum Development and Delivery

The District and Association share a mutual interest in obtaining, developing, and delivering high quality curriculum in all subject areas. The expertise, insight, and creativity of the teacher are essential to the development and delivery of curriculum that meets the diverse needs of students.

E. Procedures

Free interchange of ideas leading to clearer understanding at the maturity level of pupils must be expected as a part of effective teaching. Any challenge of educational materials on the basis of suitability, upon their presentation of ideas involving morality or patriotism, or upon literary merit shall receive the immediate attention of the employee(s).

The lodging of a complaint shall not cause the suspension of a District adopted course and/or its content or any supplementary materials without the mutual consent of the affected employee(s) unless the procedures in applicable board policies are completed.

Materials Selection: Instructional materials shall be selected and made available to interested persons according to the following guidelines:

1. Basic textbooks shall be selected according to RCW 28A.320.230, the applicable rules, regulations, and guidelines of the Office of the Superintendent of Public Instruction and the State Board of Education.
2. Instructional materials supportive to the basic textbooks for each course and/or grade level shall be selected by the appropriate course and/or grade level teachers.
3. Additional instructional materials may be selected by individual teachers for occasional use in the classroom. Such materials are to be relevant to the levels of ability and maturity of the students, to the content of the course and to the purposes of the school system.

F. Curricular Resources

The district shall provide adequate resources to meet the goals and objectives of classroom lessons and delivery of the curriculum. The district will offer regular professional development opportunities related to district-adopted curriculum and strategies.

1. Curriculum

Committees shall be defined as follows:

a. Instructional Materials Committee:

Based on RCW 28A.320.230, the Instructional Materials Committee (IMC) shall include at least one representative appointed by PAE, and shall also include parents and community members.

The purpose of the IMC shall be to review the recommended curriculum which is brought forward by the curriculum committees and make a recommendation to the board of directors.

The IMC shall review instructional materials sufficient for a K-12 adoption which shall include as per the law that each student be provided necessary text books and materials. Special education materials committee shall identify materials used across grade levels, align curriculum to state standards, and address deficiencies identified by the committee.

b. Curriculum Adoption Committee:

The curriculum adoption committees shall consist of the following:

PAE appoints four (4) members: one each from primary and intermediate level, one from the middle level, and one from the high school level.

District administration appoints up to four (4), not including committee facilitators.

One bilingual and one special education teacher.

Parents, not to exceed three (3), shall be mutually agreed to.

The above curriculum adoption committees shall do the following:

Identify the components for each curriculum area;

Create and/or recommend a scope and sequence;

Ensure the curriculum is aligned to state standards/common core (note: this shall not be limited to strategies);

Recommend which curriculum shall be provided for staff input based on IMC guidelines;

Committees shall solicit materials for consideration, with up to three (3) being provided for teacher input.

Committees shall recommend final selection based on stakeholder input to the IMC.

c. Timelines:

By September 30, the committees shall be appointed and approved as per above;

By November 15, needs and alignment (scope and sequence) shall be identified;

By December 15, instructional materials shall be narrowed to three;

By January 15 samples shall be delivered to sites for stakeholder input;

By March 15, curriculum committees shall make recommendation to the IMC for adoption;

By April 15, IMC shall make final recommendation to the board of directors.

Training for new material may take place in the spring or summer.

Should timelines not be met, the district shall report to the board, in open meeting, the status of adoption and estimated time of completion as well as an outline explaining why timelines have not been met.

NOTE: RCW 28A.320.230 provides for the following: within the limitations of board policy, a school district chief administrator may purchase instructional materials to meet deviant needs or rapidly changing circumstances.

Given the above, the district will purchase materials, including text books, for curriculum which has already been adopted, approved, or may be missing.

G. Testing

See Appendix.

SECTION 3: STAFF PROTECTION

A. Liability Insurance

The District shall protect employees by purchasing public liability insurance in the amount of \$500,000 per occurrence and the District shall include the employees (within the scope of their employment) as named insureds under the liability insurance.

B. Subrogation Clause

The District shall not subrogate its right to the insurance carrier for any claim paid as a result of a loss occurring while the employee(s) are acting within the scope of their duties as employees, whether such duties were expressed in the employment contract or implied because of the nature of the employment, whether such duties were performed during the regular duty hours or for extracurricular activities outside of the regular duty hours.

C. Legal Counsel

Legal counsel shall be provided subject to the terms of the District's insurance policy to any certificated employee against whom a lawsuit is initiated, provided such employee, at the time of the act or omission complained of, was acting within the scope of employment or under the direction of the District.

D. Notification when verbally or physically threatened (RCW 28A.635)

An employee who is threatened by any person or group while carrying out assigned duties shall immediately notify the immediate supervisor. The supervisor shall notify the Superintendent/ designee and, if necessary, the police within twenty-four (24) hours. Immediate steps shall be taken, in cooperation with the employee, to provide for the employee's safety. Precautionary measures for the employee's safety shall be reported to the Superintendent/designee within twenty-four (24) hours.

E. Legal Redress

The District shall support any employee in seeking legal redress for violations of the law committed by students, members of the public, or staff who verbally or physically abuse that employee while he/she is performing contracted duties for the District. Such support shall be evidenced through aiding the employee in obtaining the services of the County

Prosecutor for purposes of processing the case. The District expects that employees using the services of private lawyers will cover their own obligations for such fees or costs incurred by the use of such services.

F. Industrial Injury

Whenever an employee sustains a disabling injury in the course of employment or in the event of a physical disability due to an assault on the employee arising out of or in the course of employment, the District will grant the injured employee a leave of absence with contract pay for a period not to exceed one (1) year, or a leave to the limit of the accumulated sick leave as provided for hereinafter. During such a period of disability, an employee may use sick leave to compensate for the difference in the amount of state industrial insurance, teacher retirement disability and regular salary to the limits of accrued sick leave account. Sick leave shall be reduced in the same ratio as the pay-out bears to total salary. A disabled employee shall use a combination of state industrial benefits and accumulated sick leave prior to receiving a leave of absence as provided in this section.

G. Benefits During Disability

All benefits such as retirement, social security, sick leave and salary placement normally paid by the District shall be continued during such period of disability.

H. Loss of Personal Property

1. The District agrees to provide reimbursement to employees for loss of personal property, or damage thereto, when damage or loss occurs when the property is located on the grounds or building of the school district for purposes related directly to job related responsibilities. Such obligations shall be limited to a maximum claim of one thousand dollars (\$1000) per employee in any school year or five hundred dollars (\$500) per incident.
2. The District agrees only to pay losses to personal vehicles under the deductible clause of the employee's personal vehicle insurance up to five hundred dollars (\$500). This coverage will exist for personal vehicles while the employee is participating in school activities or school business.
3. Personal property used to support instruction will be covered as stated above only after they have been listed and registered, giving a reasonable replacement cost.
4. If any damaged or lost item is insured under personal insurance policies, the District shall be responsible for that portion of reimbursement not obtained from such carriers up to the limits of coverage set forth in this section. Until the lockable space plan is completed, the district agrees to reimburse employees for lost cash, checks, money orders, electronics, or jewelry up to \$500.00 per incident.

5. The District shall have available in each school building and at the District Office appropriate forms to use in the processing of the claims under the provisions of this section. The forms shall be made available to the Association.

I. Notification of Police

Employee must report the theft, vandalism, or assault to the appropriate police officials within seventy-two (72) hours of knowledge of the incident.

J. Indoor Environmental Air Quality and Indoor Air Quality

1. The district shall maintain a record of indoor air quality concerns and complaints and any actions taken by the district to resolve them. This database shall be accessible to the Association.
2. HVAC systems, including intake and exhaust, shall be inspected at least annually and in accordance with the manufacturers' recommendations. The District shall maintain a written record of these inspections. Records shall include when they were performed, identification of any malfunction or problem, and any action taken to restore the system. This information shall be accessible to the Association.
3. If the district chooses to reduce lighting or alter temperature for economic reasons, adequate lighting and reasonable temperature shall be provided during contract hours.

SECTION 4: PERSONNEL FILES

A. Procedure

There shall be one official file kept within the district. Employees shall, upon request, have the right to inspect all contents of their complete personnel files kept within the District Office. Access shall be scheduled within 24 hours after the receipt of the written or e-mailed request. A district office employee shall be present at this inspection. An additional employee of the District, or representative of the Association, at the employee's request, may be present in this review. Any derogatory material received by the District or Board shall be brought to the attention of the employee in writing, within fifteen (15) working days after receipt or composition. Any derogatory anonymous letters will be immediately destroyed.

Disciplinary material may be removed, at the written request of the employee, from the personnel file after two (2) continuous years of service, providing there are no related incidents during the two year period after the discipline was issued. Disciplinary material shall be removed, at the written request of the employee, from the personnel file after five (5) continuous years of service, providing the offense is minor and there are no related incidents during the five year period after the discipline was issued. The disciplinary notice

shall state whether or not mandatory removal after five years will occur under the terms of this section.

An employee shall have the right to attach his/her own written comments relating to material in the file. Additionally, any derogatory or harmful statements and/or materials that are not shown to an employee within fifteen (15) working days after receipt or composition shall not be allowed as evidence in any grievance, disciplinary action, or nonrenewal action against the employee or reassignment except in cases of criminal investigation by a law enforcement agency.

B. Contents of Personnel File

The personnel file for each employee maintained by the District shall include at the least the following information:

- a) Copy of the employee's current certification
- b) Copies of annual contracts
- c) Copies of other information relating to salary and benefits
- d) Transcripts of academic college/university work as supplied by the employee
- e) Correspondence
- f) All final evaluation forms
- g) All correspondence placed in the personnel file shall be date stamped on the date the material was received as well as when said material was placed in the employee's file.

C. Working/Evaluation Files

Working files maintained by administrators for their own use may be reviewed at any time by the employee with the exclusive right of addendum by the employee. Such files shall not be passed on from one administrator to another nor shall such files follow the employee from one assignment to another. Working files shall be cleared at the end of each school year, except that notations of verbal warnings may remain for one calendar year from occurrence.

D. Criminal Investigation File

Any materials retained from a criminal investigation or prosecution will not be placed in the regular personnel file. This information will be held in a confidential file which shall be maintained by Employee Services.

E. Certificates and Transcripts

It is each employee's responsibility to furnish the District with a copy of certification and official transcripts of academic college/university work. Failure to furnish said documents, or copies of correspondence requesting said documents, may result in pay being withheld.

F. Requests for Personal Information

Performance evaluations, letters of direction and certain other personal data are generally not considered to be public information. The District will not grant public access to this type of information without the specific written agreement of the named employee, except where it is required to do so by law or court order.

If a specific written request for performance evaluations and other generally non-disclosable data is received, the District will notify the individual(s) whose data is requested, as soon as possible. If the District intends to disclose the information, the employee shall be notified in writing and given ten (10) working days in which to enjoin the District from disclosure.

SECTION 5: CERTIFICATED EMPLOYEE APPRAISAL PROCEDURE

a. Classroom Teachers: TPEP

1. Introduction

The evaluation procedures set forth herein shall be to improve the educational program by improving the quality of instruction. The evaluation process shall recognize strengths, identify areas needing improvement, and provide support for professional growth. The evaluation system will encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluation by recognizing the importance of objective standards and minimizing subjectivity. Within the selected instructional framework teachers will be allowed to exercise their professional judgment and will be evaluated on their own practice, skills, and knowledge.

The parties agree that the following evaluation system is to be implemented in a manner consistent with good faith and mutual respect, and as defined in RCW 28A.405.

Additionally, the parties agree that the evaluation process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in WAC 392-191-025:

“To identify in consultation with classroom teachers and certificated support personnel observed, particular areas in which their professional performance is satisfactory or outstanding, and particular areas in which the classroom teacher or support person needs to improve his or her performance.”

2. Definitions

Criteria shall mean the eight (8) state defined evaluation criteria to be scored.

Component shall mean the sub-section of each criterion.

Evaluator shall mean a certificated administrator who has been trained in observation, evaluation and the use of the specific instructional framework and rubrics contained in this agreement and any relevant state or federal requirements. The evaluator shall assist the teacher by providing support and resources.

Artifacts shall mean any products generated, developed or used by a certificated teacher. Artifacts should not be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.

Evidence shall mean examples or observable practices of the teacher's ability and skill in relation to the instructional framework rubric. Evidence collection is not intended to mirror a Pro-Teach or National Boards portfolio but rather is a sampling of data to inform the decision about level of performance. It should be gathered from the normal course of employment. Input from students, parents or anonymous sources shall not be used as evidence.

Not Satisfactory shall mean:

Level 1: Unsatisfactory – Receiving a summative score of 1 is not considered satisfactory performance for all teachers.

Level 2: Basic – If the classroom teacher is on a continuing contract with more than five years of teaching experience and if a summative score of 2 has been received two years in a row or two years within a consecutive three-year period, the teacher is not considered performing at a satisfactory level.

Student Growth Data shall mean the change in student achievement between two points in time within the current school year. Assessments used to demonstrate growth must predominately originate at the classroom level and be initiated by the classroom teacher. Assessments used to demonstrate growth must be appropriate, relevant, and may include both formative and summative measures. Student growth data will be taken from multiple sources identified by the teacher, may include formative and summative assessment data, and must be appropriate and relevant to the teacher's assignments.

3. State Criteria, Framework, and Scoring

A. The state evaluation criteria are:

1. Centering instruction on high expectations for student achievement,
2. Demonstrating effective teaching practices,
3. Recognizing individual student learning needs and developing strategies to address those needs,
4. Providing clear and intentional focus on subject matter content and curriculum,
5. Fostering and managing a safe, positive learning environment,
6. Using multiple data elements to modify instruction and improve student learning,
7. Communicating and collaborating with parents and the school community, and
8. Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.

B. Instructional Framework

Classroom teachers will be evaluated using Danielson Framework for Teaching Rubrics. The instructional framework is included in Appendix #, and will be published on the district website and be available to each teacher and evaluator.

C. Criterion Performance Scoring

Evidence will be gathered over the year to form the component scores, using a growth philosophy. If growth is made over the year, the higher score (later score) will be used. Criteria Scores: Components scores will be averaged and rounded to reach a final score.

D. Summative Performance Rating

A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. This score becomes the Focused summative evaluation score for any of the subsequent years following the Comprehensive summative evaluation in which the certificated classroom teacher is placed on a Focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, and the administrator and teacher agree the evidence is exemplary, a level 4 (Distinguished) score shall be awarded by the evaluator. The overall summative score is determined by totaling the eight (8) criterion-level scores as follows:

1. 8-14—Unsatisfactory
2. 15-21—Basic
3. 22-28—Proficient
4. 29-32—Distinguished

E. Student Growth Criterion Score

Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the employee is given a score of low, average or high based on the scores below:

1. 5-12—Low
2. 13-17—Average
3. 18-20—High

If a teacher receives a 4 – Distinguished summative score and a Low student growth score, they must be automatically moved to the 3 – Proficient level for their summative score. If a teacher receives a 1 – Unsatisfactory on any of the five student growth components, it will trigger the student growth inquiry plan. The teacher and evaluator will mutually agree to engage in one of the following:

1. Triangulate student growth measure with other evidence (including observation, artifacts and student evidence) and additional levels of student growth based on classroom, school, District and state-based tools;

2. Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum/assessment alignment;
3. Schedule monthly conferences with evaluator to discuss/revise goals, progress toward meeting goals, and best practices;
4. Create and implement a professional development plan to address student growth areas.

4. Applicability and Evaluation Cycle

This evaluation system only applies to classroom teachers, specifically those staff with an assigned group of students who provide academically focused instruction and grades for students. The term “classroom teacher” does not include ESAs, Counselors, librarians, media specialists, TOSAs, Instructional Coaches, Curriculum Specialists, and other bargaining unit members who do not work with regularly recurring and specifically defined groups of students. Those bargaining unit members who do not meet this definition will remain under the previous evaluation system, as defined in another section of this agreement.

A comprehensive evaluation must be completed for classroom teachers who are provisional employees; any classroom teacher who received a summative evaluation performance rating of Unsatisfactory or Basic in either of the previous two school years; and all other classroom teachers at least once every four years. All other teachers are eligible to be on a focused evaluation.

A classroom teacher shall be transferred from a focused evaluation to a comprehensive evaluation at the request of the teacher, or at the direction of the teacher’s evaluator. Such request or direction must be received prior to December 1.

5. Professional Development

Prior to being evaluated, the District shall provide professional development relevant to the framework and evaluation process each year. Each teacher shall receive adequate professional development to comprehend the framework and understand the evaluation process. Such professional development shall be provided as follows:

Each employee within fifteen (15) days of employment or within fifteen (15) days from the commencement of the school year, whichever is later, shall be given a copy of the evaluation criteria, procedures, and any relevant forms or screenshots appropriate to the teacher’s position and track in the evaluation cycle.

No teacher shall be evaluated by an evaluator who has not been trained in observation, evaluation, and the use of the specific instructional framework and rubrics contained in this agreement and any relevant state or federal requirements.

6. Procedural Components of Evaluation

A. Notification

The teacher will be notified within three weeks from the start of the school year of the evaluator and whether the teacher will be evaluated using a comprehensive or focused evaluation.

B. Teacher Self-Assessment

- a. Prior to the Pre-Observation Conference, the member may complete a Self-Assessment form.
- b. No teacher will be required to complete or share the Self-Assessment form with his/her evaluator.

C. Student Growth Goal Setting:

The teacher shall determine a student growth goal for Components SG-3.1, SG-6.1 and SG-8.1 on a Goal Setting form. The goal for SG-6.1 and SG-8.1 may be the same goal.

D. Artifacts and Evidence:

1. The evaluator will collect and share artifacts and evidence necessary to complete the evaluation.
2. The teacher may provide additional artifacts and evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher shall be incorporated on the negotiated form prior to the post-observation conference, and be used to determine the final evaluation score.
3. A teacher may, but shall not be required to submit artifacts and evidence for completion of the evaluation.

E. Informal Observations

1. An informal observation is a documented observation that is not required to be pre-scheduled. Additional informal observations may be necessary to collect additional evidence.
2. An evaluator may conduct any number of informal observations.
3. Observations do not have to be in the classroom. Department or collegial meetings may be used for Informal Observations.
4. Informal observations may be documented in writing and if documented, a copy will be provided to the teacher within ten (10) days of the informal observation. If there is an area of concern based upon any such informal observation, the written documentation of the observation must be provided to the teacher in order for that evidence to be used in the evaluation process.
5. Any time after an informal observation a teacher may request a post-informal observation conference to discuss the informal observation.

F. The final framework rubric shall be moved to the teacher's personnel file at the end of the school year.

G. Electronic Monitoring

All observations shall be conducted openly. Mechanical or electronic devices shall not be used to listen to or record the procedures of any class without the prior knowledge and consent of the teacher.

H. Alternative Evaluator

On request, teachers shall be assigned an alternative evaluator. Requests must be submitted in writing by October 30th.

7. Comprehensive Evaluation

A Comprehensive Evaluation will include evaluation of all eight state criteria.

A. Pre-Observation Conference:

The pre-observation conference shall be held prior to each formal observation. The teacher and evaluator will mutually agree when to conference. The purpose of the pre-observation conference is to discuss the employee's goals, establish a date for the formal observation, and to discuss such matters as the professional activities to be observed, their content, objectives, strategies, and possible observable evidence to meet the scoring criteria.

B. Formal Observations:

1. The first formal observation for each employee shall be conducted within the first ninety (90) days of the school year. The teacher may request additional observations. The total annual observation time cannot be less than sixty (60) minutes. An employee in the third year of provisional status as defined in RCW 28A.405.220 shall be observed at least three times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety minutes. Any formal observation shall not be less than 30 minutes in length.
2. The observations will occur no later than five (5) days after the pre-observation meeting. The parameters of Article IV, Section 5 (B)(11) apply.
3. The evaluator will document all formal observations using the negotiated form and provide copies to the employee within ten (10) days, if such meeting is requested by either the administrator or employee.
4. The second formal observations will occur no sooner than six weeks after the first formal observation and ideally, in different semesters or trimesters so that reasonable time can be provided for continuing professional growth. The observation will occur no later than ten (10) days to reflect the above days after the pre-observation meeting.
5. The final observation shall occur prior to May 25th.

C. Post-Observation Conference

1. The post- observation conference between the evaluator and teacher will be held no later than ten (10) days after the formal observation.
2. The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the scoring criteria during the observation, and to discuss the teacher's performance.
3. If there is an area of concern, the evaluator will identify specific concerns for the applicable criteria and provide possible solutions to remedy the concern in writing.

D. Final Summative Evaluation Conference

1. No later than June 1 the evaluator and teacher shall meet to discuss the teacher's final summative score. The final summative score, including the student growth score, must be determined by an analysis of evidence. This analysis will take a holistic assessment of the teacher's performance over the course of the year. The final Evaluation must be completed and submitted by June 1.
2. The teacher has the right to provide additional evidence for each criterion to be scored.
3. All evidence, measures and observations used in developing the final summative evaluation score must be a product of the school year in which the evaluation is conducted.
4. The teacher will sign two (2) copies of the Final Summative Evaluation Report. Each teacher shall sign the observation and evaluation forms to indicate receipt. The signature of the teacher does not, however, necessarily imply that the employee agrees with its contents. The teacher may attach any written comments to observations and to the final annual evaluation report as well.
5. Teachers shall have the right to attach additional comments or a rebuttal to the Final Summative Evaluation.

8. Focused Evaluation

The Focused Evaluation is used when a teacher is not evaluated using the Comprehensive Evaluation process, and will include evaluation of one of the eight state criteria and a student growth component if not previously included in the goal criteria identified by the teacher and evaluator.

Should an evaluator determine that a certificated employee on a Focused evaluation should be moved to a Comprehensive Evaluation for that school year, the certificated employee must be informed of this decision in writing at any time on or before December 1. Should a certificated teacher request a transfer from a Focused evaluation to a Comprehensive evaluation, that request must also be made prior to the end of December 1.

The criterion area to be evaluated shall be proposed by the teacher prior to, or at the first pre-observation conference, and must be approved by the evaluator.

- A. The criterion area to be evaluated shall be proposed by the teacher prior to, or at the first pre-observation conference, and must be approved by the evaluator.
- B. If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth components in criterion 3 or 6.
- C. If the criterion selected for a focused evaluation has been determined to be non-observable, a classroom based observation will not be required.
- D. Observations and conferences for the focused evaluation shall follow the guidelines set forth in Section 6 – Procedural Components of Evaluation, and Section 7 – Comprehensive Evaluation Process, above.
- E. The score received on the selected criterion and the student growth rubrics is the score assigned as the final summative score.
- F. A group of teachers may focus on the same evaluation criterion and share professional growth activities. This collaboration should be initiated by the teacher(s) and no individual shall be required to work on a shared goal.

9. Support for Basic and Unsatisfactory Employees

- A. When a teacher is judged below 3 – Proficient, additional support shall be granted to the employee to support their professional development: Support may include but shall not be limited to access to TOSAs, release time for observing other teachers, training in use of adopted curriculum, attendance at relevant trainings/workshops, teaching assignment(s) which limit the number of preparations and or number of classrooms an employee may be assigned to, and/or other mutually agreeable interventions.
- B. In such cases that a teacher with more than five (5) years of experience receives a summative evaluation score below Proficient, the teacher must be formally observed before October 15th the following year. If the 1st observation in that following year results in ongoing and specific performance concerns, a structured support plan will be completed prior to completion of the comprehensive evaluation.

10. Additional Support for Provisional Employees

Before non-renewing a provisional teacher, the evaluator shall have made good faith efforts beyond the minimum requirements of the evaluation process to assist the teacher in making satisfactory progress toward remediating deficiencies. The efforts shall include:

- A. A completed comprehensive evaluation conducted in accordance with Section 7 above;
- B. A specific and reasonable plan designed to assist the teacher in making satisfactory progress in improving his/her performance, including benchmarks defining desired performance and indicating it has been achieved.

- C. A description of the assistance and services the District will provide to the teacher to improve his/her performance;
- D. Periodic reports to the teacher of the evaluator's judgment on the teacher's progress toward remediating deficiencies.

11. Non-Renewal (Discharge)

When a continuing contract teacher with five (5) or more years of experience receives a comprehensive summative evaluation rating of 1 – Unsatisfactory for two (2) consecutive years, or for two years within a consecutive three year period the District shall, within ten (10) days of the completion of the Final Evaluation Conference or May 15th, whichever occurs first, implement the teacher notification of non-renewal (discharge) as provided in RCW.28A.405.300.

The teacher who is, at any time, issued a written notice of probable cause for non-renewal or discharge by the Superintendent pursuant to this Article shall have ten (10) days following receipt of said notice to file any notice of appeal as provided by statute and retains all rights and timelines as provided by this Agreement.

12. Evaluation Results

- A. Evaluation results shall be used:
 - 1. To acknowledge, recognize, and encourage excellence in professional performance.
 - 2. To document the level of performance by a teacher of his/her assigned duties.
 - 3. To identify specific areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.
 - 4. To document performance by a teacher judged unsatisfactory based on the state evaluation criteria.
 - 5. Beginning in 2015-2016, as one of multiple factors in personnel decisions only as defined elsewhere in this agreement.
- B. Evaluation results shall not be:
 - 1. Shared or published with any teacher identifying information, unless required by law.
 - 2. Shared or published without notification to the individual and Association.
 - 3. Used to determine any type of base or additional compensation.

Evaluators shall not consider school or District-wide scores when evaluating individual scores, i.e. nothing prohibits an evaluator from evaluating all teachers as Distinguished within a school. Teachers will not be scored below Proficient in domain 1 and 3(c) if there is no adopted curriculum.

Any changes to forms shall be bargained prior to implementation.

b. Teachers Other than Classroom Teachers

A. Purpose

The evaluation of professional performance in the District is an important process in the continuing improvement of the educational program. The evaluation procedure shall recognize all levels of performance and encourage improvement in specific identifiable areas through the systematic assessment of performance and the instructional program. This evaluation procedure is designed to provide a basis for planning professional growth and development.

