

AGREEMENT BETWEEN
BOARD OF EDUCATION
LOWPOINT-WASHBURN COMMUNITY
UNIT SCHOOL DISTRICT NO. 21

AND

LOWPOINT-WASHBURN EDUCATION ASSOCIATION/IEA-NEA
WASHBURN, ILLINOIS

JULY 1, 2024

THROUGH

JUNE 30, 2027

TABLE OF CONTENTS

| | |
|--|----|
| ARTICLE I RECOGNITION | 5 |
| ARTICLE II NEGOTIATIONS PROCEDURE | 7 |
| ARTICLE III GRIEVANCE PROCEDURE | 8 |
| I. Definitions | 8 |
| 2. Procedures | 8 |
| 3. Bypass to Superintendent | 9 |
| 4. Bypass to Arbitration - | 9 |
| 5. Class Grievance- | 9 |
| 6. Association Participation..... | 9 |
| ARTICLE IV SALARY AND FRINGE BENEFITS 10 | |
| 1. Salary Payment- | 10 |
| 2. Co-Curricular Salary Payment | 10 |
| 3. Substitute Employee | 10 |
| 4. Board Paid Teacher Retirement..... | 11 |
| 5. T.H.I.S. Fund Contribution- | 11 |
| 6. Medical Insurance - | 11 |
| 7. Professional Growth | 11 |
| 8. ESP Reimbursement | 12 |
| 9. Tuition Reimbursement..... | 12 |
| 10. Additional Load Compensation..... | 12 |
| 11. Early Retirement Incentive Program (ERIP)..... | 12 |
| 12. Reimbursement for Committee Work. | 14 |
| 13. National Board Certification | 14 |
| 1. Paid Sick Leave..... | 15 |
| 1.5 Sick Leave Donation- | 15 |
| 2. Paid Bereavement Leave..... | 16 |
| 3. Sick Leave Statement -Salary Worksheet..... | 16 |
| 4. Paid Personal and/or Emergency Leave | 16 |
| 5. Paid Professional Leave | 16 |
| 6. Paid Jury Duty Leave..... | 17 |
| 7. Unpaid Leave of Absence | 17 |
| ARTICLE VI PERSONNEL FILE 19 | |
| 1. Personnel File..... | 19 |
| 2. Notification of Change to Personnel File..... | 19 |
| ARTICLE VII EMPLOYMENT CONDITIONS 21 | |
| 1. School Calendar- | 21 |
| 2. Work Year-Educational Support Personnel | 21 |
| 3. Work Day Teachers - | 21 |
| 4. Work Room | 22 |
| 5. Preparation Period | 22 |
| 6. Transfers/Vacancies | 22 |
| 7. Discipline or Dismissal..... | 23 |
| 8. ESP Paid Holidays..... | 23 |

| | |
|---|-------|
| | 3 |
| 9. Vacation for Twelve Month ESPs..... | 24 |
| 10. Extra Trip Assignment and Bus Driver Hours..... | 24 |
| 11. Individual Contracts - | 25 |
| 12. Duplication of the Agreement - | 25 |
| 13. Subcontracting: | 25 |
| 14. Notification of Assignment..... | 25 |
| 15. Medications..... | 25 |
| 16. Hepatitis B Vaccine | 25 |
| 17. Bomb Search..... | 26 |
| 18. Workers' Compensation..... | 26 |
| 19. Physical Assault on an Employee | 26 |
| 20. Attendance | 26 |
| ARTICLE VIII ADDITIONAL ESP WORKING CONDITIONS 27 | |
| 1. ESPs Work Day-..... | 27 |
| 2. Job Descriptions..... | 27 |
| 3. Changing Hours | 27 |
| 4. Work Before or After Regularly Scheduled Hours - | 27 |
| 5. Sunday and Holiday Pay - | 27 |
| 5.1 Overtime Regular. | 27 |
| 6. Lunches - | 28 |
| 7 Bus Drivers (Maintenance)..... | |
| ARTICLE IX ESP SENIORITY 29 | |
| 1. Seniority Applicability | 29 |
| 2. Posting of Seniority List..... | 29 |
| 3. Loss of Seniority- | 29 |
| 4. Transfer-Effect Upon Seniority..... | 29 |
| 5. Categories of Position-..... | 29 |
| 6. Seniority Measurement-..... | 30 |
| 7. Accruing Seniority- | 31 |
| ARTICLE X ESP REDUCTION IN FORCE 32 | |
| 1. Notice to Employees..... | 32 |
| 2. Recall..... | 32 |
| ARTICLE XI EVALUATION 33 | |
| 1. Certified Evaluation-..... | 33-39 |
| 2. ESP Evaluation - 39.;..... | |
| ARTICLE XII OTHER TERMS AND CONDITIONS 40 | |
| 1. Complete Understanding..... | 40 |
| 2. Management Rights | 40 |
| 3. Duration | 40 |
| 4. Approval of Agreement | 40 |

| | |
|---------------|---|
| Appendix A | Certified Staff Salary Schedule 2019-2024 |
| Appendix B | Educational Support Personnel Salary Schedule 2019-2024 |
| Appendix C | Athletic and Co-Curricular Pay Schedules 2019-2024 |
| Appendix D | Sick Leave Donation Form |
| Appendix E | ESP Evaluation Forms |
| Appendix 1-18 | Certified Evaluation Documents |

ARTICLE I RECOGNITION

1. The Board of Education of Lowpoint-Washburn Community Unit School District No. 21 hereinafter referred to as the "Board" recognizes the Lowpoint-Washburn Education Association/IEA-NEA hereinafter referred to as the "Association", as the sole and exclusive negotiating agent for all regularly employed full and part-time certified and educational support personnel excluding administrators and other employees exempt under the Illinois Educational Labor Relations Act.
 - 1.1 Regularly employed part-time employees shall be included in the bargaining unit. Part-time personnel shall have their salaries and benefits based on their fractionalized employment status.
 - 1.2 For the purpose of medical insurance coverage for part-time employee(s) hired before June 30, 2003, said employee(s) must work a minimum of twenty (20) hours per week to qualify for medical insurance coverage. Employees hired after July 1, 2003 must work a minimum of thirty (30) hours per week to qualify for medical insurance coverage.
2. The Board agrees not to negotiate with any other employee organization, individual employee or group of employees with regard to the terms of this Agreement.
3. Definitions -
 - 3.1 **Employee** - The term employee refers to both teachers and education support personnel.
 - 3.2 **Teacher** - The term teacher refers to employees who possess a teaching certificate and teach.
 - 3.3 **Educational Support Personnel** - The term educational support personnel or ESP refers to all non-professional, non-certificated employees, including those who may have, but are not required to have, a teaching certificate by job description or actual duties.
 - 3.4 **Substitute Teacher** - A substitute teacher is a person who possesses a teaching certificate or substitute teaching certificate, employed temporarily to fill a full or part-time teaching vacancy.
 - 3.5 **Substitute ESP** - A substitute ESP is a person employed temporarily to fill an ESP position on a part or full-time basis.
 - 3.6 **School Year Employee** - A school year employee is an employee employed in a position to work one hundred seventy-four (174) to one hundred eighty (180) days or fewer, and whose employment follows the school calendar for students, rather than a fiscal or twelve month calendar.

- 3.7 **Twelve Month Employee** - A twelve month employee is an employee employed in a position to work on an annual fiscal, or twelve month basis, not related to the school calendar for students.
- 3.8 **Student Support Period**- Student Support is defined as providing assistance to improve student performance. Junior and Senior High School teachers would have a student support period daily.

The two main areas are Team-Based and Site-Based Student Support.

1. Team-Based Student Support consists of: skill building, interventions and support components, and/or instructional support. Some examples of Team-Based Student Support might include facilitating a Room Ready class, an Amazon course, or a credit recovery course.
2. Site-Based Student Support consists of: supervising and/or processing with a group of students. Some examples of Site-Based Student Support might include supervising in the cafeteria and in the transition to and from the cafeteria or supporting students in a small group with organizational issues (homework completion, test prep, goal setting).

ARTICLE II NEGOTIATIONS PROCEDURE

1. The parties agree to negotiate under and abide by the provisions of the Illinois Educational Labor Relations Act. The parties shall commence negotiations for a successor agreement after a written request is received by the Board from the Association, not later than June 1st of the last year of this Agreement.
2. Should either party declare impasse, the parties shall jointly request the Federal Mediation and Conciliation Service (FMCS) to provide the service of mediation. Should FMCS be unavailable, the parties shall commence discussions as to a replacement. In the event that the parties cannot agree upon a replacement, the Illinois Educational Labor Relations Board shall be notified.
3. **Definitions - Strike means:** An employee's refusal in concerted action with others to report for duty, or his or her willful absence from his or her position, or his or her stoppage of work, or his or her absence in whole or in part from the full, faithful or proper performance of his or her duties of employment, for the purpose of inducing, influencing or coercing a change in the condition, compensation, rights, privileges, or obligations of public employment.
 - 3.1 During the term of this Agreement, employees shall not participate in a strike in whole or in part.
4. Should any article, section or clause of this Agreement be declared illegal by a court of competent jurisdiction, then that article, section or clause shall be deleted from this Agreement to the extent that it violates the law. The remaining articles, sections and clauses shall remain in full force and effect for the duration of this Agreement.

ARTICLE III GRIEVANCE PROCEDURE

1. *Definitions -*

A grievance shall be:

- 1.1 Any claim by the Association or any employee that there has been an alleged violation, misrepresentation, or misapplication of the terms of this Agreement.
- 1.2 All time limits consist of work days, except when a grievance is submitted fewer than ten (10) work days before the close of the employees' work year, then time limits shall consist of all week days (Monday - Friday)

2. *Procedures -*

The parties hereto acknowledge that it is usually most desirable for an employee and the employee's immediately involved supervisor to resolve problems through free and informal communications. If, however, the informal process fails to satisfy the employee, a grievance may be processed as follows:

- 2.1 **STEP I** - Within ten (10) work days of the alleged violation, the employee or the Association may present the grievance in writing to the immediately involved supervisor, who will arrange for a meeting to take place within ten (10) work days after receipt of the grievance. The grievance shall specify the article, section, and clause alleged to have been violated and the remedy sought. The Association's representative, should the grievant so request, the grievant, and the immediately involved supervisor shall be present for the meeting. Within ten (10) work days of the meeting, the grievant and the Association shall be provided with the supervisor's written response.
- 2.2 **STEP II** - If the grievance is not resolved at Step I, then the employee or local Association may refer the grievance to the Superintendent or the Superintendent's official designee within ten (10) work days after receipt of the Step I answer. The Superintendent shall arrange with the employee a meeting to take place within ten (10) work days of the Superintendent's receipt of the grievance. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary; Within ten (10) work days of the meeting, the grievant and the Association shall be provided with the Superintendent's written response.
- 2.3 **STEP III** - If the employee or Association is not satisfied with the disposition of the grievance at Step II or the time limits expire without the issuance of the Superintendent's written reply, the grievant may submit the grievance to final and binding arbitration under the Voluntary Labor Arbitration Rules of the American Arbitration Association, which shall act as the administrator of the proceeding.

If a demand for arbitration is not filed within fifteen (15) work days of the date for the Step II answer, then the grievance shall be deemed withdrawn.

- 2.3.1 Neither the Board of Education nor the Association shall be permitted to assert any grounds or evidence before the arbitrator which has not

previously been disclosed to the other party.

- 2.3.2 The arbitrator, in his or her opinion, shall not amend, modify, nullify, ignore or add to the provisions of this Agreement. His or her authority shall be strictly limited to deciding only the issues presented to him or her in writing by the School District and the Association, and his or her decision must be based only upon his or her interpretation of the meaning or application of the express relevant language of the Agreement.
- 2.3.3 Each party shall bear the full costs for its representation in the grievance procedure.
- 2.3.4 If either party requests a transcript of the proceedings, that party shall bear full cost for that transcript. If both parties order a transcript, the costs of the two transcripts shall be divided equally between the Board and the Association.
- 2.3.5 Each party shall share equally the cost of the arbitrator and the American Arbitration Association.

3. Bypass to Superintendent -

If the Association and the Superintendent agree, Step I of the grievance procedure may be bypassed and the grievance brought directly to Step II.

4. Bypass to Arbitration -

If the Superintendent and the Association agree, a grievance may be submitted directly to arbitration.

5. Class Grievance -

Class grievances involving one or more employees or one or more supervisors, and grievances involving an administrator above the building level, may be initially filed by the Association at Step II.

6. Association Participation -

- A. **Employee Represented** - The Board acknowledges the right of the Association's representative to participate in the processing of a grievance at any level, and no employee shall be required to discuss any grievance if the Association's representative is not present.
- B. **Employee Not Represented** - When an employee is not represented by the Association, the Association shall reserve the right to receive a copy of the final disposition of the grievance, unless such would constitute an unwarranted invasion of privacy.

ARTICLE IV SALARY AND FRINGE BENEFITS

1. *Salary Payment -*

Payroll will be issued on the 10th and 25th of each month or on the last preceding student attendance day, in the event of a vacation or weekend. Staff have the choice of either taking pay in 18 installments (over 9 months) or 24 installments (over 12 months). **Installments begin in August.** The employee should notify the bookkeeper by **July 1** which option is desired. Once the number of pay periods is established, it cannot be changed during the current school year. If a regular pay period during the school term falls on a day when school is not in session, checks shall be issued on the last school day preceding the regular pay period date. During the summer months, checks will be mailed on the regular pay date to the designated address of the employee. Certified staff shall be paid according to Appendix A and ESP staff shall be paid according to Appendix B. New hires will be placed no higher on schedules than current employees with similar experience and education. A signing bonus may be provided on occasions with hard to fill positions.

2. *Co-Curricular Salary Payment -*

When it is necessary for a building administrator to make any co-curricular assignments outside the basic classroom function of instruction as an extra assignment, it shall be first offered to qualified teachers on a voluntary basis. If administration is unable to fill said assignment on a voluntary basis, the administration retains the right to assign said co-curricular assignments. These involuntary assignments may be rotated within the attendance center staff. District employees will have the option to be paid at the end of the season or be able to have the stipend included in their paychecks throughout the year. By July 15 of each year District employees will notify the Unit Office in writing of whether they want their stipend money divided into equal payment in each check or at the end of the season. Year long co-curricular sponsors may choose to be paid in December and May. Any coach or sponsor who is not employed as a teacher or paraprofessional would be paid at the end of the season. In no case shall the extra co-curricular assignment be included when computing individual employee's regular daily salary of 1/180. Co-curricular pay shall be as set forth in Appendix C.

3. *Substitute Employee -*

- A. A teacher who elects to substitute during his or her preparation period, for a fellow teacher, who is absent, may opt to will be paid at the following rate or major fraction thereof by the school district: Regular 8 period day: Base salary/180/8. Teachers may opt to leave school following student dismissal for two days rather than receive payment for covering a class period. This option would be for days when a meeting, such as PLC time, does not proceed dismissal.
- B. A substitute teacher that is designated by administration as a long-term classroom teacher substitute, upon completion of ten (10) consecutive school days of employment in the same position, shall be entitled to the base salary for a certified teacher at BS Step 1 beginning on the eleventh (11th) day, through completion of the assignment. Separately, a substitute teacher may be hired as a district-wide substitute teacher, to cover classes as needed daily, at the rate of \$160.
- C. A substitute ESP employee will be paid 80% of the lowest rate of pay for that category. Upon completion of ten (10) consecutive days of employment in the same position a substitute ESP employee shall be entitled to the lowest rate of contractual pay according to Appendix B for that job category.

4. **Board Paid Teacher Retirement -**

According to authority granted by the Pension Act of 1974, Section 414(h)(2) of the Internal Revenue Code, the Board of Education agrees to pay to the Teacher Retirement System on behalf of each teacher, in addition to the established compensation schedule, nine percent (9.0%) of earnings reflected for each teacher. The Board will continue pay to TRS from future established compensation schedules, on behalf of each teacher, nine percent (9.0%) of the teacher's respective gross scheduled earnings. If the teacher's required contribution is increased above the current 9.0%, effective during the term of this Agreement, the District shall also pay on behalf of each teacher such increase up to an amount not to exceed 1% of the teacher's respective gross scheduled earnings. Should any of the above be declared improper by a TRS ruling or opinion, that clause or portion thereof shall be deleted from this Agreement to the extent that it violated the ruling or opinion.

