

USD #220 – ASHLAND-ENGLWOOD PUBLIC SCHOOLS

**2017-2018
NEGOTIATED AGREEMENT**



**USD #220 BOARD OF EDUCATION
&
ASHLAND EDUCATOR'S ASSOCIATION**

Approved by the USD 220 Board of Education on 8.14.17

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**ARTICLE I
DEFINITIONS**

ADMINISTRATION: Any employee so designated by the Board of Education as employed in an administrative capacity.

ASSOCIATION: The Ashland Educators Association, affiliated with the Kansas National Education Association and the National Education Association.

BOARD: The Board of Education of Unified School District #220, Ashland, Kansas.

SUPERINTENDENT: Superintendent of Schools of Unified School District #220. **DISTRICT:**

Unified School District #220

DAYS: Except when otherwise indicated, days shall mean calendar days.

KNEA: Kansas National Education Association.

NEA: National Education Association.

EMPLOYEE: The terms “employee” and “teacher” may be used interchangeably but shall mean the same.

TEACHER: All “professional employees” (except administrators) employed in a position requiring certificate issued by the State Board of Education.

EXTENDED DAY CONTRACTS: Extra contract days assigned by the Board in addition to the base contract year of 166 days.

DAILY RATE: Contract salary divided by number of days on contract.

**ARTICLE II
GENERAL PROVISIONS**

SECTION A - RECOGNITION CLAUSE

The Board of Education in its regular meeting on Monday, December 10, 1984, officially recognized the Ashland Educators Association, for the purposes of professional negotiations under K.S.A. 72-5413, as the exclusive representative for the teacher's unit of the professional employees.

The bargaining unit shall be defined as those employees of the Board of Education in positions which require a certificate issued by the State Board of Education, but shall not mean any such person who is an administrative employee.

SECTION B - SAVING CLAUSE

If any provision of this agreement or an application of this agreement to any employee or group of employees is held to be contrary to law, such provision or application shall not be deemed valid or substituting, except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

SECTION C - RATIFIED AGREEMENT DISTRIBUTION

Once the agreement has been ratified by both parties, it will be typed in final form by the Board. Both parties will proofread the final typed copy and will attest to its accuracy by signature of the appropriate representatives for both parties.

A copy will be posted on the USD 220 website and upon request will be provided to staff members. Any additional copies requested by and supplied to the Association will be at the expense of the Association.

**ARTICLE III
SALARIES AND WAGES**

SECTION A - SALARY SCHEDULE

STEP	BA	BA+15	BA+30	MA	MA+15	MA+30
1	36350	37250	38150	39050	39950	40850
2	37050	37950	38850	39750	40650	41550
3	37750	38650	39550	40450	41350	42250
4	38450	39350	40250	41150	42050	42950
5	39150	40050	40950	41850	42750	43650
6	39850	40750	41650	42550	43450	44350
7	40550	41450	42350	43250	44150	45050
8	41250	42150	43050	43950	44850	45750
9	41950	42850	43750	44650	45550	46450
10	42650	43550	44450	45350	46250	47150
11		44250	45150	46050	46950	47850
12		44950	45850	46750	47650	48550
13		45650	46550	47450	48350	49250
14			47250	48150	49050	49950
15			47950	48850	49750	50650
16				49550	50450	51350
17				50250	51150	52050
18					51850	52750
19					52550	53450
20						54150
21						54850

SECTION B - SUPPLEMENTAL POSITIONS

17-18 Supplemental Schedule			
Position	Base Pay	Position	Base Pay
Head HS FB	\$3,850.00	Freshman Sponsor	\$700.00
Asst HS FB	\$2,450.00	Sophomore Sponsor	\$700.00
Asst HS FB	\$2,450.00	Junior Sponsor	\$1,050.00
Head HS Volleyball	\$3,850.00	Senior Sponsor	\$1,050.00
Asst HS Volleyball	\$2,450.00	Head Forensics Coach	\$1,750.00
Head HS BBB	\$3,850.00	HS Scholars Bowl	\$1,750.00
Head HS GBB	\$3,850.00	ES Math Coach	\$500.00
Asst HS BBB	\$2,450.00	JH Math Coach	\$500.00
Asst HS GBB	\$2,450.00	Student Council	\$1,400.00
Head HS Track	\$3,850.00	Annual	\$1,000.00
Asst HS Track	\$2,450.00	Pep Band	\$3,850.00
HS Girls Tennis	\$3,850.00	School Play	\$2,450.00
Asst Tennis	\$2,450.00	JH Scholars Bowl	\$1,400.00
Head HS Golf	\$3,850.00	Library Supplemental	\$3,150.00
Asst HS Golf	\$2,450.00	National Honor Society	\$1,400.00
HS Cheerleader Sponsor	\$2,450.00		\$98,250
Asst Cheerleader Sponsor	\$1,050.00		
Summer Weight Lifting	\$2,100.00	District Leadership Team	
Fall Weight Lifting	\$700.00	Elementary	\$1,000
Spring Weight Lifting	\$700.00	Elementary	\$1,000
Head JH FB	\$2,450.00	Jr. High (7-8)	\$1,000
Asst JH FB	\$1,400.00	Sr. High (9-12)	\$1,000
Asst JH FB	\$1,400.00	Student Service Support	\$1,000
JH Volleyball	\$2,450.00		\$5,000.00
Asst JH Volleyball	\$1,400.00		
Head JH BBB	\$2,450.00		
Head JH GBB	\$2,450.00		
Asst JH GBB	\$1,400.00		
Asst JH BBB	\$1,400.00		
Head JH Track	\$2,450.00		
Asst JH Track	\$1,400.00		
JH Cheerleader Sponsor	\$1,050.00		
8th Grade Sponsor	\$700.00		
7th Grade Sponsor	\$700.00		

- The above stipends were established as the Base Rate beginning in 2016-2017.
- Coaches and Sponsors will receive a \$25 increase to the base rate for each year of consecutive coaching and/or sponsorship, previous experience may also be counted.
- All supplemental positions are non-tenure positions and must be reappointed annually.

SECTION C - PAY FOR COLLEGE CREDIT

The Board of Education will reimburse \$120.00 per semester hour for college credit completed by teachers while under contract. Teachers attending school under federal grants do not qualify for this payment. To qualify for the \$120.00 per credit hour, the class must be toward a master's degree, certification in a second teaching area, ESL certification, or relicensure. For each 6 credit hours the district reimburses, the teacher will commit to one additional year of teaching for USD 220. If the teacher leaves prior to the commitment being fulfilled, he/she will be responsible to reimburse USD 220 the cost of 6 credit hours for each year not fulfilled.

Teachers new to the district will not receive reimbursement for hours of college credit taken prior to the employment date of said teacher's contract. It is further understood that the semester in which a teacher terminates his/her employment in the district, he/she will not receive reimbursement for hours of college credit taken during his/her last semester of employment.

Intent for reimbursement of college coursework must be submitted by, December 1st (Fall); May 1st (Spring); and July 1st (Summer).

Upon completion of classes, teachers should provide transcripts and proof of payment for reimbursement.

SECTION D - SECTION 125 PLAN

The Board of Education has established a Section 125 Cafeteria Salary Plan whereby each eligible professional employee has the right to reduce his/her compensation in the amount necessary to purchase from those nontaxable benefits contained in the plan and selected by the employee.

To strengthen the district's health insurance plan, any new full time employee contracted for the 2003-04 school year or any year thereafter must apply the fringe benefit (\$3,400 for the 2014-15 school year) to the districts health insurance plan. Any full-time district employee who is currently on the district health insurance plan for the 2014-15 school year or selects the district health insurance plan any year thereafter must apply the full fringe benefit toward the district health insurance plan or lose it. If additional money is added by the board to this fringe benefit, it can only be applied toward the district health insurance plan. If the monthly fringe benefit amount is larger than the district health insurance premium, the employee may apply the excess amount to other options in our Section 125 plan.

**ARTICLE IV
HOURS AND AMOUNT OF WORK**

SECTION A - SCHOOL DAY FOR TEACHERS

The school day for teachers shall begin at 7:30 a.m. and end at 4:15 p.m. It should be understood that teachers' meetings or other special assignments might prevent teachers from leaving at the before mentioned time. On the last day prior to a holiday, teachers may leave as soon as school closes, unless a special assignment would prevent such a departure.