While the primary focus of evaluation is to improve instruction, evaluations require employees to meet the established performance expectations. This process must be continuous and constructive, and must take place in an atmosphere of mutual trust and respect. This process is a cooperative effort on the part of the evaluator and employee.

B. General Procedure

1. All employees will be observed a total minimum of sixty minutes each year based on at least two observation periods.
2. One thirty (30) minute observation shall be scheduled by the evaluator at least one day in advance with the employee.
3. One of the two required observations shall be at least thirty (30) minutes in length. The additional thirty (30) minutes may be conducted in one thirty (30) minute block or through a series of observations not less than ten (10) minutes in length.
4. Employees will be evaluated using one of the three models:
 - a) Long form—The Professional Development Plan (PDP) will be used by all new Pasco employees during their first four years, all experienced employees every 5th year, any employee experiencing teaching difficulty, and any employee desiring professional growth and development.
 - b) Short form—After four years of satisfactory evaluations, the Goal Setting Model or the Checklist Model may be used.
 - c) The appraisal timeline is as follows:
 - (i) Years 1, 2, 3 and 4 – long form (four years of satisfactory evaluations)
 - (ii) Years 5, 6, 7 and 8 – short form (goal setting or checklist)
 - (iii) Year 9 – long form
 - (iv) After year nine – four (4) years short form, one (1) year long form

5. At the request of either the administrator or the employee, a post observation conference shall be held.
6. Only contractually approved forms shall be used in the evaluation (see appendix). The employee shall not be required to submit additional documentation as part of the evaluation process.
7. The building principal, or her/his administrative designee shall have the responsibility for evaluation of employees under her/his supervision.
8. An itinerant employee shall be evaluated by her/his program supervisor appointed by the Employee Services administrator. All other supervisors served by this itinerant employee shall have the opportunity to provide observed and documented input into the employee's evaluation.
9. During the school year if an employee is transferred to another position after the first semester, an evaluation shall be made at the time of transfer.
10. If an employee resigns during the school year, a final evaluation shall be completed prior to the resignation date whenever possible.
11. Observations shall not be conducted at the following times unless specifically approved by the employee:
 - a) the first week of the school year;
 - b) the school day before and after Thanksgiving, winter, and spring vacations;
 - c) the first day after a substitute has been teaching the class;
 - d) on an early release day at the secondary level.
12. All observations shall be completed by May 25.
13. An employee shall have the right to have an Association representative present during a follow-up conference.
14. The final evaluation will be a permanent part of the employee's personnel file.

C. Rules and Procedures for Use with the Goal Setting Model (Short Form)

1. The purpose of this model is to develop teaching and job related goals between the employee and supervisor. The focus is to increase teaching effectiveness and student learning.
2. The goal-setting conference should be held as early in the year as possible, no later than October 30.

3. There are three basic parts of the goal-setting conference:
 - a) **Establishing goals** - Goals are established between the employee and the supervisor. The number of goals is determined by the relevancy, time and energy required. If agreement cannot be reached on the goal(s), the supervisor will have final responsibility.
 - b) **Determining methods for collecting data relative to the goals** - As each goal is established, the means for collecting data to determine progress shall be determined by the supervisor and the employee. The method selected should be appropriate to the goal. There are no specific requirements as to the type or frequency of methods.
 - c) **Writing a description of the goal-setting conference** - Pre-Appraisal Conference (Goal Setting) form in the Appendix provides a standard form to be used by the supervisor for writing a description of the goal-setting conference. The form should be written during or immediately after the conference and shared with the employee.
4. During the appraisal period, employees and supervisors are expected to work together toward the goals established in the goal setting conference. Data collection, observations, interaction, and other activities should facilitate goal attainment.
5. The final appraisal conference should be held at the end of the appraisal period, normally by the last week in May. The conference should be the joint discussion of the year's activities, the implications for future goals and continued self-growth.

D. Procedures for Use of the Checklist Model (Short Form)

Results of the evaluation shall be documented using the Final Appraisal Report (Checklist) found in the Appendix.

E. Procedures for Use of Professional Development Plan (PDP) (Long Form)

1. New employees shall be observed at least once for a period of thirty (30) minutes during the first ninety (90) calendar days of their employment period.
2. One thirty (30) minute observation or series of observations shall be conducted when applicable by the end of the first semester.
3. The evaluator's results on the Professional Development Plan (PDP) shall serve as the basis of a post observation conference held within ten (10) school days of the observation or series of observations. During said conference, the employee will be given a copy of the completed PDP and the evaluator will discuss the contents of the PDP with the employee.

4. The evaluator shall summarize the findings of the required observations and document them on the Final Appraisal Form (Professional Development Plan) found in the Appendix.

F. Completion of Report Forms and Evaluation Timelines

1. Signature by the employee indicates only that the employee has read the document. In signing the forms, the employee does not waive any right to due process or appeal, and the signature does not in any way signify agreement with the contents of the document. The employee has the right to attach a written statement in the appropriate section of the form including any addendum if desired.
2. The Final Appraisal Report will be signed by both the evaluator and the employee within five (5) days of the evaluation conference. Reports shall be given to the employee and a conference shall be held with the evaluator to discuss the summary of all observations.
3. Final Appraisal Report Forms are to be completed by the evaluator before June 1. The original appraisal form with any employee addendum will be submitted to the Superintendent or a designee for review, and this original will be filed in the employee's personnel file. The second copy with any addendum is to be delivered to the employee at the close of the final conference and the third copy with any addendum is to be retained by the evaluator. For employees on the Goal Setting Model, the Pre-Appraisal Conference form will also be filed in the personnel file.

4. Professional Development Model (PDP)

If a rating of Unsatisfactory (U) is given, the evaluator must include the following in the narrative section of the forms:

- a) designate and describe performance deficiencies;
- b) recommendations for improvement;
- c) explanation of limiting accountability factors, if applicable.

G. Procedures for Unsatisfactory Final Evaluation

In the event that the Final Appraisal is unsatisfactory to the employee, a conference will be held with the immediate supervisor to discuss the problem. In the event that the conference is unsatisfactory to the employee, a conference with the Superintendent or designee and the evaluator will be granted upon the request of the employee. This conference must be held within ten (10) school days of the date of the written request of the employee. The employee may have an Association representative in attendance at the requested conference.

SECTION 6: PROBATIONARY PROCEDURE

A. General Statement

The probationary procedure as set forth herein shall provide an employee with assistance through consulting, counseling and providing other resources as may be utilized in the improvement of performance relating to the instructional program. If it becomes necessary to place an employee on probation, such action shall be in accordance with the Evaluation Procedure. Such probationary period shall be after October 15 but before February 1 of the same year.

B. Procedure

The probationary process is to be implemented and completed within this time period. If an employee is being considered for probation, the recommendation to the Superintendent for probationary status must be made on or before January 20. The recommendation for probation must be in writing and a copy of that recommendation must be sent to the employee.

C. Establishment of Probationary Period

If the Superintendent concurs with the evaluator's judgment that the performance of the employee is unsatisfactory, the Superintendent shall place the employee in a probationary status after October 15 but before February 1 of the current school year and ending no later than May 1. The employee shall be given written notice of the action of the Superintendent which shall contain the following information:

- a) A statement of the problem in terms of instructional deficiency as related to the evaluation criteria;
- b) Remediation Plan which includes the following:
 - (i) a statement of expectations delineating what levels of performance would constitute acceptable performance in the areas defined;
 - (ii) a program for assistance by the evaluator which spells out courses of action whereby the employee will be assisted and counseled in improving his/her performance to an acceptable level.

The evaluator will be responsible for supervising the probation. The evaluator may receive help from a certificated administrator who shall be someone other than the Superintendent.

The employee may have an individual of his/her own choosing present at the initial probationary meeting. During the probationary period, the evaluator shall meet with the probationary employee at least twice monthly to supervise and make a written evaluation of the progress made by the employee. The probationary employee is entitled to Union representation during all meetings. The probationary employee may be removed from probation at any time if he/she has demonstrated improvement to the satisfaction of the Superintendent in those areas specifically detailed in his/her notice of probation.

D. Evaluator's Post Probation Report

Unless the probationary employee has previously been removed from probation, the evaluator shall submit a written report to the Superintendent at the end of the probationary period, which report shall identify whether the performance of the probationary employee has improved and which shall set forth one of the following recommendations for further action:

- a) Removal of the probationary status;
- b) Removal of the probationary status if accompanied by a letter identifying areas where further improvement is required;
- c) To non-renew the employment contract of the employee.

E. Action by the Superintendent

Following a review of any report submitted pursuant to the evaluator's post probation report, the Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.

In the event that the Superintendent determines that the employee has not demonstrated sufficient improvement in the stated areas of deficiency, the Superintendent shall make a determination of probable cause for the non-renewal of the employee's contract and shall provide written notice thereof to the employee on or before May 15 pursuant to the requirements of RCW 28A.405.210.

F. Retention of Records

After three years of satisfactory or proficient evaluations, the probationary materials shall be removed from the file. The employee's final evaluation for the probationary period will remain in the employee's personnel file.

SECTION 7: NONINSTRUCTIONAL DUTIES

The District will commit resources to the goal of achieving a maximum of one duty per week with equitable distribution among staff. Such goal shall be for the purpose of reducing or restructuring nonprofessional duties of certificated employees. Custodial work shall not be required of certificated employees. Concerns originating at the building level may be brought to the attention of the Superintendent/designee through the ARTICLE II - BUSINESS, SECTION 4: ASSOCIATION RIGHTS AND PRIVILEGES, Paragraph A.

SECTION 8: STUDENT TEACHERS AND INTERNS

A. Voluntary Acceptance

Employees are under no legal obligation to the District or to a college/university involved to accept a student teacher, intern, or practicum student. If the employee does accept this responsibility, he/she does so on a voluntary basis.

B. College Obligation

The college/university and the District will not assign a student teacher, intern or a practicum student to an employee without first contacting said employee at least five (5) working days in advance of the assignment for concurrence.

C. Dismissal of a Student Teacher

The supervising employee may dismiss a student teacher in concert with the District and the college/university. Prior to dismissal, the supervising employee shall provide explanation to the building principal, the college supervisor, and the student teacher involved.

D. Experience

No employee with less than three (3) years teaching experience shall be requested to accept a student teacher or intern, and no less than two (2) years teaching experience for a practicum student.

ARTICLE V - GRIEVANCE PROCEDURES

A. Purpose

The purpose of this grievance procedure is to provide a means for the orderly and the expeditious adjustment of a grievance by an employee or group of employees.

B. Definitions

1. "Grievant" shall mean an employee or group of employees or the Association filing a grievance on behalf of an employee or group of employees. A grievance in which two or more employees have the same complaint shall be processed as a single action. The Association shall have the right to be present and, if the employee elects, may represent the employee at any point in the procedure.
2. A "Grievance" shall mean a written statement by a Grievant that a controversy, dispute, or disagreement of any kind or character exists arising out of the interpretation or application of the terms of this Agreement or of an existing Board policy or administrative regulation. Grievances over Board policies and administrative regulations are not eligible for arbitration under this Contract.
3. "Days" shall mean contracted workdays or business days when school is not in session, except as otherwise indicated. "Business days" do not include those days the district offices are closed to the public such as holidays and the normal December and July closure.

C. Informal Communications

Every effort shall be made to settle problems at the lowest level through informal communication between the employee(s) and the immediate supervisor. Grievances may not be processed through this procedure until there is evidence that informal two-way communications have failed to resolve the issue.

Every reasonable effort shall be exerted in attempting to resolve grievances before the close of a school term or as soon as possible thereafter.

D. Procedures and Steps

A grievance must be filed within thirty (30) days of the occurrence of the event on which the claim of grievance is based. The timelines and procedures herein shall be strictly followed unless waived in writing by the parties. Failure of the Grievant to follow the timelines shall mean the grievance is withdrawn. Conversely, failure by the District to follow the timelines shall automatically qualify the grievance for advancement to the next step.

Grievances relating to interpretation and/or application of this Agreement when filed in the name of the Association may be initiated at Step 2 as provided hereinafter.

1. Step One — Immediate Supervisor

The Grievant(s) submits a grievance review request (form A) to the immediate supervisor. The supervisor shall schedule a formal meeting within five (5) days after the receipt of the request and shall render a written decision to the Grievant(s) within five (5) days after the formal meeting. A copy of the grievance review request shall be sent to the Superintendent and to the Association President. A copy of the written decision shall be sent to the Superintendent and to the Association President.

2. Step Two — Appeal to Superintendent or Designee

If the Grievant(s) is not satisfied with the decision of the immediate supervisor at Step One, the Grievant may refer the grievance to the Superintendent or designee within five (5) days after the receipt of the decision prescribed herein, with a copy to the Grievant's immediate supervisor. The Superintendent or designee shall meet with the Grievant(s) within five (5) days after the grievance has been referred to him/her. Both the Superintendent/designee and the Grievant(s) may have other persons present at the meeting who might contribute to an acceptable adjustment of the grievance.

The Superintendent/designee shall render a written decision concerning the grievance and any other adjustment within five (5) days after the grievance has been heard. Copies of the decision by the Superintendent/designee shall be sent to the Grievant, the Grievant's immediate supervisor, and to the Association President.

3. Step Three — (Optional) Appeal to Board of Directors

If the grievance involves Board policy or administrative regulations, or if the Grievant is not satisfied with the disposition of his/her grievance at Step Two, or if the Superintendent/designee has not provided a written decision within the time limits prescribed in Step Two, then the Grievant, or at his/her request the Association acting on his/her behalf, may request a meeting with the Board of Directors. If a request for a meeting or a Demand for Arbitration (for those grievances subject to arbitration) is not delivered to the Superintendent within thirty (30) days after the meeting prescribed in Step Two is held, then the grievance will be deemed withdrawn. The Board, or a committee thereof, shall meet with the Grievant and Association representatives within fifteen (15) days after the superintendent receives the request for such meeting. Within fifteen (15) days after such meeting the Board shall render a written decision regarding the grievance. It is not required that a grievance go to the Board prior to arbitration, nor shall taking the matter to the Board change the eligibility for arbitration.

4. Step Four — Binding Arbitration

If the grievance is a claim that this Agreement between the District and the Association has been violated, misinterpreted, or misapplied; and if the Grievant is not satisfied with the disposition of this grievance at Step Three, or if the Board has not provided a written

decision within the time limits prescribed in Step Three, then the grievance may be submitted to final and binding arbitration at the option of the Association.

The parties shall attempt to select an arbitrator whose decision shall be final and binding, within ten (10) days after the Superintendent receives the appeal from the Association. If the parties are unable to agree on the appointment of the arbitrator, a list of arbitrators shall be requested from the Federal Mediation and Conciliation Service (FMCS), American Arbitration Association (AAA) or the Public Employment Relations Commission (PERC). The parties shall separately rank and strike the names from the list and return the list to the appropriate agency for arbiter selection.

The hearing shall proceed under the arbitration rules of the applicable agency unless the parties mutually agree to proceed under the expedited rules.

- a) Guidelines: The arbitrator shall make a decision in writing not more than thirty (30) days after the close of the hearing.

During the arbitration, neither the District nor the Association will be permitted to assert any evidence not previously disclosed to the other party. Each party shall bear the full costs for its side of the arbitration and will pay one-half (1/2) of the costs for the arbitrator and any administrative fee for arbitration.

- b) Powers of the Arbitrator: The arbitrator shall have no power to alter, add to or subtract from the terms of this collective bargaining agreement.

E. Freedom From Reprisals

No reprisal shall be invoked against any employee for processing a grievance or participating in any way in the grievance procedure.

F. Election of Remedy

Any employee, other than a provisional employee, receiving notification of non-renewal of contract, discharge or adverse effect may elect to have the matter heard either by a hearing officer under statutory proceedings or an arbitrator in accordance with the grievance procedure. If arbitration is selected, the matter shall be commenced at the arbitration level.

G. Released Time

Grievances will ordinarily be processed during the regular work day and released time shall be provided for those actively involved in the investigating and processing of grievances, including the Grievant, Association representatives, and witnesses.

ARTICLE VI - LAYOFF AND ASSIGNMENT

SECTION 1: LAYOFF AND RECALL

A. Definitions

1. The term layoff herein refers to action by the Board reducing the number of certificated employees in the district.
2. Seniority is defined as the total number of certificated years of experience in Washington State as defined by Washington Administrative Code and shall be computed from the actual date on which a contract of employment was signed by the employee. Seniority for part-time employees shall be credited on the same basis as their percentage of employment, i.e., half-time employment for a full year yields one-half (1/2) year seniority.

B. Layoff Procedure

In the event the District suffers a loss in revenues and/or programs which require a reduction in the work force, the District shall follow the procedures contained herein.

1. The District shall compile and publish a seniority list by January 31. The seniority list shall be posted in each building, posted on the intranet, and two (2) copies given to the Association. Challenges to seniority placement shall be made in writing to the Association and Employee Services Office by February 28. A corrected seniority list shall be published and posted in each building, posted on the intranet, and two (2) copies given to the Association by March 15. No changes except to correct typographical errors will be made after March 15.
2. The District shall provide the Association with a detailed report relating to the District's financial condition and the anticipated educational program for the ensuing school year by April 15, unless the legislative session has been extended. This report shall include information relating to any potential layoff.
3. A reduction in force shall take place only after the following occur(s):
 - a) All retire-rehire employees are non-renewed;
 - b) All leave replacement employees are non-renewed.
4. No administrator shall replace a laid off Association employee.
5. Reduction in work force shall be accomplished on the basis of the total number of years in Washington State, then in the bargaining unit in Pasco School District. When two or more employees have equal seniority, the date of hire, which is the date the signed contract was received by the Employee Services Office shall be the determining factor. Ties in seniority shall be broken by lot.

6. The parties will consider the District's Affirmative Action Plan.
7. Part-time employees, if retained, will be entitled to a part-time position.

C. Placement Criteria

1. All employees retained shall hold certification and/or endorsement as required by the State or Federal program requirements.
2. Employees not assigned to a position for the ensuing school year will be notified in writing of layoff by the Board by May 15 of the current school year unless dictated by legislative action.
3. An employee receiving written notification of layoff shall retain an employment relationship with the District by being automatically placed on lay-off and recall status.
4. Employees on leave are subject to the layoff and recall procedure.
5. Any employee accepting a temporary position will not forego his/her seniority recall option in the event a permanent position becomes available.
6. No laid off employee will be required to accept recall. Employees may refuse a call back and maintain their right to recall for the following two (2) contract years (September 1–August 31).
7. Employment of substitutes shall come from those employees on layoff status.
8. Upon the request of an employee, the District shall make provision for the continuance of an employee's participation in any District group insurance program. The employee shall pay the entire premium to the District payroll office on a monthly basis.

D. Recall

Recall shall be by reverse order according to State and Federal program requirements.

1. The District shall give written notice of recall by sending a registered letter to the employee at his/her last known address.
2. Any employee so notified shall respond within five business (5) days from receipt of said notice whether the employee accepts or rejects the position.

SECTION 2: ASSIGNMENT, TRANSFER & VACANCY

A. Definitions

1. Assignment: An employee's current job placement.

2. Reassignment: A change in assignment within a building.
 - a) A voluntary reassignment is one initiated by the employee.
 - b) An involuntary reassignment is one initiated by the administration because of building or program needs.
3. Major reassignment:
 - a) At the elementary level:
 - (i) A change of three (3) or more grade levels from primary to upper grades or vice versa.
 - (ii) A change which requires teaching in a specialized area which has not been taught within the last five years.
 - b) At the middle school or high school level:
 - (i) A change which requires the employee to teach outside his/her major or minor field or endorsement, and meeting state requirements;
 - (ii) A change which requires an employee to teach a subject area which they have not taught within the last five years.
4. Vacancy: A position which has been vacated and is scheduled to be refilled or one which has been newly created.
5. Transfer is a change to another building:
 - a) A voluntary transfer is one initiated by the employee.
 - b) An involuntary transfer is one initiated by administration.
6. Displaced employee: An employee with a continuing contract but without an assignment.
7. Seniority, for the purposes of this section, shall be years and months of teaching experience in the Pasco School District. When two or more employees have equal seniority, the date of hire, which is the date the signed contract was received by the District Employee Services Office, shall be the determining factor. Ties in seniority shall be broken by lot. In instances where an employee has interrupted service, the most recent date of hire shall be used as the determiner.
8. Exploratory assignment is when employees seek assignments which enhance professional growth or provide for the opportunity to experience new challenges within the district.

B. Sequence of Reassignments

1. Identification of district needs;
2. Written posting of building needs;

3. Request for voluntary reassignment;
4. Placement of voluntary reassignment;
5. Placement of involuntary reassignments.

C. Sequence of Transfers

1. Identification of building needs;
2. Reporting of district vacancies to the Association;
3. Posting of all available vacancies;
4. Request for voluntary transfers in overstaffed buildings;
5. Placement of voluntary transfers in available positions
6. Placement of involuntary transfers resulting from overstaffing;
7. Placement of staff returning from leaves of absence based on qualifications and seniority;
8. In-district transfer requests;
9. Requests from part-time employees desiring to work full-time;
10. Hiring from outside of the district.

D. Notification of Assignment

Prior to the end of the school year, employees will be notified of known changes in the employee's assignment for the following year. Employees will immediately be given written notification of major reassignment changes which become necessary subsequent to the end of the school year.

E. Voluntary Transfer

1. The District will solicit requests for transfers from employees by March 1 of each year. This does not preclude employees who later become aware of specific openings from making application to the Employee Services Office for a particular professional opportunity at whatever time an opening might occur.
2. Requests for transfer shall be kept on file.
3. An employee may submit an application for a transfer subsequent to the posting of a vacancy notice pursuant to the posting procedure "F. Posting of Vacancies."
4. Applications for vacancies shall be in writing and should be received in the Employee Services Office by the end of the posting period.
5. If an employee's request for transfer is denied, the employee shall be notified in writing or by conference with the Employee Services administrator of reasons for the denial.
6. Employees assigned to bilingual or special education classes shall not be denied transfer rights.

F. Posting of Vacancies

1. Vacancies shall be announced first within buildings or itinerant programs to allow voluntary reassignment of staff within a building or program. Individual employees considering reassignment shall be required to make timely decisions provided that she/he be granted no less than 48 hours to consider such reassignment. Vacancies available subsequent to reassignments shall be emailed to all certificated employees on the first day and posted at each work site for at least three (3) days during the school year. Each vacancy will be emailed to all certificated employees on the first day and posted in the administration building for at least five (5) days during summer vacation.
2. The announcement shall include the following requirements:
 - a) A description of the open position including site, subject, and grade level;
 - b) Qualifications necessary to meet the requirements of the position as established by the State Board of Education and Washington Administrative Codes (WAC);
 - c) Additional information may be included.
3. No assignment to fill the vacancy shall be made until after the closing date.
4. Copies of all postings shall be sent to the Association office as the postings are made.
5. Current qualified bargaining employees shall be interviewed if they apply for the position.
6. In filling vacancies, the District will give preference to qualified district employees on the basis of the requirements listed on the job announcement and necessary qualifications for the position. Such qualifications shall be limited to:
 - a) possession of needed specialized instructional skills, such as language proficiency;
 - b) training or experience at the level or in the subject matter of the open position; and
 - c) no unsatisfactory evaluations within the school district during the past two years unless mutually agreed upon by the Association and the District.
7. After June 15 or the last day of school, whichever is later, the District may simultaneously post positions for internal and external applicants.

G. Involuntary Transfer/Reassignment Procedures

To assure compliance with state and federal requirements and to assure the best quality educational program in the district, it becomes necessary on occasion to make some transfers or reassignments on an involuntary basis.

1. The District will identify the buildings/programs and number of staff needing to be transferred or reassigned.

2. As soon as it is determined that a transfer(s) is necessary under the terms of this Article, the Employee Services administrator will meet with the affected building staff to allow for voluntary transfer(s) prior to making any involuntary transfer(s).
3. Employees identified for involuntary transfer/reassignment will be the least senior employee by the following categories:
 - a) K-6 regular education employees in the building; or
 - b) K-12 program assigned employees within a building by program; or
 - c) 7-12 regular education employees by qualifications.
4. Identified unassigned staff will be ranked from most to least senior in each category (3.a-c).
5. All known open assignments will be listed by level (elementary school, middle school, high school and/or by program).
6. Beginning with the most senior employee being involuntary transferred/ reassigned, she/he will be allowed to choose an assignment for which she/he is certified and qualified from the available openings. In the event there are no openings in the building or district, she/he will be allowed to replace the least senior employee, according to the district seniority list published in January of the current year, in a position for which she/he is qualified.
7. When an involuntary transfer/reassignment occurs, the employee will fill out a form indicating a comparable position to which she/he would wish to be returned. Comparable position may include grade level, subject area, building site or any combination of these. Once placed in the selected position, an employee may designate one alternative placement. The employee retains the option to return to the original site prior to the opening of the school year.
8. Employees who have been involuntarily transferred or reassigned to a grade level or subject area which they have not previously taught or in which they do not possess an undergraduate minor or its equivalent issued within the last five (5) years, will not be non-renewed for performance deficiencies primarily related to subject matter, professional preparation, and scholarship during the first (1st) year of their involuntary transfer/reassignment. Upon request, involuntarily transferred/ reassigned employees will be provided with the necessary mentoring.
9. An employee cannot be involuntarily transferred or have an involuntary major reassignment two consecutive years. Reassignment of staff must be made in accordance with educational needs, sensitivity to staff and program need.
10. Employees selected for involuntary transfer/reassignment shall be notified no later than May 15 unless circumstances prevent it.

H. District Support

1. An employee being involuntarily transferred or reassigned, or who voluntarily transfers due to displacement, shall be released from teaching for two (2) days to prepare for the new assignment or compensated for two days at her/his per diem rate.
2. When an involuntary major assignment change occurs, the affected employee may request up to \$500 in special funds to purchase necessary resource materials. Additional training and support shall be offered to facilitate employee success in the reassignment. Funds must be applied for within forty-five calendar days of the start of the new position.
3. If any transfer or room change is to be made, the District shall provide packing supplies and shall provide help in moving the affected employee's materials.
4. If there is an involuntary room change two (2) or more times within two (2) years, employees shall be compensated for one (1) day at his/her per diem rate for the second and any subsequent move(s).