5. **T.H.L.S. Fund Contribution -**

The Board shall contribute to the Teacher Health Insurance Security Fund through the appropriate state agency on behalf of each teacher 0.5% of the teacher's salary.

6. **Medical Insurance -**

The Board will continue to offer BCBS PPO Plan NPP71123 and HSA plan NPSC 1807 during the life of the contract or until BCBS no longer offers said plans as an option for District employees. Employees who choose BCBS PPO plan NPP71123 will pay \$150 per month toward premium for said medical coverage. Employees choosing HSA plan NPSC 1807 will pay no premium for said medical coverage. The Board will pay \$75 per month to an employee Health Savings Account for those employees that choose the HSA plan NPSC 18017. The Board of Education and Union leadership may open the contract to consider insurance options at the mutual agreement of both parties.

The LWEA and the Board agree to open Article 4 Item #6 (medical insurance) during the life of the contract when BCBS notifies the District that either or both of the plans currently offered are no longer available for District employees.

The Board will pay any employee that is eligible for medical insurance who chooses not to take a medical plan a \$250 per month stipend paid twice a year in May and December. The employee must notify the Unit Office in writing by September 1 of each year if they choose not to take a medical plan for the following year.

7. **Professional Growth -**

Teachers who earn credit in courses as approved by the Superintendent may be advanced horizontally on the salary schedule provided the following requirements were met:

- 7.1 The teacher shall present a request for course subject approval to the Superintendent in advance. In situations where a teacher is required to teach a new course or in a new area without prior notice, the "in advance" criterion will be waived. Among the reasons the Superintendent may accept or reject a course are the following considerations, including but not limited to:
 - 7.1.1 Its pertinence to the area of education.
 - 7.1.2 Its relevance to subject(s) taught.
 - 7.1.3 Its relevance to the school improvement plan.
- 7.2 When a request for course subject approval is submitted to the Superintendent, said request shall be granted or rejected within ten (10) days of its submission. If

the request is rejected, the Superintendent shall notify the teacher in writing of the reasons for the rejection.

- 7.3 Once advance approval for the course is given and the course is completed, the following conditions must be met prior to the teacher receiving the appropriate salary schedule placement.
- 7.3.1 All hours must be earned at an accredited institution of higher learning.
 - 7.3.2 The completed course work must count toward a graduate program, or the teacher must have earned a grade of C or better, or pass for a pass fail course.
 - 7.3.3 The course must have been completed by September 1st. Satisfactory completion of a course must be demonstrated by either a grade card or other official written document bearing the course instructor's signature, submitted to the Superintendent as soon as possible, but no later than October 1st.
 - 7.3.4 An official transcript from the institution demonstrating successful completion of the course must be on file in the District's Unit Office as soon as it becomes available.
- 7.4 Teachers shall be advanced at the appropriate earned step on the salary schedule only at the beginning of an academic year.

8. *ESP Reimbursement* -

ESPs who are required by the District to attend workshops and/or classes shall be reimbursed the cost of the workshop or class and the reasonable cost of meals and travel, (not to exceed \$75 per day) and lodging that is necessarily incurred.

9. *Tuition Reimbursement* -

Teachers shall be reimbursed for each credit hour of pre-approved course work at a rate not to exceed the prevailing state college (Illinois State University) per hour rate per credit hour or actual rate paid, whichever is lower, for up to twelve (12) credit hours earned per fiscal year.

Request for reimbursement for completed course work must be accompanied by proof of payment. The Superintendent may accept or reject reimbursement based on the stated criteria in Article IV 7.1, 7.1.1, 7.1.2 and 7.1.3 of this Agreement. A rationale for the course of study or individual course will be submitted by the employee upon the request of the administration.

Employees that receive tuition reimbursement will be required to work for the District for at least three full school years beyond completion of their final class subject to reimbursement. Employee resignation prior to completion of this work requirement shall repay the District a percentage of all amounts previously reimbursed as follows:

- Resignation prior to completion of one full school year of service: 75%
- Resignation prior to completion of two full school years of service: 50%
- Resignation prior to completion of three full school years of service: 25%

The Superintendent in consultation with the union shall have the discretionary authority to waive the reimbursement requirement for extenuating circumstances.

10. *Additional Load Compensation* -

Any regular division junior and senior high school teacher with more than the normal six (6) academic teaching periods in a regular eight period schedule (in one day) shall receive additional compensation at the rate of 1/8th of the base salary per period per year, or 1/16th of the base salary per period per semester. Student support periods do not count as academic teaching periods.

11. *Early Retirement Incentive Program (ERIP)*

11.1 *Qualifications for ERIP*

1. At least 50 years of age prior to the regularly scheduled Board meeting

- in August.
2. Certified staff member
 3. Has completed eighteen or more years of creditable service with District #21
 4. If an employee is planning (electing) to take the state of Illinois TRS Early Retirement Option Plan (ERO), in which the District is responsible for a one-time lump sum ERO contribution, that employee is **not** eligible to participate in the District #21 ERIP.

11.2 Notice of Retirement

If an employee gives the Board an irrevocable notice of retirement by August 15 four (4) years prior to the year of retirement, the Board shall pay him/her a **three percent (3%)** retirement incentive, inclusive of any other increases in compensation for each of his/her remaining four years of service.

If an employee gives the Board an irrevocable notice of retirement by August 15 three (3) years prior to the year of retirement, the Board shall pay him/her a **three percent (3%)** retirement incentive, inclusive of any other increases in compensation for each of his/her remaining three years of service.

If an employee gives the Board an irrevocable notice of retirement by August 15 two (2) years prior to the year of retirement, the Board shall pay him/her a **three percent (3%)** retirement incentive, inclusive of any other increases in compensation for each of his/her remaining two years of service.

If an employee gives the Board an irrevocable notice of retirement by August 15 one (1) year prior to the year of retirement, the Board shall pay him/her a **three percent (3%)** retirement incentive, inclusive of any other increases in compensation for each of his/her remaining year of service.

To be eligible, an employee must also submit with their irrevocable letter of resignation a (TRS) member "personal statement of benefits".

11.3 Calculation of ERIP

Once an employee submits an irrevocable notice of retirement by August 15 that employee shall be removed from the salary schedules contained in Appendix A and C of this agreement. All calculations for salary increases will be based on the Teacher Retirement System (TRS) creditable earnings in the year prior to submission of the irrevocable notice of retirement. Once the employee submits an irrevocable notice of retirement in no case will the Employees TRS creditable earnings increase exceed **three percent (3%)** of the previous year.

If after submitting an irrevocable notice of retirement by August 15, the employee resigns from, or is dismissed from activities covered in Appendix C of this agreement, the retirement incentive for that employee will be recalculated **accordingly. Further, during the ERIP period, no new assignments for activities covered in Appendix C or any other additional assignments will be undertaken by the employee that will increase an employee's salary, unless offset by dropping an assignment that will decrease the employee's salary in an equivalent or greater amount during the same school year.**

11.4 Limitations of ERIP

The Board of Education reserves the right to limit participation based on seniority with the District to three persons annually. The limitation shall be determined at the meeting specified above for deadlines. In the case of limitations, letters of resignation will be acted upon at the next meeting of the Board after individual consultation with all persons involved. Each year when applying, a teacher who is denied early retirement the year before must re-apply for reconsideration.

11.5 Future Changes to Illinois Statutes

During the term of this Agreement, should changes be made to the statutory or regulatory provision of either the Illinois School Code or the Teachers Retirement System (TRS) provisions in the Illinois Pension Code that would permit an increase in an employee's annual salary to be more than three percent (3%) without the District incurring a penalty under TRS, the parties hereby agree that the provisions under Section 11.2 shall be increased accordingly in this Agreement as soon as such change is effective. This Section 11.5 shall apply to any such changes that may be limited in application to a specific category of employees, may be limited to employees that meet specified requirements, or are applicable to all employees covered under TRS. Further, if such change contemplated by this Section 11.5 is made during the ERIP period that has already commenced for an employee pursuant to Section 11.5, the remaining years during the employee's ERIP period shall be adjusted respectively to allow the increase in salary during the remainder of the employee's ERIP period in accordance with such change.

12. **Reimbursement for Committee Work**

Teachers will be reimbursed \$20 per meeting for each meeting attended with the following restrictions:

Discipline- 1 meeting per year and 3 teachers maximum per meeting

School Improvement- 2 meetings per year for both elementary and Jr-Sr High schools with a maximum of four teachers per meeting.

13. **National Board Certification**

Any certified teacher who successfully completes the National certification will receive an annual stipend of \$1,000 from the District. If the state's annual stipend falls below \$3,000, the Board will pay up to a maximum of \$2,000 per year. Example: State only pays \$1,500 for 2016-2017 school year. District would pay the teacher an additional \$1,000, Total paid by District- \$2,000 for 2016-2017 school year. If the teacher has not received payment by December 1, 2016 from the state, the District will pay the difference by December 31, 2016.

ARTICLE V LEAVES

1. Paid Sick Leave -

Teachers shall be entitled to fifteen (15) days sick leave per year. Eligible ESP staff, those who work three (3) or more hours per day, shall be entitled to eleven (11) sick leave days per year. Unused sick leave shall accumulate to a maximum of one work year total days for each eligible ESP position, meaning 180 days for 9 month employees, 200 days for 10 month employees and 240 days for twelve month employees. Unused sick leave shall accumulate to a maximum of 340 days for certified employees. Requests for additional sick days during the final four years of a teacher's contract would be considered by the board on a case by case basis. Employees who have accumulated their maximum sick leave days at the beginning of the year shall be granted their annual number of sick leave days to be used during the current school year, and if not used, will not accumulate.

- 1.1 Sick leave shall be interpreted to mean personal illness, quarantine at home, or serious illness or death in the immediate family or household. "Immediate family" for the purpose of this Agreement shall mean parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers/sisters-in-law, sons/daughters-in-law, and legal guardians. The Principal/Superintendent shall monitor the use of employees' sick leave.
- 1.2 An absence of three or more consecutive days for an employee illness may require a physician's certificate of treatment. Excessive absenteeism or a recurring pattern of absenteeism may be reviewed by the Superintendent and/or his/her designee.
- 1.3 In case of adoption, the Board may, on a case-by-case basis, grant permission to use sick leave for a bonding period, if required by the adoption agency.
- 1.4 Part-time employees shall be granted sick leave based on their pro-rata employment status.
- 1.5 Sick Leave Donation Plan
 - A. The Board and the Association hereby agree to establish a sick leave donation plan. This plan's purpose is to allow all employees the ability to donate their sick days to another employee for the purpose of a catastrophic illness.
 - B. Employees may apply for donated sick leave days upon complete exhaustion of their accumulated sick leave days. Employees desiring to use the sick leave donation plan should contact the Association president. The Association president will notify the superintendent and make arrangements to implement the plan.
 - C. Employees wishing to donate a sick day will use the form provided in Appendix F.

2. *Paid Bereavement Leave -*

At the beginning of each school year, each employee shall be granted up to six (6) days bereavement leave with four (4) days maximum per death of immediate family, two (2) days maximum for extended family or personal friend. In extreme circumstances, the Superintendent may authorize the use of sick leave for bereavement if the maximum bereavement under this article has been used.

- 2.1 For the purpose of bereavement leave, "extended family" shall include aunts, uncles, first cousins, and close personal friends.

3. *Sick Leave Statement /Salary Worksheet-*

The employer shall furnish each employee with a written statement at the beginning of each school year setting forth the total sick leave credit and salary information.

4. *Paid Personal and/or Emergency Leave -*

Employees who work four and one-half (4.5) or more hours per day shall be granted two (2) days and employees working between 15 and 20 hours per week shall be granted one (1) day personal leave at full pay per school year for the purpose of attending to legal or personal business, and moral obligations which cannot be attended to at any other time except during school hours. Except in cases of an emergency, written advance notice shall be submitted two (2) school days prior to date of leave to the Superintendent or his/her designee. In the case of an emergency, the eligible employee must provide reason for the leave as soon as possible, and in any event, no later than the day he/she returns to work.

- 4.1 If approved by the building Principal and the Superintendent, personal leave days may be used during the first and last weeks of school, a day prior to or a day after holidays, vacation period, or institute days for extenuating circumstances.
- 4.2 Personal leave days not used by June 1, by school year employees, or June 30, by all other employees, may be reimbursed. Teachers would be reimbursed at 1.5 times the substitute rate and other full time employees would be reimbursed at \$52.50 per day. Part time employees will be reimbursed on a pro-rated status based on their fractionalized employment. Staff may choose to alternatively convert personal leave to sick leave.

5. *Paid Professional Leave -*

Each teacher or ESP may have professional leave days (generally not to exceed 2 days per year, exclusive of conference attendance required by the District) if approved by the Superintendent

- A. To attend a conference, workshop or seminar related to the employee's assignment and supportive of the District goals and action plan.
- B. To visit other schools, view other techniques or programs, view new related equipment or to observe exemplary programs related to the employee's assignment.

Requests for a professional leave day shall be submitted in writing to the building Principal and the Superintendent at least five (5) working days prior to the requested

leave. The Superintendent retains the final authority to accept or reject any or all use of professional leave days.

No more than two (2) employees per district may use professional leave on the same day. However, the Superintendent may waive this restriction.

If the Superintendent approves such leave, the District shall pay registration plus the reasonable cost of meals and travel, not to exceed \$75 per day. If an overnight stay is required for attendance, the Superintendent may approve motel fees. The employee must furnish receipts for all conference expenses.

6. *Paid Jury Duty Leave-*

Any employee called for jury duty during working hours or who is subpoenaed to testify during work hours in any judicial matter shall be paid his/her full salary for such time and suffer no loss of benefits or contractual advantage. Daily rates received for such duties shall be reimbursed to the District only for those working days when the employee was absent from school and do not include any compensation for food or travel.

7. *Unpaid Leave of Absence -*

Leaves of absence without pay may be granted to tenured teachers or non-probationary ESPs. Any employee granted such leave shall be returned to employment in a similar capacity, if said position remains available at the termination of such leave and provided the employee meets the following criteria:

- 7.1 Written requests for leaves of absence without pay should be made at least ninety (90) days before the leave is desired, subject to approval by the Board.
- 7.2 Dates of departure and return must be acceptable to the administration and determined prior to initiating the request.
- 7.3 Leaves of less than two (2) calendar weeks, if acceptable and approved by the Superintendent, will not require Board approval, nor ninety (90) days advance notice.
- 7.4 The employee shall inform the Superintendent of his/her intent to return to a similar position the following school year not later than March 1. If the employee fails to inform the Superintendent prior to March 1, the employee waives his/her right to future employment in the District.
- 7.5 Tenured or non-probationary status shall not be impaired by virtue of an unpaid leave.
- 7.6 Employees taking an unpaid leave of ninety (90) days or more shall not receive experience credit for the year they are on leave.

- 7.7 During the unpaid leave, the employee may purchase hospitalization and major medical insurance at the District group rate. The employee shall be responsible for the full amount of the full monthly premium. Said payments shall be made fifteen (15) days prior to the District's premium due day to the Unit District Bookkeeper.
- 7.8 Under this policy, no leave shall exceed one year unless an extension thereof is requested by the employee in writing and recommended by the Superintendent and approved by the Board. Any request for an extension must be submitted to the Superintendent no later than ninety (90) calendar days prior to the end of the school year during which the employee is on leave. In no event shall any employee be granted an unpaid leave of absence in excess of two (2) years.

8. *IEP Work Day*

Special Education teachers will have an IEP work day each school year. The date would need to be approved in advance following the same guidelines as personal day use.

ARTICLE VI PERSONNEL FILE

1. Personnel File -

Only a master file of all materials related to an employee shall exist at the Unit Office. Each employee, upon twenty-four (24) hours notice, shall have the right to review the contents of said employee's personnel file, with the exceptions identified in the Personnel Record Review Act. Such review shall take place during the regular business hours established by the Unit Office or at a time mutually agreeable with the Superintendent and the employee.

- 1.1 Each employee, giving proper notice, shall have the right to review the contents of said employee's personnel file and to respond to any material that has been entered in his/her file and his/her response shall be attached to the file.
- 1.2 Each employee shall have the right to have a representative of the Association accompany him/her in such review.
- 1.3 Upon request, the District will reproduce all reviewable materials in the employee's personnel file.
- 1.4 Material which is derogatory to the employee shall not be placed into the employee's file unless the employee has been made aware of said material. The employee shall affix his/her signature and date on the actual copy filed. The signature does not indicate agreement with the contents of the material.
- 1.5 The employee may not remove any material from said file and must review the contents of his/her file in the presence of the Superintendent or his designee.