SECTION B - FACULTY MEETINGS

Faculty meetings will be scheduled as the need for them arises. They will be held at the discretion of the building principals.

SECTION C - PERIOD OF EMPLOYMENT

The contract for employment of teacher shall be 166 days.

CALENDAR DEVELOPMENT:

Administration will seek input from the teaching staff when developing the annual district calendar. In doing so, one representative from each building (Elementary and Secondary) will meet to review proposals for adoption.

The annual calendar shall include the following designated days:

- Inservice Days (1-8)
- Self-Directed Inservice (1) *
- Parent-Teacher Conference (2) *
- Work Days (3) *

*Minimum days per calendar year.

If USD 220 returns to a five-day week, period of employment will be 183 days, 7:45 a.m. to 3:55 p.m.

PLANNING PERIOD:

- Middle and High School teachers shall have one normal instructional period each day as preparation time or a cumulative plan time each week that would be equal to 160 minutes per four (4) day week, 200 minutes per five (5) day week, notwithstanding schedule changes and/or emergency situations.
- Elementary teachers shall have a block of time each day for accumulative amount of time that is no less than 160 minutes per four (4) day week, 200 minutes per five (5) day week, notwithstanding schedule changes and/or emergency situations.

DUTY-FREE LUNCH:

All professional teachers shall have a duty-free lunch for a period of not less than twenty-five (25) minutes each day, notwithstanding schedule changes and/or emergency situations.

SECTION D - CERTIFICATION

All professional employees must hold a certificate issued by the Kansas State Board of Education qualifying them for the position they hold. No salaries can be allowed for persons whose certificate are not issued and kept in force. It is the responsibility of the certified employee to see that the proper certificate is issued and renewed. Certificates must be registered with the superintendent of schools prior to the opening of school, as well as an up-to-date transcript and health certificate.

All teachers must file a loyalty oath with the superintendent as required by the State of Kansas.

SECTION E - TEACHING IN TWO DISTRICTS

The USD 220 administration and school board will have the flexibility to develop a contract with a teacher to teach in two districts. The contracted amount may be greater than a contract to teach in a single district

SECTION F - ESL STIPEND

The Board of Education will pay a one-time stipend of \$1,000 to those teachers who complete their ESL endorsement while employed with USD 220. This agreement is contingent upon the adequate funding of ESL state monies to sufficiently cover the payment of these stipends.

**ARTICLE V
LEAVE**

SECTION A - SICK, PERSONAL, AND PROFESSIONAL LEAVE

SICK LEAVE: Teachers will receive ten (10) days sick leave per year. Sick leave days can be cumulative to ninety days.

Sick leave and/or accumulated sick leave may be used for absences caused by illness or injury or the employee, and/or the employees immediate family. Immediate family is defined as mother, father, child, or sibling of the teacher or the teacher's spouse.

After any health issue exceeding ten (10) days, the employee must produce a written physician's statement stating the reasons additional days are required.

PERSONAL LEAVE: Teachers are also granted two (2) personal leave per year. Personal leave must be approved by the administration and can be used for personal matters that cannot be taken care of at any time other than school contracted time.

1. Personal leave must be approved in writing by the building administration at least twenty-four (24) hours in advance. In case of extreme emergency, the building administration may waive prior notification. In the event a request for personal leave is denied, notice will be given to the teacher promptly.
2. Certified staff may carry over one (1) personal day each year. The maximum number of personal leave days available in any year shall not exceed three (3) days.
3. Personal leave may not be taken during the final two (2) weeks of school without administrative approval.
4. Personal leave cannot be taken the day before a vacation begins, nor on the day after a vacation period ends without administrative approval.
5. Personal leave cannot be taken on days school is held to make up days lost because of inclement weather without administrative approval.

If a staff member can get another staff member to cover for them when gone for no more than one hour they will not be charged a half day of leave. The staff member is responsible for making arrangements with the other staff member for coverage with the approval of the principal. The covering staff member will not receive extra duty pay (there cannot be two classes combined to cover for another teacher).

In the event that a teacher may find it necessary to be absent for reason to which the boards sick leave, professional leave, or personal leave provisions do not apply, a day's pay will be deducted from the teacher's salary. A day's pay will be based on contract amount divided by 166 days.

Unused sick leave or personal leave will not be paid for by the district when a teacher leaves the district or retires.

The Board of Education, at the discretion of the administration, will allow a teacher a reasonable amount of time to attend funerals.

PROFESSIONAL LEAVE: Professional leave must be approved by the administration and used for attending professional workshops, conferences, conventions or similar meeting. If the school district requests the teacher to attend any professional meetings, it will not be charged to their professional days.

UNIFIED SCHOOL DISTRICT NO. 220
ASHLAND, KS

LEAVE REQUEST

DATE _____

REQUEST FOR: (CHECK ONE)

_____ PERSONAL LEAVE

_____ VACATION LEAVE

_____ SICK LEAVE

_____ LEAVE WITHOUT PAY

_____ PROFESSIONAL LEAVE

_____ OTHER (SPECIFY)

I request leave for the following date(s):

DATE

REASON

_____	_____
_____	_____
_____	_____
_____	_____

EMPLOYEE'S SIGNATURE

APPROVED: _____
PRINCIPAL

SUPERINTENDENT

NOT APPROVED: _____
PRINCIPAL

SUPERINTENDENT

SECTION B - FAMILY MEDICAL LEAVE

USD 220 employees shall be provided family and medical leave as approved by the Board and required by current federal law and regulations.

Family and medical leave as required by federal law shall be granted for a period of not more than 12 weeks during a 12-month period. For purposes of the policy, a 12-month period shall be defined as the previous 12 months of employment. Spouses employed by USD 220 may only take and aggregate of 12 weeks of leave for a birth or adoption of a child or to care for a child with a serious health condition.

Leave is available because of: (1) the birth of a son or daughter of the employee and to care for the son or daughter; (2) the placement of a son or daughter with the employee for adoption or foster care; (3) the need to care for a spouse, son, daughter or parent of the employee because of a serious health condition; or (4) a serious health condition of the employee that prevents the employee from performing the job functions. (Leave for reason 1 or 2 must be taken within 12 months of birth or placement.)

The leave shall normally be unpaid leave. However, if the employee has any paid vacation, personal, sick or disability leave that is available for use because of the reason for the leave, the paid leave shall be used first and counted toward the annual family and medical leave. The superintendent will notify the employee prior to or during the leave period that the leave has been designated as paid family and medical leave.

The employee is eligible for family and medical leave upon completion of 12 months of service with USD 220 and employed at least 1250 hours (contracted full time teachers are automatically considered working 1250 hours) during the preceding year.

During the period of any unpaid family and medical leave the board shall continue to pay the employer's share of the cost of group health benefits in the same manner as paid immediately prior to the leave. Any employee portion of the cost shall be paid by the employee to the clerk of the board on the payroll date or other time as the employee and superintendent may agree. The board may terminate group health insurance coverage if the employee payment is not received within 30 days of the due date.

When leave is foreseeable, the employee shall give written notice 30 days in advance. If leave is not foreseeable, notice will be given as soon as practicable.

Upon the employee providing notice of need for leave, the employer will notify the employee of:

- a. The reasons that leave will count as family and medical leave;
- b. Any requirement for medical certification;
- c. Employer requirement of substituting paid leave;
- d. Requirements for premium payments for health benefits and employee responsibility for repayment if employer pays employee share;
- e. Right to be restored to same or equivalent job; and
- f. Any employer-required fitness-for-duty certification.

Family leave (reasons 1 or 2) may not be used intermittently or on a part-time basis without the prior approval of the superintendent.

The superintendent may require an instructional employee to continue leave until the end of a semester if the leave begins more than five (5) weeks before the end of a semester, leaves more than three (3) weeks and the return would occur during the last three (3) weeks of the semester.

If the leave is for a reason other than the employee's serious health conditions, the superintendent may require an instructional employee to continue leave until the end of a semester, if:

1. The leave begins in the last five (5) weeks of a semester, will last more than two (2) weeks and the return to work would occur in the last two (2) weeks of a semester, or
2. The leave begins in the last three (3) weeks of a semester, and lasts more than five (5) days.