I. Vacancies During the School Year

Employees may apply for vacancies which occur during the school year. Accepting a vacant position during the year does not invalidate contract status (provisional or continuing) should the position be discontinued the following year.

J. Opening/Reopening a New School

When a new school is to be opened, the following procedures will be followed in transferring employees to that school:

1. When a new school is to be opened, the Superintendent/designee shall place on file in the Employee Services Office and with the Association a proposed organization plan of the school and affected sites as soon as said plans are available.
2. The organizational plan shall set forth the number of positions to be available at the new site together with required qualifications for each available position.
3. The number of transfer positions shall be determined based on the number of students transferred to the new site from existing sites.
4. Employees displaced by the above referenced transfer of students shall be given right of first refusal to the same or similar positions at the new site or in the district. The provisions in Article VI, Section 2, G(3) shall govern this process.
5. The newly created positions which are in addition to those which correlate to transferred students shall be considered vacancies and posted for transfer.

6. All employees shall be provided with the opportunity to apply for transfer to the new school within thirty days of posting the proposed organizational plan. Postings and hiring will follow guidelines set forth in F(2)-F(7).

K. Vacancies After the School Year Begins

Openings after the first day of the school year:

1. The District will inform the Association of open certificated positions.
2. The open position will be posted at the beginning of the day in the building where the opening occurs (or in the program office if itinerant). Employees wishing to be considered for the opening will inform the building principal/director by the end of their contracted day. The filling of the position will be in accordance with Article VI, Section 2(F)(6).
3. If no in-building employee fills the position, the position will be posted in the district the next morning. Employees wishing to be considered for the opening will inform the Employee Services Office by the end of their contracted day. The filling of this position will be in accordance with Article VI, Section 2.F.6.
4. If no district employee fills the position, the building/program administrator will screen applicants who submitted letters of interest for the new school years' elementary/secondary teacher postings.
5. The positions that open will be offered a contract in accordance with law and other provisions of this contract.

L. Employee Exploratory Assignment

Employees may express their desire to experience a change of assignment which provides for new opportunities and responsibilities.

1. Employees interested in seeking such assignments are encouraged to meet with the Employee Services administrator to discuss their specific interests. In such cases, the Employee Services, administrator in cooperation with a building principal, may designate an assignment as an "exploratory assignment."
2. Employees involved in this program may by March 15 of the year of their "exploratory assignment," indicate an interest in returning to a position similar to that which they have left or to their previous assignment if for some reason that position is open. In such cases, employees shall be given preferential treatment in consideration for open positions of a similar nature to that which they left or for the specific position they vacated.

3. If the employee does not indicate a desire to return to the former position by March 15 of the “exploratory assignment,” then the provisions of this particular section do not apply.

ARTICLE VII - COMPENSATION

SECTION 1: SALARY CRITERIA

A. Allocation and Implementation

Full experience increments shall be paid effective the first contracted day of the school year. Column adjustments shall normally be paid in the November payroll and shall be retroactive to the first contracted day of the school year.

B. Salary Schedule

All employees of the bargaining unit will be placed on the SAM (State Allocation Model) for payment purposes.

C. Salary Criteria

1. Educational or longevity credits used for SAM payment purposes will conform to OSPI rules which include the following:
 - a) credits earned in accredited institutions;
 - b) years of acceptable service;
 - c) degrees;
 - d) OSPI approved clock hours.
2. Credit will be given for experience in accredited public school districts or approved job related experience. Job related experience is defined as that which is eligible for federal, state, or approved local funding.
3. Experience credit will be given for time in the armed services, provided that service interrupted the employee's teaching career.
4. Employees anticipating salary improvement by reason of additional professional preparation must:
 - a) Submit to the Employee Services Office an "Application for Approval of Courses" form for each course.
 - b) Provide official transcript (may be electronic or other copy permitted by state regulations) prior to October 15 that documents course completion.
 - c) District shall notify employee by November 15 as to employee's placement upon salary schedule and contract amount.
 - d) Employee has fifteen (15) contracted days from notification of a salary change to notify the District in writing of any error.
 - e) The District will respond in writing within fifteen (15) contract days of receipt of the employee's written notification of salary error.

5. A quarter credit is equal to 2/3 of a semester credit. A semester credit equals one and one-half (1-1/2) quarter credits. Ten (10) clock hours are equivalent to one (1) credit.
6. Salary schedule credit may be granted by the Superintendent/designee as follows:
 - a) In-service: An application must be submitted to the Superintendent/designee as per authorization forms for course approval in accordance with applicable state law.
 - b) Work Experience: On-the-job experience related to the teaching field of a vocational teacher may be allowed for credit by the Superintendent/designee. Prior approval must be obtained in writing from the Superintendent/designee.
7. Employees receiving in-service per diem pay will also be eligible to receive clock hours or college credit if available and in accordance with normal prior approval procedures and OSPI rules.

D. Placement on the Extracurricular Salary Schedule

1. The purpose of the extracurricular salary schedule is to identify salaries to be paid people filling such positions.
2. Salary is based upon the extracurricular scoring rubric found in the appendices. Positions and salaries listed on the extracurricular salary schedule are applicable for the school year. Requests for change of placement of a position on the salary schedule must be submitted to Employee Services by June 1 for consideration of the change for the following school year. No supervisor or administrator may approve a change of position placement. Changes in position placements must be mutually agreed by the district and association.
3. The salary schedule is determined by the base of \$35,069 in 2015-2016 and \$35,700 in 2016-2017.
4. Employees new to the District will receive credit for their previous experience at a rate of one year for each one year of experience in a comparable activity.
5. Employees assigned to an extracurricular duty will be given their years of total professional experience in that activity, or a comparable activity, regardless of level.
6. Sick leave shall apply to extracurricular activities. When sick leave is exhausted or an employee is unable to perform assigned duties for reasons other than illness, pay for the activity will be prorated.
7. Services of an extracurricular nature shall be on an individually contracted basis between the employee performing the service and the Board. No such contract shall exceed a duration of one (1) year.

8. Extracurricular positions shall be advertised first within the District. Positions not filled within the District may be filled by individuals outside the District.
9. Extracurricular contracts will be available to elementary music teachers for the purpose of providing instruction outside the regular school day for students in special music and performance groups.
10. Groups 4 through 7 may receive an additional 10% for special projects or productions that warrant it. Employees shall apply to the building leadership team for approval.

E. Department Heads and Head Teachers

1. Department heads shall be selected by their respective department members each spring. The preference will be honored unless the building administrator shows cause for overriding the selection, at which point the administrator will contact the Association President to discuss the reasons.
2. There shall be one (1) department head position at each high school and one middle school equivalent leadership position for each one hundred and fifty (150) FTE students enrolled. Each elementary school not having an assistant administrator shall have a position of one (1) head teacher.

F. Extra Duty Pay

1. An hourly extra duty pay of .001 X SAM base salary per hour will be paid for employee hours involved in the following District-approved activities that occur after the regular contract work day with the prior approval of the appropriate administrator. Examples of such extra duty assignments are:
 - a) Curriculum Development (only applies to specific administratively appointed committees, and only when the employee has been told in advance by the appropriate administrator that he/she will receive remuneration at this rate).
 - b) Administratively Appointed Special Projects
2. Stipend rate: Employees participating in workshops and other types of in-service training which require attendance beyond the regular working day shall be paid for each hour attended at curriculum rate.
3. Extra duty forms submitted at least three days prior to the payroll cutoff date shall be processed no later than the following pay period.
4. Summer school will be paid at the employee's per diem rate.
5. All New Teacher Training will be compensated at curriculum rate.

6. If the District uses certificated employees to provide training, other than those whose job responsibilities include training, the following will apply:
 - a) Selection will be from a list of interested individuals with applicable expertise. Prior to assignment, the employee will be provided a summary of the compensation and expectations related to the training.
 - b) Individuals will be paid at curriculum rate.
 - c) Compensation for planning for a training conducted during the contracted day will be as follows:
 - (i) For a first-time training, one hour of planning for every hour of presenting.
 - (ii) For a repeat training (the teacher has presented the training previously), one hour of planning for every two hours of presenting.
 - d) Compensation for planning and conducting a training outside of the contracted day will be as follows:
 - (i) For a first-time training, presenters will be paid two times the curriculum rate for every hour of presenting (inclusive of set-up, take-down, and planning).
 - (ii) For a repeat training (the teacher has presented the training previously), presenters will be paid one and a half times the curriculum rate for every hour of presenting (inclusive of set-up, take-down, and planning).

G. Service Incentive Bonus

All employees who plan to leave the school district at the completion of their regular contract year shall be offered a one-time \$500 service incentive bonus recognizing their length of service and contributions to the Pasco School District. This shall be paid in a single installment. The purpose of this bonus is to both recognize service and to enlist the assistance of employees in providing for an orderly transition from one school year to the next. In order to participate in the service incentive bonus program, employees must signify their intent to leave the school district through a formal letter of resignation submitted to the Board of Directors no later than March 1 of the school year in which they intend to resign. This incentive bonus shall not be applicable in determining retirement benefits under the Teachers Retirement System (TRS).

H. Master Employee Service Bonus

At the start of the school year, employees with twenty-five or more years of service in Washington State shall receive annually 5% of the base which recognizes their loyalty and dedication to public education in the State of Washington and to compensate for additional time they spend in mentoring new employees. Employees participating in this program will enter into a supplemental contract which will be for a period not to exceed one year.

I. Professional Development

1. The goal of all professional development should be to provide fair and equitable access to job-related opportunities to increase professional effectiveness.

2. District-sponsored professional development shall be research based best practices.
3. District sponsored professional development courses shall be developed with input and collaboration with certificated staff.
4. The District will pay for employees' district-sponsored clock hours.

J. State Required Kindergarten Assessment

The District will provide two days of training for first-time test administrators of state-required Kindergarten testing and one day of training for repeat state-required test administrators. The first two days of the school year will be non-school days for kindergarten students in order for the family connection meetings to be held. The District will pay one (1) day of extra-duty pay for state-required Kindergarten testing and conferencing for work performed outside of the school day. Up to one additional day may be requested by the employee and authorized by the administrator.

The district will provide professional development for teachers including lesson planning, daily student schedules, and progress reporting. The district will not administer a separate Kindergarten assessment for student progress reporting. Teachers will have the option of using WA Kids data or data collected from other sources as determined by the teacher for student progress monitoring. One Wednesday during September will be designated as full-day release for state required parent-family connection meetings. Additional days will be compensated according to Article VII, Section (1)(J).

SECTION 2: INSURANCE BENEFITS

A. District Contribution

The District shall contribute the state insurance allotment per month for each certificated full-time employee and a prorated amount of the same for all regular part-time certificated employees to a pool of funds to be used for the purchase of insurance benefits. The Health Care Authority contribution will be paid by the District. Each employee of a full-time equivalent status shall be entitled to select insurance options from the approved options up to the state allocation amount per month. Employees who work less than a full-time equivalent shall be eligible to receive a maximum District contribution for their selected benefits that is a percentage of a full-time equivalent employee's contribution. The percentage of a full-time equivalent employee's contribution shall be the same percentage as the percentage of a full-time equivalent which the employee works. No employee shall receive less than full dental and vision, term life and long term disability.

B. Insurance Pool

The District will contribute \$100.00 per FTE as of October 1 to the insurance pool, and in addition the District will contribute \$650,000 annually. Tier 3 Days not utilized from the

2014-2015 school year will be placed in the 2015-2016 insurance pool for one year only. Of that amount, each year \$5,000 will be set aside to be used by employees who have a change in family status after pooling, on a first come, first served basis (written request). After each employee has made his/her selection of benefits under the program provided herein, remaining funds in the pool shall be available for equal distribution to cover employees requested coverages which exceed the monthly state allocation in cost. Pooling will be over a twelve-month period, November-October.

C. Enrollment Period

Enrollment shall be for a thirty (30) calendar day period and shall be completed by October 1. Once enrollment is completed, no insurance options may be added or deleted during the contract year by an employee. Should a full-time employee be hired after October 1, he/she may elect insurance coverages from the plans available during the first thirty (30) calendar days of employment. In the event the employee does not use the full amount available after making his/her selection, the balance shall be placed in the pool for future use as determined by the District and Association.

Coverage shall begin after the first full calendar month of employment and for each month of employment thereafter. If an employee hired during the school year shall be a replacement for an employee terminating, then the new employee may elect insurance options to be paid for by the pool up to the amount of those selected by the terminating employee for whom he/she is a replacement.

An employee on an approved leave of absence or terminating employment shall be entitled to continue receiving the District insurance contribution based upon a pro- ration of contracted days worked. This benefit shall be calculated in the same manner as salary compensation is paid. Terminations effective at the end of the school year shall entitle employees to receive insurance benefits through the summer months.

Spouses who are both certificated employees of the District may choose to combine their District contributions to cover the cost of insurance options which they elect to receive.

D. Benefit Programs

The benefit programs are as follows:

1. Mandatory Programs:
 - a) Vision Care
 - b) Dental/Orthodontia
 - c) Long Term Disability (90 day)
 - d) Term life insurance
2. Optional WEA Sponsored Programs:

a) Medical/Life

3. Payroll deductions plans available but not covered by the pool:

- a) Additional Term Life Insurance
- b) Salary Insurance
- c) Cancer and intensive care

All plans shall be determined mutually by the District and Association.

The district shall make available deductions for medical and childcare expenses under Section 125 of the Internal Revenue Code for those employees who make such authorizations.

SECTION 3: TAX-SHELTERED ANNUITIES

The District shall make automatic payroll deduction authorization available to employees for District-approved, tax-sheltered annuity plans. All existing tax-sheltered annuity programs in the District may continue for those employees currently participating. Any new tax-sheltered programs for employees shall be mutually approved by the District and the Association. Such newly approved tax-sheltered programs must have at least an initial enrollment of five (5) employees.

SECTION 4: EDWIN MARKHAM TRAVEL

A. Mileage Reimbursement

When the School District mandates that an employee attend a meeting that requires a member to drive his/her own car in order to attend the meeting, then that employee will be reimbursed by District policy mileage rates. Prior approval must be granted by a District Office administrator.

B. Flex-time Arrangement

Under flex-time arrangement, Markham employees may be released early for doctor's appointments, Association meetings, and other personal matters.

ARTICLE VIII – LEAVES

SECTION 1: LEAVES

A. Leaves for Illness, Injury, or Emergency

General: At the beginning of each school year, each full-time employee shall automatically be credited with an advance leave allocation of twelve (12) days to be used for personal illness or injury or for emergencies as herein defined, effective the first contractual day. Any unused leave days shall be cumulative from year to year up to a maximum of 180 days. Time shall be deducted in hourly increments.

1. Sick Leave Provisions

- a) A certificated employee who has exhausted sick leave as a result of a major extended injury or illness and is applying for long term disability shall be granted leave for up to fifteen (15) additional days at a rate of forty-five dollars (\$45.00) per day.
- b) If absence continues beyond the provisions specified above, a prorated deduction of the contracted salary shall be made.
- c) If an employee is absent due to illness or injury, a physician's certificate attesting to the illness or injury and to the employee's fitness to perform duties may be required at the discretion and expense of the District. If the absence continues for five (5) consecutive working days, the physician's certificate shall automatically be required at the expense of the employee.
- d) In the case of extended sick leave, an employee will be returned to the former position providing the illness does not continue more than one year.
- e) An employee may use accrued sick leave to care for a child of the employee under the age of eighteen or family member as listed in RCW 49.12.265 who has a health condition that requires treatment or supervision. Such leave shall be deducted from the employee's accrued sick leave.
- f) When an employee knows prior to the workday that he/she will be absent due to a scheduled appointment, illness, or emergency, he/she shall enter the absence in the district's substitute notification system as soon as possible when the system is available. Absences reported when the system is not available must be called in to the worksite, to an individual designated by the supervisor. An employee who needs to use sick leave or emergency leave during the workday shall speak to the supervisor or designee prior to leaving.

2. Sick Leave Calculation

Sick leave will be calculated on an hourly basis. Such deductions shall be at the same rate as hours of leave.

3. Convalescence

Under certain circumstances an employee may be allowed to temporarily teach a portion of a full load in a convalescent period. This may be done only with the approval of the attending physician and the Superintendent. Each case will have to be individually considered as to feasibility in the educational program.

4. Cash Out

- a) An employee may exercise an option to receive remuneration for unused leave under this Section accumulated in the previous year at a rate equal to one (1) day's compensation of the employee for each four (4) full days accrued leave for illness or injury in excess of sixty (60) days. Leave for illness, injury and maternity for which compensation has been received shall be deducted from the employee's accumulated sick leave at the rate of four (4) days for every one (1) day's compensation paid. At the time of an employee's separation from the District due to retirement or death, an eligible employee or employee's estate shall receive remuneration at a rate equal to one (1) day's current compensation for the employee for each four (4) days accrued leave under this Section.
- b) VEBA: The Association may elect to convert unused leave under this Section to a VEBA which is an optional Sick Leave Conversion Program. If allowed by regulations, there will be a one-time vote and election by the membership to participate or not participate.

5. PAE Unit Sick Leave Sharing

The parties agree to sick leave sharing between PAE members within the PAE unit and sharing between employees outside the bargaining unit as permitted by state law. The parties agree to permit leave sharing between employees in different bargaining units. The Association and District agree that Association members may donate leave to employees in other bargaining units and may receive donated leave from employees in other bargaining units when allowed by any other applicable collective bargaining agreement.

- a) Individualized Eligibility Determination is based on meeting the following criteria in (1)-(4):
 - 1) An employee may apply for leave sharing using the Association form provided solely through the Association office. Applicants must meet one of the criteria in (i)-(iv):
 - (i) The employee must have, or have a relative or household member who has, an extraordinary or severe illness, injury, impairment or physical or mental condition; or
 - (ii) The employee has been called to service in the uniformed service; or
 - (iii) The employee is a victim of domestic violence, sexual assault, or stalking; or

- (iv) A state of emergency has been declared anywhere within the United States by the federal or any state government and the employee has needed skills to assist in responding to the emergency or its aftermath and volunteers his or her services to either a governmental agency or to a nonprofit organization engaged in humanitarian relief in the devastated area, and the governmental agency or nonprofit organization accepts the employee's offer of volunteer services.
- 2) The illness, injury, impairment, condition, call to service, emergency volunteer service, or consequence of domestic violence, sexual assault or stalking as defined above must either have caused or be likely to cause the employee to take leave without pay or terminate employment. Written confirmation by a medical doctor will be required.
- 3) The employee has depleted all of their sick leave reserves or provides written confirmation by a medical doctor that, as a medical probability, the employee will remain unable to return to work until after all remaining leave with pay is consumed. The employee has depleted or will shortly deplete their sick leave reserves. In the event the employee claims they will shortly deplete their sick leave, medical confirmation will be required.
- 4) The employee has diligently pursued and has been found to be ineligible for benefits under Chapter RCW 51.32.

b) Determination of Degree of Benefit and Conditions:

- 1) The Superintendent or designee and a representative assigned by the Association, shall determine the amount of leave which the affected employee shall be allowed. This determination shall be based upon the written confirmation of a medical doctor, referred to at (1) or (2) above, and upon other documentation (if any) provided by health care providers.
- 2) The employee shall not receive more than 261 days of leave.
- 3) Any employee who has accrued more than 60 days of sick leave may request that the District transfer up to 6 days of such accumulated sick leave annually provided that in no event will a transfer be allowed to reduce the donor's leave bank account below 60 days. The Superintendent or designee shall develop forms and processes necessary to implement this clause.
- 4) Contributions of sick leave shall be on a voluntary basis and the names of donors shall be kept confidential. The association shall be permitted to make its membership aware of the need for donations but shall be precluded from individual solicitations. The names of individuals who do or do not make donations shall not be published.
- 5) Leave transfers may be allowed only as to Association members currently employed by the District.
- 6) Recipients of donated leave shall continue to be District employees and shall continue to receive normal employee benefits.
- 7) In the event the employee receiving donated leave does not use all leave donated, the unused donated leave in such employee's leave account shall be

returned to donors, pro rata, within forty-five (45) days after the donee's use of accumulated leave ceases.

6. Provisions for Emergency Leave (deducted from sick leave)

- a) A maximum of five (5) days emergency leave shall be available for each incident, except as allowed under the Washington Family Care Act or other applicable laws.
- b) The District shall grant emergency leave for the following reasons:
 - (i) illness or hospitalization of a member of the employee's family (illnesses for children under 18 years of age are not subject to the five [5] day limit. See Article VIII, Section 1(A)(1)(e);
 - (ii) serious damage to personal property;
 - (iii) bereavements not covered by the bereavement leave;
 - (iv) legal proceedings in which the court mandates attendance by the employee for non-district business.
- c) The District may grant leave in other emergencies which make it impossible for the employee to work. General conditions under which emergency leave may be granted in "other emergencies" are as follows:
 - (i) The problem must have been suddenly precipitated; must be of such nature that planning is not possible, or that planning could not relieve the necessity for the employee's absence.
 - (ii) The problem cannot be one of minor importance or mere inconvenience, but must be serious.
- d) Emergency leave shall be processed by means of the absence affidavit.

7. Attendance Incentive Program. For each day of sick leave earned in a school year, the employee will receive \$50 for each unused day, up to a maximum of \$600. Days carried over from year-to-year do not qualify for incentive payment. If an employee is on a leave of absence status and does not earn sick leave days, or uses more sick leave days than he/she earned in a school year, the employee does not qualify to receive the incentive pay in that year. The attendance incentive will be paid in August.

B. Maternity/Paternity or Adoption Leave

The employee shall be entitled to take a leave of absence for childbirth or adoption for the period of 60 workdays in the school year. Upon the employees return he/she would be reinstated in a same or comparable position to that held when the leave was granted.

- 1) An employee requesting maternity/paternity or adoption leave shall give written notice to the District at least thirty (30) days prior to commencement of said leave.
- 2) The employee shall also notify the Superintendent's office or designee of the approximate time that the employee expects to return to work within thirty (30) days after the childbirth, and shall inform the District of the specific day when the employee will return.

- 3) The employee is entitled to use accrued personal leave and sick leave as provided for hereinabove. Any extension of maternity leave beyond the period needed for childbearing and recovery shall be granted under Leave of Absence. For more specific information see the Board of Directors' Policy.

C. Leaves of Absence

- 1) A leave of absence up to one year without pay subject to renewal by written request to the Board may be granted to employees by the Board upon the recommendation of the Superintendent/designee. Requests to cancel a leave request must be made in writing prior to the time the leave is to begin.
- 2) Certificated employees of the District shall have completed two years of satisfactory teaching in the District to be eligible.
- 3) Leaves of absence may be granted for:
 - a) service in the Peace Corps, VISTA, Military Reserves, National Teacher Corps, as an exchange teacher, or an overseas teacher, or a Fulbright Scholar;
 - b) study in an accredited college or university;
 - c) service in the military when required by law;
 - d) recovery from illness or poor health;
 - e) child rearing;
 - f) special cases as approved by the Board.
4. Such leaves as defined above shall state the provision for re-employment. A certificated employee who has been granted a leave of absence shall be entitled to a position as determined by the District in the year following the leave year provided that the employee shall give written notification to the Superintendent/designee of his/her intent to return to employment within the District no later than February 15 of the leave year.
5. If staff reduction is necessary, employees on leaves of absence will be treated in the same manner as if they were presently employed.
6. No experience increment shall be granted for time spent on leave of absence except where required by law.
7. All requests for leave or renewal of leave and all grants of leave shall be made in writing.
8. The District will notify the Association of the name and duration of approved unpaid medical leaves of absence for purpose of Association administration of the unpaid medical leave pool.

D. Bereavement Leave

Bereavement leave not to exceed five (5) days will be allowed with pay to all employees for each death in the family. A total of two (2) additional days per year will be allowed with pay to all employees for non-family members.

E. Personal Leave

1. Personal leave of three (3) days per year shall be available to all employees in situations which require absence during school hours for purposes of transaction of, or attending to, personal or legal business or family matters. Personal leave shall not be applied for until the day before the first student day each year. To minimize the number of certificated employees requesting personal leave for a particular day, the following provisions will apply:
 - a) No more than ten percent (10%) of staff (rounded up to the nearest whole number) per building will be granted leave for any given day.
 - b) No more than five percent (5%) of staff per building (rounded up to the nearest whole number, with a minimum of one [1]), will be granted leave on Monday or Friday or immediately preceding or following a holiday/vacation or after May 1. Beginning in 2016-2017, the district maximum will not apply. Such leave shall be approved on a first come, first served basis.
 - c) Employees terminating employment during the first semester or employees hired during the second semester are entitled to only one and one-half (1-1/2) days of personal leave.
 - d) Staff who do not require substitutes shall not count against district maximums or percentages.
2. The employee must give notice for such leave to the principal or supervisor two (2) days in advance of taking said leave. When advance notification cannot be given, the principal or supervisor shall be notified as soon as possible.
3. Personal Leave Buy Back

In the event that an employee has not utilized his/her personal leave allotment, any remaining unused days, excluding banked days, may be cashed out at the per diem rate. The cash-out of unused days will be paid automatically in July or August.

4. Personal Leave Bank

Employees may elect to bank up to two (2) personal leave days to carry over into the next school year. Accumulation of personal leave is limited to five (5) days total (6 for those who qualify for incentive leave.) Applications will be accepted between the first and last work days in March. Requests will be granted on a first-come, first-served basis, up to a limit of one hundred fifty (150) employees each year. Employees who wish to bank personal leave must fill out the district application form each year. Banked days may not be cashed out or converted. Provisional employees shall not be allowed to bank personal leave.

If a person has banked personal leave days, no more than three (3) personal leave days may be taken consecutively during the applicable state assessment period. The provisions of E.1 and E.2 will apply.

5. Personal Leave Conversion

To assist in off-setting the out-of-pocket cost of insurance, the District and Association have agreed to continue the personal leave conversion pilot program. Requests will be granted on a first-come, first-served basis, up to a limit of one hundred (100) employees. Employees may elect to convert their annual allotment of personal leave days to be paid out over a ten (10) month period, beginning in November. Employees who wish to convert personal leave must fill out the District application and attend a mandatory meeting with the District and the Association. The deadline for applications is September 30.