2. Notification of Change to Personnel File -

Each employee shall be notified of any changes to his or her personnel file with the following exceptions:

- 2.1 Letters of reference, such as those received from the employee's former teachers and employers.
- 2.2 Test documents, except for the cumulative test scores.
- 2.3 Materials used by the employer for management planning, including external peer review documents or recommendations concerning salary increases, promotions and job assignments or other comments or ratings used for planning purposes.

- 2.4 Records relevant to a pending claim between the employer and employee which are subject to discovery in a lawsuit.
- 2.5 Security records incident to an investigation of criminal conduct or other harmful activities by an employee.

ARTICLE VII EMPLOYMENT CONDITIONS

1. *School Calendar* -

The school calendar shall consist of 185 days. The teacher work year will consist of 180 attendance days to both student contact days and institute days. Unused emergency days shall not become work days for the teacher. The LWEA has the right to provide input on the final school calendar for each year of the contract. The LWEA will provide input to the superintendent prior to January 1 of each year regarding the calendar for the next school year. The Board will have the final decision on the school calendar adopted each year.

2. *Work Year-Educational Support Personnel* -

The normal work year shall consist of the following for full-time employees:

| | |
|---------------------------------|-----------------------------|
| Custodial/Maintenance Personnel | 260 days |
| Bookkeeper | 260 days |
| Secretary/Clerical | 180 or 200 days as assigned |
| Paraprofessionals | 174 |
| Choral Accompanist | as needed |
| Cafeteria/Cooks | 174 |
| Saturday Detention Supervisor | as needed |
| Bus Drivers | 174 |

2.1 Notification of Extended Assignments

A. Twenty (20) work days prior to the last day of student attendance, employees shall be notified by the Superintendent or designee of the number of extra days of work offered during the summer months beyond the employee's normal work year when school is not in session.

B. ESP staff that are requested to participate in optional work beyond their contractually established days will be compensated at their regular hourly rate for time worked. Any optional opportunities would not replace established work year days as set forth in the contract.

3. *Work Day Teachers* -

The normal teacher's day shall be as follows: Fifteen minutes before school starts and may leave fifteen minutes after the end of the usual student day. The maximum work day should not exceed 7 hours and 50 minutes. The normal work day shall be followed, except the beginning and ending times may be altered for the following:

- 3.1 Faculty-meetings, not to extend 30 minutes beyond the latest normal teacher dismissal time.
- 3.2 Altered bus service.
- 3.3 Curriculum meetings, not to extend 30 minutes beyond the latest normal teacher dismissal time.

- 3.4 Scheduled appointments with parents or students by the principal for parent/teacher conferences. If a parent requests a conference with a teacher concerning a student(s), the teacher shall have the authority to schedule those appointments.
- 3.5 Open house.
- 3.6 Emergency situations where employees' presence is required by the Superintendent to protect the welfare or safety of the students.
- 3.7 Other professional meetings or at the request of the administration, not to extend 30 minutes beyond the latest normal teacher dismissal time.
- 3.8 In the event that students are dismissed early due to holidays, weather or spring break, teachers, paraprofessionals, secretaries, and cooks shall be dismissed following the departure of students from campus unless needed for supervision of students as requested by the administrator.
- 3.9 Teachers shall attend building level school sponsored activities such as graduation (9-12 teachers), promotion (6-8 teachers), "Back to School Night", Parent/Teacher Conferences, Open House, and Reading Night (K-5 teachers). Each building will develop a list of required events. This list shall be reviewed annually in conjunction with a union representative. Attendance is required unless a written absence approval is given by the building principal prior to the event.

4. *Work Room -*

Each school building will be furnished with an employee work room. Each work room will be supplied with table, chairs, coffee pot, microwave and refrigerator. The parties agree that should specified equipment malfunction the absence of those items shall not be subject to the grievance procedure pending repairs.

5. *Preparation Period -*

All full-time junior and senior high school teachers shall have a daily preparation period equal in length to the student's instruction period. All full-time elementary school teachers shall at a minimum have 160 minutes per work week of preparation time. The average shall be computed on the basis of 176 work days per year.

6. *Transfers/Vacancies -*

When it is necessary to transfer or reassign employees, all qualified volunteers shall be considered. If there are no volunteers, the least senior employee having the necessary qualifications, in that classification, to perform the duties required for that job shall be transferred.

- 6.1 The Superintendent and his/her designee shall email all staff to their district email accounts, a list of all known vacancies in the bargaining unit as they occur, including extra summer work. The posting shall be for at least five (5) working days. This shall not prevent the temporary filling of vacancies while the posting period is pending.

- 6.2 Qualified employees may apply for a vacant position in the District. Such application shall be in writing and given to the Superintendent. The Superintendent and the Board shall give fair consideration to such applications taking into account seniority and years of experience, but retains the final authority when filling vacant positions. Applicants denied the transfer shall be given Written notice within five working days of filling the vacant position:

7. ***Discipline or Dismissal -***

- 7.1 **Just Cause Discipline** - No employee shall be disciplined without just cause. Discipline includes reprimands, suspensions and discharge, but does not include transfer or reassignment. This section shall not apply to teacher dismissals or suspensions preliminary to dismissal, nor shall this section apply to probationary employees or non-tenured teachers. ESP employees shall be probationary employees for 90 work days from the first day of actual work.
- 7.2 **Representation at Discipline/Evaluation Meetings** - In the event an Administrator requires an employee to attend a meeting with a view toward disciplining an employee, the employee, upon request, may have an Association representative present.

8. ***ESP Paid Holidays -***

Twelve-month ESPs shall have the following 13 paid holidays:

January 1, New Year's Day

The third Monday in January, the birthday of Martin Luther King, Jr.

The Monday commonly known as President's Day

The first Monday in March (Casimir Pulaski Day) (waived by Dist. 21)

The day designated as Memorial Day by federal law

June 19, Juneteenth

1. July 4, Independence Day **Membership and Dues.** The Board agrees to pay the cost of the District Office Secretary's annual membership dues to a professional organization approved by the Superintendent and Board. The District Office Secretary shall be encouraged to attend professional meetings as appropriate. Within budget constraints and as approved by the Board, such costs of attendance may be paid by the Board upon receipt of a full, itemized account of such costs.
2. **Vacation.** The District Office Secretary shall be entitled to fifteen (15) working days of vacation, plus all legal school holidays for the 2024-2025, 2025-2026, and 2026-2027 school years. Vacation shall be taken within twelve (12) months of the year in which it is earned, while up to five (5) vacation days can carry-over for use the following year.
3. **Criminal Background Investigation.** Pursuant to 105 ILCS 5/10-21.9, Boards of Education are prohibited from knowingly employing a person who has been convicted of committing or attempting to commit the named crimes therein. If the criminal background investigation required by Illinois law is not completed at the time this Contract is signed, and the subsequent investigation report reveals there has been such a conviction, this contract shall immediately become null and void.
4. **Discharge for Cause.** Throughout the term of the Agreement, the District Office Secretary shall be subject to discharge for just cause, provided; however, the Board shall not arbitrarily or capriciously call for dismissal and the District Office Secretary shall have the right to service of written charges, notice of hearing, and a hearing before the Board. If the District Office Secretary chooses to be accompanied by counsel at such

hearing, all such personal expenses shall be paid by the District Office Secretary.

Failure to comply with the terms and conditions of this Contract after notification and a reasonable opportunity to correct, where appropriate, shall also be sufficient cause for purposes of discharge as provided in this Contract. The Board retains the right to provide a notice and opportunity to correct for any misconduct, contract violation, or performance deficiency it deems remediable.

5. **Disability.** Should the District Office Secretary be unable to perform the duties and obligations of the Contract by reason of illness, accident, or other cause beyond their control, and such disability exists for a period of more than thirty (30) days after the exhaustion of accumulated sick leave days and vacation days, the Board, in its discretion, may terminate this Contract, whereupon the respective duties, rights, and obligations of the parties shall terminate.
6. **Notice.** Notice of intent not to renew this contract shall be given to the District Office Secretary by March 15th of the year in which the Contract expires. Said notice shall be in writing and state the specific reason for non-renewal. Failure to provide the notice of intent not to renew by the Board shall extend this contract for one (1) additional year, except that the District Office Secretary shall notify the Superintendent of this obligation in writing no later than February 1st of each year and the failure to so notify the Superintendent shall negate the Board's responsibility to give notice of intent to the District Office Secretary.

The first Monday in September, Labor Day
 The second Monday in October, Columbus Day
 November 11, Veterans Day
 Thanksgiving Day
 The day after Thanksgiving Day
 Christmas Day

Should an employee be required to work on any of the above-designated holidays, the employee shall receive an additional day's pay. Should any of these days be waived by the District, the employee has the option of taking a floating holiday or an additional day's pay. Floating holidays must be approved by the employee's supervisor.

- 8.1 A twelve month employee must work the day preceding and the day following a legal school holiday to receive pay for the holiday unless he/she is on an approved vacation, or has an excused absence satisfactory to the Superintendent.

9. *Vacation for Twelve Month ESPs -*

- 9.1 Employees hired after January 1, 2000 shall not be eligible to take vacation until after one year of employment. They will be eligible for 10 days of vacation beginning with year two through ten. Beginning with year eleven they will be eligible for 15 days of vacation per year.
- 9.2 Employees hired before January 1, 2000 who have between two and ten years of service are eligible for ten vacation days beginning on July 1 of each year. Beginning with year eleven they will be eligible for 15 days of vacation per year.
- 9.3 Part time twelve month employees who work at least halftime (20 hours per week) are entitled to vacation on the same basis as for full time employees, but their vacation pay will be based on the employee's part-time pay.
- 9.4 Employees shall be able to carry over up to five vacation days from one year to the next. For new employees hired after January 1, 2000 their date of hire would be used to begin their year and with employees hired before January 1, 2000, July 1 would be used as their date of hire.

10. *Extra Trip Assignment and Bus Driver Hours -*

Regular route drivers must maintain their name on the list for extra trips throughout the year to meet the 600 hours work requirement for Illinois Municipal Retirement Fund participation and payment into this fund on behalf of the employee by the District. Failure of a driver to place his/her name on this list will constitute notification to the District that the regular route driver does not wish to participate in the IMRF retirement program.

The Administration will attempt to assign extra trips equitably among regular route drivers. In the event regular drivers are unavailable, extra trips will be offered to substitute drivers. Pay for extra driving shall be as specified in the Appendix B to this document.

If an employee was scheduled to drive a bus for an extra trip, and travels to school for such a trip, but the trip is canceled, the employee shall be paid one (1) hour of pay at the extra trip rate. The District may avoid payment of this wage by notifying the employee in advance of the time they would be required to leave their home to meet the appointment for extra driving.

- 10.1 **Bus Driver Meal and Lodging Reimbursement** - When required for out of town bus trips that exceed two (2) hours one way, drivers will be reimbursed for the actual cost of meals not to exceed \$8.00 based on the presentation of receipts to the Unit Office. Lodging expense will be reimbursed when required for the trip.

- 10.2 **Bus Driver Physical and Drug Tests** - The District will pay the cost of physicals and drug tests required by the District or by law. The District shall specify the physician or other health professional to perform these tests.
- 10.3 **Bus Driver Refresher Course** - The District will pay bus drivers at the hourly rate paid for extra duty trips for the actual time of their attendance at refresher courses as required by law.
- 10.4 **Extra Duty Trip** - Extra duty driving pay shall include standing time.
- 10.5 **Bus Permit and Renewal of Commercial Drivers License** - The District shall pay the actual cost of bus permits and renewal fees for the CDL.

11. Individual Contracts -

Any individual contract between the employer and an employee shall be subject to and consistent with the terms and conditions of this Agreement.

12. Duplication of the Agreement -

Within thirty (30) calendar days after ratification by the Association and adoption by the Board, the Board shall make available two (2) original counterparts of the Agreement for signatures and copies of this Agreement shall be reproduced by the Board at its expense, and made available to all members of the bargaining unit.

13. Subcontracting-

During the life of this Agreement the employer shall not subcontract work of the bargaining unit if the effect of such subcontracting is that the bargaining unit members lose regular, as opposed to additional or overtime, hours of employment. This paragraph shall not prohibit the employer from engaging outside persons or entities to perform technical, out-of-the-ordinary work.

14. Notification of Assignment -

Employees shall be given tentative assignments no later than thirty (30) days prior to the start of the school year. Changes in tentative assignments may be made in case of changed circumstances. Tentative class lists will be shared a week or more in advance of the first day of school.

15. Medications -

Under no circumstances shall employees be required to administer medications to students. This shall not prohibit employees from providing emergency assistance to students.

16. Hepatitis B Vaccine -

The Employer will provide at no cost or loss of pay to all employees requesting Hepatitis B vaccine; in addition, the Employer will provide protective clothing such as latex gloves.

17. Bomb Search -

Employees shall not be required to search for a bomb or explosive materials.

18. Workers' Compensation -

If any employee is paid temporary disability under Workers' Compensation for a work-related injury incurred while performing services for the District, the Board shall, upon written request of the employee, pay the employee the difference between the Workers' Compensation rate and the employee's rate of pay up to the limit of that employee's accumulated sick leave. If and only if the employee makes such a request, sick leave shall be charged to the employee. The charge shall be proportional.

Example: An employee is injured on the job. Workers' Compensation pays the employee two-thirds (2/3) of the employee's regular rate of pay. The employee had five (5) days of accumulated sick leave remaining. The Board, upon request, shall pay one-third (1/3) of the employee's regular rate of pay to the employee as sick leave for fifteen (15) days.

If an employee is not covered by Workers' Compensation, the employee shall be entitled to sick leave to the extent the employee has accumulated days available.

19. Physical Assault on an Employee -

All employees shall promptly report to the Principal or Superintendent any case of physical assault on such employee while performing his/her duties. If the State's Attorney decides to prosecute the perpetrator of the assault, the employee shall be released from his/her duties while testifying without loss of salary benefit. *

20. Attendance -

All school employees are encouraged to attend all school events appropriate to their grade level, including extracurricular.

ARTICLE VIII ADDITIONAL ESP WORKING CONDITIONS

1. ESPs Work Day -

The normal work day for ESPs shall be a shift of not more than eight and one-half (8½) hours in length and shall include a thirty (30) minute duty-free non-paid lunch, providing the work day consists of at least five (5) hours. Employees who are regularly scheduled to work six hours or more per day shall be entitled to two 10 minute breaks, one in the morning and one in the afternoon. Employees who are regularly scheduled to work four hours, but less than six, shall be entitled to one 10 minute break. Breaks will be scheduled with the approval of the employee's immediate supervisor and may be modified as building conditions or events occur. This paragraph does not apply to bus drivers. Cooks who work less than six hours per day shall be entitled to one break.

2. Job Descriptions -

Employer shall provide job descriptions to all ESPs.

- 2.1 Official job descriptions for each position within the Bargaining Unit shall be maintained at the Superintendent's office and shall be available for inspection by Bargaining Unit Employees upon request.
- 2.2 Copies of all job descriptions and revisions thereto will be given to the Association President.
- 2.3 The Administration shall meet with Association representatives upon request to review existing and proposed job descriptions/categories.

3. Changing Hours -

The Employer shall not split work hours or change the starting or ending time of an employee's shift to avoid paying overtime.

4. Work Before or After Regularly Scheduled Hours -

Whenever practical the Administration shall utilize volunteers for work before or after the regularly scheduled hours. If there are no volunteers, the Administration may assign work to qualified employees. All work before or after regularly scheduled hours, up to 40, shall be paid at the rate specified in this contract.

5. Sunday and Holiday Pay -

Employees will be assigned to work Sundays and holidays only in emergency and on special occasions. Such work will be paid in addition to any paid holidays. This paragraph shall not apply to Bus Drivers or building checks.

- 5.1 **Regular Overtime** - Monday shall be the beginning of each work week for the purpose of calculating overtime. For ESPs, all work over and above forty (40) hours per week shall be compensated at the rate of one and one-half (1½) times the normal rate of pay. For purposes of computing overtime, "work" as used in the preceding sentence shall include time spent on behalf of the District at a refresher course, at an "in service" or with a court proceeding at the request of the District.