SECTION C - SICK LEAVE BANK

Purpose: The purpose of the emergency sick leave bank is to provide an employee who has exhausted their own number of leave days due to an extended illness or injury with additional sick leave days from a pool of leave days (the Bank) made possible by voluntary contributions of sick leave days from other participating employees.

Eligibility: Any certified person employed by the District in a half time position or more may become a member of the Bank for the contract year.

[See appendix "A" for sick leave bank documents]

ARTICLE VI GRIEVANCE PROCEDURE

SECTION A - RESOLVING GRIEVANCES

Every school system has grievances. If allowed to go unresolved, they have a damaging effect on teaching efficiency. They normally arise from misunderstanding rather than from bad intention. A good procedure for resolving them is of extreme value to the school system and to the community it serves.

Definitions:

1. A “grievance” is a complaint by a teacher based on an alleged violation, misinterpretation or misapplication by the school system of a negotiated contract or agreement, a board policy, administrative regulations, or practices affecting conditions of employment.
2. The term “teacher” is the person affected by a grievance.
3. An “aggrieved person” shall mean the person making the complaint.
4. The term “association” shall mean the local teachers organization affiliated with Kansas NEA.
5. The term “days,” except when otherwise indicated, shall mean working school days.

Level One – Building Administrator

Level Two – Superintendent

Level Three – Board of Education

Level One

Only one issue/complaint may be included in each grievance. The aggrieved person may request an informal conference with the building principal. This request must be made within five days of occurrence of the alleged grievance. At his/her conference the aggrieved person and the principal shall seek to resolve the matter informally. In the event the matter is not resolved at this meeting, the aggrieved person may file a statement to document the event, at which time a copy of the written statement may be presented to the chairman of the association's Professional Rights and Responsibilities (P.R.R.) committee. If the written statement is not presented by the aggrieved person within five (5) days after it's being requested, the matter is closed. If the written request is presented, the principal shall, within five (5) days, schedule a second conference with the aggrieved person. At this point, if the aggrieved person is not satisfied, he/she may proceed to level two.

Level Two

The aggrieved person shall file a written statement, with the assistance of the P.R.R. committee chairman, to the superintendent within ten (10) days of the close of level one. The superintendent shall have five (5) days following receipt of the written statement of grievance to investigate the matter and to schedule a conference with the aggrieved person. The superintendent shall have the right to request the record of the actions taken during level one. The confidentiality of cause, what is said and done, (those items pertinent to the investigation and resolution of the grievance) will no longer be maintained. If the aggrieved person is not satisfied with the outcome of the actions taken and decisions arrived at in levels one and two, he/she may choose any or all of the alternatives termed level three.

Level Three

1. Request a hearing with the Board of Education. Such a hearing must be granted and scheduled within thirty (30) days following the date of the request. At this hearing the decision of the Board of Education will represent the final position of the school district.
2. The aggrieved person may resign his/her position. Such resignation shall be accepted by the Board of Education according to early resignation clause of Board Policy Article IV, Section IX (d).
3. The aggrieved person may, if so inclined, seek redress in a court of law.

Rights of Teachers - No reprisals of any kind will be taken by the Board of Education against any participant in the grievance procedure by reason of such participation.

If grievant is not satisfied by disposition at Level One, the complaint may then be filed at Level Two. If not satisfied at Level Two, the complaint then may be filed at Level Three and the Board of Education's decision will be final.

UNIFIED SCHOOL DISTRICT NO. 220 ADA
GRIEVANCE REPORT FORM

Procedure (1) (2) (3) Date _____
Filed _____
Circle one to indicate level of grievance

Name of Grievant _____ Building _____ Assignment _____

A. Reason for Grievance: _____

B. Statement of Grievant claim:

C. Relief Desired:

Signature _____ Date _____

Received _____ Date _____

E. Disposition by the appropriate administrator:

Signature _____
Date _____

SECTION B - SEXUAL HARASSMENT

Any person who believes he or she has been subjected to sexual harassment should follow the following procedures. Regardless of the means selected for resolving the problem, the initiation of a complaint of sexual harassment will not cause any reflection on the complainant nor will it affect his or her employment, compensation or work assignments. The initiation of a complaint shall not adversely affect the job security or status of an employee until a finding of fact determines that that person acted improperly. Strict confidentiality shall be maintained at all levels of the complaint procedure.

Level One

An aggrieved person may directly inform the person engaging in the sexual harassing conduct that such conduct is offensive and request it be discontinued.

Level Two

If the aggrieved person does not wish to communicate directly with the alleged harasser, or if the direct communication and request has proven ineffective, the employee should contact the immediate supervisor of the alleged harasser and request an informal conference be held.

An informal conference would be held within five (5) working days of the date the conference is requested.

The purpose of the informal conference would be to investigate and understand the facts and issues in order to create a climate which will lead to a solution.

In the event that the aggrieved person does not wish to communicate directly with the alleged harasser, the aggrieved person's immediate supervisor may act as a liaison with the various parties involved.

If the aggrieved person's alleged harasser and immediate supervisor are one in the same, the person to be contacted in Level Two would be the alleged harasser's supervisor.

The supervisor convening conferences shall maintain a written record of such meetings.

That written record shall be available to all parties involved.

Level Three

In the event that either party involved in the complaint is not satisfied with the results of the informal conference, a written request for a hearing may be filed with the chairperson of the grievance committee. This request shall include names of persons involved, as well as reason for the complaint. A copy of this request shall be sent to the superintendent of schools who shall convene a meeting of the grievance committee within eight working days.

The grievance committee shall consist of one (1) building level administrator, three (3) non-administrative certified employees, and one (1) classified employee.

The membership of this committee shall be designated by the board in July of each year.

The committee shall select its chairperson for the year. The superintendent shall notify all employees annually of the names of the committee members and their chairperson.

The superintendent or the Board of Education may alter the membership of the committee for specific hearings if that would appear necessary to insure a fair hearing. If a member of the committee is the subject of the grievance, or the grievant, he or she shall not hear the grievance, and another person from the same group will be substituted.

Level Four

The grievance committee shall conduct an investigation of the sexual harassment case and will make a written record of its findings to the superintendent of schools within five (5) working days of its first meeting. A copy of this report shall be made available to the superintendent, the alleged harasser, and the aggrieved person.

If the superintendent is the alleged harasser, the committee's report shall go directly to the board.

Use ADA Grievance form listed above.

ARTICLE VII TEACHER EVALUATION

SECTION A - EVALUATION

The Board of Education of USD 220 Ashland – Englewood, in regular session, hereby adopts the policy statement of the following pages entitled Philosophy, Objectives, Teacher Evaluations, Principal/Teacher Conference, Plan of Assistance, Handling of Evaluation Sheets and The Superintendent’s & Principal’s Evaluation Sheet as the evaluation policy of USD 220, in compliance with K.S.A. 72-9001, et seq. “Teacher Evaluation Act.”

The provisions of the policy were cooperatively developed by administrators, teaching staff and the Board of Education.

This policy was filed with the Kansas State Department of Education on the 15th day of January 1974. Any revision will be promptly filed with the Kansas State Department of Education.

SECTION B - EVALUATION PHILOSOPHY

We believe evaluation is a cooperative process where in the individual being evaluated and the one responsible for making the assessment feels a joint responsibility for all performance areas. They should work together, especially in those areas needing improvement, to achieve prescribed goals.

We believe performance improvement is not accidental, but is the result of a deliberate effort to achieve it.

We believe evaluation is a means—not an end in itself and that it should motivate the individual and initiate help from administrators and supervisors so that qualitative performance may occur.

We believe there should be performance guidelines or standards which staff members may use in self-evaluation and which evaluator’s may employ as they assist those whom they are evaluating.

We believe the individual being evaluated should have an appraisal conference, should see and be given a copy of his/her evaluation records and should feel free and unthreatened to dissent from the evaluator’s judgments.

SECTION C - EVALUATION OBJECTIVES

1. Clarify the performance expectations of the individual, i.e., make duties and responsibilities clear.
2. Bring about a closer working relationship between the appraised and the evaluator.
3. Make evaluation relevant to on-going job performance.
4. Establish “ground rules” or plans for both the appraised and evaluator to follow up on achievement.
5. Encourage teachers to constantly self-evaluate their teaching effectiveness as delineated in the evaluation criteria.