F. Incentive Leave

Employees who have served in the Pasco School District for fifteen (15) or more years, shall receive an additional day of leave. This day will be allocated at the start of the school year following completion of fifteen (15) years of service.

G. Professional Leave

1. Leaves of absence without deduction of pay and with reimbursement of certain expenses may be granted to attend state, regional or national professional meetings upon written approval of the Superintendent or designee.
2. When necessary, the District shall provide substitute employees to perform the duties of certificated employees to attend District professional meetings. These could include the following: professional meetings, curriculum development meetings, subject/grade level meetings, observations, or other activities.

H. Association Leave

1. The Association shall be entitled to one hundred eighty (180) work days per contract year for attendance to Association business stemming from or related to the affairs of the local Association and conferences and negotiations with the District. Ninety (90) of these days may be taken in half-day increments up to a total of one hundred eighty (180) half-days.
2. The Association President shall also be entitled to a 1.0 FTE release time per contract year to attend to Association business.
3. Association leave shall be available to elected officials of the Association and each one's alternate.

4. The Association President shall make application in writing to the administrator for each Association leave no less than two (2) days prior to the date of intended leave. No more than three (3) Association officials shall be granted Association leave at the same time, except as mutually agreed upon by the Superintendent/ designee, and the Association President. If three (3) days notice is given to the Superintendent/designee, more than those Association officials shall be released.
5. The Association shall pay to the District full or half-day substitute's pay and benefits for each day or half-day of Association leave granted.
6. The Association agrees to indemnify and hold the District harmless against any liability that may arise out of the District's compliance with this provision.

I. Jury Duty

Employees issued a summons for jury duty shall be given leave with pay without the loss of benefits for such time as the employee is required to be in attendance.

J. Public and Political Service

1. Employees appointed or elected to state or national public office shall be granted one year's leave of absence without pay. A second year shall be granted upon application of the employee.
2. Upon return from leave, the employee shall be granted the same or comparable position as held when the leave was granted.
3. Employees appointed or elected to state or national public office or service shall be granted up to five paid leave days per year with the cost of substitutes deducted. An employee may petition for up to five (5) additional days. Transportation, meal or lodging expenses shall be the employee's responsibility.
4. Evidence of attendance at meetings may be required by Employee Services.

K. Teacher Exchange Program

Employees wishing to be involved with a teacher exchange program with another country must follow the following procedures:

1. Approval of application must be obtained from the building principal, Employee Services administrator, and Board of Directors. Such request must be submitted to the Employee Services administrator at least one month prior to the due date of applications.
2. All such teacher exchange programs must be approved by the Office of the Superintendent of Public Instruction and/or Pasco School District.

3. Employees may apply for the teacher exchange program only after three years of successful service in Pasco School District.
4. Approval will not be granted for employee's involvement in the teacher exchange program more than one year in every three years of service.
5. No more than one employee in a building will be approved for teacher exchange programs during any one school year.

ARTICLE IX – WORKING CONDITIONS

SECTION 1: CERTIFICATED EMPLOYEE FACILITIES

- A. The District shall provide the following in each school facility at which employees are assigned:
 - 1. Designated parking;
 - 2. Keys will be issued for the classroom, faculty lounge, designated work areas, and outside door of the building;
 - 3. Telephone in each faculty room.
 - 4. Within three months of the date of ratification of this contract, the district will complete an inventory of classroom/instructional space in each building, and provide the Association with a plan to provide lockable space for each employee. The plan to provide lockable space will be completed no later than one year from the date of ratification.
- B. In addition to items 1 through 4 above, the district shall, within available resources, attempt to provide the following:
 - 1. A classroom, or workspace, appropriate to assignment (counselor's office, consulting room, etc.)
 - 2. The classroom/workspace shall include: a separate desk, a computer for the employee's professional use, chair and adequate lockable storage space for professional and/or instructional materials.
 - 3. Equipment and materials required for the implementation of I.E.P.'s shall be provided prior to the placement of the student into least restrictive environment.
 - 4. The District shall maintain all facilities, equipment, materials and information in a safe, clean, healthful and functional manner.
 - 5. The District will make every effort to limit the number of classroom changes a teacher makes each day if the teacher is assigned to more than one class room in a building.

SECTION 2: EMPLOYEE WORKLOAD

- 1. Curricular Preps

Every effort shall be made to limit secondary curriculum preps to a maximum of three (3), and every effort will be made to limit the number of schedule changes for specialists.

2. Class Size

The District's class size shall be regulated according to the following schedule:

A. Elementary:

<u>Grade Level</u>	<u>Maximum</u>
K-1	24
2-3	29 (27 in 2016-2017)
4-5	29 (28 in 2016-2017)
Combination room:	26
K-1 Combination room:	22
ESL, SET, Bilingual:	Lower class size may result, if funded by categorical programs
Music, Art, PE:	Same as grade level

Fifteen (15) minutes shall be built into the Art, Music, and P.E. schedules to allow for "passing time" each day. Early release days will have a maximum of ten (10) scheduled minutes. The specialists will provide input into the scheduling of these minutes. One recess shall not be counted as fifteen minutes of passing time.

Recognizing the role of elementary counselors to support the education and well-being of students, the District will work to support the ASCA model components in the District's counseling program. The ASCA components are system support, guidance curriculum, responsive services, and individual student planning.

B. Secondary:

<u>Grade Level</u>	<u>Maximum</u>
6	29 (28 in 2016-2017)
7-12	155 students per day with a class maximum of 32 (30 in 2016-2017)

Middle School Combination Room: 26

ESL, SET, Bilingual: Lower class sizes may result, if funded by categorical programs.

PE, exploratory teachers: 34 students per class with a daily maximum of 204
Beginning in the 2010-2011 school year, the class size for secondary Health classes will be 32.

Choir, Band, Orchestra: No limit. Due to the unique circumstances of these programs, schedule, class size, and support will be reviewed annually by the Association and the District.

In secondary buildings, counselors shall not provide preparation periods for classroom teachers but shall be available for groups and classroom presentations. Building administration, with input from the building counselors, will determine an equitable workload for each counselor.

3. Mainstreaming

- A. Special education procedures and forms are available on the intranet to all employees with information on:
 - a) referral process
 - b) assessment and eligibility
 - c) placement
 - d) IEP development
 - e) change of placement
 - f) parental rights
 - g) discipline
- B. Employees shall be given 24 hours notice and appropriate placement information before admission of mainstreamed inclusion students to the classroom.
- C. Regular classroom employees assigned a special needs student shall be given general education accommodation and modification information from the student's individualized education program (IEP).
- D. The parties wish to address the impact of special services students and students with chronic high needs (CHN) (as identified by at least the teacher and administrator) in the general education classroom. A CHN student has a documented pattern of behavior that has a negative impact on student learning and results in increased teacher workload.

Towards this end, the district will make every effort to equitably assign special services or chronic high needs students in general education classes. Placement considerations may include the level of service to the student, student need, teacher input, building considerations, as well as other factors. Every effort will be made to limit placements to 6 or less (5 K-1) per class.

When more than six (6) (5 K-1) special services or chronic high needs students are placed in a general education classroom, the number of students above six (6) (5 K-1) will be weighted 2:1 for purposes of calculating overload and to determine support to alleviate the impact in the classroom.

Special Services/chronic high needs students will not be counted toward the Sped/CHN threshold if that student is accompanied by a dedicated staff member (provides academic, instructional, or behavioral support) in the general education class, or if the student disability or area of qualification does not impact learning in the general education classroom (as determined by the teacher, case manager, and administrator).

In any case, a teacher may request a workload meeting per Article IX, Section 2, paragraph (4).

4. Procedure for Handling Workload Concerns

The Association and District agree to utilize the following procedures for handling concerns regarding workload (student/employee ratios, special services and chronic high needs in regular classroom) and other related problems or concerns.

If there is an employee, district, or association concern regarding the workload or other concerns resulting from the student loads within five (5) days of a request, a conference will be held between at least the employee, a building administrator, and other applicable administrator and staff (i.e. special education teacher, a special services administrator, 504 Officer or counselor). The purpose of this meeting is to select appropriate alternatives to remedy the situation, to include equitable distribution/assignment of students.

Options include but are not limited to:

- a) added paraeducator time or other support;
- b) transfer students or employees within the building;
- c) form additional class sections;
- d) provide additional staff.

5. Overload Procedures

In order to ensure input from employees directly affected by classes larger than the maximum staffing guidelines, the following procedures shall be followed:

1. The principal shall meet with affected employee(s) within two (2) working days to verify the situation and develop a tentative solution plan in addition to the provisions of "C" herein.
2. The principal will schedule a conference with the appropriate personnel. The affected certificated employee(s) shall participate in such conference. If said conference is held during planning/teaming time, the employee shall be compensated for loss of planning. A recommendation shall be made by the principal.
3. Determination of action to be taken shall be announced to the certificated employee(s) within five (5) school days of the time the Superintendent or designee receives the recommendation from the principal.
4. The District may relieve an overload at any time through the transfer of students or forming new class sections.

6. Overload Compensation

When the overload is not relieved by one of the above methods, the teacher may select compensation in the form of overload pay, clerical or paraeducator support, release time, or

a combination of any of the above. When a paraeducator is not available or is reassigned by an administrator, overload shall be paid to the teacher.

With the exception of Band, Choir and Orchestra, whenever a section exceeds the above maximum standards, an overload shall exist. When overloads occur, they shall be compensated at a rate equal to three dollars (\$3.00) per student hour or fifteen dollars (\$15.00) per student day, according to the following schedule:

# of Overload Students	Level 1	Level 2	Level 3
1-2	\$15/day or \$3/hr	\$15/day or \$3/hr	\$15/day or \$3/hr
3-4		\$30/day or \$6/hr	\$30/day or \$6/hr
5 or more			\$60/day or \$12/hr

Such payment shall be effective from the first day of verified overload payable in the paycheck following the end of the month in which an overload occurs. Payment for overloads shall not be effective during the first eight (8) student attendance days of the school year and the first five (5) student attendance days of new second semester classes at the secondary level.

Overload data will be submitted by the last work day of the month and, once verified by the district and PAE, will be compensated on a monthly basis.

A “student hour” is defined as the unit of overload which results from carrying an overload of one (1) student for a period of one (1) hour or the product of the two factors: overload students and hours (for which the overload was carried).

A “student day” is defined as the unit of overload which results from carrying an overload of one (1) student for a period of one (1) full teaching day or the product of the two factors: overload students and teaching days (for which the overload was carried).

All music classes over thirty-two (32) students per section that are required to administer a state assessment at grades 5, 8, and 10 will be provided with paraeducator support or other types of support to administer the assessment.

7. Special Education

1. In order to facilitate the educational assessment and programming of students with disabilities, and to provide health, medical and legal safeguards for the students and employees, the following information shall be made available to the receiving building psychologist (or special education teacher when the building psychologist is not available) prior to student placement:

1. Student assessment data;
2. Medical records;
3. Parent approval;

4. Student's current IEP;
5. Former educational programs and social information;
6. Notice of any critical condition.

The special services teacher and the school psychologist will be consulted in the scheduling of special education students. The general education teacher should access the IEP team process to address needs and concerns regarding a special education student who is placed in general education classes.

2. Special Services Workload

1. Overload compensation is based on current evaluations/IEPs/IFSP and the following criteria:
 - a) Class size: The District's class size shall be regulated according to the following schedule. At least six (6) hours per day of paraeducator time shall be allocated to a building per 1.0 FTE (prorated) special education teacher (except for ½ day pre-school and Kindergarten). Special education paraeducators will be scheduled by the special education staff with approval by the building administrator.
 - b) Blended classes shall be limited to the smaller class size and case load as listed.
 - c) Time spent serving home based students outside of the contracted day will be compensated at per diem rate.
 - d) Class size limits for new programs or renamed classes shall be negotiated.

2. Elementary Levels (Pre-K through 6th)

<u>Class</u>	<u>Students per Class</u>
Life Skills:	
Grades 1-3	8
Grades 3 & 4	8
Grades 5 & 6	8
Pre-School	8
Kindergarten	8
Self-Contained:	
Primary Grades 1-3	12
Intermediate Grades 4 & 5	12
Behavior Disorder Classrooms	8
Autistic LS/SC Classrooms	10
Structured Learning:	10
Resource Room:	30 IEP students or
31-40 students	\$3 per student per day
41-45 students	\$6 per student per day
46 and above	\$12 per student per day

Resource Room

Three (3) days will be available to all resource room teachers. The intent of these

days is to provide compensation for work rendered. These days shall be paid on an extra duty time sheet.

Developmental Preschool:

Two-day per week classes	9 students and two 6.5 hour paraeducators
Three-day per week classes	9 students and two 6.5 hour paraeducators
Four-day per week classes	8 students and two 6.5 hour paraeducators

Any student deemed by the IEP team to be in need of full adult assistance to access the classroom shall be assigned a 1:1 paraeducator in addition to the numbers above.

3. Elementary and Secondary Levels

<u>Class</u>	<u>Students per Class</u>
Adaptive Life Skills Ambulatory	6
Adaptive Life Skills – Non-Ambulatory	6
Extended Resource Room	12
Deaf Education	12
Pre-K Autism	8 students with four 6.5 hour classified staff
Teacher of Visually Impaired	30 caseload*

*Overage: One dollar (\$1) per student per day shall constitute overage payment for caseloads over 30.

4. Secondary Levels

<u>Class</u>	<u>Students per Class</u>
Life Skills (7 – 12+)	12
Middle School:	
Self-Contained	12
Behavior Disorder Model	16 (with 2 FTE/1 paraeducator model)
Resource Room	16
Blended (Resource/Self-Contained)	12
High School:	
Self-Contained	12
Resource Room	15

5. Speech Language Pathologists:

- a) A case load of forty-five (45) or fifty-five (55) with three (3) hours per day SLP tutor support. A case load of forty-six to forty-nine qualifies for one (1) hour per day of tutor support. A case load of fifty to fifty-four qualifies for two (2) hours per day of tutor support. Caseloads and tutor support will be prorated based on employee FTE for part-time SLPs, according to the following:

<u>FTE</u>	<u># of Students without support</u>	<u># of students with support</u>
.1	<u>4.5</u>	5.5
.2	<u>9</u>	11
.3	<u>13.5</u>	16.5
.4	<u>18</u>	22
.5	<u>22.5</u>	27.5
.6	<u>27</u>	33
.7	<u>31.5</u>	38.5
.8	<u>36</u>	44
.9	<u>40.5</u>	49.5
1.0	<u>45</u>	55

<u>Weekly SLP Tutor Support</u>					
<u>FTE</u>	<u>46-49 assigned students</u>	<u>50-54 assigned students</u>	<u>55-66 assigned students</u>	<u>67-77 assigned students</u>	<u>78-88 assigned students</u>
<u>.1</u>	<u>.5</u>	<u>1</u>	<u>1.5</u>	<u>3</u>	<u>4.5</u>
<u>.2</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>6</u>	<u>9</u>
<u>.3</u>	<u>1.5</u>	<u>3</u>	<u>4.5</u>	<u>9</u>	<u>13.5</u>
<u>.4</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>12</u>	<u>18</u>
<u>.5</u>	<u>2.5</u>	<u>5</u>	<u>7.5</u>	<u>15</u>	<u>22.5</u>
<u>.6</u>	<u>3</u>	<u>6</u>	<u>9</u>	<u>18</u>	<u>27</u>
<u>.7</u>	<u>3.5</u>	<u>7</u>	<u>10.5</u>	<u>21</u>	<u>31.5</u>
<u>.8</u>	<u>4</u>	<u>8</u>	<u>12</u>	<u>24</u>	<u>36</u>
<u>.9</u>	<u>4.5</u>	<u>9</u>	<u>13.5</u>	<u>27</u>	<u>40.5</u>
<u>1.0</u>	<u>5</u>	<u>10</u>	<u>15</u>	<u>30</u>	<u>45</u>

- b) IEP referrals which do not result in the student receiving services will be counted as one (1) case per four (4) referrals.
- c) The district will pay applicable ASHA membership and certification dues up to \$600.00. The District will pay for clock hours as specified in Article VII, Section 1(I).
- d) The district will pay a \$2,000 annual stipend to all SLPs who have attained their certification as required by the Health Care Authority.
- e) When a vacancy occurs, SLPs and the District will collaboratively determine position assignment positions based on seniority, qualifications and experience, caseload, and program needs.
- f) The District will pay a mentor stipend of \$1000 to SLPs assigned to oversee new-to-district SLPs for one year, or assigned to CFY SLPs.
- g) Overloads shall be compensated at a rate equal to \$1.00 per day per student or added tutor support will be provided, according to the following schedule. Overloads shall be compensated at a rate equal to \$2.00 per day per student over 60 on a caseload:

<u># of Assigned IEPs</u>	<u>Added tutor support hours per week</u> (proportionate to amount of overload)
56-66	up to 3
67-77	up to 6
78-88	up to 9

If an SLP is to receive tutor support, but a tutor position is all or partially vacant, the SLP will qualify for overload compensation based on the prorated non-tutor-supported caseload over 45 students. (Ex: caseload of 55, has 1.5 hours of tutor support- would qualify for overload for 50% of 10 students- 5 in overload).

- h) SLPs will have IEP hours or IEP release days according to the following schedule:

# of Assigned IEPs	#of Hours	OR	#of Release Days
Up to 30	7		
31-40	14		
41-50	21		
51-60	28		
61-70	35		5
71-80	42		6
81-90	49		7
91 +	56		8

6. Occupational/Physical Therapists:

- (i) A caseload of 40 plus six (6) hours per day of paraeducator time (prorated). If an OTR is supervising a COTA, their caseload together is 60. If a PT is supervising a PTA, their caseload together is 60.
- (ii) IEP referrals which do not result in the student receiving services will be counted as one (1) case per four (4) referrals.
- (iii) The District will pay applicable AOTA/WOTA/APTA/PTWA membership and certification dues up to \$600.00 per year.
- (iv) The District will pay a \$2,000 annual stipend to all OTRs and PTs who have attained their certification as required by the Health Care Authority.
- (v) The following factors shall be considered in determining workload:
 - Number of sites
 - Geographic area to be covered
 - Travel time required
 - Type and amount of assessment and intervention
 - Amount of paraeducator support
- (vi) Overloads shall be compensated at a rate equal to \$1.00 per day per student. OTs and PTs will have IEP/IFSP hours or release days according to the following schedule:

# of Assigned IEPs	# of Hours	OR	#of Release Days
Up to 30	7		
31-40	14		
41-50	21		
51-60	28		
61-70	35		5
71-80	42		6
81-90	49		7
91 +	56		8

7. School Psychologists

- (i) A caseload of 120 per psychologist,
- (ii) Overloads shall be compensated according to the following schedule:

Caseload	Overload Compensation		Clerical Support
120	\$0		0
121-150	\$1 per student per day	or	5 hours
151-175	\$2 per student per day	or	10 hours
176+	\$3 per student per day	or	15 hours

- (iii) Caseloads will be prorated based on employee FTE for part-time psychologists.
- (iv) The district will pay a mentor stipend of \$500 to psychologists assigned to oversee an intern for the year.
- (v) When a vacancy occurs, the psychologist and the District will collaboratively determine positions based on seniority, qualifications and experience, caseload, and program needs.

8. Preschool Inclusion Case Manager (Head Start/ECEAP): caseload of 45.

3. Special Education Instructional Support

- (i) Each elementary Resource Room teacher shall schedule the equivalent of one-half (1/2) day of non-student contact time per week to perform such duties as (but not restricted to) student monitoring, teacher consultation, testing and IEP preparation. This time shall be in addition to the preparation time allotted to all elementary teachers.
- (ii) Secondary: In an effort to support Special Education students in general education classes, each Middle School Resource Room teacher and each High School Special Services (except Adaptive Life Skills) teacher will be scheduled for an inclusion support/case management period during the instructional day. The purpose of the inclusion support/case management period is to perform such duties as: gather student data, provide direct instructional support to students in and for general education classrooms, periodic IEP-related testing, provide direct assistance and guidance to general education teachers for instructional adaptations and modifications, and periodic communication with other staff and parents regarding the student (if the schedule of teaming time does not otherwise allow). If an employee is required by an administrator to substitute during scheduled inclusion support/case management time, the employee will be compensated at an hourly rate of \$55.00.

The instructional support time referenced in this section (F)(3)(b) is provided based upon instructional delivery for Special Education students in a traditional bell-schedule model. The District retains the discretion to implement a different instructional model based upon student educational need.

The district and the association agree to establish a committee to examine the effectiveness of the instructional support time referenced in this section in the middle school block schedule model. The committee must include at least one middle school resource room teacher and one middle school administrator.

For Special Services teachers with concerns about the workload impact of testing students who do not qualify (DNQ) for services, the teachers will follow the procedures in Article IX, Section 2(4), Procedure for Handling Workload Concerns.

4. IEP Hours

Additional IEP hours will be provided to employees annually for purposes of IEP writing and preparation, testing, special services-related meetings, and other duties as required by the special education program. IEP hours may be submitted for payment at the per diem rate, using the Tier 4 form, according to the following schedules:

- (i) Programs that have control of their own scheduling (i.e. elementary resource classrooms):

<u># of Assigned IEPs</u>	<u># of Hours</u>
Up to 30	7
31-40	14
41 – 50	21
51 – 60	28

- (ii) Programs that do not have control of their own scheduling (i.e. elementary self-contained rooms, secondary special education classrooms):

<u># of Assigned IEPs</u>	<u># of Hours</u>
Up to 15	7
16 – 20	14
21 – 25	21
26 -30	28
31-35	35
36-40	42
41 +	49

5. IEP Release Days

- (i) In the case of programs that have no control of their own scheduling (i.e.: elementary self-contained classrooms, secondary special education classrooms), up to ten (10) IEP days shall be provided annually to each employee for release time during the workday, subject to (b) and (c) below.
- (ii) For purposes of completing work on IEPs, six (6) of the IEP days referenced above shall be paid at the employee's per diem rate in ten (10) equal payments on a supplemental contract beginning in September. The remaining four (4) of the IEP days may be taken as release time in full-day or half-day increments. If an employee wishes to receive payment for the time in lieu of release time, he/she may do so at the conclusion of each semester (two days per semester), provided the IEPs were completed in a timely manner and were in compliance

with OSPI/WAC requirements. Staff with incomplete IEPs or compliance work after the first semester will be required to take the second semester days as release time.

- (iii) For employees who qualify for (b) above and are required to complete portfolio assessments, one (1) additional day may be taken as release time. The employee may receive payment in lieu of release time according to the provisions of (b) above.

6. Extended School Year Planning Time

Upon prior approval of the program administrator, up to three (3) days of release time will be made available for each Special Services teacher whose work requires Extended School Year planning for students. Such release time shall not be reasonably refused.

7. Experience Credit

Experience credit will be allowed for verified professional work (birth to age 21 experience) for SLPs and OT/PTs. The experience credit will be computed in the same manner as teaching experience for school age students on the SAM. Payments made under this paragraph will be through a supplemental incentive contract for the purpose of hiring and retaining SLPs and OT/PTs.

8. IEP Progress Monitoring

In the event of a mandate or procedural change to IEP progress monitoring, the District will bring the matter to the attention of the Association during the labor-management process prior to implementation of changes or action being taken. Notification will then be made to impacted staff. Training and/or information will be provided to staff prior to required implementation. Considering program needs, every effort will be made to implement the change at the start of the school year.

9. Portfolio Assessments

The district will provide annual training and assistance for employees required to complete portfolio assessments. This will include, at a minimum, two hours of overview training based on state requirements and additional training and staff support based on teacher need. The district will make opportunities available during early release days each school year and at other times prior to established data collection points to provide special education teachers time to collaborate on portfolio assessments. Employees with concerns regarding workload due to portfolio assessments may refer to Article IX, Section 2(4), Procedures for Handling Workload Concerns.

SECTION 3: CLASSROOM VISITATION

To provide patrons of the District the opportunity to visit classrooms with the least interruption to the teaching process, the following guidelines are set forth:

1. Each school building shall have posted at the main entrance(s) notice advising all visitors to a school and/or classroom to notify the office. If the visit is to a classroom, the time will be arranged after the principal/designee has conferred with the employee with sensitivity to the needs of the employee and the students.
2. Upon request, the employee shall be afforded the opportunity to confer with the classroom visitor before and/or after the visitation. The employee may request administrative presence during this communication.
3. Any observations or notations made during classroom visits shall not be used for evaluative purposes.

SECTION 4: STUDENT DISCIPLINE

The rules adopted pursuant to RCW 28A.600.010 shall be interpreted to ensure that the optimum learning atmosphere of the classroom is maintained, and the highest consideration is given to the judgment of qualified certified educators regarding conditions necessary to maintain the optimum learning atmosphere.