5.2 **Overtime Procedures** - No overtime shall be allowed or incurred without the approval in advance of the building principal or superintendent except in emergencies. There is no guarantee to overtime work for any employee. Whenever practical, the Administration shall endeavor to offer overtime equally among employees within the same classification over the course of the work year.

5.3 **Building/Boiler Checks** - Building and boiler checks performed when school is not in session and outside the normal shift shall be paid at a minimum of one hour.

6. **Lunches** -

The two custodians who are assigned to cafeteria or food service duty, cooks and all cafeteria workers shall receive school lunches free of charge.

7. **Bus Drivers (Maintenance)**

Upon request, bus drivers shall be reimbursed any cost incurred in connection with maintenance of the bus. Prior approval of time worked and maintenance outside of established work hours would be required. Bus drivers are paid for all hours worked and shall be paid the extra trip hourly rate of pay for washing buses or performing any other maintenance task required of them as bus drivers.

ARTICLE IX ESP SENIORITY

1. **Seniority Applicability -**

Seniority shall accrue in categories of position for ESPs. Substitute and temporary employees shall not accrue seniority. However, once applicable, seniority shall relate back to the first day of employment. No seniority shall accrue to a person employed as a substitute for an ESP on leave of absence for one year or less, unless that person continues employment after the return of the ESP on leave. ESPs may accrue seniority in more than one category of position at the same time.

2. **Posting of Seniority List -**

A seniority list shall be posted by February 1, current through that school year. The seniority list shall set forth the seniority of each ESP. The Association shall be given a copy of the list upon request. By March 1 of each year, any ESP who believes his/her seniority is incorrectly shown shall submit to the Superintendent in writing an explanation of any claimed error and shall have the right to meet with the Administration to correct errors. If agreement cannot be reached as to seniority, the grievance procedure shall apply, but shall be limited to seniority for that year. Unless such claim is made by March 1, seniority shall be deemed accurate through the end of that year and may be relied upon by the Administration.

3. **Loss of Seniority -**

Once attained, seniority is not lost, except as set forth herein. Seniority is lost upon the following:

- 3.1 Resignation
- 3.2 Dismissal, including a reduction in force after the recall period has expired.
- 3.3 Retirement

Seniority is not lost due to leaves approved by the Board, or as allowed under this agreement.

4. **Transfer-Effect Upon Seniority -**

- When an ESP is transferred from one category of position to another, either by employee request, or administrative or Board action, the employee shall retain any accrued seniority in that category of position.
- An ESP subject to layoff shall have the right to bump another ESP who has less seniority in any category of position than the ESP subject to layoff, providing the ESP subject to layoff is qualified to perform the job.

EXAMPLE: ESP 'A' has worked five (5) years as cafeteria staff and four (4) years as a paraprofessional. The Board determines to RIF one paraprofessional, and 'A' is the least senior paraprofessional. 'A' has the right to "bump" into a cafeteria staff position if a person in that category has less than five (5) years of seniority at the time of layoff.

5. **Categories of Position -**

Categories of position shall be as follows:

| | |
|---|--|
| Secretary 25 or more years, hired before 7/1/16 | |
| Secretary 8 or more years, hired after | |

| | |
|---|--|
| 7/1/2016 | |
| Secretary 8 to 24 years | |
| Secretary 0 to 7 years | |
| Secretary 0 to 7 years, hired after 7/1/2016 | |
| Paraprofessionals 8 or more years | |
| Paraprofessionals 8 or more years, hired after 7/1/2016 | |
| Paraprofessionals 0-7 yrs | |
| Paraprofessionals 0 to 7 years, hired after 7/1/2016 | |
| Custodian 0-7 yrs hired after 7/1/2016 | |
| Custodians 0-7 years | |
| Custodians 8 or more years, hired after 7/1/2016 | |
| Custodians 8 or more years | |
| Custodian/Gym | |
| Head Cook | |
| Cooks 25 or more years. hired before 7/1/16 | |
| Cooks 8-24 years | |
| Cooks 8-24 years, hired after 7/1/2016 | |
| Cooks 0-7 years | |
| Cooks 0-7 years, hired after 7/1/2016 | |
| Bus drivers 0-7 years, hired after 7/1/2016 | |
| Bus drivers 0-7 years | |
| Bus drivers 8 or more years, hired after 7/1/2016 | |
| Bus drivers 8 or more years | |
| Bus Monitor hired after July 1. 2016 | |
| Bus Monitor | |
| Permanent sub bus driver, hired after 7/1/2016 | |
| Permanent Sub Bus driver | |
| Bus Driver Extra-C. Trips | |
| Sat. after school detentions supervisor hired after 7/1/2016 | |
| Academic tutor certified including btw driving | |
| | |

6. Seniority Measurement -

Seniority shall be measured in terms of years. ESPs employed after the start of a school year, upon completion of thirty (30) consecutive working days, shall receive prorata credit for one (1) year's service based upon the actual days worked. For school-year employees, one year's service shall be measured from the first day of school for employees in that category. For twelve-month employees, one year's service shall measure from the beginning of the fiscal year (July 1 through June 30).

EXAMPLE: A cook is hired with twenty-five (25) work days left in the school year. The cook shall not receive seniority that year, because the cook did not have thirty (30) days consecutive employment. However, the next year the cook shall be deemed to have one and 25/174 years seniority (for this example only it is assumed that the work year is 174 days).

7. Accruing Seniority -

Employees regularly scheduled to work over 3½ hours per day shall gain one (1) full year of seniority for each 174 days worked in a fiscal year.

Employees regularly scheduled to work less than 3½ hours per day shall gain one-half (½) year of seniority for each 174 days worked in a fiscal year.

Bus drivers regularly scheduled to work a full route or two (2) runs shall gain one (1) full year of seniority for each 174 days worked in a fiscal year.

A route for bus drivers is a regularly scheduled morning and afternoon pick-up and delivery of students. A run is one-half (1/2) of a route. For example, the kindergarten run picks up children and delivers them to school.

Any employee who works 174 days or more shall accrue one (1) year of seniority. No employee shall accrue more than one (1) year of seniority in any year.

ARTICLE X ESP REDUCTION IN FORCE

1. Notice to Employees -

ESPs shall be dismissed or have hours reduced on the basis of seniority within categories of position. An ESP subject to layoff, reduced hours, or affected by bumping shall have the right to bump another ESP who has less seniority in a category of position than the ESP subject to layoff providing the employee subject to layoff is qualified to perform the job. No layoff or reduction in hours shall be deemed to occur if there is no reduction in pay.

2. Recall -

Employees who are reduced shall have recall rights for a period of one (1) year, measured from first day of the school term following a reduction in force.

2.1 **Notice of Recall** - An employee subject to recall shall be notified in writing of the vacant position. Should an employee refuse to accept a vacant position within ten (10) calendar days of receipt of notice, that employee's recall rights shall be terminated for the position offered at that time and the position shall be offered to the next employee with recall rights who is qualified to fill the position. Employees on layoff are obligated to advise the administration office of their current address and telephone number so as to facilitate notice of recall.

2.2 **Retained Rights After Recall** - Recalled employees shall have the accumulated sick leave, salary schedule position, and seniority they had when honorably dismissed. Employees recalled shall retain the right of recall to open positions in categories in which they had greater seniority than another employee with recall rights.

ARTICLE XI EVALUATION

1. Certified Evaluation

A. Statement of Purpose

The purposes of this plan are the establishment of a valid and reliable performance evaluation for teachers that assess both professional practice and student growth.

B. Philosophy of Plan

This evaluation plan uses Charlotte Danielson's Framework for teaching to establish a common definition of effective teaching for all Lowpoint-Washburn Schools. This plan seeks to use the Framework for Effective Teaching to define effective practice, encourage conversations about instruction and identify areas for professional growth.

C. Statement of Teacher Involvement

Representatives of the LWEA were involved in the development of the District Evaluation Plan. An assurance statement documenting said involvement is included in **Appendix #1**.

D. Identification of Evaluators

The Superintendent or designee approved to conduct evaluation and observation of certified staff.

E. Descriptions/Standards of Performance

District #21 presently employs certified personnel for the job classification of teacher. For the purpose of this evaluation plan, teachers shall be evaluated utilizing the Framework for Teaching model. All certified staff will be evaluated by administrators approved to conduct evaluation of certified staff. All tenured teachers will be formally evaluated a minimum of once every two years. In the "off" year of the evaluation cycle, teachers and administrators can accumulate evidence that may be utilized during the next formal evaluation. All non-tenured teachers will be formally evaluated a minimum of one time per year.

Each certified staff member is expected to achieve a "proficient" or "excellent" rating on the Summative Evaluation document (Appendix #6). Certified tenured or non-tenured teachers receiving a "needs improvement" rating will be subject to the professional assistance plan outlined later in this document.

Any certified non-tenured teacher who receives a rating "unsatisfactory" shall be subject to dismissal at the end of their professional contract period. Certified tenured teachers receiving an "unsatisfactory" rating will be required to follow remediation activities as outlined later in this document. Teachers who fail to complete the ninety (90) school day remediation plan with a "proficient" or above rating shall be dismissed in accordance with 105 ILCS 5/24A-1 through 5 of The Illinois School Code.

F. IMPORTANT DATES AND DEADLINES

At the start of the school term (1st day of student attendance)

- The school district will provide written notice (either electronic or paper) that a performance evaluation will be conducted in that school term to each teacher affected or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed. The written notice shall include:
 1. a copy of rubric to be used to rate the teacher (Appendix 6).
 2. a copy of the Teacher Performance Evaluation plan.

By October 1st

- The evaluator and teacher decide on the two assessments, metrics and targets to be used in the evaluation by October 1st of each year the teacher is evaluated.

February 1st

- Each teacher must complete a self-assessment, and portfolio and turn it in to the evaluator by February 1 of the year they are evaluated.

March 15th

- Teachers must receive a written evaluation incorporating professional practice (70%) and student growth (30%) by March 15th of each year a teacher is evaluated.

G. Schedule of Evaluations

The following schedule will be utilized to conduct teacher evaluations:

- **Full-time Non-tenured teachers** -All full-time, non-tenured teachers will be formally evaluated a minimum of one time per year. Evaluations which recommend dismissal will be completed by March 1. An evaluation will consist of two (2) formal observations and two (2) informal observations.
- **Part-time Non-tenured teachers**-All part-time, non-tenured teachers will be evaluated annually. An evaluation will consist of a minimum of one (1) formal observation and one (1) informal observation.
- **Teachers on Contractual Continued Service**-All tenured teachers will be formally evaluated a minimum of once every two years. The evaluation will consist of a minimum of one (1) formal observation and two (2) informal observations. Tenured teachers with an excellent rating may follow a three year evaluation cycle, rather than a two.
- Nothing in this plan limits the number of formal or informal observations that an administrator may due during a school year.
- If a teacher has a planned leave of absence or an absence that falls under the Family Medical Leave Act, the administrator will make every effort to complete the evaluation prior to the absence. If this cannot be done, then the teacher will be placed on the evaluation cycle the following school year.

H. STUDENT GROWTH COMPONENTS

- Student growth shall represent 30 percent of the overall rating.

- The Joint Committee could not identify a Type 1 or 2 assessments for grades 7-12. Therefore 7-12 teachers will use two type 3 assessments. Grades K-6 teachers will use two type 3 assessments unless the teacher and evaluator agree to use the district's benchmarking assessment as one of the assessments.
- The Joint Committee has approved the student growth teacher categories and assessments to be used for each category (Appendix 17).
- The Joint Committee has approved the use of the Divide by Three for regular education students and divide by five for special education students Student Growth Model to be used in all assessments used for student growth in the District.
- On or before October 1st of each year, the evaluator and teacher shall discuss assessments to be used, student growth model and targets to be used.
 - A minimum of two assessments will be used to provide data for student growth in each teacher category. One of the assessments must be a Type III assessment.
 - Type I: a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois.
 - Type II: any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.
 - Type III: any assessment that is rigorous, that is aligned to the course's curriculum, and that the evaluator and teacher determine measures student learning in that course. Examples include teacher created assessments, in addition to teacher selected assessments designed by textbook publishers, student work samples or portfolio's assessments of student performance, and assessments designed by staff who are subject or grade level experts that are administered commonly across a given grade or subject. A type I or II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that grade or subject area.
- Individual assessment results of any student shall be included in the student growth measurement model, provided that the student has been enrolled in the school for a period of time sufficient for him or her to have results from at least two points in time on a comparable assessment. A student must have an attendance rate of 90% or higher first semester to be included in the student growth roster for a teacher being evaluated.
- The Joint Committee approved the following Teacher Student Growth Rating on assessments used:

Teacher Rating for Student Growth
target

Excellent: 4

Proficient: 3

Needs Improvement: 2

Unsatisfactory: 1

Percentage of Students who met the

70- 100%

40%-69%

25%- 39%

Below 25%

I. Rating Scale Domains And Elements

| | |
|-----------------------|-----------|
| Excellent (4) | 3.5-4.0 |
| Proficient (3) | 2.5-3.49 |
| Needs Improvement (2) | 1.8-2.49 |
| Unsatisfactory (1) | 1.79-0.00 |

J. Filing Of Evaluations

The result of each completed Appendix #4 (Observation Report) shall be completed, communicated, and the receipt confirmed either electronically or hard copy (paper). Appendix #6 (Summative Evaluation/Rubric Score Sheet) shall be completed and communicated either electronically or hard copy (paper) with the final copy being completed in duplicate and signed by the administrator and the teacher for the individual's personnel file. This may include a response by the teacher to the evaluation. Observation Reports must be completed within ten (10) school days of the said observation. One copy of the signed Appendix #6 will be given to the teacher, and one will be retained by the administrator and forwarded to the Unit Office for placement in the teacher's personnel file.

K. Professional Assistance

The professional assistance process will provide for a minimum of four scheduled observations and four unscheduled observations for the school year following the receipt of the "Needs Improvement" rating.

A professional assistance plan will be developed with input from the teacher and administrator, utilizing Appendix #15. The professional assistance plan will focus on the areas that need improvement and will outline supports that the district will provide to address the areas of concern that have been identified in the previous evaluation.

Certified tenured or non-tenured teachers receiving a "needs improvement" as an overall rating on Appendix #6 will be subject to the professional assistance process for the next school year.

Should a problem, situation or weak area of teacher performance be identified via "notice of direction" during a non-evaluation year, the process will be put into place:

1. A meeting between the teacher and administrator will take place. The teacher has a right to union representation at this meeting.
2. Identification of the problem will be submitted to the teacher in writing.
3. A plan of action will be developed to remedy the problem/situation. A timeline will be included for review.
4. If the problem is not resolved to meet administrator expectations within the limits of the collaborative timeline, the teacher will be evaluated for the remainder of the current school year as well as the following school year utilizing the Professional Assistance process.

L. Remediation Activities for Tenured Teachers

For tenured teachers, a remediation plan will be developed and initiated within thirty (30) school days after an evaluation has been completed which results in an overall "unsatisfactory" rating. This plan will be designed to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable. The remediation plan will provide for two 45 day evaluation periods in which a minimum of 2 scheduled and 2 unscheduled observations will be completed in each period. At the conclusion of the first 45 day evaluation, the administrator must complete Appendix #6 and assign an overall rating for that time period. At the conclusion of the second 45-day evaluation period, the administrator must complete Appendix #6 and assign an overall rating for the entire 90 day period.

- a. Failure of the teacher to comply with the timelines for the required evaluations due to events such as summer months, illness, or district approved leaves of absence under a remediation plan shall not invalidate the results of said plan.
- b. Failure of the administration to strictly comply with time requirements contained herein shall not invalidate results of the remediation plan.
- c. There shall be a conference for the overall remediation plan evaluation within ten (10) school days of the completed remediation process.

1. Participants

The participants in the remediation plan shall include the teacher deemed "unsatisfactory," a qualified administrator, and a consulting teacher as approved by the LWEA and by the Superintendent. The writing of the remediation plan may include the participation of the above mentioned personnel to assist in connecting areas identified as unsatisfactory.