6. Assess results of job performance by means of both self-appraisal and evaluation by the evaluator, i.e., make it a cooperative process.
7. Provide an opportunity for teachers and administrators to conduct meaningful appraisal conferences directed toward improving performance.
8. Establish appropriate ways for follow-up in areas needing further improvement by the development of a plan of assistance.
9. Keep evaluation a dynamic process; assess its effectiveness periodically; revise it as necessary.

SECTION D - EVALUATION FORMAT

The primary purpose and role of evaluation is to strengthen and improve the educational program of the district by assisting the individual teacher to become more effective.

1. Self-Evaluation/Teacher Evaluation:
 - a. Self-evaluation is to be considered an integral and important part of the total evaluation program. Prior to formal evaluation and conferences, teachers are expected to thoughtfully and carefully evaluate themselves on the district's adopted evaluation criteria.
 - b. This self-evaluation is to serve as a portion of the basis for the formal evaluation conference. It is to be turned in to the principal and does become a part of the teacher's file.
 - c. The principal should ascertain that the teacher has conscientiously endeavored to objectively and forthrightly self-evaluate his/her own teaching performance recognizing his/her strengths and unique capabilities as well as the area in which improvement should and can be achieved.
2. Working with the Teacher:

The principal, as well as other supervising personnel, has the responsibility for constantly and constructively working with the teacher to assist him/her in improving job performance.
3. Appraising Results of Performance:

Appraisal of performance will be incorporated into and be an important part of the overall teacher evaluation procedure.
4. Probation or Need of Major Improvement
If the staff member is in need of improvement or on probation the principal and staff member shall work up a plan of assistance

SECTION E - EVALUATION SCHEDULING

1. In compliance with K.S.A. 72-9003, every employee in the first two consecutive school years of employment shall be evaluated at least one time per semester. Any employee who is not employed for the entire semester shall not be required to be evaluated. During the third and fourth year of employment, every employee shall be evaluated at least one time each school year by not later than February 15. After the fourth year of employment, every employee shall be evaluated at least once in every three years not later than February 15th of the school year in which the employee is evaluated.
2. Experienced teachers in their 4th year will be evaluated at least once by February 15th. Additional evaluation conferences shall be scheduled as needed in order to provide intensive and maximum assistance in strengthening and improving the teacher's performance. Teachers, 5th year plus, shall have one evaluation every three years by February 15th.
3. In addition to the formalized procedures it is the philosophy and expectation that frequent conferences of a more informal nature will take place concerning improving the quality of teaching performance. These conferences may result from a variety of circumstances such as (1) observation by the principal in the routine performance of his/her duties of any aspects of job performance in need of immediate improvements; (2) concerns expressed by the teacher concerning any problem area or areas in which the teacher feels the need for assistance in order to improve teaching performance.
4. Teacher placed on probation or having difficulties shall have a minimum of three formal evaluations with written conference reports during the school year with the third conference completed prior to March 15th. A plan of assistance shall be written up by the building principal with input from the staff member.
5. The number of evaluations as stated in Paragraph 1 is minimum. Either the employee or the administration has the right to request more frequent evaluations.

SECTION F - THE HANDLING OF EVALUATION SHEETS

1. Evaluation conference sheets must be signed by the principal and the teacher acknowledging a conference was held, verifying the teacher and principal have discussed the evaluation thoroughly.
2. In the event the teacher feels the evaluation by the principal is inaccurate, unfair, or incomplete, the teacher may respond or request a review of the evaluation by the superintendent of schools. It will then become the responsibility of the superintendent to review all aspects of the evaluation and the teaching performance of the teacher in order that objectivity and fairness to all parties be achieved. Signed copies of the teacher's evaluation shall be filed in the teacher's file in the principal's office and in the teacher's file in the superintendent's office. A signed copy is also to be given to the teacher.
3. The teacher's file in the principal's office and in the superintendent's office shall be open to the inspection of the teacher at all times except for credentials and related papers from teacher placement bureaus which by their own regulations are labeled as confidential. The board of education, in legal session, shall have the option to review any evaluation report when the superintendent and the principal are present.

Except by order of a court of competent jurisdiction, evaluation documents and responses thereto shall be available only to the evaluated employee, the board, the appropriate administrative staff members designated by the board, the school board attorney upon request of the board, the state board of education as provided in K.S.A. 72-7515, the board and the administrative staff of any school to which such employee applies for employment, and other persons specified by the employee in writing to his or her board in accordance with state statute, K.S.A. 72-900.

4. All evaluation documents will be filed for a minimum of three years.
5. The teacher has the privilege to appear before the board, principal, and superintendent at the teachers request to review the evaluation.
6. If the employee does not agree with the evaluation, he/she has two weeks to respond in writing to the evaluator.

[See appendix "B" for evaluation documents]

SECTION G - PLAN OF ASSISTANCE FOR IMPROVING PERFORMANCE

1. Background Information
 - a. Teachers Name
 - b. School and/or Department
 - c. Teaching Assignment
 - d. Teaching Background
 - e. Teaching Experience
2. Statement of Deficiency

This section should include direct reference to evaluation instrument specifying area(s) of performance as unsatisfactory.
3. General Statement for Plan of Assistance
 - a. The purpose of the plan
 - b. The role of the administrator
 - c. The directive that the Plan of Assistance is to be followed
 - d. What action will occur if desired improvements are not achieved or directive satisfactorily met.
4. Program to Be Followed
 - a. A very specific statement as to what is expected of the teacher (a tie to each area of performance rated unsatisfactory on the evaluation instrument)
 - b. A series of reasonable activities and time lines for each area of unsatisfactory performance
 - c. What assistance will be offered by the administrator and other resources (do not include fellow teachers unless they are willing)
5. Monitoring System
 - a. The schedule of conferences and observations to determine progress (each conference and observation must be followed by a written report or summary with a copy provided to the teacher)
 - b. The method of altering or adjusting program
 - c. A specific time for final assessment of program
6. Final Evaluation

This section should include a final assessment of the satisfactory or unsatisfactory achievement of the program.
7. Recommendation

This section should include the principal's recommendation regarding the future status of the teacher to be forwarded to the superintendent's office.
8. Signature Section

This section should include the following statement: Signatures below signify only receipt and delivery of this memorandum.
9. Copy Distribution
 1. Personnel File
 2. Any resource personnel mentioned in the plan

**ARTICLE VIII
RESIGNATIONS**

SECTION A - RE-EMPLOYMENT DATES FOR TEACHERS

Teacher contracts will be renewed according to the continuing contract law.

Contracts will be discussed and will be offered to those teachers who are to be re- employed for the following school year. If there is a teacher who is not to be offered a contract, such information and intention will, as far as possible, be conveyed to that teacher prior to this time. However, in any case, the board will finally be governed by the state continuing contract law.

SECTION B - TERMS OF CONTINUED EMPLOYMENT AND FAIR DISMISSAL OF TEACHER

1. A “teacher” shall include teacher, principals, superintendent, and other certified employees. All contracts of employment of teachers shall be deemed to continue for the next succeeding school year unless written notice of intention to terminate the contract be served by the board on any teacher on or before the 3rd (third) Friday of May or the teacher shall give written notice to the board on or before the 14th day following the third Friday of May that the teacher does not desire continuation of contract. The terms of the contract may be changed at any time by mutual consent of the teacher and the board of education. All contracts shall be binding on both the teacher and the board until the teacher has been legally discharged or released by the board from his/her contract.
2. Fair Dismissal of Teacher: Upon recommendation of the superintendent, the board of education may dismiss any teacher at any time for violation of contract, immorality, flagrant neglect of duty, or if a teacher’s certificate expires or is cancelled. Any teacher who is to be discharged from service in the schools may ask for and receive a hearing with the board of education relative to his/her discharge.
3. Least Senior personnel will be first to be considered for staff reduction in the grade or subject area being reduced. The school board and administration will determine reduction of personnel. Any reductions must follow state law.
4. Request for release from contract or resignation after the 14th day following the third Friday of May, the following schedule of liquidation damages shall be paid to the school by the teacher or authorized by the teacher to be withheld from summer pay checks; the 14th day following the third Friday of May through June 15 - \$1000.00, June 16 through June 30 - \$2000.00, July 1st and after - \$3000. Release from contract or acceptance of resignation will be considered by the board only if accompanied by liquidation damages as outlined above. This regulation may be waived by the board if in the board’s judgment the best interests of the school will be served.
5. Request for release from contract could result in the board asking the State Board of Education to pick up the certificate of the teacher.