1. In accordance with Washington Administrative Code, each employee shall have the authority to impose discipline upon a student for misconduct, which violates written rules of the school district and/or individual classroom.
2. Employees are authorized, as described in RCW 28A.600.020, to exclude any student who creates a disruption of the educational process in violation of the building disciplinary standards while under an employee's immediate supervision. The student may be excluded by the employee from the immediate class period or activity, or up to the following two days or until the principal or designee and employee have conferred. The following shall apply:
 - a) Except in emergency circumstances, the employee first must attempt one or more forms of corrective action.
 - b) In no event without the consent of the employee may an excluded student return to the class during the balance of that class or activity period or up to the following two days or until the principal/designee and the teacher have conferred.
 - c) Employees shall be notified when a student is suspended from his/her specific class by the next day.
 - d) Each employee shall have authority to recommend to administration a longer suspension and/or expulsion for misconduct based upon the severity of the infraction. When an employee makes a written recommendation for expulsion or long term suspension, the following shall apply:

- e) The principal shall meet with the affected employee to clarify the process for expulsion or long term suspension and to investigate the basis of the recommendation.
 - f) The principal shall provide a written response to the employee's request setting forth his/her disposition regarding the recommendation.
 - g) Upon the employee's request, a conference between student, parent/guardian, principal or administrator, and the employee shall be held to discuss future behavior expectations of the student. If the parent/guardian does not attend, the meeting will be held.
- 3. The Board and the Superintendent shall support and uphold its employees in their efforts to maintain discipline in the District in accordance with District discipline rules, such written rules to be distributed to each employee at the beginning of the school year and posted on the intranet within the first contractual week. Further, it shall be understood that the authority of employees to use prudent disciplinary measures for the safety and well-being of pupils and employees is supported by the Board. In the exercise of authority by an employee to control and maintain order and discipline, the employee may use professional judgment including reasonable use of physical restraint concerning matters not provided for by specific policies adopted by the Board and not inconsistent with federal or state laws or regulations.
 - 4. The District shall conduct instructional meetings for employees concerning all applicable federal, state, and local laws; District rules, regulations, and procedures pertaining to student rights, employee rights, due process, and the processing of student discipline. After these meetings, employees will receive documentation showing disciplinary codes and discipline flow charts. These documents will be posted on the intranet within the first contractual week. These meetings will be held before the first student day, during the workday and at no cost to the employee.
 - 5. When more than one administrator is assigned to a site, the administrators shall arrange their schedules so that one of them or a designated administrator is accessible at all times to handle student discipline referrals. Provision shall be made at other sites for emergency student referrals.
 - 6. The District shall provide an explanation of the discipline process for special education students and training for all employees. Students serviced by special education will be subject to disciplinary action provided by the guidelines of the Individuals with Disabilities Education Act (IDEA) and Section 504. The Pasco School District shall provide an explanation of the discipline process for special education referenced on the Pasco School District Intranet. Each building will have a copy of the Special Services Handbook available in the office.

SECTION 5: WEAPONS, ASSAULTS, THREATS AND BULLYING

The District shall maintain a no toleration policy toward students who are in any way involved with a weapon on school property or at a school activity. The District shall also maintain a no toleration policy toward students who are in any way involved in an assault, threat, or bullying directed towards an employee. When it has been determined that a student has been involved with a weapon at a school activity, or an assault, threat, or bullying, the student shall be subject to disciplinary action, which may include expulsion.

Students expelled from other districts seeking admission to the Pasco School District will be required to follow the prescribed District Procedure. Employees that receive transferred students with records of weapons, assaults, threats, and bullying shall be notified prior to that student's first school day or immediately upon the District's receipt of these records.

SECTION 6: ELEMENTARY/MIDDLE SCHOOL PARENT CONFERENCE TIME

A conference period of four (4) days in the fall and four (4) days in the spring shall be set aside for parent-teacher conferences. Released time of one-half (1/2) day shall be allowed for each of these days. Each employee involved in conferences shall be on a flexible workday to accommodate the necessary conferences during the fall and spring. The "flexible workday" as referred to herein shall allow the employee to schedule the conferences and such periods of time as required to accomplish such conferences as mutually determined by the employee and principal. The employee shall not be required to remain at school during nonscheduled conference time.

Conference schedules will allow adequate time for a conference with each parent. In the event a parent refuses to conference after every reasonable attempt is made by the employee, then the employee shall be relieved of such responsibility. No employee shall be expected to work more hours during a conference week than they are expected to work during a regular work week.

Conferences with parents of kindergarten students shall be scheduled for four (4) days in the fall and four (4) days in the spring.

SECTION 7: BEGINNING TEACHER ASSISTANCE PROGRAM

Should the District choose to participate in the beginning teacher assistance program, the provisions of WAC 392-196 and the following guidelines for participation shall be in effect:

- a) Selection of mentor teachers shall be made by the building principal or supervisor with assistance from a representative from the work site appointed by the Association president. Whenever a beginning teacher is nominated by a building principal or supervisor, the District shall notify the Association of that nomination. The Association shall then immediately appoint a representative from the work site for the selection process.

- b) In the event the Association representative does not agree with the selection of the mentor teacher, then the parties shall have the matter reviewed jointly by the Superintendent or designee and the Association president for the final disposition.
- c) Method of payment and amount of payment will be determined by the District and Association prior to October 1, will be in accordance with state funding, and referenced in a letter of agreement.

The District and the Association agree to continue the Letter of Agreement establishing a teacher support program and by February 1, 2016 the parties will finalize the understanding regarding the program.

SECTION 8: EMPLOYEE PARTICIPATION

The parties agree that authentic employee participation dealing with district and building level issues is important to improve instruction and/or the working/learning climate. Each building will participate in shared decision making with the sole purpose of focusing on issues related to student learning and achievement.

A. Shared decision making issues include, but are not limited to the following committees:

A. Building Budget Committee

The building principal shall involve employees in the establishment of priorities and budget allocations within a building for the purpose of purchasing curriculum and instructional materials, purchase of consumable classroom supplies, and implementing programs.

Supplies and consumables shall be \$400.00 per employee per year at the elementary and \$200.00 per employee per year at the secondary. Monies shall be spent at the discretion of the teacher. Teachers will be provided with office and classroom supplies appropriate to grade level.

B. Crisis Management

In order to provide for pre-event, event and post event activities, the building crisis management team will provide support in emergency situations. Team members shall be released from their duties to participate in resolving the crisis.

C. Building Leadership

1. The building leadership committee shall assist in the implementation of school improvement including, but not limited to, providing input to the disbursement of funds.
2. For leadership money funded by the extracurricular schedule, disbursement of funds will be determined by each building leadership committee. Funds shall be used for extracurricular leadership and advisory activities.

D. Program, Curriculum, and Professional Development

Certificated staff will be involved with program, curriculum, schedules, and professional development, including revising report cards.

E. Student Behavior

- a) When the majority of employees at a site determine that a student behavior committee is needed, the principal/designee and association representative shall assist in the formation and efforts of a student behavior committee.
- b) Standards, procedures and other recommendations shall be submitted to the employees at the site for ratification. Ratification shall be by consensus of those voting.
- c) Student behavior committees shall not have the authority to develop specific classroom rules for individual employees except where policies are to be followed throughout the site.

F. Washington State Assessments

1. Assessment administration training shall be provided to all employees required to administer the assessment. Such training shall be provided reasonably before the assessment begins.
2. Such assessment training shall be offered during the regular contract day if possible. If the training is offered outside the contract day, employees shall be compensated at curriculum rate. Employees shall be required to attend.
3. No state assessment test scores shall be the cause for unsatisfactory ratings on individual employee evaluations. No test scores shall be the cause for nonrenewal of an employee.

G. Work day start and end times and school schedule for end-of-year reporting of grades/test results.

H. School Improvement

- A. When a site creates and implements a school wide improvement plan, a committee shall be formed and shall be subject to shared decision making.
- B. Standards, procedures, and other recommendations shall be submitted to the employees at the site for acceptance. Acceptance shall be by consensus of those voting. No plan may alter or suspend contractual rights.

B. Selection of Representatives to District and/or Building Committees:

- A. District or building level committees shall be selected annually for such representation by employees or by the authorized association representatives. Authorized association representatives are the building representative or the association president, depending on the committee.

- B. The committees shall attempt to include representatives from a cross section of employees.
- C. The district will make every attempt to provide time for such committees to meet during the regularly scheduled workday. In the event that time cannot be provided during the regularly scheduled work day, service on these committees will be compensated at curriculum rate.
- D. Committee recommendations shall be advisory to the principal and/or director unless otherwise stated in the contract.

C. Advisory Programs

The District will not implement advisory programs. The Association is in agreement with creating advisory programs with the following criteria:

For the 2017-2018 school year, staff will take the first four weeks of the school year to explore and create a plan for implementation. Said plan will be submitted to labor management to ensure contract fidelity and building consistency. Participation will be voluntary and individual rights will not be violated because of lack of participation.

ARTICLE X – DURATION

This contract shall remain in full force and effect from September 1, 2017, to and including August 31, 2018. Either party may, in writing no later than sixty (60) days before August 31, 2018, give notice of its intent to negotiate a successor. The parties agree to negotiate the impact of any of the following during the term of the contract: multi-track/year round or double shift; OSPI or SBE or legislative action; double levy failure.

IN WITNESS WHEREOF, the parties hereunto set their hands and seal this ____ day of _____, 2017.

PASCO SCHOOL DISTRICT NO. 1

PASCO ASSOCIATION OF EDUCATORS

BY: _____
Scott Lehrman
President of the Board

BY: _____
Greg Olson
President of the Association

BY: _____
Michelle Whitney
Superintendent of Schools

BY: _____
Maria G. Lee
Lead Bargainer

BY: _____
Glenda Cloud
Deputy Superintendent/Lead Bargainer

PASCO SCHOOL DISTRICT #1 2017-2018

AUGUST 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
23 Tier II-District 24 Tier II-District 25 Tier II-Building Retreat 28 Tier II-All Staff Opening Ceremony 29 First Student Day						

SEPTEMBER 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
4 No School/Labor Day						

OCTOBER 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	*18	19	20	21
22	23	24	25	26	27	28
29	30	31				
13 No School/Fall Professional Day 18 Secondary Early Release						

NOVEMBER 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			Q 1	2	3	4
5	6	7	8	9	10	11
12	13	<14	15	16	T 17>	18
19	20	21	E 22	23	24	25
26	27	<28	29	30		
1 End of First Quarter: 7-12 9 No School K-12/Report Card Prep Day 10 No School/Veteran's Day 14-17 Early Release 7-8: Conferences 17 End of 1st Trimester: K-6 28-30 Early Release K-6: Conferences 20 2nd Trimester Starts 22 Early Dismissal K-12 23-24 No School/Thanksgiving						

DECEMBER 2017						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1>	2
3	4	5	*6	7	8	9
10	11	12	13	14	15	16
17	18	E 19	20	21	22	23
24	25	26	27	28	29	30
31						
1 Early Release 7-8: Conferences 6 Secondary Early Release 19 Early Dismissal K-12/Winter Break 20-29 No School/Winter Break						

JANUARY 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	*10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
1-2 No School/Winter Break 10 Secondary Early Release 15 No School/Martin Luther King Day 19 End of 1st Semester: 7-12 22 No School K-12/Semester Break 23 2nd Semester Starts						

FEBRUARY 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	*14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			
14 Secondary Early Release 19 No School/Presidents' Day						

MARCH 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	T 8	9	10
11	12	13<*14>	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	Q 30	31	
8 End of 2nd Trimester: K-6 9 No School K-12/Trimester Break 12 3rd Trimester Starts 14 Secondary Early Release 14 Early Release K-6: Conferences 30 End of 3rd Quarter: 7-12						

APRIL 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	<11>	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
2-6 No School/Spring Break 9 4th Quarter Starts 11 Early Release 7-8: Conferences						

MAY 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	*9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
9 Secondary Early Release 25 1st snow day if necessary 28 No School/Memorial Day						

JUNE 2018						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	E 13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
13 Last Student Day-Early Release 13 End of 2nd Semester: 7-12 13 End of 3rd Trimester: K-6 14 2nd snow day if necessary 15 3rd snow day if necessary						

Every Wednesday is Early Release for K-6 students.						
[/] First / Last Day of School						
No School						
* Secondary Early Release: Grades 7-12						
E Early Release: Grades K-12						
Q Quarter Ends: Grades 7-12						
T Trimester Ends: Grades K-6						
S Semester Ends: Grades 7-12						
< > Parent-Teacher Conferences						

Approved August 22, 2017

GRIEVANCE FORM A

NOTICE OF GRIEVANCE

Grievant _____ Date of formal presentation _____

Home address _____ Level filed _____ 1 _____ 2 _____ 3

_____ Phone number (home) _____

School _____ Phone number (school) _____

Immediate supervisor _____

Subject area/grade level _____ Association representative(s) _____

STATEMENT OF GRIEVANCE

a. Date grievance occurred _____

b. Board policy(s), rule(s), regulation(s) allegedly violated,
Article and Section of the Contract allegedly violated _____

c. Person(s) involved other than grievant _____

d. Statement of issue _____

SPECIFIC REMEDY SOUGHT _____

Distribution of form:

Immediate supervisor
Association
Grievant

Signature of Grievant

Signature of Association Representative

Staff member _____

Supervisor _____

2017-2018 SALARY ALLOCATION MODEL

SALARY BASE: 36,521									
YEARS	BA	BA+15	BA+30	BA+45	BA+90	*BA+135	MA	MA+45	MA+90
0	36,521	37,507	38,529	39,554	42,840	44,957	43,785	47,072	49,191
1	37,013	38,013	39,048	40,117	43,438	45,543	44,272	47,593	49,697
2	37,481	38,491	39,537	40,688	44,000	46,127	44,762	48,073	50,201
3	37,964	38,983	40,040	41,229	44,534	46,712	45,227	48,529	50,709
4	38,437	39,501	40,565	41,794	45,119	47,313	45,714	49,038	51,234
5	38,926	39,995	41,069	42,367	45,679	47,918	46,209	49,522	51,760
6	39,428	40,474	41,585	42,948	46,244	48,494	46,716	50,013	52,262
7	40,312	41,373	42,498	43,935	47,280	49,593	47,666	51,010	53,324
8	41,604	42,724	43,876	45,431	48,822	51,219	49,161	52,552	54,949
9		44,122	45,332	46,943	50,413	52,892	50,672	54,143	56,623
10			46,805	48,533	52,049	54,611	52,263	55,780	58,340
11				50,169	53,761	56,375	53,899	57,492	60,104
12				51,753	55,520	58,211	55,600	59,250	61,942
13					57,322	60,093	57,360	61,052	63,823
14					59,132	62,046	59,172	62,981	65,776
15					60,671	63,660	60,710	64,618	67,486
16 or more					61,884	64,932	61,924	65,910	68,836

2017-18 CERTIFICATED SALARY SCHEDULE

Includes Supplemental Stipend for TRI Pay (Elementary teachers receive an additional .55% of base salary)

Years	BA	BA+15	BA+30	BA+45	BA+90	*BA+135	MA	MA+45	MA+90	
0	36,521	37,507	38,529	39,554	42,840	44,957	43,785	47,072	49,191	Base
	7,593	7,798	8,010	8,223	8,906	9,347	9,103	9,786	10,227	TRI
	44,114	45,305	46,539	47,778	51,747	54,303	52,888	56,859	59,418	Total
1	37,013	38,013	39,048	40,117	43,438	45,543	44,272	47,593	49,697	Base
	7,695	7,903	8,118	8,340	9,031	9,468	9,204	9,895	10,332	TRI
	44,708	45,915	47,166	48,457	52,468	55,011	53,477	57,488	60,029	Total
2	37,481	38,491	39,537	40,688	44,000	46,127	44,762	48,073	50,201	Base
	7,792	8,002	8,220	8,459	9,148	9,590	9,306	9,994	10,437	TRI
	45,273	46,493	47,757	49,147	53,148	55,717	54,068	58,067	60,638	Total
3	37,964	38,983	40,040	41,229	44,534	46,712	45,227	48,529	50,709	Base
	7,893	8,105	8,324	8,571	9,259	9,711	9,403	10,089	10,542	TRI
	45,856	47,088	48,365	49,800	53,793	56,424	54,629	58,618	61,252	Total
4	38,437	39,501	40,565	41,794	45,119	47,313	45,714	49,038	51,234	Base
	7,991	8,212	8,433	8,689	9,380	9,836	9,504	10,195	10,652	TRI
	46,428	47,713	48,998	50,483	54,499	57,149	55,218	59,233	61,885	Total
5	38,926	39,995	41,069	42,367	45,679	47,918	46,209	49,522	51,760	Base
	8,093	8,315	8,538	8,808	9,497	9,962	9,607	10,296	10,761	TRI
	47,019	48,310	49,608	51,175	55,176	57,881	55,816	59,818	62,521	Total
6	39,428	40,474	41,585	42,948	46,244	48,494	46,716	50,013	52,262	Base
	8,197	8,415	8,646	8,929	9,614	10,082	9,712	10,398	10,865	TRI
	47,626	48,889	50,231	51,876	55,858	58,576	56,429	60,411	63,127	Total
7	40,312	41,373	42,498	43,935	47,280	49,593	47,666	51,010	53,324	Base
	8,381	8,601	8,835	9,134	9,830	10,310	9,910	10,605	11,086	TRI
	48,693	49,975	51,334	53,069	57,110	59,903	57,576	61,615	64,410	Total
8	41,604	42,724	43,876	45,431	48,822	51,219	49,161	52,552	54,949	Base
	8,649	8,882	9,122	9,445	10,150	10,648	10,221	10,926	11,424	TRI
	50,254	51,606	52,998	54,877	58,972	61,867	59,382	63,478	66,373	Total
9		44,122	45,332	46,943	50,413	52,892	50,672	54,143	56,623	Base
		9,173	9,425	9,760	10,481	10,996	10,535	11,256	11,772	TRI
		53,295	54,757	56,703	60,894	63,888	61,207	65,400	68,395	Total
10			46,805	48,533	52,049	54,611	52,263	55,780	58,340	Base
			9,731	10,090	10,821	11,354	10,865	11,597	12,129	TRI
			56,536	58,623	62,870	65,964	63,129	67,377	70,469	Total
11				50,169	53,761	56,375	53,899	57,492	60,104	Base
				10,430	11,177	11,720	11,206	11,953	12,496	TRI
				60,599	64,938	68,095	65,104	69,445	72,600	Total
12				51,753	55,520	58,211	55,600	59,250	61,942	Base
				10,759	11,543	12,102	11,559	12,318	12,878	TRI
				62,512	67,063	70,313	67,159	71,568	74,820	Total
13					57,322	60,093	57,360	61,052	63,823	Base
					11,917	12,493	11,925	12,693	13,269	TRI
					69,239	72,586	69,285	73,744	77,092	Total
14					59,132	62,046	59,172	62,981	65,776	Base
					12,294	12,899	12,302	13,094	13,675	TRI
					71,426	74,945	71,474	76,075	79,451	Total
15					60,671	63,660	60,710	64,618	67,486	Base
					12,614	13,235	12,622	13,434	14,030	TRI
					73,285	76,895	73,332	78,052	81,517	Total
16 or more					61,884	64,932	61,924	65,910	68,836	Base
					12,866	13,499	12,874	13,703	14,311	TRI
					74,750	78,431	74,798	79,613	83,147	Total

*Employee must have accumulated 135 credits prior to January 1, 1992 in order to be paid from this column.

**Extracurricular Salary Schedule
2017-2018**

GROUP	0 EXP	1 EXP	2 EXP	3 EXP	4 EXP	5 EXP	10 EXP	15 EXP	20 EXP	25 EXP	30 EXP
multiplier	1	1.08	1.16	1.24	1.32	1.4	1.48	1.56	1.64	1.72	1.8
1	15.8 5641	17.1 6105	18.3 6533	19.6 6997	20.9 7461	22.1 7890	23.4 8354	24.6 8782	25.9 9246	27.2 9710	28.4 10139
2	12.3 4391	13.3 4748	14.3 5105	15.3 5462	16.2 5783	17.2 6140	18.2 6497	19.2 6854	20.2 7211	21.2 7568	22.1 7890
3	10.6 3784	11.4 4070	12.3 4391	13.1 4677	14 4998	14.8 5284	15.7 5605	16.5 5891	17.4 6212	18.2 6497	19.1 6819
4	8.7 3106	9.4 3356	10.1 3606	10.8 3856	11.5 4106	12.2 4355	12.9 4605	13.6 4855	14.3 5105	15 5355	15.7 5605
5	6.8 2428	7.3 2606	7.9 2820	8.4 2999	9 3213	9.5 3392	10.1 3606	10.6 3784	11.2 3998	11.7 4177	12.2 4355
6	4.9 1749	5.3 1892	5.7 2035	6.1 2178	6.5 2321	6.9 2463	7.3 2606	7.6 2713	8 2856	8.4 2999	8.8 3142
7	2.5 893	2.7 964	2.9 1035	3.1 1107	3.3 1178	3.5 1250	3.7 1321	3.9 1392	4.1 1464	4.3 1535	4.5 1607

To promote participation by students who do not traditionally participate in extracurricular activities, elementary positions not listed will be funded out of a pool of \$29,098 (divided equally among the buildings). In 2013-2014, an additional pool of \$30,000, divided based on the October 1 student FTE count, will be made available to individual schools where leadership teams have developed a plan to increase student participation with a goal of each student participating in at least one extracurricular activity each year. An additional \$30,000 will be available in 2014-2015, provided funds were utilized in the prior year. The use of the funds will be determined by the school leadership teams. The Association and the District will monitor the use of the pool of funds through labor-management meetings. Each middle school will receive an additional \$6,000 per year, distributed based on October 1 student FTE.

Middle School positions not listed will be funded out of a pool of money created out of the former Middle School Department Heads budget. The money can be used at the option of each middle school for extracurricular leadership and advisory activities. The use of the fund will be determined by each middle school leadership committee. The money will be divided based on the October 1 student FTE count. (Group 6, Step 5).

Funds for unfilled High School positions may be used as determined by the High School Leadership Teams to fund new extracurricular positions. The parties will mutually place the position for the designated school only on the extracurricular salary schedule if the position continues the following year.

The parties will mutually review the list of identified positions on the extracurricular salary schedule to revise titles.

EXTRACURRICULAR SALARY SCHEDULE 2017-2018

Group 1 (16-21 points)

HS Choir Director
HS Band Director
HS Drama Director
HS Mariachi/Guitar Director
HS ASB Advisor
HS Strings Director

Group 2 (13-15 points)

HS Speech & Debate
MS Band Director
MS Choir Director
MS Strings Director
MS Guitar
MS Mariachi
MS Drama Director

Group 3 (11-12 points)

HS Newspaper Advisor
HS Yearbook Advisor
HS Asst. Band Director

HS Art Advisor

Group 4 (9-10 points)

HS Key Club Advisors (co)
HS Natural Helpers
Senior Class Advisor
HS Asst. Drama Advisor
MS Assistant Drama
MS ASB
MS FCCLA Advisor
Elementary Music Advisor

MS Natural Helpers

Group 5 (7-8 points)

HS Department Heads
HS FCCLA Advisor
MS Activities Director
Elementary Head Teachers
Elementary Strings
Elementary Band

Group 6 (5-6 points)

HS RAH Club Advisor
Freshman Class Advisor
Sophomore Class Advisor
Junior Class Advisor
HS Ski Club Advisor
MS Yearbook Advisor
MS Leadership
We The People (1 semester if state,
1 year if national)
HS MECHA

Group 7 (under 5 points)

HS National Honor Society
HS AASU
HS Mock Trial Advisor
HS Science Club Advisor
HS Spanish Club Advisor
HS MECHA
HS German Club Advisor
HS French Club Advisor
HS International Club Advisor
HS Math Team Advisor
MS Science Olympiad
NHHS Newspaper
HS Chess Club
HS Knowledge Bowl
NHHS ASB
MS Junior Honor Society
Elementary Activities Director

EXTRACURRICULAR SCORING RUBRIC

STANDARD	0	1	2	3
Student contact hours required beyond the normal teaching day, week or year	1 - 49	50 – 99	100 – 149	150+
Average number of students	1 – 25	26 – 60	61 – 99	100+
Program impact on school and community Visibility – Public Performances Is assessed in competition Community Service	No exposure or public expectation	Low exposure or public expectation	Medium exposure or public expectation	High exposure or public expectation
Time required beyond the normal teaching day for preparation, materials and equipment management, record keeping and reports.	1 - 24	25 – 49	50 – 74	75+
Obligated travel supervision: frequency and distance	0	1 – 2	3 – 4	5+
Budget: fund-raising activities and revenue generated	0	1 - 2	3 – 4	5+
Safety factors	0	low	medium	high

The placement of positions into Groups on the Extracurricular Salary Schedule has been created as a guideline. Actual placement on the salary schedule is determined by points scored on the Extracurricular Scoring Rubric. Points may vary to reflect differing activities, workloads, and scheduling. Confirmation of placement and salary will precede issuance of the contract, and is subject to annual review to accommodate changes in the position.

The listing of a position does not require that the position be filled.

The establishment of a new position can be recommended by joint recommendation of the building principal and an Association appointed person if minimum student interest can be demonstrated, potential qualified advisors identified, and ASB requirements met. Pay for newly appointed positions will be determined in accordance with these criteria.

The District reserves the right to cancel or terminate an activity if participation does not warrant continuation, there is a lack of a qualified advisor/coach, and/or the activity does not operate in accordance with written expectations.

ESSB 5946/Third Grade SBAC Testing

Certificated staff responsible for assessing and reporting 3rd grade student proficiency of English/Language Arts using the state summative assessment will be provided with the following:

1. One half of one Tier 1 (as renamed) day in recognition of time spent outside the normal work day for related required activities. If additional time is needed outside the contracted school day, arrangement for scheduling and payment at curriculum rate shall be coordinated with the employee's administrator.
2. Conferences related to ESSB 5946 will not be held for students exempt under the law. Parents shall be contacted and scheduled according to scheduling practices associated with other parent conferencing requirements in this section. During the parent meeting, teachers will inform parents/guardians of:
 - a. reading improvement strategies that will be available to students before 4th grade; and
 - b. the district's grade placement policy.
3. The district shall follow the collective bargaining agreement for posting, selecting, and compensating summer school positions related to ESSB 5946.
4. Opportunities to provide student interventions outside the normal workday will be posted by the District and made available on a voluntary basis first to grade level teachers in the building, then to all teachers in the building, then on a district-wide basis. Pay for this time shall be at per diem.
5. The parties will meet, review, and discuss workload impacts to 4th grade and subsequent grade level teachers who are required to implement ESSB 5946 student learning plans. The parties will bargain impacts or changes to wages, hours, or working conditions.

Contract Waiver

The parties agree to waive the provisions of Article IV Personnel, Section 2 Academic Freedom (G) Testing: Component 2 for the 2017-2018 school year only, and accept the recommendations from the *Joint Assessment Committee*. This agreement will cease to exist at the conclusion of said school year. This waiver shall be subject to the grievance procedure in the Collective Bargaining Agreement.