- a. The participation of the consulting teacher shall be voluntary.
- b. The qualified consulting teacher shall have received a rating of "excellent" or "proficient on the most recent evaluation, has a minimum of five (5) years experience in teaching.
- c. The consulting teacher shall be chosen from the names of all teachers so qualified.
- d. Where no consulting teacher is available in the District, the district shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall then provide a consulting teacher who meets the requirements for qualification as a consulting teacher.
- e. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in like manner as the initial consulting teacher. The remediation plan shall be amended, as may be necessary upon consultation with the new consulting teacher.
- f. The consulting teacher shall provide advice to the teacher under remediation as to how to improve teaching skills and how to successfully complete the remediation plan.
- g. The consulting teacher shall not be required to participate in either of the two 45 day evaluation cycles in an official observation role, nor be engaged to evaluate the performance of the teacher under remediation.
- h. In order to provide assistance to the teacher under a remediation plan, the consulting teacher shall attend each post-observation conference as well as the 45 day evaluation conference.

2. Dismissal

The remediation plan shall provide that if the teacher under remediation fails to complete the ninety (90) school day remediation plan with a "proficient" or above (final) rating, said teacher shall be dismissed in accordance with 105 ILCS 5/24A-1 through 5 of The Illinois School Code.

3. Successful Completion

A teacher who successfully completes a remediation program shall be placed on a regular cycle of evaluation.

M. Definitions

1. Evaluation

- The evaluation of a certified staff member consists of the observation process throughout the entire school year.

2. Observations

- **Formal Observation**
 - o Will be scheduled ahead of time and consist of a pre-conference, a documented observation utilizing Appendix #4, and a post-conference.
 - o Will be a minimum of:
 - 45 minutes, **or**
 - A complete lesson, **or**
 - A completed class period
- **Informal Observation**
 - o May be scheduled or impromptu
 - o May vary in length
 - o May allow for documentation and follow up via face to face meeting, or written or electronic communication

3. Evaluation Rating

- The overall evaluation rating is provided on the summative evaluation document (Appendix #6).

N. Evaluation Documents

Copies of the evaluation documents are attached as follows:

- Appendix #1 Assurance Statement
- Appendix #2 Framework for Teaching
- Appendix #3 Pre-Observation Report
- Appendix #4 Observation Report
- Appendix #5 Post-Observation Report
- Appendix #6 Summative Evaluation/Rubric Score Sheet
- Appendix #7 Observation Series Guidance
- Appendix #8 Sample Pre-Observation Report
- Appendix #9 Sample Observation Report
- Appendix #10 Sample Post-Observation Report
- Appendix #11 What Teachers Need To Know
- Appendix #12 What Administrators Need To Know

Appendix #13 Evaluation Timeline
Appendix #14 Artifacts List
Appendix #15 Professional Assistance Plan
Appendix #16 Demonstration of Components
Appendix #17 Student Growth Teacher Categories
Appendix #18 Self Assessment Form

2. ESP Evaluation -

All formal evaluations shall be reduced to writing and a copy given to the employee within five (5) days. The employee and the supervisor shall mutually agree to a date and time for a post evaluation conference in which to discuss the evaluation. This conference must take place within five (5) days after the employee has received the evaluation. If the employee disagrees with the evaluation, he/she may submit a written response which shall be attached to the file copy of the evaluation in question. If a supervisor believes an employee is doing unsatisfactory work, the reason(s) therefore shall be stated.

See Appendix G for evaluation forms.

ARTICLE XII OTHER TERMS AND CONDITIONS

1. Complete Understanding -

The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties. The terms and conditions may be modified only through the written mutual consent of the parties.

The Association agrees that the operating of schools and the direction of staff are vested exclusively in the School Board.

2. Management Rights -

The Board shall not be required to bargain over inherent managerial policy which shall include the following areas of direction or policy;

- A. The function of the Board.
- B. Standards of service.
- C. The Board's overall budget.
- D. Selection of new employees.
- E. Direction of all employees.

3. Duration -

This Agreement shall be effective upon on July 1, 2024 and shall remain in effect until June 30, 2027.

4. Approval of Agreement -

This Agreement is signed the 25th day of June 2024.

In Witness Thereof

Lowpoint-Washburn Education
Association/IEA-NEA

For the Board of Education
Community Unit School District No. 21

Julie Manning, Vice-President

Monica Beltramea, President

Dana White, Secretary

Bargaining Team

Holly Spurgeon, President

Julie Manning, Vice-President

Kim Sullivan, Secretary

Technology duties

Staff who volunteer and have the technology expertise may be selected on an as needed basis for the following technology related duties in District #21:

1. Troubleshooting maintenance problems with classroom computers, printers, scanners, TV's and other technology related classroom equipment.
2. Troubleshoot problems with classroom software.
3. Assist staff with questions related to computer assisted instruction.
4. Maintain user accounts for E Mail.
5. Other technology related duties.

Before performing any of the above duties, staff must gain prior approval from a School District administrator for the service to be completed and the hours to be worked. Staff members will be compensated in the amount of \$20 per hour for their technology duties.

The School District retains the right to seek assistance from outside sources for all technology-related duties, even duties covered by this agreement.

Salary and Benefit Information

- Administration will attempt to fill all stipend positions through advertising the opportunity to staff, then with the public. If a stipend position cannot be filled internally or externally as it is designated in the contract, administration may be able to revise the position and compensation to fill the position.
- Compensation rate for supervision of events by staff when A.D. is not available. \$33 per event.
- Attendance bonus. Administration may determine a quarterly or semester bonus amount for staff with perfect attendance.
- Paraprofessionals or other staff designated by administration with changing duties will receive an additional \$1.50 an hour.
- Teachers will be compensated for professional development hours, with the professional development and hours being approved in advance by administration, at the rate of \$20 an hour.

Appendix B
Educational Support Personnel Hourly Rates

| | 2023-24 | % incr | 2024-25 | % incr | 2025-26 | % incr | 2026-27 |
|--|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
| Secretary, 25 or more years, hired before 7/1/2016 | \$ 29.61 | 0.015 | \$ 30.05 | 0.04 | \$ 31.26 | 0.04 | \$ 32.51 |
| Secretary, 8 or more years, hired after 7/1/2016 | \$ 16.15 | 0.04 | \$ 16.80 | 0.04 | \$ 17.47 | 0.04 | \$ 18.17 |
| Secretary, 8 to 24 years | \$ 23.36 | 0.03 | \$ 24.06 | 0.04 | \$ 25.02 | 0.04 | \$ 26.02 |
| Secretary, 0 to 7 years | \$ 21.00 | 0.03 | \$ 21.63 | 0.04 | \$ 22.50 | 0.04 | \$ 23.40 |
| Secretary, 0 to 7 years, hired after 7/1/2016 | \$ 14.95 | 0.05 | \$ 15.70 | 0.04 | \$ 16.33 | 0.04 | \$ 16.98 |
| Paraprofessionals, 8 or more years | \$ 20.86 | 0.03 | \$ 21.49 | 0.04 | \$ 22.35 | 0.04 | \$ 23.24 |
| Paraprofessionals, 8 or more years, hired after 7/1/16 | \$ 15.55 | 0.05 | \$ 16.33 | 0.04 | \$ 16.98 | 0.04 | \$ 17.66 |
| Paraprofessionals, 0-7 years | \$ 18.55 | 0.035 | \$ 19.20 | 0.04 | \$ 19.97 | 0.04 | \$ 20.77 |
| Paraprofessionals, 0-7 years, hired after 7/1/2016 | \$ 14.95 | 0.05 | \$ 15.70 | 0.04 | \$ 16.33 | 0.04 | \$ 16.98 |
| Custodians, 0-7 years hired after 7/1/2016 | \$ 13.75 | 0.09 | \$ 15.00 | 0.04 | \$ 15.60 | 0.04 | \$ 16.23 |
| Custodians, 0-7 years | \$ 15.50 | 0.05 | \$ 16.28 | 0.04 | \$ 16.93 | 0.04 | \$ 17.60 |
| Custodian, 8 or more years, hired after 7/1/2016 | \$ 14.95 | 0.05 | \$ 15.70 | 0.04 | \$ 16.33 | 0.04 | \$ 16.98 |
| Custodians, 8 or more years | \$ 17.25 | 0.035 | \$ 17.85 | 0.04 | \$ 18.57 | 0.04 | \$ 19.31 |
| Custodian/Gym | \$ 19.86 | 0.03 | \$ 20.46 | 0.04 | \$ 21.27 | 0.04 | \$ 22.12 |
| Head Cook | \$ 20.50 | 0.04 | \$ 21.32 | 0.04 | \$ 22.17 | 0.04 | \$ 23.06 |
| Cook, 25 or more years, hired before 7/1/16 | \$ 18.33 | 0.03 | \$ 18.88 | 0.04 | \$ 19.64 | 0.04 | \$ 20.42 |
| Cooks, 8-24 years | \$ 17.19 | 0.03 | \$ 17.71 | 0.04 | \$ 18.41 | 0.04 | \$ 19.15 |
| Cook, 8-24 yr, hired after 7/1/2016 | \$ 14.95 | 0.05 | \$ 15.70 | 0.04 | \$ 16.33 | 0.04 | \$ 16.98 |
| Cooks, 0-7 years | \$ 15.47 | 0.04 | \$ 16.09 | 0.04 | \$ 16.73 | 0.04 | \$ 17.40 |
| Cook, 0-7 years, hired after 7/1/2016 | \$ 13.75 | 0.091 | \$ 15.00 | 0.04 | \$ 15.60 | 0.04 | \$ 16.23 |
| Bus drivers, 0-7 years, hired after 7/1/2016 | \$ 20.33 | 0.04 | \$ 21.14 | 0.04 | \$ 21.99 | 0.04 | \$ 22.87 |
| Bus drivers, 0-7 years | \$ 29.86 | 0.02 | \$ 30.46 | 0.04 | \$ 31.68 | 0.04 | \$ 32.94 |
| Bus drivers, 8 or more years, hired after 7/1/2016 | \$ 21.53 | 0.03 | \$ 22.18 | 0.04 | \$ 23.06 | 0.04 | \$ 23.99 |
| Bus drivers, 8 or more years | \$ 37.31 | 0.02 | \$ 38.06 | 0.04 | \$ 39.58 | 0.04 | \$ 41.16 |
| Bus Monitor, hired after 7/1/2016 | \$ 13.16 | 0.14 | \$ 15.00 | 0.04 | \$ 15.60 | 0.04 | \$ 16.23 |
| Perm sub bus driver, hired after 7/1/16 | \$ 19.14 | 0.05 | \$ 20.00 | 0.04 | \$ 20.80 | 0.04 | \$ 21.63 |
| Permanent Sub Bus driver | \$ 32.00 | 0.01 | \$ 32.32 | 0.04 | \$ 33.61 | 0.04 | \$ 34.96 |
| Bus Driver Extra-Curricular Trips | \$ 18.66 | 0.02 | \$ 19.03 | 0.04 | \$ 19.79 | 0.04 | \$ 20.59 |
| Saturday detention supervisor | \$ 24.40 | 0.01 | \$ 24.64 | 0.04 | \$ 25.63 | 0.04 | \$ 26.65 |
| Academic Tutor including extra BTW driving | \$ 32.34 | 0.01 | \$ 32.66 | 0.04 | \$ 33.97 | 0.04 | \$ 35.33 |
| Behavior Interventionist | | | \$ 16.70 | 0.04 | \$ 17.37 | 0.04 | \$ 18.06 |
| Media Specialist | | | \$ 16.00 | 0.04 | \$ 16.64 | 0.04 | \$ 17.31 |
| Educational Assistant | | | Min. Wa. | | Min. Wa. | | Min. Wa. |

Probationary employees will be paid 80% of the beginning salary for the respective category. After successfully completing the probationary period (90 work days) the employee will be moved to the salary rate for the respective category.

Appendix A

Certified Teacher Salary Schedule 2024-2025

| | New BS | New BS+8 | New BS+16 | New BS+24 | New MS | New MS+8 | New MS+16 | New MS+24 | New MS+32 |
|----|-------------------|---------------------|----------------------|----------------------|-------------------|---------------------|----------------------|----------------------|----------------------|
| 1 | 37267 | 38124 | 38981 | 39838 | 42407 | 43266 | 44126 | 44985 | 45846 |
| 2 | 38086 | 38944 | 39801 | 40658 | 43229 | 44088 | 44948 | 45846 | 46705 |
| 3 | 38906 | 39764 | 40620 | 41478 | 44051 | 44911 | 45771 | 46705 | 47565 |
| 4 | 39726 | 40584 | 41440 | 42298 | 44874 | 45733 | 46593 | 47565 | 48424 |
| 5 | 40546 | 41404 | 42260 | 43118 | 45696 | 46555 | 47415 | 48424 | 49284 |
| 6 | 41366 | 42223 | 43080 | 43938 | 46518 | 47377 | 48238 | 49284 | 50143 |
| 7 | 42186 | 43043 | 43900 | 44758 | 47341 | 48200 | 49060 | 50143 | 51003 |
| 8 | 43006 | 43863 | 44720 | 45577 | 48163 | 49022 | 49882 | 51003 | 51863 |
| 9 | 43825 | 44683 | 45540 | 46397 | 48985 | 49844 | 50704 | 51863 | 52723 |
| 10 | 44645 | 45503 | 46360 | 47217 | 49807 | 50666 | 51527 | 52723 | 53582 |
| 11 | 45465 | 46323 | 47179 | 48037 | 50630 | 51489 | 52349 | 53582 | 54442 |
| 12 | 46285 | 47143 | 47999 | 48857 | 51452 | 52311 | 53171 | 54442 | 55301 |
| 13 | 47105 | 47962 | 48819 | 49677 | 52274 | 53133 | 53993 | 55301 | 56161 |
| 14 | 47925 | 48782 | 49639 | 50497 | 53096 | 53956 | 54816 | 56161 | 57020 |
| 15 | 48745 | 49602 | 50459 | 51316 | 53919 | 54778 | 55638 | 57020 | 57881 |
| 16 | 49564 | 50422 | 51279 | 52136 | 54741 | 55600 | 56460 | 57881 | 58740 |
| 17 | 50384 | 51242 | 52099 | 52956 | 55563 | 56422 | 57283 | 58740 | 59600 |
| 18 | | 52062 | 52918 | 53776 | 56386 | 57245 | 58105 | 59600 | 60459 |
| 19 | | 52882 | 53738 | 54596 | 57208 | 58067 | 58927 | 60459 | 61319 |
| 20 | | | 54558 | 55416 | 58030 | 58889 | 59749 | 61319 | 62178 |
| 21 | | | 55378 | 56236 | 58852 | 59711 | 60572 | 62178 | 63038 |
| 22 | | | | 57056 | 59675 | 60534 | 61394 | 63038 | 63898 |
| 23 | | | | 57875 | 60497 | 61356 | 62216 | 63898 | 64758 |
| 24 | | | | | 61319 | 62178 | 63038 | 64758 | 65617 |
| 25 | | | | | 62141 | 63001 | 63861 | 65617 | 66477 |
| 26 | | | | | | 63823 | 64683 | 66477 | 67336 |
| 27 | | | | | | 64645 | 65505 | 67336 | 68196 |
| 28 | | | | | | | 66328 | 68196 | 69055 |
| 29 | | | | | | | 67150 | 69055 | 69916 |
| 30 | | | | | | | | 69916 | 70775 |
| 31 | | | | | | | | 70775 | 71635 |
| 32 | | | | | | | | | 72494 |
| 33 | | | | | | | | | 73354 |

In addition to the amounts on the salary schedule, the District shall pay a teacher who has taught in the District at least 5 years a longevity amount that equals 1.90% of the base times the number of years of service credit a teacher has beyond the last step of the salary schedule in the respective column applicable to that teacher.