**ARTICLE IX
RETIREMENT**

SECTION A - RETIREMENT AGE

The board of education encourages school employees to retire at the end of the school year in which they attain age 65, to coincide with the maximum retirement benefits established under K.S.A 74-4914 and the social security administration.

The board will actively engage in a deferred compensation plan with individual employees in accordance with K.S.A. 72-5395, if deemed by the board to be in the best interests of the district. Either the board or the employee may initiate action under this section.

Part-time and/or classified employees whose employment does not come under the Kansas Public Retirement System (KPERs) may, at the option of the board, continue in limited employment as specified by the board.

SECTION B - LONGEVITY PLAN

Beginning at the end of the 2016-2017 School Year, USD 220 will provide an annual annuity per certified staff member for each year of employment. This will be a deferred compensation plan that incorporates a 50% vested amount at the completion of the employees' fifth year of employment. The employee will gain 10% per year thereafter, becoming 100% vested at the end of year 10.

- The initial deposit for an employee in years 1-5, equals \$500; year 6, equals \$600, year 7, equals \$700, year 8, equals \$800, year 9, equals \$900, and year 10+, equals \$1,000 annual deposit into the certified staff member's annuity account.
- Current 2016-2017 USD 220 certified employees who have completed five years or more of service will be vested at the corresponding level.
- USD 220 retains possession of all funds until the qualifying employee leaves the district.
- Funds accumulated when employees leave the district prior to reaching any vested rights remain USD 220 funds.
- A private financial provider will maintain all funds on behalf of USD 220.
- Annual deposits will be made by June 30 of each corresponding school year.

USD 220 - Years of Service Chart

Years of Employment	Annuity	Vested %	Years of Employment	Annuity	Vested %
1	\$500	0%	11	\$1,000	100%
2	\$500	0%	12	\$1,000	100%
3	\$500	0%	13	\$1,000	100%
4	\$500	0%	14	\$1,000	100%
5	\$500 (\$2,500)	50%	15	\$1,000 (\$11,400)	100%
6	\$600	60%	16	\$1,000	100%
7	\$700	70%	17	\$1,000	100%
8	\$800	80%	18	\$1,000	100%
9	\$900	90%	19	\$1,000	100%
10	\$1,000 (\$6,400)	100%	20	\$1,000 (\$16,400)	100%

*****All current 2016-2017 certified employees who are not eligible for the early retirement plan will be given an initial deposit at the current year of employment level. An employee with 5 years of service will receive an initial deposit of \$500, while an employee with 12 years of service will receive an initial deposit of \$1,000 and so forth.**

**ARTICLE X
DURATION OF AGREEMENT**

This agreement shall govern the rights, as provided in this agreement for the Board of Education, Unified School District #220, Ashland, Kansas and the Ashland Educator's Association during the effective period of twelve (12) months from July 1, 2017 through June 30, 2018. This agreement shall not be extended orally and it is expressly understood that it shall expire on the date indicated. No part of this agreement shall be continued in future agreements unless by mutual consent of the parties reduced to writing and signed.

ATTEST:

Dated this _____ day of _____, 2017 at Ashland, Kansas.

Clerk of the Board

President, Board of Education
Unified School District #220

Dated this _____ day of _____, 2017 at Ashland, Kansas.

Secretary
Ashland Educator's Association

President
Ashland Educator's Association

USD 220
 PO Box 187
 311 JE Humphreys
 Ashland, KS 67831
 620-635-2220
 www.USD220.net

Unified School District 220 Ashland-Englewood 2017-2018 School Calendar

August
 9 - Prof. Dev./PLC
 10-11 Teacher Work Day
 14 - First Day of School

September
 4 - Labor Day
 8 - Prof. Dev./PLC

October
 12 - End of 1st 9 wks
 13 - Prof. Dev./PLC
 19 - P/T Conferences

November
 10 - Prof. Dev./PLC
 22-24 - Thanksgiving

December
 8 - Prof. Dev./PLC
 21 - End of 2nd 9 wks
 22-29 - Winter Recess

January
 1-2 - New Years
 12 - Prof. Dev./PLC

February
 9 - Prof. Dev./PLC

March
 8 - End of 3rd 9 wks
 9 - Prof. Dev./PLC
 15 - P/T Conferences
 19-23 - Spring Break
 30 - Good Friday

April
 2 - Easter Break
 13 - Prof. Dev./PLC

May
 24 - Last Day of School
 25 - Teacher Work Day
 29-30 - Snow Days

Month	Su	M	Tu	W	Th	F	Sa
July 17							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					
August 17							
	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		
September 17							
						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
October 17							
	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				
November 17							
				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		
December 17							
						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						
January 18							
	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			
February 18							
						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		
March 18							
						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						
April 18							
	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					
May 18							
	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		
June 18							
						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

- Schedule of Events**
- ___ School Day
 - First Day of School
 - Prof. Dev./PLC
 - Teacher Workday
 - No School
 - △ Parent-Teacher Conference

Students' First Day of School: August 14th

- School Holidays:**
- September 4 Labor Day
 - November 22-24 Thanksgiving Break
 - December 22-January 2 Christmas Break
 - March 19-23 Spring Break
 - March 30-April 2 Easter Break
 - May 28 Memorial Day

Student & Contract Days
 154 Student Days
 166 Contract Days

Parent - Teacher Conferences: (2)
 10/19, 3/15

Prof. Dev./PLC: (9)
 8/9, 9/8, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9, 4/13

Teacher Work-Days: (3)
 8/10, 8/11, 5/25

Friday School Days: (2)
 9/29, 4/6

Designated Snow Days: (2)
 5/29, 5/30

Approved 2.6.17

APPENDIX A – SICK LEAVE BANK

Ashland USD #220 EMERGENCY SICK LEAVE BANK

Purpose: The purpose of the emergency sick leave bank is to provide an employee who has exhausted their own number of leave days due to an extended illness or injury with additional sick leave days from a pool of leave days (the Bank) made possible by voluntary contributions of sick leave days from other participating employees. The use of bank days is not intended for routine and minor illness, but rather to reduce the financial impact to an employee resulting from serious injury or serious/chronic illness where continued absence from work is required after the employee's accumulated leave days have been exhausted.

Enrollment and Eligibility:

a. Any certified person employed by the District in a half time position or more may become a member of the Bank for the contract year by: (1) Completing the membership form, a copy of which is attached hereto, by September 1 of the contract year. Teachers who begin work after September 1 may enroll within fifteen (15) calendar days following their first day of work for the contract year. (2) At the time of enrollment, two days of the member's sick leave for the contract year will be donated to and credited toward the emergency sick leave bank. Except as provided below, each member enrolling in the Bank may contribute only two sick leave days each contract year. (3) All sick leave days contributed by bank members become a permanent part of the Bank and will not be refunded to the donating teacher.

b. To be eligible to participate in the use of emergency sick leave bank days, the member must have enrolled in and contributed two sick leave days to the Bank for the contract year, and must have exhausted all of the member's accumulated sick and personal leave days during the contract year.

Conditions Governing Use of Bank Days:

a. In keeping with the intent of the emergency sick leave Bank, Bank days may only be awarded to an eligible member, if the member's need for Bank days is the result of the member's, the member's spouse or child's or the member's parents extended hospitalization, convalescence, recuperation or continuing treatment for an injury, maternity leave, non-elective surgery or a serious/chronic illness such as chemotherapy, dialysis, physical therapy, which requires the member's absence from work for at least one-half of a contract day.

b. The need for the member's absence from work must be verifiable by a physician and written documentation to that effect may be required by the Bank committee.

c. Use of Bank days by a part-time eligible member will be prorated based on the percentage of the member's part-time employment compared to fulltime employment.

d. No Bank days will be awarded to an otherwise eligible member if the member is receiving any payment under workers compensation for the injury which resulted in the need for Bank days, or KPERS, social security or private insurance disability benefits. The member's eligibility for and pursuit of such benefits will be a consideration by the committee in the award of Bank days.

e. No eligible member shall be awarded more than twenty (20) Bank days during any one contract year.