2017 Pasco Joint Assessment Committee

Committee Charge: Beginning in 2016-17, tests that are not mandated by state or federal regulations shall not be required and will not be given except by mutual consent of the district and the Union. A committee will be formed to minimize assessments and create maximum flexibility administering assessments.

Committee Recommendation:

The PAE/PSD Joint Assessment committee recommends to the District and Union's bargaining teams to adopt Star Early Literacy, Star Reading, Star Math & Star Spanish (Early Literacy, Reading, Math) starting in the 2017-18 SY to meet the following requirements:

- Title I
- LAP
- 2nd grade reading fluency law (RCW 28A.300.310 & 320)
- K-4 reading law (RCW 28A.320.203)
- ELP Standards monitoring: Reading

The implementation of Star will replace district requirements to administer:

- DRA/EDL & DRA2/EDL2 (This test will continue to be available at the individual employee's discretion).
- MAP (retention of some licenses will be considered for the 2017-18 SY).
- Supera
- Any additional district or building mandated tests not required by the state or federal regulations

Administration Window:

For the 2017-18 SY the Star Early Literacy, Star Reading and Star Math assessments will be administered at a minimum, three times (excluding Kindergarten & HS). *Students with fewer than 100 sight words shall be administered the Star Early Literacy (which includes a math component), students exceeding 100 sight words will take the Star Reading.* The required Star administration windows will be:

	<i>FALL (first 6 weeks)</i>	<i>WINTER (Dec. /Jan.)</i>	<i>SPRING (last 8 weeks)</i>
<i>Kindergarten</i>	NO MANDATORY ADMINISTRATION	Language of Instruction	Language of Instruction & English as applicable
<i>1st – 8th*</i>	Language of Instruction	Language of Instruction	Language of Instruction & English as applicable
<i>Russian Bilingual*</i>	DRA Russian translation (in lieu of Star)	DRA Russian for below grade level only (in lieu of Star)	DRA-Russian (below GL) & English Star

*High School: Identified Title I students – Star will be administered if the student(s) does not have adequate data (i.e. Credits, GPA, state assessments for on time for graduation status).

Any additional administrations of Star Assessments will be at the discretion of the individual teacher. An annual review shall take place between PAE/PSD.

Nothing in this recommendation is intended to interfere with an individual employee's ability to administer, at teacher discretion, assessments that exceed minimum district requirements.

With the recent adoption of new state standards, along with the newly adopted district curriculums, the committee recommends keeping the current CBA schedule as is for the 2017-18 SY and PAE/PSD evaluate possible alternative assessments for subsequent years, including grade and assessment window.

Pasco School District Compliance Matrix

***EOC:** This is the final administration of the EOC – it is only given to students who have not yet met the math graduation requirement.

CBAs- individual content area (SS/Civics, Health & Fitness, and The Arts) will determine CBA as they develop the PCG for rolling out their newly adopted curriculum and the newest standards revisions.

Monitoring of ELP Standards:

For the 2017-18 SY the reading ELP standards will be monitored using the Star Reading/Early Literacy Assessment. Listening, Speaking and Writing ELP standards will continue to be monitored using the current ELP cards annually. It is the Joint Committee's recommendation for PAE/PSD to take further action to reduce monitoring for ELP standards. Possible reductions may include:

- The district will continue aligning ELP standards with district adopted curriculums
- Identifying any ELP standards that are not addressed in the above items and recommend appropriate ways to monitor

Additional Recommendations by the Joint Committee:

- The Joint Assessment Committee annually reconvenes to ensure a relevant and meaningful testing system that meets state and federal requirements.
- Professional Development for all staff who are required to administer the new Star Assessment, any other certificated staff may attend. To support those staff members who want to utilize Star beyond the minimum, professional learning opportunities will be made available.
- Prior to the 2017-18 SY K- 2nd grade were not required to take district mandatory math assessments. Under this recommendation, math is assessed in kindergarten using the Star Early Literacy Assessment and in 1st and 2nd grade using the Star Math Assessment. This allows schools the flexibility to use Title I and LAP funding sources to support both reading and math.

This waiver is for the duration of the contract and legislative impact will be bargained.

Pasco Association of Educators

Pasco School District #1

Letter of Agreement

Between

Pasco School District

Pasco Association of Educators

Component 1: *Peer Assistance & Support Program*

These guidelines will comply with all statutory and legal obligations and are intended to be liberally construed and implemented so that employees are treated fairly. The district and association may modify the terms of this agreement upon mutual agreement in writing.

Peer Assistance Committee:

The primary work of this committee is to assist employees in their first year with the district by refining their skills and helping them learn district goals, curriculum, and structure. The Peer Assistance Committee provides oversight for the program and determines program guidelines consistent with the terms of the collective bargaining agreement. The Peer Assistance Committee will consist of: all peer mentors, Association President, the head Employee Services administrator, and administrators selected by the superintendent. There will be equal representation between the district and association. The head Employee Services administrator and the Association president will be the committee's co-chairs. Minutes will be kept for each meeting. The superintendent may serve as a non-voting member of the panel.

Peer Assistance & Support Positions

Two types of positions will be created to support this work:

1. *Peer Mentors* who will assist employees at the building-level who are new to the district.
2. *A Consulting Peer Educator* who will provide induction activities and assist district employees who are new to teaching.

At least one employee at each site will be selected as a Peer Mentor. Peer Mentors will be recommended to the supervising administrator by employees or authorized Association representatives at each site using the following criteria listed below:

A Peer Mentor:

Demonstrates effective instructional skills and classroom management,
Demonstrates strong communication and interpersonal skills,
Demonstrates strong knowledge of district procedures and programs, and
Demonstrates ability to work cooperatively and effectively with other professional staff.

The recommendation of the employees will be honored unless the building administrator shows cause for overriding the selection, at which point the administrator will contact the association president to discuss the reasons.

Each Peer Mentor shall be responsible for no more than 10 new teachers in their building.

Peer Mentors will attend induction activities and will provide assistance as needed to teachers new to the site. Peer Mentors will be paid a stipend of \$1500.00 per year for their work with other educators. The district may request verification, similar to a supplemental contract verification form, of completion of mentor activities as defined by the committee. Additionally, curriculum rate will be paid for attending induction activities and any other Peer Assistance Committee meetings.

Consulting Peer Educators (CPE)

Becoming a CPE is a major commitment. Except in extraordinary circumstances, CPEs will remain in the position for the entire term of their appointments, and co-curricular or extracurricular responsibilities should not interfere with their CPE duties. Any conflicts will be resolved by the Peer Assistance Committee.

During the 2016-2017 school year, the Peer Assistance and Support Program will consist of 3 full-time equivalent CPEs, and 1 or 2 of these could be partial FTE. The district will post for the additional positions and fill them if qualified applicants apply. All provisions in this section of the contract will be interpreted to reflect that number for the duration of the school year.

The provision for the Peer Assistance and Support Program to have 3.0 FTE CPEs will sunset at the end of the 2016-2017 school year.

CPE Supplies

Supplies and materials necessary to fulfill the responsibilities of the position will be provided. If supplies are denied by an administrator, or a conflict arises about any other expenses requested by the CPE, the Peer Assistance Committee will be convened within 5 days to determine the legitimacy of the request. If the majority of the committee believes that the denied supplies or expenses are necessary, the committee will determine a proper resolution.

CPE Selection Process:

CPEs will be recommended for selection by the Peer Assistance Subcommittee using the criteria listed below:

A CPE:

- 1) Is a current employee in the district on a continuing contract with a minimum of five years' total teaching experience, with at least three years in the district.
- 2) Demonstrates outstanding classroom teaching ability.
- 3) Demonstrates talent in written and oral communications.
- 4) Demonstrates the ability to work cooperatively and effectively with other professional staff members.
- 5) Has extensive knowledge of a variety of classroom management and instructional techniques.
- 6) Has the documented support of colleagues and his or her building principal.
- 7) Has the ability to provide and model expectations of high standards of professional practice while demonstrating compassion for the person.

The positions will be posted five days in district and will be offered a continuing contract for the 2016-2017 school year. Additionally, applicants must provide a recommendation from a district administrator and at least one certificated, non-administrative colleague. A subcommittee of the Peer Assistance Committee will interview and recommend CPEs from the group of applicants who meet the required qualifications. The subcommittee will contain three (3) peer mentors appointed by the Association President and three (3) administrators appointed by the superintendent. The preference of the committee will be honored. All applications and references will be treated with strict confidentiality. Applicants who are not selected will be notified.

CPE Length of Assignment

One CPE position will be open every two years, barring extraordinary circumstances that require the Peer Assistance Committee to replace a CPE prior to the end of his or her term.

Selected CPEs may continue in that role for four consecutive years.

Return of CPE to the Classroom

Upon completion of his or her assignment, a CPE will be given the same consideration for returning to the position of his or her last assignment as if he or she had been on active duty.

The Peer Assistance Committee may return any CPE to his or her previous position in accordance with the above at any time following a conference with the CPE to discuss the reason(s) for the reassignment. This may occur because of changes in the subject areas and grade levels of employees participating in the PAS Program or because of concerns about the CPE's work performance.

CPEs hired after the date of signature by both parties will not be selected for an administrative position within the district for at least 2 academic years after serving as a CPE, except by the mutual consent of the association and district.

CPE Compensation

A fulltime CPE will receive a supplemental contract for 17 days. The scheduling of supplemental days may be by agreement between the administrator and the employee.

Caseload:

Over the course of the 2016-2017 school year, the Peer Assistance Committee will analyze the caseload of CPEs and Peer Mentors and make recommendations to the district and association bargaining teams.

Confidentiality

All information concerning assistance provided to an employee by a CPE will remain strictly confidential. The CPE will report to Peer Assistance Committee about the general nature of support and assistance being provided to employees. However, no specific information obtained by the CPE through an assistance process will be disclosed to others except in as required by law.

Contract Rights

Except as explicitly provided in these guidelines, employees participating in the Peer Assistance Program retain all rights in this contract.

These will constitute the guidelines for the Peer Assistance Program, recognizing the district and the association may find it necessary, by mutual agreement, to modify these provisions.

Article IV Personnel, Section 2 Academic Freedom (G) Testing:

Component 2 : Article IV Personnel, Section 2 Academic Freedom (G) Testing:

Beginning in 2016-2017, tests that are not mandated by state or federal regulations shall not be required and will not be given except by mutual consent of the district and the Union.

A committee will be formed with the intent of minimizing assessments and creating maximum flexibility administering assessments. This committee will be comprised of an equal number of individuals selected by PAE and representatives selected by management. The committee will be led by a third party selected by mutual agreement of the Union and Management. Committee members will be selected by October 28, 2016 with work completed by November 23, 2016. No state or federal assessments, with the exception of TS Gold, high school

assessments scheduled for October 19, 2016, SBAC retakes for high school graduation requirements, second grade reading assessment and language placement tests, will be given prior to the conclusion of the committee's work. The committee's work will be advisory to the District and Association bargaining teams who will conclude negotiating the implementation of testing reduction by November 30, 2016.

Administrators, PLCs, or other similar committees shall not require individuals to administer tests or common assessments, although nothing above prohibits an individual employee from giving additional tests at his or her discretion. In no circumstance shall state or federally mandated test results be utilized in evaluations. Administrators shall not request that common assessments be utilized for evaluative purposes, although teachers may authorize such usage at their own discretion.

The district will not publish or disclose data from test results with other certificated staff nor will they share individually identifiable information about test results through public disclosure except where required by law. Any test data made available to administrators will not bias the negotiated evaluation procedures.

Signed for PAE Maria J. Lee Date 1-25-17

Signed for PSD Robin Hay Date 1-25-17

**SHORT FORM - GOAL-SETTING MODEL
PRE-APPRAISAL CONFERENCE
FOR CLASSROOM TEACHER AND SUPPORT PERSONNEL**

Employee: _____ **Evaluator:** _____

School: _____ **Date:** _____

Grade/Subject: _____

**A. Establishment and Monitoring of Performance Goals
(Attach additional material as needed)**

Performance Goals for
Appraisal Period

Means for Measuring the Degree to
Which the Goal was Reached

B. Additional Comments Relevant to the Conference

Evaluator's signature _____ **Date:** _____

Employee's signature _____ **Date:** _____

**SHORT FORM - GOAL SETTING MODEL
FINAL APPRAISAL REPORT
CLASSROOM TEACHER**

Employee: _____ **Evaluator:** _____

School: _____ **Dates Observed:** _____

Grade/Subject: _____ **Total Time Observed:** _____

A. Summary of the Appraisal Process Observed

1. Instructional skill	Yes	No
2. Professional preparation and scholarship	Yes	No
3. Knowledge of subject matter	Yes	No
4. Classroom management	Yes	No
5. Handling of student discipline and attendant problems	Yes	No
6. Interest in teaching pupils	Yes	No
7. Effort toward improvement when needed	Yes	No

Goals Summary:

B. Evaluator's Comments:

C. Employee's Comments

Signatures indicate completion of the process, but not necessarily agreement.

Evaluator's Signature _____ **Date** _____

Employee's Signature _____ **Date** _____

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**SHORT FORM - GOAL SETTING MODEL
FINAL APPRAISAL REPORT
SUPPORT PERSONNEL**

Employee: _____ **Evaluator:** _____

School: _____ **Dates Observed:** _____

Grade/Subject: _____ **Total Time Observed:** _____

A. Summary of the Appraisal Process Observed

1. Knowledge and scholarship in special field	Yes	No
2. Specialized skills	Yes	No
3. Management of special and technical environment	Yes	No
4. The support person as a professional	Yes	No
5. Involvement in assisting pupils, parents and educational personnel	Yes	No
6. Instructional skills	Yes	No

Goals Summary:

B. Evaluator's Comments:

C. Employee's Comments

Signatures indicate completion of the process, but not necessarily agreement.

Evaluator's Signature _____ **Date** _____

Employee's Signature _____ **Date** _____

**SHORT FORM – CHECKLIST MODEL
FINAL APPRAISAL REPORT
CLASSROOM TEACHER**

Employee: _____ **Evaluator:** _____

School: _____ **Dates Observed:** _____

Grade/Subject: _____ **Total Time Observed:** _____

A. Summary of the Appraisal Process:

Observed

1. Instructional skill	Yes	No
2. Professional preparation and scholarship	Yes	No
3. Knowledge of subject matter	Yes	No
4. Classroom management	Yes	No
1. Handling of student discipline and attendant problems	Yes	No
2. Interest in teaching pupils	Yes	No
3. Effort toward improvement when needed	Yes	No

B. Evaluator's Comments:

C. Employee's Comments:

Signatures indicate completion of the process, but not necessarily agreement.

Evaluator's Signature: _____ **Date:** _____

Employee's Signature: _____ **Date:** _____

**SHORT FORM—CHECKLIST MODEL
FINAL APPRAISAL REPORT
SUPPORT PERSONNEL**

Employee: _____ **Evaluator:** _____

School: _____ **Dates Observed:** _____

Grade/Subject: _____ **Total Time Observed** _____

A. Summary of the Appraisal Process:

	<u>Observed</u>	
1. Knowledge and scholarship in special field	Yes	No
2. Specialized skill	Yes	No
3. Management of special and technical environment	Yes	No
4. The support person as a professional	Yes	No
5. Involvement in assisting pupils, parents, and educational personnel	Yes	No
6. Instructional skill	Yes	No

B. Evaluator's Comments:

C. Employee's Comments:

Signatures indicate completion of the process, but not necessarily agreement.

Evaluator's signature _____ **Date** _____

Employee's signature _____ **Date** _____

PROFESSIONAL DEVELOPMENT PLAN (PDP) CLASSROOM TEACHER

Observation Time: _____

Name: _____ **School:** _____

Date of Observation _____ **Grade or Subject:** _____

INTRODUCTION: The PDP shall serve as a basis for the observation conference. This PDP is not a part of the employee's permanent file. These criteria are intended only as guidelines. The evaluator and employee are not required to write a narrative on each item.

S= Satisfactory

U= Unsatisfactory

NI= Needs Improvement

N= Not Observed or Not Applicable

1. **INSTRUCTIONAL SKILL:** The certificated classroom teacher demonstrates in his/her performance, a competent level of knowledge and skill in designing and conducting an instructional experience.

1.1	Plans assessment aligned with lessons and units.	S	NI	U	N
1.2	Has instructional plans developed for self, substitute or administrator.	S	NI	U	N
1.3	Plans learning activities and assignments which are clear, meaningful, and aligned with lesson outcomes.	S	NI	U	N
1.4	Utilizes assessment results in subsequent planning.	S	NI	U	N
1.5	Clearly states instructional objectives to students.	S	NI	U	N
1.6	Provides explanations and directions that are clear, concise, and consistent with stated objectives.	S	NI	U	N
1.7	Organizes and instructs to maximize student time on task.	S	NI	U	N
1.8	Employs varied teaching and learning strategies.	S	NI	U	N
1.9	Checks for student understanding and modifies instructional plan as needed.	S	NI	U	N

- | | | | | | |
|------|--|---|----|---|---|
| 1.10 | Uses aligned assessment tools to monitor student learning. | S | NI | U | N |
| 1.11 | Evaluates individual student progress regularly and maintains records for report card and/or parent conferences. | S | NI | U | N |

Comments:

2. **PROFESSIONAL PREPARATION AND SCHOLARSHIP:** The certificated classroom teacher exhibits, in his/her performance, evidence of having a theoretical background and knowledge of the principles and methods of teaching, and a commitment to education as a profession.

- | | | | | | |
|-----|---|---|----|---|---|
| 2.1 | Demonstrates a commitment to education as a profession through continual learning and improvement. | S | NI | U | N |
| 2.2 | Participates in in-service/professional development on a continuing basis consistent with district adopted curriculum and/or program. | S | NI | U | N |
| 2.3 | Demonstrates appropriate oral and written communication skills. | S | NI | U | N |

Comments:

3. **KNOWLEDGE OF SUBJECT MATTER:** The certificated classroom teacher demonstrates a depth and breadth of knowledge of theory and content in general education and subject matter specialization(s) appropriate to the elementary and/or secondary level(s).

- | | | | | | |
|-----|---|---|----|---|---|
| 3.1 | Demonstrates knowledge of subject matter. | S | NI | U | N |
|-----|---|---|----|---|---|

- | | | | | |
|---|---|----|---|---|
| 3.2 Utilizes essential learnings and district adopted curriculum materials as the framework for subject matter. | S | NI | U | N |
| 3.3 Teaches process and skills appropriate to the subject area and to the students' interests and abilities. | S | NI | U | N |

Comments:

4. **CLASSROOM MANAGEMENT**: The certificated classroom teacher demonstrates in his/her performance a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

- | | | | | |
|--|---|----|---|---|
| 4.1 Arranges classroom appropriately for planned activities. | S | NI | U | N |
| 4.2 Maintains orderly, efficient classroom environment conducive to learning. | S | NI | U | N |
| 4.3 Implements well-defined classroom procedures, yet remains flexible. | S | NI | U | N |
| 4.4 Provides a learning environment in which students remain on task. | S | NI | U | N |
| 4.5 Fosters mutual respect in the classroom. | S | NI | U | N |
| 4.6 Helps students develop productive work habits and study skills. | S | NI | U | N |
| 4.7 Maintains lesson plans so that they may be used to show the sequence of appropriate instruction. | S | NI | U | N |

Comments:

5. **HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS:** The certificated classroom teacher demonstrates the ability to manage the non-instructional, human dynamics in the educational setting.

5.1	Clearly and consistently communicates and enforces rules and expectations (building and classroom).	S	NI	U	N
5.2	Disciplines students in a firm but controlled manner.	S	NI	U	N
5.3	Utilizes positive and negative consequences as appropriate.	S	NI	U	N
5.4	Encourages each student to develop responsibility for his/her own behavior.	S	NI	U	N
5.5	Maintains an atmosphere of mutual respect between teacher and students.	S	NI	U	N
5.6	Uses verbal and non-verbal communication to encourage appropriate behavior.	S	NI	U	N
5.7	Deals with discipline on an individual basis.	S	NI	U	N

Comments:

6. **INTEREST IN TEACHING PUPILS:** The certificated classroom teacher demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The certificated classroom teacher demonstrates enthusiasm for, or enjoyment in, working with pupils.

6.1	Demonstrates knowledge and acceptance of diversity within the school community.	S	NI	U	N
6.2	Communicates in a professional manner.	S	NI	U	N
6.3	Listens and responds to students' and parents' needs and concerns.	S	NI	U	N
6.4	Communicates with parents about classroom/ student-related matters.	S	NI	U	N

6.5	Informs administrator of situations regarding student behaviors, academic progress and parental concern.	S	NI	U	N
6.6	Deals with confidential student information in a legal and ethical manner.	S	NI	U	N
6.7	Utilizes appropriate district/building resources and personnel.	S	NI	U	N

Comments:

7. **EFFORT TOWARD IMPROVEMENT WHEN NEEDED:** The certificated classroom teacher demonstrates a knowledge of his/her limitations and strengths and demonstrates continued professional growth.

7.1	Upgrades teaching method and/or knowledge of subject matter.	S	NI	U	N
7.2	Is receptive to constructive change and demonstrates the continued development of strategies.	S	NI	U	N
7.3	Implements suggestions for improvement written in periodic evaluations and/or plans of improvement.	S	NI	U	N
7.4	Responds positively to constructive criticism.	S	NI	U	N
7.5	Contributes to a cooperative work environment.	S	NI	U	N

Comments:

GOALS:

State two goals you have set for yourself for the school year.

1.

2.

Evaluator's Comments:**Employee's Comments:****Evaluator's Signature** _____ **Date** _____**Employee's Signature** _____ **Date** _____

The certificated employee's signature indicates that the employee has read and discussed the evaluation in a conference but does not necessarily imply agreement. Employee's remarks may be included within five (5) working days of the evaluation conference.

Cp-153 (Rev. 9/05)

**LONG FORM –PROFESSIONAL DEVELOPMENT PLAN (PDP)
FINAL APPRAISAL REPORT
CLASSROOM TEACHER**

Observation Dates: _____ **Conference Dates:** _____ **Employee:** _____

School _____

Grade/Subject: _____

FINAL APPRAISAL OF PERFORMANCE

S = Satisfactory NI = Needs Improvement U = Unsatisfactory

	S	NI	U
1. Instructional skill			
2. Professional preparation and scholarship			
3. Knowledge of subject matter			
4. Classroom management			
5. Handling student discipline and attendant problems			
6. Interest in teaching pupils.			
7. Effort toward improvement when needed			

Evaluator's comments:

Employee's comments:

Signatures indicate completion of the process, but not necessarily agreement.

Evaluator's signature _____ **Date** _____

Employee's signature _____ **Date** _____

Separate sheet attached: **Yes** ☐ **No** ☐

LONG FORM – PROFESSIONAL DEVELOPMENT PLAN (PDP) COUNSELOR

Employee: _____

Date: _____

School: _____

This evaluation reflects the functions of the counseling and guidance staff, K-12. It reflects the 1997 Washington State Guidelines for Comprehensive Counseling and Guidance as established by OSPI.

This evaluation form will be used in making an annual assessment of the counselor's workplace task performance; according to categories listed herein, in accordance with WAC 392-191-020, RCW 28A.405.110, District policy, due process, ethical standards, and prudent professional judgment.

The "PDP for the Counselor" form may be used as a pre-appraisal form.

S = Satisfactory

U = Unsatisfactory

NI = Needs Improvement

N = Not Observed or Not Applicable

1. **KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD--GUIDANCE CURRICULUM:**

Guidance Curriculum includes structured classroom, group, and parental experiences presented systematically in grades kindergarten through twelve. The curriculum emphasizes decision making, self-understanding, career exploration and preparation, and the improvement of study skills.

- A. Helps to design and conduct a program providing specific and unique services appropriate to the student, building, and district needs.
- B. Guidance Curriculum supports and enhances building essential learning goals.
- C. Gives active input into student learning objectives.
- D. Encourages the development of the student as a life-long learner.
- E. Helps students to develop skills in self-awareness and self-acceptance, in appreciation of diversity, team-work, communication, and conflict resolution.
- F. Identifies and uses career and educational information and opportunities.
- G. Helps students understand their interests, strengths, preferences and skills as related to career development.
- H. In conjunction with other building professionals, helps students learn the relationships between learning and the world of work.

S

NI

U

N

Evaluator's Comments (reflective of the above):

Employee's Comments:

2. **SPECIALIZED SKILLS--INDIVIDUAL PLANNING**

Individual Planning includes counseling activities to assist all students to plan, monitor and manage their own learning as well as their personal and career development. Individual planning emphasizes test interpretation, informal counseling, educational counseling including college and post-secondary vocational-technical planning and career planning.

- A. Selects individual planning activities consistent with identified, high priority student needs and district goals.
- B. Assists in planning/remediation efforts for students.
- C. Is involved with students in personalized educational and career planning tasks.
- D. Parent support/consultation.
- E. Staff consultation on individual student needs.
- F. Is an advocate for students.
- G. Does individual and group counseling as needed.
- H. Consults with Administrators, parents, and other appropriate staff concerning the development, coordination, and the extension of services, to those with special needs.
- I. Interprets characteristics and needs of students to parents, staff, community, in groups or individual settings.
- J. Maintains confidentiality in accordance with counseling code of ethics and Washington State statutes.

S NI U N

Evaluator's Comments:

Employee's Comments:

3. **MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT—SYSTEM SUPPORT**

Support System includes indirect guidance management activities that maintain and enhance the total guidance program. Responsibilities in this component include staff and community relations, special research projects, committees, professional development and student support teams.

- A. Function as a team member in accomplishing building essential academic learning goals.
- B. Works with school administrators to garner support for guidance program.
- C. Provides a comprehensive and balanced guidance program.
- D. Supports district policies and goals.
- E. Participates in the selection and maintenance of career resources.
- F. Fosters community awareness of counseling and guidance program.
- G. Synthesizes and integrates testing and non-testing data concerning students.

S NI U N

Evaluator's Comments:

Employee's Comments:

4. **THE SUPPORT PERSON AS A PROFESSIONAL--PROFESSIONAL DEVELOPMENT**

Acquiring new knowledge and information to foster the special field of guidance/educational environment.