Appendix A

Certified Teacher Salary Schedule 2025-2026

| | New BS | New BS+8 | New BS+16 | New BS+24 | New MS | New MS+8 | New MS+16 | New MS+24 | New MS+32 |
|----|-------------------|---------------------|----------------------|----------------------|-------------------|---------------------|----------------------|----------------------|----------------------|
| 1 | 38049 | 38925 | 39799 | 40675 | 43425 | 44304 | 45185 | 46065 | 46946 |
| 2 | 38886 | 39762 | 40636 | 41512 | 44267 | 45146 | 46027 | 46946 | 47826 |
| 3 | 39723 | 40599 | 41474 | 42349 | 45109 | 45988 | 46869 | 47826 | 48706 |
| 4 | 40560 | 41436 | 42311 | 43186 | 45951 | 46830 | 47711 | 48706 | 49586 |
| 5 | 41397 | 42273 | 43148 | 44023 | 46793 | 47672 | 48553 | 49586 | 50467 |
| 6 | 42234 | 43110 | 43985 | 44860 | 47635 | 48514 | 49395 | 50467 | 51347 |
| 7 | 43072 | 43947 | 44822 | 45697 | 48477 | 49356 | 50237 | 51347 | 52227 |
| 8 | 43909 | 44784 | 45659 | 46535 | 49319 | 50198 | 51079 | 52227 | 53107 |
| 9 | 44746 | 45621 | 46496 | 47372 | 50161 | 51040 | 51921 | 53107 | 53988 |
| 10 | 45583 | 46458 | 47333 | 48209 | 51003 | 51882 | 52763 | 53988 | 54868 |
| 11 | 46420 | 47296 | 48170 | 49046 | 51845 | 52724 | 53605 | 54868 | 55749 |
| 12 | 47257 | 48133 | 49007 | 49883 | 52687 | 53567 | 54447 | 55749 | 56628 |
| 13 | 48094 | 48970 | 49844 | 50720 | 53529 | 54409 | 55289 | 56628 | 57509 |
| 14 | 48931 | 49807 | 50681 | 51557 | 54371 | 55251 | 56131 | 57509 | 58389 |
| 15 | 49768 | 50644 | 51518 | 52394 | 55213 | 56093 | 56973 | 58389 | 59270 |
| 16 | 50605 | 51481 | 52356 | 53231 | 56055 | 56935 | 57815 | 59270 | 60149 |
| 17 | 51442 | 52318 | 53193 | 54068 | 56897 | 57777 | 58657 | 60149 | 61030 |
| 18 | | 53155 | 54030 | 54905 | 57739 | 58619 | 59499 | 61030 | 61910 |
| 19 | | 53992 | 54867 | 55742 | 58581 | 59461 | 60341 | 61910 | 62791 |
| 20 | | | 55704 | 56580 | 59423 | 60303 | 61183 | 62791 | 63671 |
| 21 | | | 56541 | 57417 | 60265 | 61145 | 62025 | 63671 | 64551 |
| 22 | | | | 58254 | 61107 | 61987 | 62867 | 64551 | 65431 |
| 23 | | | | 59091 | 61949 | 62829 | 63709 | 65431 | 66312 |
| 24 | | | | | 62791 | 63671 | 64551 | 66312 | 67192 |
| 25 | | | | | 63633 | 64513 | 65393 | 67192 | 68073 |
| 26 | | | | | | 65355 | 66235 | 68073 | 68952 |
| 27 | | | | | | 66197 | 67077 | 68952 | 69833 |
| 28 | | | | | | | 67919 | 69833 | 70713 |
| 29 | | | | | | | 68761 | 70713 | 71594 |
| 30 | | | | | | | | 71594 | 72473 |
| 31 | | | | | | | | 72473 | 73354 |
| 32 | | | | | | | | | 74234 |
| 33 | | | | | | | | | 75115 |

In addition to the amounts on the salary schedule, the District shall pay a teacher who has taught in the District at least 5 years a longevity amount that equals 1.90% of the base times the number of years of service credit a teacher has beyond the last step of the salary schedule in the respective column applicable to that teacher.

Appendix A

Certified Teacher Salary Schedule 2026-2027

| | New BS | New BS+8 | New BS+16 | New BS+24 | New MS | New MS+8 | New MS+16 | New MS+24 | New MS+32 |
|----|-------------------|---------------------|----------------------|----------------------|-------------------|---------------------|----------------------|----------------------|----------------------|
| 1 | 38810 | 39742 | 40635 | 41529 | 44337 | 45235 | 46134 | 47032 | 47932 |
| 2 | 39664 | 40597 | 41490 | 42384 | 45196 | 46095 | 46994 | 47932 | 48830 |
| 3 | 40518 | 41451 | 42344 | 43238 | 46056 | 46954 | 47854 | 48830 | 49729 |
| 4 | 41372 | 42306 | 43199 | 44093 | 46916 | 47814 | 48713 | 49729 | 50627 |
| 5 | 42225 | 43161 | 44054 | 44948 | 47775 | 48674 | 49573 | 50627 | 51527 |
| 6 | 43079 | 44015 | 44908 | 45802 | 48635 | 49533 | 50433 | 51527 | 52425 |
| 7 | 43933 | 44870 | 45763 | 46657 | 49495 | 50393 | 51292 | 52425 | 53324 |
| 8 | 44787 | 45725 | 46618 | 47512 | 50354 | 51253 | 52152 | 53324 | 54222 |
| 9 | 45641 | 46579 | 47472 | 48366 | 51214 | 52112 | 53012 | 54222 | 55122 |
| 10 | 46494 | 47434 | 48327 | 49221 | 52074 | 52972 | 53871 | 55122 | 56020 |
| 11 | 47348 | 48289 | 49182 | 50076 | 52933 | 53832 | 54731 | 56020 | 56919 |
| 12 | 48202 | 49143 | 50036 | 50930 | 53793 | 54691 | 55591 | 56919 | 57818 |
| 13 | 49056 | 49998 | 50891 | 51785 | 54653 | 55551 | 56450 | 57818 | 58717 |
| 14 | 49910 | 50853 | 51746 | 52640 | 55513 | 56411 | 57310 | 58717 | 59615 |
| 15 | 50764 | 51707 | 52600 | 53494 | 56372 | 57270 | 58170 | 59615 | 60514 |
| 16 | 51617 | 52562 | 53455 | 54349 | 57232 | 58130 | 59029 | 60514 | 61413 |
| 17 | 52471 | 53417 | 54310 | 55204 | 58092 | 58990 | 59889 | 61413 | 62312 |
| 18 | | 54271 | 55164 | 56058 | 58951 | 59850 | 60749 | 62312 | 63210 |
| 19 | | 55126 | 56019 | 56913 | 59811 | 60709 | 61609 | 63210 | 64109 |
| 20 | | | 56874 | 57768 | 60671 | 61569 | 62468 | 64109 | 65008 |
| 21 | | | 57728 | 58622 | 61530 | 62429 | 63328 | 65008 | 65907 |
| 22 | | | | 59477 | 62390 | 63288 | 64188 | 65907 | 66805 |
| 23 | | | | 60332 | 63250 | 64148 | 65047 | 66805 | 67704 |
| 24 | | | | | 64109 | 65008 | 65907 | 67704 | 68603 |
| 25 | | | | | 64969 | 65867 | 66767 | 68603 | 69502 |
| 26 | | | | | | 66727 | 67626 | 69502 | 70400 |
| 27 | | | | | | 67587 | 68486 | 70400 | 71300 |
| 28 | | | | | | | 69346 | 71300 | 72198 |
| 29 | | | | | | | 70205 | 72198 | 73097 |
| 30 | | | | | | | | 73097 | 73995 |
| 31 | | | | | | | | 73995 | 74895 |
| 32 | | | | | | | | | 75793 |
| 33 | | | | | | | | | 76692 |

In addition to the amounts on the salary schedule, the District shall pay a teacher who has taught in the District at least 5 years a longevity amount that equals 1.90% of the base times the number of years of service credit a teacher has beyond the last step of the salary schedule in the respective column applicable to that teacher.

**Coaching Pay Scale
2024-2025
Junior High**

Base \$37,267

| Years | Athletic Director | | Head Boys Basketball | | Assistant Boys or Girls Basketball | | Head Baseball Head Softball | | Head Volleyball Head Track | | Assistant Volleyball Assistant Track | |
|------------|-------------------|-------------|----------------------|-------------|------------------------------------|-------------|--------------------------------|-------------|-------------------------------|-------------|---|-------------|
| 1 | 0.070 | \$ 2,608.69 | 0.065 | \$ 2,422.36 | 0.0425 | \$ 1,583.85 | 0.04 | \$ 1,490.68 | 0.055 | \$ 2,049.69 | 0.0375 | \$ 1,397.51 |
| 2 | 0.075 | \$ 2,795.03 | 0.07 | \$ 2,608.69 | 0.0475 | \$ 1,770.18 | 0.0425 | \$ 1,583.85 | 0.06 | \$ 2,236.02 | 0.04 | \$ 1,490.68 |
| 3 | 0.080 | \$ 2,981.36 | 0.075 | \$ 2,795.03 | 0.05 | \$ 1,863.35 | 0.045 | \$ 1,677.02 | 0.065 | \$ 2,422.36 | 0.045 | \$ 1,677.02 |
| 4 | 0.09 | \$ 3,354.03 | 0.08 | \$ 2,981.36 | 0.055 | \$ 2,049.69 | 0.0475 | \$ 1,770.18 | 0.07 | \$ 2,608.69 | 0.05 | \$ 1,770.18 |
| 5 | 0.10 | \$ 3,726.70 | 0.09 | \$ 3,354.03 | 0.06 | \$ 2,236.02 | 0.05 | \$ 1,863.35 | 0.075 | \$ 2,795.03 | 0.05 | \$ 1,863.35 |
| 6 | 0.11 | \$ 4,099.37 | 0.10 | \$ 3,726.70 | 0.065 | \$ 2,422.36 | 0.055 | \$ 2,049.69 | 0.075 | \$ 2,795.03 | 0.06 | \$ 2,049.69 |
| 7 | 0.12 | \$ 4,472.04 | 0.11 | \$ 4,099.37 | 0.07 | \$ 2,608.69 | 0.06 | \$ 2,236.02 | 0.08 | \$ 2,981.36 | 0.0575 | \$ 2,142.85 |
| 8 to 10 | 0.13 | \$ 4,844.71 | 0.12 | \$ 4,472.04 | 0.075 | \$ 2,795.03 | 0.065 | \$ 2,422.36 | 0.085 | \$ 3,167.70 | 0.06 | \$ 2,236.02 |
| 11 to 13 | 0.14 | \$ 5,217.38 | 0.13 | \$ 4,844.71 | 0.08 | \$ 2,981.36 | 0.07 | \$ 2,608.69 | 0.09 | \$ 3,354.03 | 0.0625 | \$ 2,329.19 |
| 14 or more | 0.15 | \$ 5,590.05 | 0.14 | \$ 5,217.38 | 0.085 | \$ 3,167.70 | 0.075 | \$ 2,795.03 | 0.095 | \$ 3,540.37 | 0.065 | \$ 2,422.36 |

**Coaching Pay Scale
2025-2026
Junior High**

Base \$38,049

| Years | Athletic Director | | Head Boys Basketball | | Assistant Boys or Girls Basketball | | Head Baseball | | Head Volleyball | | Assistant Volleyball | |
|------------|-------------------|-------------|-----------------------|-------------|------------------------------------|-------------|---------------|-------------|-----------------|-------------|----------------------|-------------|
| | | | Head Girls Basketball | | | | Head Softball | | Head Track | | Assistant Track | |
| 1 | 0.070 | \$ 2,663.43 | 0.065 | \$ 2,473.19 | 0.0425 | \$ 1,617.08 | 0.04 | \$ 1,521.96 | 0.055 | \$ 2,092.70 | 0.0375 | \$ 1,426.84 |
| 2 | 0.075 | \$ 2,853.68 | 0.07 | \$ 2,663.43 | 0.0475 | \$ 1,807.33 | 0.0425 | \$ 1,617.08 | 0.06 | \$ 2,282.94 | 0.04 | \$ 1,521.96 |
| 3 | 0.080 | \$ 3,043.92 | 0.075 | \$ 2,853.68 | 0.05 | \$ 1,902.45 | 0.045 | \$ 1,712.21 | 0.065 | \$ 2,473.19 | 0.045 | \$ 1,712.21 |
| 4 | 0.09 | \$ 3,424.41 | 0.08 | \$ 3,043.92 | 0.055 | \$ 2,092.70 | 0.0475 | \$ 1,807.33 | 0.07 | \$ 2,663.43 | 0.05 | \$ 1,807.33 |
| 5 | 0.10 | \$ 3,804.90 | 0.09 | \$ 3,424.41 | 0.06 | \$ 2,282.94 | 0.05 | \$ 1,902.45 | 0.075 | \$ 2,853.68 | 0.05 | \$ 1,902.45 |
| 6 | 0.11 | \$ 4,185.39 | 0.10 | \$ 3,804.90 | 0.065 | \$ 2,473.19 | 0.055 | \$ 2,092.70 | 0.075 | \$ 2,853.68 | 0.06 | \$ 2,092.70 |
| 7 | 0.12 | \$ 4,565.88 | 0.11 | \$ 4,185.39 | 0.07 | \$ 2,663.43 | 0.06 | \$ 2,282.94 | 0.08 | \$ 3,043.92 | 0.0575 | \$ 2,187.82 |
| 8 to 10 | 0.13 | \$ 4,946.37 | 0.12 | \$ 4,565.88 | 0.075 | \$ 2,853.68 | 0.065 | \$ 2,473.19 | 0.085 | \$ 3,234.17 | 0.06 | \$ 2,282.94 |
| 11 to 13 | 0.14 | \$ 5,326.86 | 0.13 | \$ 4,946.37 | 0.08 | \$ 3,043.92 | 0.07 | \$ 2,663.43 | 0.09 | \$ 3,424.41 | 0.0625 | \$ 2,378.06 |
| 14 or more | 0.15 | \$ 5,707.35 | 0.14 | \$ 5,326.86 | 0.085 | \$ 3,234.17 | 0.075 | \$ 2,853.68 | 0.095 | \$ 3,614.66 | 0.065 | \$ 2,473.19 |

**Coaching Pay Scale
2026-2027
Junior High**

Base \$38,810

| Years | Athletic Director | | Head Boys Basketball Head Girls Basketball | | Assistant Boys or Girls Basketball | | Head Baseball Head Softball | | Head Volleyball Head Track | | Assistant Volleyball Assistant Track | |
|------------|-------------------|-------------|---|-------------|---------------------------------------|-------------|--------------------------------|-------------|-------------------------------|-------------|---|-------------|
| 1 | 0.070 | \$ 2,716.70 | 0.065 | \$ 2,522.65 | 0.0425 | \$ 1,649.43 | 0.04 | \$ 1,552.40 | 0.055 | \$ 2,049.69 | 0.0375 | \$ 1,455.38 |
| 2 | 0.075 | \$ 2,910.75 | 0.07 | \$ 2,716.70 | 0.0475 | \$ 1,843.48 | 0.0425 | \$ 1,649.43 | 0.06 | \$ 2,236.02 | 0.04 | \$ 1,552.40 |
| 3 | 0.080 | \$ 3,104.80 | 0.075 | \$ 2,910.75 | 0.05 | \$ 1,940.50 | 0.045 | \$ 1,746.45 | 0.065 | \$ 2,422.36 | 0.045 | \$ 1,746.45 |
| 4 | 0.09 | \$ 3,492.90 | 0.08 | \$ 3,104.80 | 0.055 | \$ 2,134.55 | 0.0475 | \$ 1,843.48 | 0.07 | \$ 2,608.69 | 0.05 | \$ 1,843.48 |
| 5 | 0.10 | \$ 3,881.00 | 0.09 | \$ 3,492.90 | 0.06 | \$ 2,328.60 | 0.05 | \$ 1,940.50 | 0.075 | \$ 2,795.03 | 0.05 | \$ 1,940.50 |
| 6 | 0.11 | \$ 4,269.10 | 0.10 | \$ 3,881.00 | 0.065 | \$ 2,522.65 | 0.055 | \$ 2,134.55 | 0.075 | \$ 2,795.03 | 0.06 | \$ 2,134.55 |
| 7 | 0.12 | \$ 4,657.20 | 0.11 | \$ 4,269.10 | 0.07 | \$ 2,716.70 | 0.06 | \$ 2,328.60 | 0.08 | \$ 2,981.36 | 0.0575 | \$ 2,231.58 |
| 8 to 10 | 0.13 | \$ 5,045.30 | 0.12 | \$ 4,657.20 | 0.075 | \$ 2,910.75 | 0.065 | \$ 2,522.65 | 0.085 | \$ 3,167.70 | 0.06 | \$ 2,328.60 |
| 11 to 13 | 0.14 | \$ 5,433.40 | 0.13 | \$ 5,045.30 | 0.08 | \$ 3,104.80 | 0.07 | \$ 2,716.70 | 0.09 | \$ 3,354.03 | 0.0625 | \$ 2,425.63 |
| 14 or more | 0.15 | \$ 5,821.50 | 0.14 | \$ 5,433.40 | 0.085 | \$ 3,298.85 | 0.075 | \$ 2,910.75 | 0.095 | \$ 3,540.37 | 0.065 | \$ 2,522.65 |