Bank Operation and Procedures:

a. The Bank will be operated by a Bank committee of four district employees consisting of one representative from the elementary school, one representative from the middle school and one representative from the high school, all of whom shall be selected by the members of their respective buildings, and the Superintendent of Schools, or his designee.

- b. The committee shall review each application for the use of Bank days on a case by case basis and shall rule on all questions of eligibility.
- c. In determining whether an application for Bank days shall be granted, the committee may consider such factors as the applicant's eligibility for retroactive disability or workers compensation benefits, the anticipated duration of the required absence, other sources of income available to the applicant and other relevant information.
- d. The committee may award not to exceed ten (10) Bank days in response to any one eligible application. Any eligible member may file more than one application but not more than twenty (20) Bank days may be awarded to any one eligible member during the contract year. The awarding of any Bank days must be upon the unanimous vote of the committee.
- e. Any application for Bank days must be filed with the Superintendent within fifteen (15) calendar days of the absence resulting in the need for the use of Bank days; provided, however, an application may be filed in advance of the absence if medical evidence is available indicating a reasonable expectation of the future need for the Bank days. In the event of such a future request, the number of Bank days awarded will be reserved for the applicant's use and awarded as the anticipated absences occur. In the event of an award of Bank days for an absence which has already occurred, the committee may award Bank days retroactively to the date of the absence.
- f. Upon receipt of an application, the Superintendent shall convene the committee as soon as possible to consider the application. The committee's decision as to eligibility, denying or awarding Bank days, and the number of days awarded, will be provided in writing to the applicant by the Superintendent within three (3) days of the committee's decision.
- g. The committee decision shall be final and no such decision, or the committee's interpretation or application of this sick leave Bank agreement, shall be the basis for the filing of any grievance under the grievance procedure of the Negotiated Agreement.

Maximum Number of Bank Days:

- a. Except as provided below, the total number of Bank days for any one contract year shall be determined by the number of members donating two (2) days for that contract year. In the event all Bank days are not awarded during any one contract year, unused Bank days will be carried forward to the next contract year. If Bank days are not used, the number of days may only accumulate up to 100 days and therefore only persons becoming new members would be able to contribute under those circumstances.
- b. In the event all Bank days have been awarded during the contract year, then all current bank members must contribute one additional bank day during the contract year to continue membership in the Emergency Sick Bank and therefore replenish the Bank days.
- c. All applications for the use of Bank days must be received prior to the last contract day of the contract year. No Bank days will be awarded beyond the end of the contract year.
- d. The Bank committee, with the Superintendent's approval, may waive technical compliance with the provisions of this agreement in the event of extraordinary and unusual circumstances.

**Ashland USD # 220
SICK LEAVE BANK REQUEST FORM**

Name _____

LAST

FIRST

MIDDLE

Address _____

STREET

CITY/STATE

ZIP

School or Department _____

Home Phone _____ School Phone _____

REQUEST

Date All Leaves Expired (Sick, Personal, Vacation) _____

Number of Days Requested from Bank _____ Daily Hours Worked _____
(may be up to 10 full working days based on the daily hours of each employee up to a maximum of 80 hours)