- A. Communicates with students, parents, educational, personnel, and the community.

- B. Can be flexible and works with new ideas.
- C. Has a commitment to professional growth by participation in workshops, seminars, etc.
- D. Integrates knowledge of current issues, human growth and development.

S NI U N

Evaluator's Comments:

Employee's Comments:

1. **INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL--RESPONSIVE SERVICES**

Responsive Services includes counseling or referral activities to meet the immediate needs and concerns of students. Responsive services include personal counseling, crisis, counseling, agency referral, consultation for parents, teachers and other professionals, supports groups and problem solving.

- A. Conducts counseling and intervention as needed.
- B. Is knowledgeable of professional standards and practices.
- C. Communicates with parents and students.
- D. Participates in staff in-services on crisis planning as warranted.
- E. Works to solve problems and issues.
- F. Uses counseling, consulting, and/or referral skills appropriate to students' problems and circumstances.

S NI U N

Evaluator's Comments:

Employee's Comments:

Evaluator's Signature_____ **Date**_____

Employee's Signature_____ **Date**_____

The certified employee's signature indicates that the employee has read and discussed the evaluation in a conference but does not necessarily imply agreement. Employee's remarks may be included within five (5) working days of the evaluation conference.

Cp-133 (Rev. 9/05)

**LONG FORM –PROFESSIONAL DEVELOPMENT PLAN (PDP)
FINAL APPRAISAL REPORT
COUNSELOR**

Observation Dates: _____ **Conference Dates:** _____ **Employee** _____

School _____

FINAL APPRAISAL OF PERFORMANCE

S = Satisfactory NI = Needs Improvement U = Unsatisfactory

	S	NI	U
1. Knowledge and scholarship in special field—Guidance Curriculum			
2. Specialized skills—Individual planning			
3. Management of special and technical environment—System support			
4. The support person as a professional—Professional development			
5. Involvement in assisting pupils, parents, and educational personnel—Responsive services			

Evaluator's comments:

Employee's comments:

Signatures indicate completion of the process, but not necessarily agreement.

Evaluator's signature _____ **Date** _____

Employee's signature _____ **Date** _____

Separate sheet attached

Yes ☐

No ☐

LONG FORM – PROFESSIONAL DEVELOPMENT PLAN (PDP) SUPPORT PERSONNEL

Observation Time _____

Employee _____

School _____

Date of Observation _____

Grade or Subject _____

INTRODUCTION: The PDP should be filled out independently by the evaluator and employee and shall serve as a basis for each observation conference. This PDP is not part of the employee's permanent file. These criteria are intended only as guidelines. The evaluator and employee are not required to write a narrative on each item.

S = Satisfactory

NI = Needs Improvement

U = Unsatisfactory

N = Not Observed or Not Applicable

EVALUATIVE CRITERIA FOR SUPPORT PERSONNEL

- 1. KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD.** The support person demonstrates a depth and breadth of knowledge and theory and content in the special field; demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12, and demonstrates the ability to integrate an area of specialty into the total school milieu.

- 1.1 Provides a theoretical rationale for the use of various procedures.

S NI U N

- 1.2 Demonstrates understanding of the basic principles of human growth and development.

S NI U N

- 1.3 Demonstrates awareness of personal and professional limitations and has the ability and knowledge to make appropriate referrals.

S NI U N

- 1.4 Relates and applies knowledge, research findings, and theory deriving from the individual's specific discipline to the development of a program of services.

S NI U N

Comments:

2. **SPECIALIZED SKILLS.** The support person demonstrates competency (skill and knowledge) in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.
- | | | | | | |
|------|---|---|----|---|---|
| 2.1 | Designs and conducts a program providing specific and unique services within the individual's specific discipline. | S | NI | U | N |
| 2.2 | Demonstrates ability to synthesize and integrate testing and non-testing data concerning the student. | S | NI | U | N |
| 2.21 | To help students integrate and assimilate data. | S | NI | U | N |
| 2.22 | To help others involved with the student, interpret and use data appropriately and accurately. | S | NI | U | N |
| 2.23 | To help other specialists by providing case study materials. | S | NI | U | N |
| 2.3 | Administer assessment procedures, or organize and prepare those who will administer assessment procedures. | S | NI | U | N |
| 2.4 | Demonstrates ability to assist teachers and administrators integrate specialized information in the regular curricular program. | S | NI | U | N |
| 2.5 | Develops goals and objectives which will facilitate the implementation of programs and services. | S | NI | U | N |

Comments:

3. **MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT.** The support person demonstrates competency in managing and organizing the special materials, equipment, and environment essential to the specialized program.
- | | | | | | |
|-----|---|---|----|---|---|
| 3.1 | Selects or recommends testing and non-testing devices, materials, and equipment appropriate to student needs. | S | NI | U | N |
| 3.2 | Demonstrates the use and an understanding of the limitations and restrictions of devices, materials, and procedures, etc. | S | NI | U | N |
| 3.3 | Uses comparative and interpretive data. | S | NI | U | N |

- 3.4 Creates an environment which provides privacy and protects student and family information, as mandated by codes of ethics, federal and state regulations, and local school district policies.

S NI U N

Comments:

4. **THE SUPPORT PERSON AS A PROFESSIONAL.** The support person demonstrates awareness of his/her limitations and strengths and attempts to improve and enhance competence; demonstrates knowledge of, and commitment to, the ethical code supported by his or her competence area.

- 4.1 Demonstrates awareness of the law as it relates to areas of specialization.

S NI U N

- 4.2 Demonstrates awareness of responsibilities to students, parents, and other educational personnel as defined by the professional code of ethics supported by the support person's competence area.

S NI U N

- 4.3 Demonstrates commitment to professional activities (attendance at activities, participation on special committees, etc.)

S NI U N

- 4.4 Demonstrates commitment to the concept of career-long professional growth by participation in workshops and seminars or graduate study.

S NI U N

Comments:

5. **INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL.** The support person demonstrates competency in offering specialized assistance and initiative in identifying those needing specialized programs.

- 5.1 Consult with other staff, school personnel, and parents concerning the development, coordination and/or extension of services to those needing specialized programs.

S NI U N

- | | | | | | |
|-----|--|---|----|---|---|
| 5.2 | Plans and develops support programs to serve the preventive and developmental needs of the school population and the special needs for some students. | S | NI | U | N |
| 5.3 | Interprets characteristics and needs of students to parents, staff, and community, in group and individual settings via oral and written communications. | S | NI | U | N |

Comments:

6. INSTRUCTIONAL SKILL. The support person demonstrates in her/his performance, a competent level of knowledge and skill in designing and conducting an instructional experience.

- | | | | | | |
|-----|--|---|----|---|---|
| 6.1 | Plans assessment aligned with lessons and units. | S | NI | U | N |
| 6.2 | Has instructional plans developed for self, substitute or administrator. | S | NI | U | N |
| 6.3 | Plans learning activities and assignments which are clear, meaningful, and aligned with lesson outcomes. | S | NI | U | N |
| 6.4 | Utilizes assessment results in subsequent planning. | S | NI | U | N |
| 6.5 | Clearly states instructional objectives to students. | S | NI | U | N |
| 6.6 | Provides explanations and directions that are clear, concise, and consistent with stated objectives. | S | NI | U | N |
| 6.7 | Organizes and instructs to maximize student time on task. | S | NI | U | N |
| 6.8 | Employs varied teaching and learning strategies. | S | NI | U | N |
| 6.9 | Checks for student understanding and modifies instructional plan as needed. | S | NI | U | N |

Comments:

GOALS

State two goals you have set for yourself for the school year:

1.

2.

Evaluator's Comments:

Employee's Comments:

Evaluator's Signature _____ **Date** _____

Employee's Signature _____ **Date** _____

The certificated employee's signature indicates that the employee has read and discussed the evaluation in a conference but does not necessarily imply agreement. Employee's remarks may be included within five (5) working days of the evaluation conference.

		STEPS	LEAD	DOCUMENT(S)	Notes
August 27-October 30	Collaborative Goal Setting	Teacher Self-Assessment	Teacher	Teacher Self-Assessment Document	
		Goal Setting	Principal Teacher	Goal Setting	Principal lead: Growth Goals 3,6,8 Teacher lead: Component Goal (pg. 1 of the goal setting form is completed by the teacher prior to goal setting conference)
		Goal Setting Conference	Principal Teacher	Goal Setting	Principal lead: Growth Goals 3,6,8 (pgs. 3, 5,7 of the goal setting form are completed collaboratively during the goal setting conference) Teacher lead: Component Goal
October 30-May 25	Collaborative Observation Process	Planning Conference	Principal Teacher	Evidence Gathering Document or Planning Conference Protocol	See: Collaborative Observation Process document
		Observation	Principal	Evidence Gathering Document	Domains 2 and 3
		Aligning Evidence	Principal	Evidence Gathering Document	Principal aligns the evidence collected during the observation with Domains 2 and 3 on the Evidence Gathering document. The document is sent to the teacher who may add additional evidence and scores the evidence.
		Reflection	Teacher	Teacher Lesson Reflection	Teacher reviews and is prepared to verbally discuss the questions within the Lesson Reflection document.
		Reflection Conference and Goal Review	Teacher	Evidence Gathering Document or Teacher Lesson Reflection , and Goals Setting	Discussion regarding remainder of Domain 4 happens during reflection conference. Goals are reviewed using pg. 26 of the Evidence Gathering Document
May 25-May 31	Summative Evaluation	Determine Level of Performance for Supportive (Other) Evidence	Teacher	Evidence Gathering Document , and Summative Worksheet 1	See: Summative Evaluation Document
		Summative Student Growth Score	Teacher	Student Growth Summative Worksheet , Goal Setting pg. 1 , and Summative Worksheet 2	The Student Growth Summative worksheet may be completed as any time during the evaluation cycle, as deemed appropriate by
		Criterion Scoring	Teacher	Summative Worksheet 2	
		Collaborative Evaluation Conference and Final Summative Score	Principal/Teacher	Summative Worksheets	

Domain 1: Planning and Preparation

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a (SC4) Demonstrating knowledge of content and pedagogy	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
Critical Attributes				
	<p>Teacher makes content errors.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher's plans use inappropriate strategies for the discipline.</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher cites intra- and interdisciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>

Evidence

- To which part of your learning standards does this lesson relate?
- How does this learning “fit” in the sequence of learning for this class? (1a and 1e)
- (These questions correspond to the Planning Conference Protocol. Teachers may choose to write their answers on this document.)

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1b (SC3) Demonstrating knowledge of students	Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes				
	Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class but tends to teach to the "whole group". The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this	In addition to the characteristics of "proficient": The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

		The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	
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Evidence

- Briefly describe the students in this class, including those with special needs.
- (These questions correspond to the Planning Conference Protocol. Teachers may choose to write their answers on this document.)

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	
1c (SC4) Setting instructional outcomes	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
Critical Attributes				
	<p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important</p>	<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the "big ideas" of the discipline.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher plans make reference to curricular frameworks or</p>

	Outcomes are not suitable for many students in the class.	learning in the discipline. Outcomes are suitable for most of the class.	Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class and are differentiated where necessary.	blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
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Evidence

- What are your learning outcomes for this lesson? What do you want the students to understand?
- ((These questions correspond to the Planning Conference Protocol. Teachers may choose to write their answers on this document.))

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d (SC4) Demonstrating knowledge of resources	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources - not only through the school and district but also through sources external to the school and on the Internet - available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources - not only through the school and district but also in the community, through professional organizations and universities, and on the Internet - for classroom use, for the expansion of his or her own knowledge, and for students.
Critical Attributes				
	The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue	Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet resources. Resources are multidisciplinary.	In addition to the characteristics of "proficient": Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning.

	does not inquire about possible resources.	other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on.	The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.
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Evidence

- What instructional materials or other resources, if any, will you use?
- (These questions correspond to the Planning Conference Protocol. Teachers may choose to write their answers on this document.)

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1e (SC4) Designing coherent instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and

				allows for different pathways according to diverse student needs.
Critical Attributes				
	<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>	<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of "proficient": Activities permit student choice. Learning experiences connect to other disciplines.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>
Evidence <ul style="list-style-type: none"> How does this learning "fit" in the sequence of learning for this class? (1a and 1e) How will you engage the students in the learning? What will you do? What will the students do? Will the students work individually or as a large group? Provide any worksheets or other materials the students will be using. How will you differentiate instruction for different individuals or groups of students in the class? (These questions correspond to the Planning Conference Protocol. Teachers may choose to write their answers on this document.) 				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1f (SC6) Designing student assessments	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well</p>

		Teacher intends to use assessment results to plan for future instruction for the class as a whole.	approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes				
	Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans.	Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.	All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data.	In addition to the characteristics of "proficient": Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
Evidence <ul style="list-style-type: none"> • How and when will you know all students have learned what you intend? • (These questions correspond to the Planning Conference Protocol. Teachers may choose to write their answers on this document.) 				

Domain 2: The Classroom Environment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a (SC5) Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result

		<p>developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>of interactions is that of connections with students as individuals.</p>
Critical Attributes				
	<p>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When necessary, students correct one another in their conduct toward classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity.</p>
Evidence				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2b (SC1) Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no	The classroom culture is characterized by little commitment to learning by teacher	The classroom culture is a cognitively busy place where learning is valued by all, with	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.

	<p>investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
Critical Attributes				
	<p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off."</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.</p> <p>Many students indicate that they are looking for an "easy path."</p>	<p>The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.</p> <p>Students recognize the efforts of their classmates.</p> <p>Students take initiative in improving the quality of their work.</p>

Evidence				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2c (SC5) Managing classroom procedures	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
Critical Attributes				
	<p>Students not working with the teacher are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions and for distribution/ collection of materials seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>	<p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>

Evidence

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d (SC5) Managing student behavior	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teacher's monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
Critical Attributes				
	<p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is</p>	<p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate. The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective.</p> <p>Teacher acknowledges good behavior.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Student behavior is entirely appropriate; there no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate</p>

				Students take the initiative to adjust the physical environment. Teachers and students make extensive and imaginative use of available technology.
Evidence				

Domain 3: Instruction

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a (SC1) Communicating with students	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>

		limited, or not fully appropriate to the students' ages or backgrounds.	students' ages and interests.	
Critical Attributes				
	<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Teacher's communications include errors of vocabulary or usage.</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher makes no serious content errors but may make a minor error.</p> <p>The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or too juvenile for the students.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>If the tactic is appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do.</p> <p>The teacher makes no content errors.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher's vocabulary and usage are correct and completely suited to the lesson.</p> <p>The teacher's vocabulary is appropriate to the students' ages and levels of development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>All students seem to understand the presentation.</p> <p>The teacher invites students to explain the content to the class or to classmates. Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>
Evidence				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3b (SC2) Using questioning and discussion techniques	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion,</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>

		discussion and to encourage them to respond to one another, but with uneven results.	employing a range of strategies to ensure that most students are heard.	
Critical Attributes				
	<p>Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion.</p>	<p>Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a few actually participate in the discussion.</p>	<p>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher effectively builds on student responses to questions. Discussions enable students to talk to one another without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion.</p>	<p>In addition to the characteristics of "proficient": Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.</p>
Evidence				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3c (SC1) Engaging students in learning	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the</p>

		provide students the time needed to be intellectually engaged.	that engagement by teacher scaffolding. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes				
	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students to perform only rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Students are in large part passively engaged with the content, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.</p> <p>The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Virtually all students are highly engaged in the lesson.</p> <p>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students have extensive choice in how they complete tasks.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.</p>
Evidence				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d (SC6) Using assessment in instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.	Assessment is used sporadically by teacher and/or students to support instruction through	Assessment is used regularly by teacher and/or students during the lesson through monitoring	Assessment is fully integrated into instruction through extensive use of formative assessment.

	Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	<p>some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>
Critical Attributes				
	<p>The teacher gives no indication of what high-quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific and not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work.</p> <p>The teacher elicits evidence of student understanding during the lesson.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>The teacher attempts to engage students in self-assessment or peer assessment.</p>	<p>In addition to the characteristics of "proficient": There is evidence that students have helped establish the evaluation criteria.</p> <p>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</p> <p>Teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely, and is provided from many sources including other students.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p>
Evidence				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3e (SC3) Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student	Teacher attempts to modify the lesson when needed and to	Teacher promotes the successful learning of all students, making	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or

	<p>understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
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Critical Attributes

	<p>Teacher ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.</p>	<p>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of "proficient": The teacher's adjustments to the lesson are designed to assist individual students.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>
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Evidence

Domain 4: Professional Responsibilities

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a (SC2)	Teacher does not know whether a lesson was	Teacher has a generally accurate	Teacher makes an accurate assessment	Teacher makes a thoughtful and accurate

Reflecting on teaching	effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
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Critical Attributes

	The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.	The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "proficient": Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.
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Evidence

Questions to consider:

- In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
- If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
- Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
- Did you depart from your plan? If so, how and why?
- Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?
- If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4b (SC6)	Teacher's system for maintaining information on	Teacher's system for maintaining	Teacher's system for maintaining	Teacher's system for maintaining information

Maintaining accurate records	<p>student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
Critical Attributes				
	<p>There is no system for either instructional or non-instructional records. The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p>	<p>The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</p>	<p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective.</p>	<p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective.</p>

Evidence

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4c (SC7) Communicating with families	<p>Teacher communication with families, about the instructional program, about individual students, is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
Critical Attributes				
	<p>Little or no information regarding the instructional program is available to parents.</p> <p>Families are unaware of their children's progress.</p> <p>Family engagement activities are lacking.</p> <p>Communication is culturally inappropriate.</p>	<p>School or district-created materials about the instructional program are sent home.</p> <p>Infrequent or incomplete information is sent home by teachers about the instructional program.</p> <p>Teacher maintains school- required</p>	<p>Information about the instructional program is available on a regular basis.</p> <p>The teacher sends information about student progress home on a regular basis.</p> <p>Teacher develops activities designed to successfully engage families in their</p>	<p>In addition to the characteristics of "proficient":</p> <p>On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families.</p>

		grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families' cultural norms.	children's learning, as appropriate.	Students contribute to regular and ongoing projects designed to engage families in the learning process.
Evidence				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d (SC8) Participating in a professional community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes				

	The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects.	The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as school district and community projects.	The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school activities, as well as school district and community projects.	In addition to the characteristics of "proficient": The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and oversees events that positively impact school life. The teacher regularly contributes to and serves as head of significant school district and community projects.
Evidence				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4e (SC8) Growing and developing professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues - either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes				

	<p>The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations.</p>	<p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of "proficient": The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</p>
Evidence				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4f (SC8) Showing professionalism	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students'</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative</p>

	interests. Teacher does not comply with school and district regulations.	being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes				
	Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations.	Teacher is honest. Teacher notices the needs of students but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally but on a limited basis. Teacher complies with school district regulations.	Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision making. Teacher complies completely with school district regulations.	In addition to the characteristics of "proficient": Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision making. Teacher takes a leadership role regarding school district regulations.
Evidence				

STUDENT GROWTH GOALS

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Achievement of Student Growth Goal(s)			
Unsatisfactory	Basic	Proficient	Distinguished
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
Critical Attributes			
<p>Does not establish student learning goal(s)</p> <p>Does not specify assessment(s) to monitor progress towards goal(s)</p>	<p>Identification of subgroups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement / opportunity gaps, ELL, special education, highly capable)</p> <p>Goals may be missing one or more of the following qualities: specific, measurable and time-bound</p> <p>Goals are not based on prior available student learning</p> <p>Goals partially aligned to content standards</p> <p>Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s)</p> <p>Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.</p>	<p>Identification of subgroups uses data that identifies students not reaching full learning potential (i.e. achievement/ opportunity gaps, ELL, special education, highly capable)</p> <p>Goals are specific, measurable and time-bound</p> <p>Based on multiple sources of available data that reveal prior student learning</p> <p>Goals aligned to content standards</p> <p>Grain size of goal is appropriate for the context, instructional interval and content standard(s)</p> <p>Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area</p> <p>Identifies formative and summative measures aligned to learning targets to monitor progress towards goals</p>	<p>Proficient Attributes <i>and</i>:</p> <p>Establishes multiple two-way communication paths to collaborate with, families, students and/or other staff to establish goals specific to individual learning needs</p> <p>Students reflect on their own learning and articulate their understanding of their goals and progress toward goals</p>
Evidence			

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle)

Achievement of Student Growth Goal(s)

Unsatisfactory	Basic	Proficient	Distinguished
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Critical Attributes

<p>Does not establish student learning goals</p> <p>Does not specify assessment(s) to monitor progress towards goal(s)</p>	<p>Goals may be missing one or more of the following qualities: specific, measurable and time-bound</p> <p>Goals are not based on prior available student learning</p> <p>Goals partially aligned to content standards</p> <p>Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s)</p> <p>Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.</p>	<p>Goals are specific, measurable and time-bound</p> <p>Based on multiple sources of available data that reveal prior student learning</p> <p>Goals aligned to content standards</p> <p>Grain size of goal is appropriate for the context, instructional interval and content standard(s)</p> <p>Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area</p> <p>Identifies formative and summative measures aligned to learning targets to monitor progress towards goals</p>	<p>Proficient Attributes and:</p> <p>Effort to Communicates (two-way)/ Collaborates with other staff, families and/or students to establish goals specific to whole class learning needs</p> <p>Students articulate their understanding of their goals and progress toward goals</p>
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Evidence

Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Establish Student Growth Goals, Implement, and Monitor Growth

Unsatisfactory	Basic	Proficient	Distinguished
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goals, to develop and implement common, high- quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high- quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goals, to develop and implement common, high- quality measures, and to monitor growth and achievement during the year.
Critical Attributes			

<p>Team does not establish goal(s) for student learning</p> <p>Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound</p> <p>Teacher does not communicate with team regarding team goals or plans</p> <p>Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s)</p> <p>Teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment</p>	<p>Team goal(s) or measures are established without consensus</p> <p>Team goal is missing one or more of the following qualities: specific, measurable, time-bound</p> <p>Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval or content standard(s)</p> <p>Team goal is not connected to a significant impact on student learning of content</p> <p>Teacher's communication with team is inconsistent regarding team goals and plans</p> <p>Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s)</p> <p>Teacher rarely shares reflection on instruction to achieve team goal(s)</p> <p>Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment</p>	<p>Team goal(s) and measures are decided collaboratively</p> <p>Team goal(s) are specific, measurable and time-bound</p> <p>Team goal(s) are appropriate for context, instructional interval and content standard(s)</p> <p>Team goal(s) demonstrate significant impact on student learning of content (transferable skills)</p> <p>Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring</p> <p>Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning</p> <p>Teacher engages in data-based reflection with team and adjusts practice accordingly</p> <p>Teacher implements team decisions regarding instruction and assessment</p>	<p>Team goal(s) and measures are decided collaboratively</p> <p>Team goal(s) are specific, measurable and time-bound</p> <p>Team goal(s) are appropriate for context, instructional interval and content standard(s)</p> <p>Goal(s) demonstrate significant impact on student learning of content (transferable skills)</p> <p>Teacher helps develop other team members' capacity to be effective</p> <p>Teacher regularly makes his/her practice public by sharing models and facilitating data processes</p> <p>Teacher promotes reflective analysis among team</p> <p>Teacher shares a wide range of resources to build and sustain support for team goals</p>
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Evidence

EVIDENCE COLLECTION NUMBER _____

Teacher _____ **Date** _____

School _____ **Evaluator** _____

Strengths

Areas for Growth
Next Steps
Progress on Component Goal

We have participated in a conversation on the above items.

Teacher signature _____

Administrator signature _____

GOAL SETTING CONFERENCE

Teacher _____

School _____

Grade Level(s) _____ Date _____

Component Goal: *(Enter which component you have selected as an area of focus here):*

My areas of strength in this component are:

My areas of growth in this component are:

-

What would evidence of success look like?

-

Student Growth Goal 3.1			
Criterion 3 Student Learning Goal			
Review of the Learning Goal			
Use the following protocol to confirm that the Learning Goal has the right size, detail, and depth necessary. <i>(proficient level language is used, please see the critical attributes resource for additional levels of performance)</i> Check the boxes that apply.		The Learning Goal: <ul style="list-style-type: none"> <input type="checkbox"/> identifies subgroups and uses data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable) <input type="checkbox"/> is specific, measureable and time-bound <input type="checkbox"/> is based on multiple sources of available data that reveal prior student learning <input type="checkbox"/> is aligned to content standards <input type="checkbox"/> is appropriate for the context, instructional interval and content standard(s) (grain size) <input type="checkbox"/> demonstrates a significant impact on student learning of content (transferable skills) <input type="checkbox"/> identifies formative and summative measures aligned to learning targets to monitor progress towards goals 	
Criterion SG3.1 Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets a rating is noted below.			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Student Growth Goal 6.1			
Criterion 6 Student Learning Goal			
Review of the Learning Goal			
Use the following protocol to confirm that the Learning Goal has the right size, detail, and depth necessary. <i>(proficient level language is used, please see the critical attributes resource for additional levels of performance)</i> Check the boxes that apply.		The Learning Goal: <input type="checkbox"/> is specific, measureable and time-bound <input type="checkbox"/> is based on multiple sources of available data that reveal prior student learning <input type="checkbox"/> is aligned to content standards <input type="checkbox"/> is appropriate for the context, instructional interval and content standard(s) (grain size) <input type="checkbox"/> demonstrates a significant impact on student learning of content (transferable skills) <input type="checkbox"/> identifies formative and summative measures aligned to learning targets to monitor progress towards goals	
Criterion SG6.1 Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets a rating is noted below.			
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Student Growth Goal 8.1	
<p>Criterion 8</p> <p>Student Learning Goal</p>	
Review of the Learning Goal(s)	
<p>Use the following protocol to confirm that the Team Learning Goal has the right size, detail, and depth necessary. <i>(proficient level language is used, please see the critical attributes resource for additional levels of performance)</i></p> <p>Check the boxes that apply.</p>	<p>The Team Learning Goal(s):</p> <p><input type="checkbox"/> and measures are decided collaboratively</p> <p><input type="checkbox"/> are specific, measureable and time-bound</p> <p><input type="checkbox"/> are appropriate for context, instructional interval and content standard(s)</p> <p><input type="checkbox"/> demonstrate significant impact on student learning of content (transferable skills)</p> <p>The Teacher:</p> <p><input type="checkbox"/> communicates responsibly with team regarding team goals and plans for measuring and monitoring</p> <p><input type="checkbox"/> consistently and actively contributes multiple sources of data to collectively determine evidence of student learning</p> <p><input type="checkbox"/> engages in data-based reflection with team and adjusts practice accordingly</p> <p><input type="checkbox"/> implements team decisions regarding instruction and assessment</p>

Do not assess 8.1 at this time.