**Coaching Pay Scale
2024-2025
High School**

Base \$37,267

| Years | Athletic Director | | Head Boys Basketball Head Girls Basketball Head Volleyball | | Head Track Head Softball | | Assistant Basketball Assistant Volleyball | | Head Cross Country | | Assistant Track Assistant Softball | |
|------------|-------------------|-------------|--|-------------|-----------------------------|-------------|--|-------------|--------------------|-------------|---------------------------------------|-------------|
| 1 | 0.13 | \$ 4,844.71 | 0.11 | \$ 4,099.37 | 0.09 | \$ 3,354.03 | 0.059 | \$ 2,198.75 | 0.059 | \$ 2,198.75 | 0.05 | \$ 1,863.35 |
| 2 | 0.14 | \$ 5,217.38 | 0.12 | \$ 4,472.04 | 0.1 | \$ 3,726.70 | 0.066 | \$ 2,459.62 | 0.066 | \$ 2,459.62 | 0.056 | \$ 2,086.95 |
| 3 | 0.15 | \$ 5,590.05 | 0.13 | \$ 4,844.71 | 0.11 | \$ 4,099.37 | 0.072 | \$ 2,683.22 | 0.072 | \$ 2,683.22 | 0.062 | \$ 2,310.55 |
| 4 | 0.16 | \$ 5,962.72 | 0.14 | \$ 5,217.38 | 0.12 | \$ 4,472.04 | 0.078 | \$ 2,906.83 | 0.078 | \$ 2,906.83 | 0.068 | \$ 2,534.16 |
| 5 | 0.17 | \$ 6,335.39 | 0.15 | \$ 5,590.05 | 0.13 | \$ 4,844.71 | 0.084 | \$ 3,130.43 | 0.084 | \$ 3,130.43 | 0.074 | \$ 2,757.76 |
| 6 | 0.18 | \$ 6,708.06 | 0.16 | \$ 5,962.72 | 0.14 | \$ 5,217.38 | 0.09 | \$ 3,354.03 | 0.09 | \$ 3,354.03 | 0.08 | \$ 2,981.36 |
| 7 | 0.19 | \$ 7,080.73 | 0.17 | \$ 6,335.39 | 0.15 | \$ 5,590.05 | 0.1 | \$ 3,726.70 | 0.1 | \$ 3,726.70 | 0.086 | \$ 3,204.96 |
| 8 to 10 | 0.20 | \$ 7,453.40 | 0.18 | \$ 6,708.06 | 0.16 | \$ 5,962.72 | 0.106 | \$ 3,950.30 | 0.106 | \$ 3,950.30 | 0.092 | \$ 3,428.56 |
| 11 to 13 | 0.21 | \$ 7,826.07 | 0.19 | \$ 7,080.73 | 0.17 | \$ 6,335.39 | 0.113 | \$ 4,211.17 | 0.113 | \$ 4,211.17 | 0.098 | \$ 3,652.17 |
| 14 or more | 0.22 | \$ 8,198.74 | 0.20 | \$ 7,453.40 | 0.18 | \$ 6,708.06 | 0.12 | \$ 4,472.04 | 0.12 | \$ 4,472.04 | 0.104 | \$ 3,875.77 |

**Coaching Pay Scale
2025-2026
High School**

Base \$38,049

| Years | Athletic Director | Head Boys Basketball Head Girls Basketball Head Volleyball | Head Track Head Softball | Assistant Basketball Assistant Volleyball | Head Cross Country | Assistant Track Assistant Softball |
|------------|-------------------|--|-----------------------------|--|--------------------|---------------------------------------|
| 1 | 0.13 \$ 4,946.37 | 0.11 \$ 4,099.37 | 0.09 \$ 3,354.03 | 0.059 \$ 2,198.75 | 0.059 \$ 2,198.75 | 0.05 \$ 1,863.35 |
| 2 | 0.14 \$ 5,326.86 | 0.12 \$ 4,472.04 | 0.1 \$ 3,726.70 | 0.066 \$ 2,459.62 | 0.066 \$ 2,459.62 | 0.056 \$ 2,086.95 |
| 3 | 0.15 \$ 5,707.35 | 0.13 \$ 4,844.71 | 0.11 \$ 4,099.37 | 0.072 \$ 2,683.22 | 0.072 \$ 2,683.22 | 0.062 \$ 2,310.55 |
| 4 | 0.16 \$ 6,087.84 | 0.14 \$ 5,217.38 | 0.12 \$ 4,472.04 | 0.078 \$ 2,906.83 | 0.078 \$ 2,906.83 | 0.068 \$ 2,534.16 |
| 5 | 0.17 \$ 6,468.33 | 0.15 \$ 5,590.05 | 0.13 \$ 4,844.71 | 0.084 \$ 3,130.43 | 0.084 \$ 3,130.43 | 0.074 \$ 2,757.76 |
| 6 | 0.18 \$ 6,848.82 | 0.16 \$ 5,962.72 | 0.14 \$ 5,217.38 | 0.09 \$ 3,354.03 | 0.09 \$ 3,354.03 | 0.08 \$ 2,981.36 |
| 7 | 0.19 \$ 7,229.31 | 0.17 \$ 6,335.39 | 0.15 \$ 5,590.05 | 0.1 \$ 3,726.70 | 0.1 \$ 3,726.70 | 0.086 \$ 3,204.96 |
| 8 to 10 | 0.20 \$ 7,609.80 | 0.18 \$ 6,708.06 | 0.16 \$ 5,962.72 | 0.106 \$ 3,950.30 | 0.106 \$ 3,950.30 | 0.092 \$ 3,428.56 |
| 11 to 13 | 0.21 \$ 7,990.29 | 0.19 \$ 7,080.73 | 0.17 \$ 6,335.39 | 0.113 \$ 4,211.17 | 0.113 \$ 4,211.17 | 0.098 \$ 3,652.17 |
| 14 or more | 0.22 \$ 8,370.78 | 0.20 \$ 7,453.40 | 0.18 \$ 6,708.06 | 0.12 \$ 4,472.04 | 0.12 \$ 4,472.04 | 0.104 \$ 3,875.77 |

**Coaching Pay Scale
2026-2027
High School**

Base \$38,810

| Years | Athletic Director | Head Boys Basketball Head Girls Basketball Head Volleyball | Head Track Head Softball | Assistant Basketball Assistant Volleyball | Head Cross Country | Assistant Track Assistant Softball |
|------------|-------------------|--|-----------------------------|--|--------------------|---------------------------------------|
| 1 | 0.13 \$ 5,045.30 | 0.11 \$ 4,099.37 | 0.09 \$ 3,354.03 | 0.059 \$ 2,198.75 | 0.059 \$ 2,198.75 | 0.05 \$ 1,863.35 |
| 2 | 0.14 \$ 5,433.40 | 0.12 \$ 4,472.04 | 0.1 \$ 3,726.70 | 0.066 \$ 2,459.62 | 0.066 \$ 2,459.62 | 0.056 \$ 2,086.95 |
| 3 | 0.15 \$ 5,821.50 | 0.13 \$ 4,844.71 | 0.11 \$ 4,099.37 | 0.072 \$ 2,683.22 | 0.072 \$ 2,683.22 | 0.062 \$ 2,310.55 |
| 4 | 0.16 \$ 6,209.60 | 0.14 \$ 5,217.38 | 0.12 \$ 4,472.04 | 0.078 \$ 2,906.83 | 0.078 \$ 2,906.83 | 0.068 \$ 2,534.16 |
| 5 | 0.17 \$ 6,597.70 | 0.15 \$ 5,590.05 | 0.13 \$ 4,844.71 | 0.084 \$ 3,130.43 | 0.084 \$ 3,130.43 | 0.074 \$ 2,757.76 |
| 6 | 0.18 \$ 6,985.80 | 0.16 \$ 5,962.72 | 0.14 \$ 5,217.38 | 0.09 \$ 3,354.03 | 0.09 \$ 3,354.03 | 0.08 \$ 2,981.36 |
| 7 | 0.19 \$ 7,373.90 | 0.17 \$ 6,335.39 | 0.15 \$ 5,590.05 | 0.1 \$ 3,726.70 | 0.1 \$ 3,726.70 | 0.086 \$ 3,204.96 |
| 8 to 10 | 0.20 \$ 7,762.00 | 0.18 \$ 6,708.06 | 0.16 \$ 5,962.72 | 0.106 \$ 3,950.30 | 0.106 \$ 3,950.30 | 0.092 \$ 3,428.56 |
| 11 to 13 | 0.21 \$ 8,150.10 | 0.19 \$ 7,080.73 | 0.17 \$ 6,335.39 | 0.113 \$ 4,211.17 | 0.113 \$ 4,211.17 | 0.098 \$ 3,652.17 |
| 14 or more | 0.22 \$ 8,538.20 | 0.20 \$ 7,453.40 | 0.18 \$ 6,708.06 | 0.12 \$ 4,472.04 | 0.12 \$ 4,472.04 | 0.104 \$ 3,875.77 |

| LW Co-Curricular | | | | | | |
|--------------------------|-----------------|---------------------|-----------------|---------------------|-----------------|---------------------|
| Base Pay | | \$ 37,267.00 | | \$ 38,049.00 | | \$ 38,810.00 |
| Junior High | Multiple | 2024-2025 | Multiple | 2025-2026 | Multiple | 2026-2027 |
| Cheerleading Sponsor | 0.045 | \$ 1,677.02 | 0.045 | \$ 1,712.21 | 0.045 | \$ 1,746.45 |
| Jr. High Speech Team | 0.04 | \$ 1,490.68 | 0.04 | \$ 1,521.96 | 0.04 | \$ 1,552.40 |
| Elementary Yearbook | 0.025 | \$ 931.68 | 0.025 | \$ 951.23 | 0.025 | \$ 970.25 |
| 8th Grade Sponsor | 0.0175 | \$ 652.17 | 0.0175 | \$ 665.86 | 0.0175 | \$ 679.18 |
| Jr. High Student Council | 0.025 | \$ 931.68 | 0.025 | \$ 951.23 | 0.025 | \$ 970.25 |
| Jr. High Plant the Moon | 0.025 | \$ 931.68 | 0.025 | \$ 951.23 | 0.025 | \$ 970.25 |
| Scholastic Bowl | 0.04 | \$ 1,490.68 | 0.04 | \$ 1,521.96 | 0.04 | \$ 1,552.40 |
| Jr. High Theatre | 0.03 | \$ 1,118.01 | 0.03 | \$ 1,141.47 | 0.03 | \$ 1,164.30 |
| | | | | | | |
| High School | Multiple | 2024-2025 | Multiple | 2025-2026 | Multiple | 2026-2027 |
| Cheerleading Sponsor | 0.05 | \$ 1,863.35 | 0.05 | \$ 1,902.45 | 0.05 | \$ 1,940.50 |
| Art Club | 0.01 | \$ 372.67 | 0.01 | \$ 380.49 | 0.01 | \$ 388.10 |
| Band Activities | 0.04 | \$ 1,490.68 | 0.04 | \$ 1,521.96 | 0.04 | \$ 1,552.40 |
| Choral Activities | 0.02 | \$ 745.34 | 0.02 | \$ 760.98 | 0.02 | \$ 776.20 |
| Captains | 0.015 | \$ 559.01 | 0.015 | \$ 570.74 | 0.015 | \$ 582.15 |
| Scholastic Bowl | 0.04 | \$ 1,490.68 | 0.04 | \$ 1,521.96 | 0.04 | \$ 1,552.40 |
| HS Speech Team | 0.04 | \$ 1,490.68 | 0.04 | \$ 1,521.96 | 0.04 | \$ 1,552.40 |
| Fresh. Class Sponsor | 0.0125 | \$ 465.84 | 0.0125 | \$ 475.61 | 0.0125 | \$ 485.13 |
| Soph. Class Sponsor | 0.0125 | \$ 465.84 | 0.0125 | \$ 475.61 | 0.0125 | \$ 485.13 |
| Junior Class Sponsor | 0.025 | \$ 931.68 | 0.025 | \$ 951.23 | 0.025 | \$ 970.25 |
| Senior Class Sponsor | 0.025 | \$ 931.68 | 0.025 | \$ 951.23 | 0.025 | \$ 970.25 |
| | | | | | | |
| National Honor Society | 0.0125 | \$ 465.84 | 0.0125 | \$ 475.61 | 0.0125 | \$ 485.13 |
| Bass Fishing Club | 0.017 | \$ 633.54 | 0.017 | \$ 646.83 | 0.017 | \$ 659.77 |
| Theatre | 0.035 | \$ 1,304.35 | 0.035 | \$ 1,331.72 | 0.035 | \$ 1,358.35 |
| | | | | | | |
| Student Council | 0.03 | \$ 1,118.01 | 0.03 | \$ 1,141.47 | 0.03 | \$ 1,164.30 |
| Yearbook | 0.035 | \$ 1,304.35 | 0.035 | \$ 1,331.72 | 0.035 | \$ 1,358.35 |
| | | | | | | |
| Overall Total | | \$ 24,857.09 | | \$ 25,378.68 | | \$ 25,886.27 |

Appendix D

Lowpoint-Washburn C.U.S.D. #21

Sick Leave Donation Form

I, _____ (donor), an employee employed by District #21 do this date donate one sick leave day to _____ (recipient), an employee employed by District #21. The donated sick day will be deducted from the donor's accumulated sick leave only after the recipient uses it. The donation form will be returned to the donor if the sick leave day is not needed.

I understand the determination of which donor's sick leave days will be transferred will be on the basis of when the completed form is received in the Unit Office as recorded in log kept therein. Those donations logged first will be transferred first.

Date

Donating Employee Signature

Office Use

Log Date _____

Sequence Number _____

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Appendix #6

Summative Professional Practice Evaluation Form

| | |
|------------------|-----------------------|
| Teacher: | School Year: |
| Buildin : | Administrator: |

| DOMAIN I: PLANNING AND PREPARATION | | | | |
|--|--|--|---|--|
| | Needs | Proficient | Excellent | |
| Ja: <i>Demonstrating knowledge of content and pedagogy</i> 5% | <i>Teacher's plans and practice display /iu/e knowledge of the content, prerequisilerelationships between di/Jerenl aspects of the conlent, or of the instructional practices specific to that discipline.</i> | <i>Teacher's plans and practice refleCI some awareness of the important concepts in the discipline. prerequislle relations between them and of the instructional pr<IcIles specific to thor discipline</i> | <i>Teacher's plans and proclice reflect solid knowledge of !he conlent, prerequisiterelations between important concepts and of the il l sI ructional practices specific lo that discipline.</i> | <i>Teacher's plans and practice reflect e:xlensive knowledge of the content and of the slructure of !he discipline. Teacher acIively builds on knowledge of prerequisites and n l sI conceptions when describing instruction or seeking causes for student misullderslandille.</i> |
| IA Rating | | | | |
| lb: <i>Jemonstrating knowledge of students</i> 3% | <i>Teacher demons/rates liu/e or no knowledge of or respect for s l l l den l s' backgrounds, cul/lures, skills, language proficiency. interests, and special needs, and does no/seek such understanding.</i> | <i>Teacher indicates !he importance of understanding and respecting s/udents' backgrounds, cul/lures, skills, language proficiency. in/erests, and special needs, and ouains this knowledge for !he class as a whole.</i> | <i>Teacher acIively shows respect/ for and seeks knowledge of students' backgrounds, cu/lures, skills, language proficiency, interests, and special needs, and auains this knowledge for groups of students</i> | <i>Teacher acIively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and al/ains !his knowledge for individual students.</i> |
| JB Rating | | | | |
| Jc: <i>Setting Instructional Outcomes</i> 3% | <i>/nstrucliona/ ouIcomes are wlsui lab/e for sIudents, represent lrivial or low-level/earning, or are slated only as activities. They do not permit viable methods dfeisSi!!ffhleil/.</i> | <i>/nstrtlclional outcomes are of moderate rigor and are suitable for some sIudents, but consl of a combination of acIivities and goofs, some of which permit -viable methods of assessment They reflecl more than one rype of learning, bu/ teacher makes no al/empt at coordinaIion or inll!!Jff(Won</i> | <i>ll sI ructiona/owcomes are slated as goals reflecting high-level learning and curriculum standards. They' are suitable for most s/Udents in !he class, represent cliffernt types of learning, and are capable of assessment The au/comes reflect opportunities for coordination.</i> | <i>lnstruclional outcomes are slated as goals !hat can be assessed, rejec1fng rigorous learning and curriculum standards. They represen/ different types of content, offer oppon11ni11es for bol/i coord11laIion and-integration, and take account of the needs of individual students.</i> |
| JC Rating | | | | |