Attending Physician _____

Physician's Statement Attached Yes _____ No _____

Mark Benefits Received When Leave Expired

____ None ____ Social Security Disability

____ Worker's Compensation ____ KPERS Disability ____ Other (name) _____

Comments: _____

Signature: _____ Date _____

~~~~~

**Approval**

(To be Completed by Sick Leave Bank Committee)

Request Approved Yes \_\_\_\_\_ No \_\_\_\_\_

Number of Days (Hours) Approved \_\_\_\_\_

End Date for Use of Sick Leave Requested Leave \_\_\_\_\_

Comments \_\_\_\_\_

Signature of Chairperson \_\_\_\_\_ Date \_\_\_\_\_

CC: Applicant

## Goal Setting Form

|         |              |
|---------|--------------|
| Name:   | Position:    |
| School: | School Year: |

|                                            |                                                       |                      |                                            |
|--------------------------------------------|-------------------------------------------------------|----------------------|--------------------------------------------|
| What element or standard will you address? | What is your goal regarding this element or standard? |                      |                                            |
| <b>Activities Planned to Achieve Goal</b>  | <b>Resources Needed</b>                               | <b>Timeline</b>      | <b>Evidence to Support Goal Attainment</b> |
|                                            |                                                       |                      |                                            |
| Signature:                                 |                                                       | Evaluator Signature: |                                            |
| Date:                                      |                                                       | Date:                |                                            |

# Observation Summary Form

This form summarizes ratings from the standards' rubrics and requires the evaluator to provide a description of areas needing improvement and/or comments about the Educator's practice.

|                          |                                                                                                                                                                                 |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of Educator:        |                                                                                                                                                                                 |
| School:                  | School Year:                                                                                                                                                                    |
| Evaluator/Administrator: | District:                                                                                                                                                                       |
| Date Completed:          |                                                                                                                                                                                 |
| Check One:               | <input type="radio"/> 1-2 years employed by the district<br><input type="radio"/> 3-4 years employed by the district<br><input type="radio"/> 5+ years employed by the district |

| STANDARD 1.1 EDUCATOR DEVELOPMENT                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                     |                        |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|------------------------|
| Rubric Criteria                                    | Novice Educator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Developing Educator | Proficient Educator | Distinguished Educator |
| Creating developmentally appropriate instruction   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                     |                        |
| Adapting Instruction to meet student needs         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                     |                        |
| Collaboration with stakeholders                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                     |                        |
| Comments:                                          | Sources of Evidence: <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning organized in groups or teams</li> <li><input type="checkbox"/> Lessons plans reflect understanding of prerequisite knowledge/skill</li> <li><input type="checkbox"/> Lesson plans reflect familiarity of wide range of pedagogical techniques</li> <li><input type="checkbox"/> Lesson plans reflect variety of developmentally appropriate instructional approaches</li> <li><input type="checkbox"/> Educator reflections on individual learner development</li> <li><input type="checkbox"/> Learning styles inventories</li> <li><input type="checkbox"/> Student work samples</li> <li><input type="checkbox"/> Lesson plans with adaptations identified</li> <li><input type="checkbox"/> Conference Notes with colleagues</li> <li><input type="checkbox"/> Parent-teacher conference schedule</li> <li><input type="checkbox"/> Parent-teacher conference notes/summary</li> <li><input type="checkbox"/> Community/stakeholder input</li> <li><input type="checkbox"/> Others: [ insert text box here ]</li> </ul> |                     |                     |                        |
| Areas of Improvement and/or Plan of Assistance:    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                     |                        |
| Resources needed to complete areas of improvement: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                     |                        |

| STANDARD 1.2 Learner Differences                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |                     |                        |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|------------------------|
| Rubric Criteria                                    | Novice Educator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Developing Educator | Proficient Educator | Distinguished Educator |
| Learning differences                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |                     |                        |
| Methods to build on prior knowledge                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |                     |                        |
| Comments:                                          | Sources of Evidence: <ul style="list-style-type: none"> <li><input type="checkbox"/> Student and/or parent surveys</li> <li><input type="checkbox"/> Student writing</li> <li><input type="checkbox"/> Attendance data</li> <li><input type="checkbox"/> Student reflection writing</li> <li><input type="checkbox"/> Classroom rules and procedures established collaboratively</li> <li><input type="checkbox"/> Learning organized in groups or teams</li> <li><input type="checkbox"/> MTSS Utilized</li> </ul> |                     |                     |                        |
| Areas of Improvement and/or Plan of Assistance:    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |                     |                        |
| Resources needed to complete areas of improvement: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                     |                     |                        |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Meetings with Special Education and/or ESOL Educators for additional student support</li> <li><input type="checkbox"/> Participation in IEP, Individual Learning Plans, and SIT meetings</li> <li><input type="checkbox"/> Lesson plans reflect familiarity of wide range or pedagogical techniques</li> <li><input type="checkbox"/> Student developed rubrics</li> <li><input type="checkbox"/> Models of recent student work posted in either classrooms or hallways</li> <li><input type="checkbox"/> Feedback to students</li> <li><input type="checkbox"/> Student work samples</li> <li><input type="checkbox"/> Pre-test and/or post-tests</li> <li><input type="checkbox"/> Other [Insert Text Box here]</li> </ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>STANDARD 1.3 Learning Environment</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|-------------------------------|
| <b>Rubric Criteria</b>                             | <b>Novice Educator</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Developing Educator</b> | <b>Proficient Educator</b> | <b>Distinguished Educator</b> |
| Managing student behavior                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |
| Positive learning climate                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |
| Safe environment                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |
| Comments:                                          | Sources of Evidence: <ul style="list-style-type: none"> <li><input type="checkbox"/> Discipline Policy is clear &amp; posted</li> <li><input type="checkbox"/> Immediate response to student issues</li> <li><input type="checkbox"/> Discipline referrals to office</li> <li><input type="checkbox"/> Meets with parents</li> <li><input type="checkbox"/> Responses to parent concerns are handled with professionalism &amp; cultural sensitivity</li> <li><input type="checkbox"/> Classroom rules &amp; procedures are established collaboratively</li> <li><input type="checkbox"/> Electronic communication with students, parents, &amp; families</li> <li><input type="checkbox"/> Conducts home visits</li> <li><input type="checkbox"/> Student work is displayed &amp; current</li> <li><input type="checkbox"/> Provides classroom rituals &amp; routines which promote positive student interactions</li> <li><input type="checkbox"/> System for non-instructional duties is in place &amp; students assume responsibility for completion</li> <li><input type="checkbox"/> Transitions occur smoothly during the instruction</li> <li><input type="checkbox"/> Physical space can be re-arranged to support student learning</li> <li><input type="checkbox"/> Participates in safety drills</li> <li><input type="checkbox"/> Behavior/office referrals</li> <li><input type="checkbox"/> Provide psychological support &amp; physical space to enhance student learning</li> <li><input type="checkbox"/> Other [Insert Text Box here]</li> </ul> |                            |                            |                               |
| Areas of Improvement and/or Plan of Assistance:    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |
| Resources needed to complete areas of improvement: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |

| <b>STANDARD 2.1 Knowledge of Content</b> |                                                                                                                                         |                            |                            |                               |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|-------------------------------|
| <b>Rubric Criteria</b>                   | <b>Novice Educator</b>                                                                                                                  | <b>Developing Educator</b> | <b>Proficient Educator</b> | <b>Distinguished Educator</b> |
| Demonstrate content knowledge            |                                                                                                                                         |                            |                            |                               |
| Utilize content standards                |                                                                                                                                         |                            |                            |                               |
| Link new learning to prior knowledge     |                                                                                                                                         |                            |                            |                               |
| Higher order thinking                    |                                                                                                                                         |                            |                            |                               |
| Comments:                                | Sources of Evidence: <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum committee work documentation</li> </ul> |                            |                            |                               |



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|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Areas of Improvement and/or Plan of Assistance:    | <input type="checkbox"/> Educator developed assessments & rubrics<br><input type="checkbox"/> Student writing across the content areas<br><input type="checkbox"/> Feedback to students<br><input type="checkbox"/> List of readings/research<br><input type="checkbox"/> Lesson plans aligned to content standards (local, state, national levels) & are followed<br><input type="checkbox"/> Written and/or posted objectives & standards<br><input type="checkbox"/> Curriculum alignment documents (educator, building and/or district)                                                                                                 |
| Resources needed to complete areas of improvement: | <input type="checkbox"/> Lesson plans reflect understanding of prerequisite knowledge<br><input type="checkbox"/> Student work samples<br><input type="checkbox"/> Data from pre and post tests<br><input type="checkbox"/> Student involvement in classroom developed activities<br><input type="checkbox"/> Educator questioning at higher levels<br><input type="checkbox"/> Projects including analysis, evaluation, synthesis, & creation<br><input type="checkbox"/> Student reflection<br><input type="checkbox"/> Student work exhibits higher cognitive level of thinking<br><input type="checkbox"/> Other [Insert Text Box here] |

| <b>STANDARD 2.2 Content Application</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                            |                            |                               |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|-------------------------------|
| <b>Rubric Criteria</b>                                       | <b>Novice Educator</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Developing Educator</b> | <b>Proficient Educator</b> | <b>Distinguished Educator</b> |
| Interdisciplinary connections                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                            |                            |                               |
| Real-world issues with critical thinking and problem solving |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                            |                            |                               |
| Comments:                                                    | Sources of Evidence: <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans reflect a familiarity of wide range of interdisciplinary techniques</li> <li><input type="checkbox"/> Educator meetings to design cross curricular projects</li> <li><input type="checkbox"/> Student projects reflect cross curricular involvement</li> <li><input type="checkbox"/> Co-curricular performances tied to subject area</li> <li><input type="checkbox"/> Educator uses wait time to allow students to respond to questions</li> <li><input type="checkbox"/> Students engaged in classroom discussions &amp; questioning</li> <li><input type="checkbox"/> Student created videos</li> <li><input type="checkbox"/> Problem-solving assignments with student responses</li> <li><input type="checkbox"/> Learning target or student objective is posted &amp; communicated</li> <li><input type="checkbox"/> Portfolio of projects showing real world applications to topics</li> <li><input type="checkbox"/> Educator questions using higher levels of cognitive thinking</li> <li><input type="checkbox"/> Technology use by students &amp; teachers to increase participation/engagement</li> <li><input type="checkbox"/> Other [Insert Text Box here]</li> </ul> |                            |                            |                               |
| Areas of Improvement and/or Plan of Assistance:              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                            |                            |                               |
| Resources needed to complete areas of improvement:           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                            |                            |                               |

| <b>STANDARD 3.1 Planning</b>                                 |                        |                            |                            |                               |