We have participated in a conversation on the above items.

Teacher signature _____

Administrator signature _____

Domain 1: Planning and Preparation

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a (SC4) Demonstrating knowledge of content and pedagogy	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
Critical Attributes				
	<p>Teacher makes content errors.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher's plans use inappropriate strategies for the discipline.</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher cites intra- and interdisciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1b (SC3) Demonstrating knowledge of students	Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes				
	Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class but tends to teach to the "whole group". The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "proficient": The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	
1c (SC4) Setting instructional outcomes	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
Critical Attributes				
	<p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>	<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the "big ideas" of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.</p> <p>Outcomes are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d (SC4) Demonstrating knowledge of resources	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources - not only through the school and district but also through sources external to the school and on the Internet - available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources - not only through the school and district but also in the community, through professional organizations and universities, and on the Internet - for classroom use, for the expansion of his or her own knowledge, and for students.
Critical Attributes				
	The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher does not inquire about possible resources.	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	<p>Texts are at varied levels. Texts are supplemented by guest speakers and field experiences.</p> <p>Teacher facilitates Internet resources. Resources are multidisciplinary. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of "proficient": Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1e (SC4) Designing coherent instruction	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners.</p> <p>Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
Critical Attributes				
	<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>	<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of "proficient": Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1f (SC6) Designing student assessments	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p> <p>Teacher intends to use assessment results to plan future instruction for individual students.</p>
Critical Attributes				
	<p>Assessments do not match instructional outcomes. Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of "proficient": Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application, as appropriate.</p> <p>Students develop rubrics according to teacher-specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p>
Evidence				

Domain 2: The Classroom Environment

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a (SC5) Creating an environment of respect and rapport	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
	Critical Attributes			
	<p>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When necessary, students correct one another in their conduct toward classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2b (SC1) Establishing a culture for learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
Critical Attributes				
	<p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off."</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.</p> <p>Many students indicate that they are looking for an "easy path."</p>	<p>The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.</p> <p>Students recognize the efforts of their classmates.</p> <p>Students take initiative in improving the quality of their work.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2c (SC5) Managing classroom procedures	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
Critical Attributes				
	<p>Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions and for distribution/ collection of materials seem to have been established, but their operation is rough. Classroom routines function unevenly.</p>	<p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d (SC5) Managing student behavior	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teacher's monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
Critical Attributes				
	<p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>	<p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate. The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective.</p> <p>Teacher acknowledges good behavior.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Student behavior is entirely appropriate; there no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2e (SC5) Organizing physical space	<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>
Critical Attributes				
	<p>There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board.</p> <p>Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can see and hear.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The teacher makes limited use of available technology and other resources.</p>	<p>The classroom is safe, and all students are able to see and hear.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The teacher makes appropriate use of available technology.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the goals of the lesson and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p> <p>Teachers and students make extensive and imaginative use of available technology.</p>
Evidence				

Domain 3: Instruction

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a (SC1) Communicating with students	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
	Critical Attributes			
	<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Teacher's communications include errors of vocabulary or usage.</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher makes no serious content errors but may make a minor error.</p> <p>The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or too juvenile for the students.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>If the tactic is appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do.</p> <p>The teacher makes no content errors.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher's vocabulary and usage are correct and completely suited to the lesson.</p> <p>The teacher's vocabulary is appropriate to the students' ages and levels of development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>All students seem to understand the presentation.</p> <p>The teacher invites students to explain the content to the class or to classmates. Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>

Evidence

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3b (SC2) Using questioning and discussion techniques	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
Critical Attributes				
	<p>Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion.</p>	<p>Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a few actually participate in the discussion.</p>	<p>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher effectively builds on student responses to questions. Discussions enable students to talk to one another without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion.</p>	<p>In addition to the characteristics of "proficient": Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3c (SC1) Engaging students in learning	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
	Critical Attributes			
	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students to perform only rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Students are in large part passively engaged with the content, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.</p> <p>The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Virtually all students are highly engaged in the lesson.</p> <p>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students have extensive choice in how they complete tasks.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.</p>

Evidence

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d (SC6) Using assessment in instruction	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>
Critical Attributes				
	<p>The teacher gives no indication of what high-quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific and not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work.</p> <p>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>The teacher attempts to engage students in self-assessment or peer assessment.</p>	<p>In addition to the characteristics of "proficient":</p> <p>There is evidence that students have helped establish the evaluation criteria.</p> <p>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</p> <p>Teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely, and is provided from many sources including other students.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3e (SC3) Demonstrating flexibility and responsiveness	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
Critical Attributes				
	<p>Teacher ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.</p>	<p>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher's adjustments to the lesson are designed to assist individual students.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>
Evidence				

Domain 4: Professional Responsibilities

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a (SC2) Reflecting on teaching	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
Critical Attributes				
	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used.</p> <p>The teacher identifies specific ways in which a lesson might be improved.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>Teacher's suggestions for improvement draw on an extensive repertoire.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4b (SC6) Maintaining accurate records	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
Critical Attributes				
	<p>There is no system for either instructional or non-instructional records. The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p>	<p>The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</p>	<p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non-instructional information is both efficient and effective.</p>	<p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non-instructional information is both efficient and effective.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4c (SC7) Communicating with families	<p>Teacher communication with families, about the instructional program, about individual students, is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
Critical Attributes				
	<p>Little or no information regarding the instructional program is available to parents.</p> <p>Families are unaware of their children's progress. Family engagement activities are lacking. Communication is culturally inappropriate.</p>	<p>School or district-created materials about the instructional program are sent home.</p> <p>Infrequent or incomplete information is sent home by teachers about the instructional program.</p> <p>Teacher maintains school- required grade book but does little else to inform families about student progress.</p> <p>Teacher communications are sometimes inappropriate to families' cultural norms.</p>	<p>Information about the instructional program is available on a regular basis.</p> <p>The teacher sends information about student progress home on a regular basis.</p> <p>Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</p>	<p>In addition to the characteristics of "proficient":</p> <p>On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d (SC8) Participating in a professional community	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
Critical Attributes				
	<p>The teacher's relationship with colleagues is characterized by negativity or combativeness.</p> <p>The teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>The teacher avoids involvement in school activities and school district and community projects.</p>	<p>The teacher has pleasant relationship with colleagues.</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities, as well as school district and community projects.</p>	<p>The teacher has supportive and collaborative relationships with colleagues.</p> <p>The teacher regularly participates in activities related to professional inquiry.</p> <p>The teacher frequently volunteers to participate in school activities, as well as school district and community projects.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>The teacher regularly contributes to and oversees events that positively impact school life.</p> <p>The teacher regularly contributes to and serves as head of significant school district and community projects.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4e (SC8) Growing and developing professionally	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues - either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
Critical Attributes				
	<p>The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations.</p>	<p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of "proficient": The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</p>
Evidence				

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4f (SC8) Showing professionalism	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
Critical Attributes				
	<p>Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations.</p>	<p>Teacher is honest. Teacher notices the needs of students but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students.</p> <p>Teacher makes decisions professionally but on a limited basis. Teacher complies with school district regulations.</p>	<p>Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success.</p> <p>Teacher willingly participates in team and departmental decision making. Teacher complies completely with school district regulations.</p>	<p>In addition to the characteristics of "proficient": Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision making. Teacher takes a leadership role regarding school district regulations.</p>
Evidence				

STUDENT GROWTH GOALS

Student Growth Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

Achievement of Student Growth Goal(s)

Unsatisfactory	Basic	Proficient	Distinguished
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Critical Attributes

Does not establish student learning goal(s) Does not specify assessment(s) to monitor progress towards goal(s)	<p>Identification of subgroups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement / opportunity gaps, ELL, special education, highly capable)</p> <p>Goals may be missing one or more of the following qualities: specific, measurable and time-bound</p> <p>Goals are not based on prior available student learning</p> <p>Goals partially aligned to content standards</p> <p>Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s)</p> <p>Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.</p>	<p>Identification of subgroups uses data that identifies students not reaching full learning potential (i.e. achievement/ opportunity gaps, ELL, special education, highly capable)</p> <p>Goals are specific, measurable and time-bound</p> <p>Based on multiple sources of available data that reveal prior student learning</p> <p>Goals aligned to content standards</p> <p>Grain size of goal is appropriate for the context, instructional interval and content standard(s)</p> <p>Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area</p> <p>Identifies formative and summative measures aligned to learning targets to monitor progress towards goals</p>	<p>Proficient Attributes <i>and</i>:</p> <p>Establishes multiple two-way communication paths to collaborate with, families, students and/or other staff to establish goals specific to individual learning needs</p> <p>Students reflect on their own learning and articulate their understanding of their goals and progress toward goals</p>
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Evidence

Student Growth Criterion 6: Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle)

Achievement of Student Growth Goal(s)

Unsatisfactory	Basic	Proficient	Distinguished
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
Critical Attributes			
<p>Does not establish student learning goals</p> <p>Does not specify assessment(s) to monitor progress towards goal(s)</p>	<p>Goals may be missing one or more of the following qualities: specific, measurable and time-bound</p> <p>Goals are not based on prior available student learning</p> <p>Goals partially aligned to content standards</p> <p>Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s)</p> <p>Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.</p>	<p>Goals are specific, measurable and time-bound</p> <p>Based on multiple sources of available data that reveal prior student learning</p> <p>Goals aligned to content standards</p> <p>Grain size of goal is appropriate for the context, instructional interval and content standard(s)</p> <p>Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area</p> <p>Identifies formative and summative measures aligned to learning targets to monitor progress towards goals</p>	<p>Proficient Attributes and:</p> <p>Effort to Communicates (two-way)/ Collaborates with other staff, families and/or students to establish goals specific to whole class learning needs</p> <p>Students articulate their understanding of their goals and progress toward goals</p>

Evidence

Student Growth Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Establish Student Growth Goals, Implement, and Monitor Growth

Unsatisfactory	Basic	Proficient	Distinguished
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goals, to develop and implement common, high- quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high- quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goals, to develop and implement common, high- quality measures, and to monitor growth and achievement during the year.
Critical Attributes			

<p>Team does not establish goal(s) for student learning</p> <p>Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound</p> <p>Teacher does not communicate with team regarding team goals or plans</p> <p>Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s)</p> <p>Teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment</p>	<p>Team goal(s) or measures are established without consensus</p> <p>Team goal is missing one or more of the following qualities: specific, measurable, time-bound</p> <p>Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval or content standard(s)</p> <p>Team goal is not connected to a significant impact on student learning of content</p> <p>Teacher's communication with team is inconsistent regarding team goals and plans</p> <p>Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s)</p> <p>Teacher rarely shares reflection on instruction to achieve team goal(s)</p> <p>Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment</p>	<p>Team goal(s) and measures are decided collaboratively</p> <p>Team goal(s) are specific, measurable and time-bound</p> <p>Team goal(s) are appropriate for context, instructional interval and content standard(s)</p> <p>Team goal(s) demonstrate significant impact on student learning of content (transferable skills)</p> <p>Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring</p> <p>Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning</p> <p>Teacher engages in data-based reflection with team and adjusts practice accordingly</p> <p>Teacher implements team decisions regarding instruction and assessment</p>	<p>Team goal(s) and measures are decided collaboratively</p> <p>Team goal(s) are specific, measurable and time-bound</p> <p>Team goal(s) are appropriate for context, instructional interval and content standard(s)</p> <p>Goal(s) demonstrate significant impact on student learning of content (transferable skills)</p> <p>Teacher helps develop other team members' capacity to be effective</p> <p>Teacher regularly makes his/her practice public by sharing models and facilitating data processes</p> <p>Teacher promotes reflective analysis among team</p> <p>Teacher shares a wide range of resources to build and sustain support for team goals</p>
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Evidence

EVIDENCE COLLECTION NUMBER _____

Teacher _____ **Date** _____

School _____ **Evaluator** _____

Strengths

Areas for Growth
Next Steps
Notes

We have participated in a conversation on the above items.

Teacher signature _____

Administrator signature _____

LESSON REFLECTION

Teacher _____

Date _____

Questions for Discussion

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

If you were able to bring samples of student work, what do those samples reveal about those students' level of engagement and understanding?

Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

Did you depart from your plan? If so, how and why?

Comment on the different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources). To what extent were they effective?

If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

PLANNING CONFERENCE

Teacher _____

Date _____

Questions for Discussion

What do you want students to know, understand, and be able to do as the result of this lesson?

How and when will you know whether the students have learned what you intend?

To which part of the learning standards does this lesson relate?

How does this learning fit in the sequence of learning for this class?

Briefly describe the students in this class, including those with special needs. How will you differentiate instruction for different individuals or groups of students in the class?

How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

SUMMATIVE STUDENT GROWTH SCORE

Directions: Complete this section at the end of the instructional period.

Student Growth Criterion 3.2: Determine the level of the actual outcomes and provide evidence at the end of the instructional period for subgroups not meeting full learning potential.

Determine the level of the actual outcomes based on the goals for student learning.	<input type="checkbox"/> High evidence of learning for all/nearly students (Distinguished) <input type="checkbox"/> Clear evidence of learning for most students (Proficient) <input type="checkbox"/> Some evidence of learning for some students (Basic) <input type="checkbox"/> No evidence of learning for most students (Unsatisfactory)
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Please provide student learning data from at least two points in time as evidence of student learning (2 or more sources):

SG 3.2: Based on the evidence of student learning a rating is noted below.

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Student Growth Criterion 6.2: Determine the level of actual outcome and provide evidence at the end of the instructional period for the whole class.

Determine the level of the actual outcomes based on the goals for student learning	<input type="checkbox"/> High evidence of learning for all/nearly students (Distinguished) <input type="checkbox"/> Clear evidence of learning for most students (Proficient) <input type="checkbox"/> Some evidence of learning for some students (Basic) <input type="checkbox"/> No evidence of learning for most students (Unsatisfactory)
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Please provide student learning data from at least two points in time as evidence of student learning (2 or more sources):

SG 6.2: Based on the evidence of student learning a rating is noted below:

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Criterion SG8.1 Teacher Ratings: Based on the results of the learning goal, assessments/tasks, and targets a rating is noted below.

<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.
Critical Attributes			

<p>Team does not establish goal(s) for student learning</p> <p>Team does not specify assessments to monitor progress towards goal(s) and/or goal is neither specific or time-bound</p> <p>Teacher does not communicate with team regarding team goals or plans</p> <p>Teacher rarely shares student data, student work or suggestions for strategies to achieve team goal(s)</p> <p>Teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment</p>	<p>Team goal(s) or measures are established without consensus</p> <p>Team goal is missing one or more of the following qualities: specific, measurable, time-bound</p> <p>Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval or content standard(s)</p> <p>Team goal is not connected to a significant impact on student learning of content</p> <p>Teacher's communication with team is inconsistent regarding team goals and plans</p> <p>Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s)</p> <p>Teacher rarely shares reflection on instruction to achieve team goal(s)</p> <p>Teacher demonstrate inconsistent follow-through with team decisions regarding instruction and assessment</p>	<p>Team goal(s) and measures are decided collaboratively</p> <p>Team goal(s) are specific, measurable and time-bound</p> <p>Team goal(s) are appropriate for context, instructional interval and content standard(s)</p> <p>Team goal(s) demonstrate significant impact on student learning of content (transferable skills)</p> <p>Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring</p> <p>Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning</p> <p>Teacher engages in data-based reflection with team and adjusts practice accordingly</p> <p>Teacher implements team decisions regarding instruction and assessment</p>	<p>Team goal(s) and measures are decided collaboratively</p> <p>Team goal(s) are specific, measurable and time-bound</p> <p>Team goal(s) are appropriate for context, instructional interval and content standard(s)</p> <p>Goal(s) demonstrate significant impact on student learning of content (transferable skills)</p> <p>Teacher helps develop other team members' capacity to be effective</p> <p>Teacher regularly makes his/her practice public by sharing models and facilitating data processes</p> <p>Teacher promotes reflective analysis among team</p> <p>Teacher shares a wide range of resources to build and sustain support for team goals</p>
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Summative Worksheet 1

	Domain 1: Planning and Preparation	Evidence Collection 1	Evidence Collection 2	Other	Other	Other
1a	Demonstrating knowledge of content and pedagogy					
1b	Demonstrating knowledge of students					
1c	Setting instructional outcomes					
1d	Demonstrating knowledge of resources					
1e	Designing coherent instruction					
1f	Designing student assessments					
	Domain 2: Classroom Environment	Evidence Collection 1	Evidence Collection 2	Other	Other	Other
2a	Creating an environment of respect and rapport					
2b	Establishing a culture for learning					
2c	Manages classroom procedures					
2d	Manages student behavior					
2e	Organizes physical space					
	Domain 3: Instruction	Evidence Collection 1	Evidence Collection 2	Other	Other	Other
3a	Communicating with students					
3b	Using questioning and discussion techniques					
3c	Engaging students in learning					
3d	Using assessment in instruction					
3e	Demonstrating flexibility and responsiveness					
	Domain 4: Professional Responsibilities	Evidence Collection 1	Evidence Collection 2	Other	Other	Other
4a	Reflecting on teaching					
4b	Maintaining accurate records					
4c	Communicating with families					
4d	Participating in a professional community					
4e	Growing and developing professionally					
4f	Showing professionalism					

Summative worksheet 2

Evidence Collection

	CRITERION AND COMPONENTS	1	2	Other	Other	Other	FINAL
1	Centering instruction on high expectations for student achievement.						
	Establishing a culture for learning (2b)						
	Communicating with students (3a)						
	Engaging students in learning (3c)						
2	Demonstrating effective teaching practices						
	Using questioning and discussion techniques (3b)						
	Reflecting on teaching (4a)						
3	Recognizing individual student learning needs and developing strategies to address those needs.						
	Demonstrating knowledge of students (1b)						
	Demonstrating flexibility and responsiveness (3e)						
SG 3.1	Establish, implement and monitor student growth goals for subgroup of students						
SG 3.2	Achievement of Student Growth Goal(s)						
4	Providing clear and intentional focus on subject matter content and curriculum.						
	Demonstrating knowledge of content and pedagogy (1a)						
	Setting instructional outcomes (1c)						
	Demonstrating knowledge of resources (1d)						
	Designing coherent instruction (1e)						
5	Fostering and managing a safe, positive learning environment.						
	Creating an environment of respect and rapport (2a)						
	Manages classroom procedures (2c)						
	Manages student behavior (2d)						
	Organizes physical space (2e)						
6	Using multiple student data elements to modify instruction and improve student learning.						
	Designing student assessments (1f)						
	Using assessment in instruction (3d)						
	Maintaining accurate records (4b)						
SG 6.1	Establish, implement and monitor student growth goals for whole class of students						
SG 6.2	Achievement of Student Growth Goal(s)						
7	Communicating and collaborating with parents and the school community.						
	Communicating with families (4c)						
8	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.						
	Participating in a professional community (4d)						
	Growing and developing professionally (4e)						
	Showing professionalism (4f)						
SG 8.1	Establish student growth goals, implement, and monitor growth						

Fill-in grey boxes ONLY

Employee: _____ School Year: _____
 Building/Program: _____ Comprehensive Eval: _____
 Evaluator: _____ Focused Eval: _____
 Dates of observations: _____
 Date of final conference: _____

Criteria	Criterion Score	Score
1	Expectations: Centering instruction on high expectations for student achievement.	
2	Instruction: Demonstrating effective teaching practices	
3	Differentiation: Recognizing individual student learning needs and developing strategies to address those needs.	
4	Content Knowledge: Providing clear and intentional focus on subject matter content and curriculum.	
5	Learning Environment: Fostering and managing a safe, positive learning environment.	
6	Assessment: Using multiple student data elements to modify instruction and improve student learning.	
7	Families and Community: Communicating and collaborating with parents and school community	
8	Professional Practice: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	

Criteria	Student Growth Score	Score
3	Establish student growth goal(s) that: Recognize individual student learning needs and developing strategies to address those needs.	
	Achieve student growth goal(s) that: Recognize individual student learning needs and developing strategies to address those needs.	
6	Establish student growth goal(s) that: Use multiple student data elements to modify instruction and improve student learning.	
	Achieve student growth goal(s) that: Use multiple student data elements to modify instruction and improve student learning.	
8	Establish team student growth goal(s) that: Exhibit collaborative and collegial practices focused on improving instructional practice and student learning.	

Areas of Strength:

Areas of Growth:

Next Steps:

The employee and administrator have conferred on the type of evaluation to be used for the following school year and agree to use:

Comprehensive: _____ Focused: _____

Summative Score:

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Teacher: _____ Administrator: _____ Date: _____

Summative Worksheet 1

Domain 1: Planning and Preparation		Evidence Collection 1	Evidence Collection 2	Other	Other	Other
1a	Demonstrating knowledge of content and pedagogy					
1b	Demonstrating knowledge of students					
1c	Setting instructional outcomes					
1d	Demonstrating knowledge of resources					
1e	Designing coherent instruction					
1f	Designing student assessments					
Domain 2: Classroom Environment		Evidence Collection 1	Evidence Collection 2	Other	Other	Other
2a	Creating an environment of respect and rapport					
2b	Establishing a culture for learning					
2c	Manages classroom procedures					
2d	Manages student behavior					
2e	Organizes physical space					
Domain 3: Instruction		Evidence Collection 1	Evidence Collection 2	Other	Other	Other
3a	Communicating with students					
3b	Using questioning and discussion techniques					
3c	Engaging students in learning					
3d	Using assessment in instruction					
3e	Demonstrating flexibility and responsiveness					
Domain 4: Professional Responsibilities		Evidence Collection 1	Evidence Collection 2	Other	Other	Other
4a	Reflecting on teaching					
4b	Maintaining accurate records					
4c	Communicating with families					
4d	Participating in a professional community					
4e	Growing and developing professionally					
4f	Showing professionalism					

Summative worksheet 2

Evidence Collection

CRITERION AND COMPONENTS		1	2	Other	Other	Other	FINAL
1	Centering instruction on high expectations for student achievement.						
	Establishing a culture for learning (2b)						
	Communicating with students (3a)						
	Engaging students in learning (3c)						
2	Demonstrating effective teaching practices						
	Using questioning and discussion techniques (3b)						
	Reflecting on teaching (4a)						
3	Recognizing individual student learning needs and developing strategies to address those needs.						
	Demonstrating knowledge of students (1b)						
	Demonstrating flexibility and responsiveness (3e)						
SG 3.1	Establish, implement and monitor student growth goals for subgroup of students						
SG 3.2	Achievement of Student Growth Goal(s)						
4	Providing clear and intentional focus on subject matter content and curriculum.						
	Demonstrating knowledge of content and pedagogy (1a)						
	Setting instructional outcomes (1c)						
	Demonstrating knowledge of resources (1d)						
	Designing coherent instruction (1e)						
5	Fostering and managing a safe, positive learning environment.						
	Creating an environment of respect and rapport (2a)						
	Manages classroom procedures (2c)						
	Manages student behavior (2d)						
	Organizes physical space (2e)						
6	Using multiple student data elements to modify instruction and improve student learning.						
	Designing student assessments (1f)						
	Using assessment in instruction (3d)						
	Maintaining accurate records (4b)						
SG 6.1	Establish, implement and monitor student growth goals for whole class of students						
SG 6.2	Achievement of Student Growth Goal(s)						
7	Communicating and collaborating with parents and the school community.						
	Communicating with families (4c)						
8	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.						
	Participating in a professional community (4d)						
	Growing and developing professionally (4e)						
	Showing professionalism (4f)						
SG 8.1	Establish student growth goals, implement, and monitor growth						

Fill-in grey boxes ONLY

Employee: _____ School Year: _____
 Building/Program: _____ Comprehensive Eval: _____
 Evaluator: _____ Focused Eval: _____
 Dates of observations: _____
 Date of final conference: _____

Criteria	Criterion Score	Score
1	Expectations: Centering Instruction on high expectations for student achievement.	
2	Instruction: Demonstrating effective teaching practices	
3	Differentiation: Recognizing individual student learning needs and developing strategies to address those needs.	
4	Content Knowledge: Providing clear and intentional focus on subject matter content and curriculum.	
5	Learning Environment: Fostering and managing a safe, positive learning environment.	
6	Assessment: Using multiple student data elements to modify instruction and improve student learning.	
7	Families and Community: Communicating and collaborating with parents and school community	
8	Professional Practice: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
Criteria	Student Growth Score	Score
3	Establish student growth goal(s) that: Recognize individual student learning needs and developing strategies to address those needs.	
	Achieve student growth goal(s) that: Recognize individual student learning needs and developing strategies to address those needs.	
6	Establish student growth goal(s) that: Use multiple student data elements to modify instruction and improve student learning.	
	Achieve student growth goal(s) that: Use multiple student data elements to modify instruction and improve student learning.	
8	Establish team student growth goal(s) that: Exhibit collaborative and collegial practices focused on improving instructional practice and student learning.	

Areas of Strength: _____

Areas of Growth: _____

Next Steps: _____

The employee and administrator have conferred on the type of evaluation to be used for the following school year and agree to use:

Comprehensive: _____ Focused: _____
 Student Growth
 Criterion score: _____ impact rating: _____ Summative Score:

Criterion Score 29-32	PROFICIENT	DISTINGUISHED
Criterion Score 22-28	PROFICIENT	PROFICIENT
Criterion Score 15-21	BASIC	BASIC
Criterion Score 8-14	UNSATISFACTORY Plan of Improvement	
	Student Growth 5-12	Student Growth 13-17
		Student Growth 18-20

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Teacher: _____ Administrator: _____ Date: _____