|--------------------------------------------------------------|------------------------|----------------------------|----------------------------|-------------------------------|
| <b>Rubric Criteria</b>                                       | <b>Novice Educator</b> | <b>Developing Educator</b> | <b>Proficient Educator</b> | <b>Distinguished Educator</b> |
| Multiple methods to demonstrate mastery/standard achievement |                        |                            |                            |                               |

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| Standards-based instruction                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |
| Appropriate resources & accommodations             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |
| Comments:                                          | <b>Sources of Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Educator’s direction and procedures are clear to students</li> <li><input type="checkbox"/> Classroom observations</li> <li><input type="checkbox"/> Educator reflections</li> <li><input type="checkbox"/> Assessment data (classroom, local, state, &amp; national levels)</li> <li><input type="checkbox"/> Student objectives are posted &amp; communicated</li> <li><input type="checkbox"/> Lesson plans are complete with standard, objective, &amp; assessments noted</li> <li><input type="checkbox"/> Educator &amp; student reflections</li> <li><input type="checkbox"/> Lesson plans show relevant standards for lesson taught</li> <li><input type="checkbox"/> Student work links directly to standard(s) of the lesson</li> <li><input type="checkbox"/> Learning activities are differentiated for individual learners</li> <li><input type="checkbox"/> Technology utilized to deliver &amp; enhance instruction</li> <li><input type="checkbox"/> Educator spoken &amp; written language is correct &amp; conforms to standard English</li> <li><input type="checkbox"/> Review of student IEP or Individual Learning Plans &amp; makes accommodations</li> <li><input type="checkbox"/> Lesson structure is clear &amp; allows for various pathways according to the student needs</li> <li><input type="checkbox"/> Collaborates with support personnel to make modifications</li> <li><input type="checkbox"/> Other [Insert Text Box here]</li> </ul> |  |  |  |
| Areas of Improvement and/or Plan of Assistance:    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |
| Resources needed to complete areas of improvement: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |  |

| <b>STANDARD 3.2 Assessment</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                            |                            |                               |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|-------------------------------|
| <b>Rubric Criteria</b>                               | <b>Novice Educator</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Developing Educator</b> | <b>Proficient Educator</b> | <b>Distinguished Educator</b> |
| Utilizing assessments for progress & decision making |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                            |                            |                               |
| Student awareness of criteria & standards            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                            |                            |                               |
| Student Feedback                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                            |                            |                               |
| Comments:                                            | <b>Sources of Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson structure is clear &amp; allows for various pathways according to student needs</li> <li><input type="checkbox"/> Educator provides frequent information to parents regarding student progress</li> <li><input type="checkbox"/> Students understand how work will be assessed</li> <li><input type="checkbox"/> Rubrics &amp; standards are posted before work begins</li> <li><input type="checkbox"/> Educator performs progress monitoring for all students</li> <li><input type="checkbox"/> Consistent, timely, &amp; appropriate feedback is provided</li> <li><input type="checkbox"/> Formative &amp; summative assessments are used</li> <li><input type="checkbox"/> Student presentations</li> <li><input type="checkbox"/> Lesson plans link student activities to assessment results</li> <li><input type="checkbox"/> Written feedback on student work</li> <li><input type="checkbox"/> Educator/student conferences</li> <li><input type="checkbox"/> Other [Insert Text Box here]</li> </ul> |                            |                            |                               |
| Areas of Improvement and/or Plan of Assistance:      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                            |                            |                               |
| Resources needed to complete areas of improvement:   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                            |                            |                               |

| <b>STANDARD 3.3 Strategies</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |                            |                               |
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| <b>Rubric Criteria</b>                             | <b>Novice Educator</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Developing Educator</b> | <b>Proficient Educator</b> | <b>Distinguished Educator</b> |
| Educator Strategies                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |                            |                               |
| Utilizing multiple methods                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |                            |                               |
| 21 <sup>st</sup> Century Learning                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |                            |                               |
| Comments:                                          | Sources of Evidence: <ul style="list-style-type: none"> <li><input type="checkbox"/> Students take the initiative in planning or adapting activity or project to enhance learning</li> <li><input type="checkbox"/> Student led classroom discussions</li> <li><input type="checkbox"/> Lesson plans outline instructional strategies</li> <li><input type="checkbox"/> Lesson plans how strategies are used for scaffolding/differentiation</li> <li><input type="checkbox"/> Educator reflection</li> <li><input type="checkbox"/> Student work reflects use of higher level thinking skills</li> <li><input type="checkbox"/> Examples of a process or product</li> <li><input type="checkbox"/> Graphic organizers for understanding</li> <li><input type="checkbox"/> Non-linguistic representations</li> <li><input type="checkbox"/> Summarizing activities</li> <li><input type="checkbox"/> Reward or praise for effort and/or accomplishments at targeted levels of performance</li> <li><input type="checkbox"/> Student growth log</li> <li><input type="checkbox"/> Technology integration plan</li> <li><input type="checkbox"/> 21<sup>st</sup> Century instructional model</li> <li><input type="checkbox"/> Other [Insert Text Box here]</li> </ul> |                            |                            |                               |
| Areas of Improvement and/or Plan of Assistance:    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |                            |                               |
| Resources needed to complete areas of improvement: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                            |                            |                               |

| <b>STANDARD 4.1 Professionalism and Professional Learning</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------|-------------------------------|
| <b>Rubric Criteria</b>                                        | <b>Novice Educator</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Developing Educator</b> | <b>Proficient Educator</b> | <b>Distinguished Educator</b> |
| Engages in meaningful professional development                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |
| Relies on variety of data to reflect on practice              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |
| Comments:                                                     | Sources of Evidence: <ul style="list-style-type: none"> <li><input type="checkbox"/> Participation in district professional development</li> <li><input type="checkbox"/> Participates in &amp; supports district initiatives</li> <li><input type="checkbox"/> Share information gained from professional development with staff members</li> <li><input type="checkbox"/> Written evaluation of a professional learning experience</li> <li><input type="checkbox"/> Video recording of teaching with feedback from a colleague or administrator</li> <li><input type="checkbox"/> Professional development aligned with goals</li> <li><input type="checkbox"/> Professional portfolio</li> <li><input type="checkbox"/> Educator reflection</li> <li><input type="checkbox"/> Student assessment scores</li> <li><input type="checkbox"/> Student evaluations</li> <li><input type="checkbox"/> Parents surveys</li> <li><input type="checkbox"/> Videotapes of lessons</li> <li><input type="checkbox"/> Analyzing student formative &amp; summative assessment data to see impact on student growth</li> <li><input type="checkbox"/> Other [Insert Text Box here]</li> </ul> |                            |                            |                               |
| Areas of Improvement and/or Plan of Assistance:               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |
| Resources needed to complete areas of improvement:            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                            |                            |                               |

| <b>STANDARD 4.2 Being a Leader</b> |                        |                            |                            |                               |
|------------------------------------|------------------------|----------------------------|----------------------------|-------------------------------|
| <b>Rubric Criteria</b>             | <b>Novice Educator</b> | <b>Developing Educator</b> | <b>Proficient Educator</b> | <b>Distinguished Educator</b> |
|                                    |                        |                            |                            |                               |

|                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
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| Takes active role on instructional team & with community                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
| Displays honesty & integrity                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
| Complies with regulations                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
| Engages stakeholders                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
| Comments:                                                                                                                                                                                                                                                                                                                         | <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervises &amp; effectively utilizes para-educators</li> <li><input type="checkbox"/> Attends school events</li> <li><input type="checkbox"/> Volunteers &amp; serves on committees &amp; school projects</li> <li><input type="checkbox"/> Notes from meetings with mentors/mentees</li> <li><input type="checkbox"/> Minutes of meetings (IEP, PLC, SIT, Title I, etc.)</li> <li><input type="checkbox"/> Participates in PLCs &amp;/or school &amp; district committees</li> <li><input type="checkbox"/> Portfolio of leadership activities</li> <li><input type="checkbox"/> Participation in Educator Leader teams</li> <li><input type="checkbox"/> Earning an Educator Leader endorsement on teaching license</li> <li><input type="checkbox"/> Agendas created by the Educator in a team leadership role</li> <li><input type="checkbox"/> Parent contact information (log of phone calls, emails, etc.)</li> <li><input type="checkbox"/> Maintains confidentiality regarding student &amp; personnel issues</li> <li><input type="checkbox"/> Written communications are clearly written, no errors, &amp; convey information in a positive manner</li> <li><input type="checkbox"/> Emails are sent in a timely manner, content is appropriate, &amp; the Educator answers the questions</li> <li><input type="checkbox"/> Copies of emails, letters, &amp; newsletters</li> <li><input type="checkbox"/> Willingly complies with school &amp; district regulations</li> <li><input type="checkbox"/> Punctual to school</li> <li><input type="checkbox"/> Punctual &amp; attends faculty meetings</li> <li><input type="checkbox"/> Reports are completed accurately &amp; on time</li> <li><input type="checkbox"/> Grades are current in student management system</li> <li><input type="checkbox"/> Student records are completed in a timely manner</li> <li><input type="checkbox"/> Other [Insert Text Box here]</li> </ul> |  |  |  |
| Areas of Improvement and/or Plan of Assistance:                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
| Resources needed to complete areas of improvement:                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |
| <ul style="list-style-type: none"> <li><input type="radio"/> Recommended for Contract Renewal</li> <li><input type="radio"/> Not Recommended for Contract Renewal</li> <li><input type="radio"/> Recommended for a Plan of Assistance</li> <li><input type="radio"/> Contract renewal to be determined at a later date</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |

# Conference Form

(To be completed by evaluator)

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| Name:                                                                                                                                                                                            | Evaluator:                                                                                                                                          |
| School:                                                                                                                                                                                          | School Year:                                                                                                                                        |
| <b>Mark One:</b>                                                                                                                                                                                 | <input type="radio"/> Beginning of the Year Conference<br><input type="radio"/> Mid-Year Conference<br><input type="radio"/> End of Year Conference |
| Date:                                                                                                                                                                                            |                                                                                                                                                     |
| Discussion Summary:                                                                                                                                                                              |                                                                                                                                                     |
|                                                                                                                                                                                                  |                                                                                                                                                     |
| Signature:                                                                                                                                                                                       | Evaluator Signature:                                                                                                                                |
| <i>*Signature indicates receipt of this form but not necessarily agreement with the statements or ratings. The Educator has the right to submit written comments within 2 weeks of receipt.*</i> |                                                                                                                                                     |