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Appendix #6

| Component | Unsatisfactory | Needs Improvement | Proficient | Exceeds |
|---|--|--|---|---|
| <p>2a: Creating an environment of respect and rapport</p> <p>6%</p> | <p>Classroom interactions, both between the teacher and students and among students, are generally inappropriate or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</p> | <p>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students</p> | <p>Classroom interactions between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p> | <p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class</p> |
| 2A Rating | | | | |
| <p>2b: Establishing a Culture for Learning</p> <p>6%</p> | <p>The classroom environment conveys a negative culture characterized by low teacher commitment to the subject, low expectations for student achievement, little respect for or knowledge of students' diverse cultures and little or no student pride in work</p> | <p>Teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, some respect for or knowledge of students' diverse cultures and little student pride in work.</p> | <p>The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, and respect for and knowledge of students' diverse cultures, with students demonstrating pride in their work.</p> | <p>High levels of student engagement and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements in their work. Teacher and students demonstrate a high level of respect for and knowledge of diverse student cultures.</p> |
| 2B Rating | | | | |
| <p>2c: Managing Classroom Procedures</p> <p>6%</p> | <p>Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p> | <p>Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.</p> | <p>Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.</p> | <p>Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties</p> |
| 2C Rating | | | | |

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Appendix #6

DOMAIN 1: PLANNING AND PREPARATION 10,0%

| Indicator | Instructional Practice | Needs Improvement | Proficient | Excellent |
|---|---|--|--|--|
| <p>Id: Demonstrating knowledge of resources</p> <p style="text-align: center;">3%</p> | <p>teacher demonstrates little or no familiarity with resources, including appropriate technology to enhance own knowledge, or use in teaching, or for students who need them. Teacher does not seek such knowledge.</p> | <p>Teacher demonstrates some familiarity with resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.</p> | <p>teacher is aware of the resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p> | <p>Teacher seeks out resources, including appropriate technology in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and/or students who need them.</p> |
| JD Rating | | | | |
| <p>Ie: Design coherent instruction; Use appropriate data</p> <p style="text-align: center;">3%</p> | <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. It is suitable for only some students.</p> | <p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p> | <p>Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p> | <p>Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.</p> |
| JE Rating | | | | |
| <p>If: Designing Student Assessment</p> <p style="text-align: center;">3%</p> | <p>Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to individual students. Teacher has no plans to use assessment results in designing future instruction.</p> | <p>Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.</p> | <p>Teacher's plan/or student assessment is aligned with the instructional goals, using clear criteria, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.</p> | <p>Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.</p> |
| JF Rating | | | | |

Summary comments for domain I:

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Appendix #6

DOMAIN 2: THE CLASSROOM ENVIRONMENT- 25%

| Component | Unsatisfactory | Need Improvement | Proficient | Excellent |
|---|--|--|--|--|
| 2d: <i>Managing Student Behavior</i> 6% | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. | The teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct are clear, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| 2D Rating | | | | |
| 2e. <i>Organizing Physical Space</i> 1% | Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities. | Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective. | Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology (when applicable). | |
| 2E Rating | | | | |

Summary comments for domain 2:

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Appendix #6

| D'@MA;[N I-ffl"i UIETION-35% | | | | |
|---|--|---|--|--|
| 1/ . t;i- !:; - \0; :i-fy f. -- | | | | Ex<'. Jtent |
| <p><i>Ja:</i> Communicating with Students 7.25%</p> | <p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' diverse cultures or levels of development.</p> | <p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion: teacher's use of language is correct but may not be complete, by appropriate to students' diverse cultures or levels of development</p> | <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' diverse cultures and levels of development</p> | <p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communications are clear and expressive, appropriate to students' diverse cultures and levels of development, and anticipate possible student misconceptions</p> |
| 3A Rating | | | | |
| <p><i>Jb:</i> Using Questioning and Discussion Techniques 8:50%</p> | <p>Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p> | <p>Some of the teacher's questions elicit a thoughtful response. Most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.</p> | <p>Most of the teacher's questions elicit a thoughtful response. and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p> | <p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate mostly of the high-level questions and ensure that all voices are heard.</p> |
| 3B Rating | | | | |
| <p><i>Jc:</i> Engaging Students in Learning 10.00%</p> | <p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. Activities, assignments, and materials are not appropriate for diverse cultures</p> | <p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Activities, assignments, and materials are partially appropriate for diverse cultures</p> | <p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. Activities, assignments, and materials are fully appropriate for diverse cultures</p> | <p>Students are highly intellectually engaged throughout the lesson in higher order learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted to meet the needs of individual students, and the structure and pacing allow for student reflection and closure. Students assist in enforcing their activities, assignments and materials are fully appropriate for diverse cultures</p> |
| JC Rating | | | | |

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Appendix #6

D:QM4FN 3, INSTRUCTION- 35%

| Component | Not Demonstrated | Developing | Proficient | Excellent |
|---|---|---|---|--|
| 3d: Using Assessment in Instruction 7.25% | Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of (earning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through selfassessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Multiple assessments are used in instruction, through student involvement in establishing the assessment criteria, selfassessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| JD Rating | | | | |
| 3e: Demonstrating Flexibility and Responsiveness 2% | Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand. | Teacher demonstrates moderate flexibility and responsiveness to students' questions, needs and interests during a lesson, and seeks to ensure the success of all students. | Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests. | Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students. |
| JE Rating | | | | |

Summary comments for domain 3:

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Appendix #6

| Nf- ij f Jti; }!R{J'fi; SS{01* L RESPONSIBILITIES- 20%, | | | | | |
|---|--|--|---|---|-----------|
| | CO tn^HtHl ft | tiitt:01:v | 1d | Ptioficient | cxIJ er't |
| <p>4a: Reflecting on Teaching</p> <p>5%</p> | <p>Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.</p> | <p>Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.</p> | <p>Teacher's reflection provides an accurate multiple objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some suggestions as to how the lesson might be improved.</p> | <p>Teacher's reflection on the lesson is highly accurate and perceptible and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.</p> | |
| <p>4A Rating</p> <p>4b: Maintaining Accurate Records</p> <p>3%</p> | <p>Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion.</p> | <p>Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective.</p> | <p>Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective.</p> | <p>Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance.</p> | |
| <p>4B Rating</p> <p>4c: Communicating with Families</p> <p>3%</p> | <p>Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p> | <p>Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p> | <p>Teacher communicates frequently and successfully engages most families in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p> | <p>Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program, as appropriate.</p> | |
| <p>4C Rating</p> <p>4d: Participating in a Professional Community</p> <p>3%</p> | <p>Teacher avoids participating in the job-embedded professional community or in school and district events and projects. Relationships with colleagues are negative or self-serving and teacher is resistant to feedback from colleagues.</p> | <p>Teacher becomes involved in the job-embedded professional community and in school and district events (in direct response when specifically asked). Relationships with colleagues are cordial. Teacher accepts, with some reluctance, feedback from colleagues.</p> | <p>Teacher participates actively in the job-embedded professional community and maintains positive and productive relationships with colleagues. In addition, teacher welcomes feedback from colleagues.</p> | <p>Teacher makes a substantial contribution to the job-embedded professional community and assumes a leadership role with colleagues. In addition, teacher seeks out feedback from colleagues.</p> | |
| <p>4D Rating</p> <p>4e: Growing and Developing Professionally</p> <p>3%</p> | <p>Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.</p> | <p>Teacher's participation in job-embedded professional development activities is limited to those that are convenient or are required.</p> | <p>Teacher engages in opportunities for job-embedded professional development that is based on a self-assessment of need.</p> | <p>Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as action research and</p> | |

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

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Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Appendix #6

OO. IN4: PROFESSIONAL RESPONSIBILITIES- 20%

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|--|--|
| 4E Rating | | | - | |
| 4f <i>Demonstrating Professionalism</i> 3% | <i>Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.</i> | <i>Teacher is honest and well-intentioned in serving students and contributing to child centered decisions in the school. Teacher complies minimally with school and district regulations, doing just enough to get by.</i> | <i>Teacher displays a high level of ethics and professionalism in interactions with both students and the school community, and complies fully with school and district regulations.</i> | <i>Teacher assumes a leadership role in ensuring that school practices, decisions and procedures insure that all the students' interests are addressed. Teacher displays the highest standards of ethical conduct.</i> |
| 4F Rating | | | | |

Summary Comments for domain 4:

See: summary rubric score sheet

Summary comments:

| | |
|--------------------------|-------|
| Teacher Signature: | Date: |
| Administrator Signature: | Date: |

*Teacher comments may be written on a separate sheet of paper

From Rubric Score Sheet

Final Professional Practice Score -

STUDENT GROWTH (30% of Total Rating)

Student Growth

A demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time

Assessment

Any instrument that measures a student's acquisition of specific knowledge and skills

Measurement Model

Manner in which two or more assessment scores are analyzed for the purpose of identifying a change in a student's knowledge or skills over time

Pre-Conference - October 1

Establish student growth areas, assessments, measurement models, and targets for student growth

Target Attainment Rating Scale:

4 Excellent 3 Proficient 2 Needs Improvement 1 Unsatisfactory

| Growth Area | Assessment/Measure | Measurement Model | Baseline | Target | Analysis | Rating |
|-------------|--------------------|-------------------|----------|--------|-------------------|--------|
| #1 | | | | | | |
| #2 | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | Average of Scores | |

TEACHER SUMMATIVE EVALUATION WORKSHEET

Formula - Based on 70% Professional Practice and 30% Student Growth

Practice

- 4 Excellent
- 3 Proficient
- 2 Needs Impr
- 1 Unsatisfactory

Growth

- 4 Excellent
- 3 Proficient
- 2 Needs Impr
- 1 Unsatisfactory

Calculation

Step 1: Multiply practice by 7

Step 2: Multiply student growth by 3

Step 3: Total steps 1 and 2

Step 5: Divide total from step 3 by 10 to obtain summative final rating

Summative Rating:

- 3.50-4.00 Excellent
- 2.50 3.49 Proficient
- 1.80-2.49 Needs Improvement
- Below 1.80 Unsatisfactory

Final Rating

Teacher Signature

Date

Evaluator Signature

Date

| Component Weights for Teacher Evaluation | | Weight |
|--|---|--------|
| 1A | Demonstrating knowledge or content and pedagogy | 5.00% |
| 1B | Demonstrating knowledge of students | 3.00% |
| 1C | Setting instructional outcomes | 3.00% |
| 1D | Demonstrating knowledge of resources | 3.00% |
| 1E | Designing coherent instruction | 3.00% |
| 1F | Designing student assessment | 3.00% |
| 2A | Creating an environment of respect and rapport | 6.00% |
| 2B | Establishing a culture for learning | 6.00% |
| 2C | Managing classroom procedures | 6.00% |
| 2D | Managing student behavior | 6.00% |
| 2E | Organizing physical space | 1.00% |
| 3A | Communicating with students | 7.25% |
| 3B | Using questioning and discussion techniques | 8.50% |
| 3C | Engaging students in learning | 10.00% |
| 3D | Using assessment in instruction | 7.25% |
| 4A | Developing a plan of instruction and resources | 5.00% |
| 4B | Reflecting on teaching | 5.00% |
| 4C | Maintaining accurate records | 3.00% |
| 4D | Communicating with families | 3.00% |
| 4E | Participating in a professional community | 3.00% |
| 4F | Growing and developing professionally | 3.00% |
| 4G | Demonstrating professionalism | 3.00% |

Additional Qualifying Statements for Summative Rating:

- A summative rating of Excellent can contain no component ratings below *Proficient*.
- If an individual receives any combination of four or more *Needs Improvement* component ratings in Domains Two and Three, the summative rating cannot be *Excellent* or *Proficient*.
- If an individual receives two or more *Needs Improvement* component ratings in Domains Two and Three, the summative rating shall be *Unsatisfactory*.
- If an individual receives three or more *Unsatisfactory* component ratings in any combination of Domains, the summative rating shall be *Unsatisfactory*.

APPENDIX #2

Lowpoint-Washburn #21 Certified Teacher Evaluation Plan

Charlotte Danielson's Framework For Teaching

Charlotte Danielson, the creator of the Framework for Teaching, has worked in the education field at all levels: she's taught kindergarten through college and also worked as an administrator, curriculum director and staff developer. Among many things, the Framework for Teaching provides a clear definition of good teaching, concrete data which leads to more objective evaluations, and instruments and procedures which provide evidence of good teaching.

The Framework for Teaching is organized into four domains and 22 components. Evidence can be gathered for all components, although only domains 2 and 3 are usually observed during a classroom lesson. The four Framework domains are as follows:

▶ **Domain 1: Planning and Preparation**

- Defines how a teacher organizes the content that the students are to learn - how the teacher designs instruction. All elements of the instructional design - learning activities, materials, assessments, and strategies - should be appropriate to both the content and the students. The components of Domain 1 are demonstrated through the plans that teachers prepare to guide their teaching. The plan's effects are observable through actions in the classroom.

▶ **Domain 2: The Classroom Environment**

- Consists of the non-instructional interactions that occur in a classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of Domain 2 are demonstrated through classroom interaction and are observable.

▶ **Domain 3: Instruction**

- Consists of the components that actually engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to students as well as teachers. Like Domain 2, the components of Domain 3 are demonstrated through teacher classroom interaction and are observable.

▶ **Domain 4: Professional Responsibilities**

APPENDIX #2

Lowpoint-Washburn #21 Certified Teacher Evaluation Plan

- o Encompasses the professional's role outside of the classroom. These roles include professional responsibilities such as self-reflection and professional growth, in addition to contributions made to the school, the district, and to the profession as a whole. The components of Domain 4 are demonstrated through interactions with colleagues, families, and the larger community

The Framework for Teaching is organized in a four-square grid, with domains displayed in a clockwise order. This design choice is deliberate; it reminds us that the planning precedes the work in the classroom, a strong classroom environment must be in place for instruction to occur, and upholding professional responsibilities leads to better planning. Each domain has 5-6 components, which describe distinct aspects of teaching practice.

| Framework for Teaching | |
|--|--|
| <p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>Ia: Demonstrating knowledge of content and pedagogy</p> <p>Ib: Demonstrating knowledge of students</p> <p>Ic: Setting instructional outcomes</p> <p>Id: Demonstrating knowledge of resources</p> <p>Ie: Designing coherent instruction</p> <p>If: Designing student assessment</p> | <p style="text-align: center;">Domain 2: The Classroom Environment</p> <p>2a: Creating an environment of respect and rapport.</p> <p>2b: Establishing a culture for learning</p> <p>2c: Managing classroom procedures</p> <p>2d: Managing student behavior</p> <p>2e: Organizing physical space</p> |
| LJ | D |
| <p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>4a: Reflecting on teaching</p> <p>4b: Maintaining accurate records</p> <p>4c: Communicating with families</p> <p>4d: Participating in a professional-community</p> <p>4e: Growing and developing professionally</p> <p>4f: Demonstrating professionalism</p> | <p style="text-align: center;">Domain 3: Instruction</p> <p>3a: Communicating with students</p> <p>3b: Using questioning and discussion techniques</p> <p>3c: Engaging students in learning</p> <p>3d: Using assessment in instruction</p> <p>3e: Demonstrating flexibility and responsiveness</p> |

APPENDIX #2

Lowpoint-Washburn #21 Certified Teacher Evaluation Plan

---Details of-Domain I: Planning and Preparation

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. A deep understanding of the content, not sufficient: the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design - (learning activities, materials, and strategies - must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques must also reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

| | |
|--|--|
| <p>1a. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy | <p align="center">History lesson connected to current events</p> |
| <p>1b. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Skills, Knowledge, and Language Proficiency • Knowledge of Students' Interests and Cultural Heritage • Knowledge of Students' Special Needs | <p align="center">Student inventory at the beginning of the year; used to inform lessons</p> |
| <p>1c. Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, Sequence, and Alignment • Clarity • Balance • Suitability for Diverse Learners | <p align="center">Teacher collaborated with other teachers to develop unit outcomes</p> |
| <p>1d. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for Classroom Use • Resources to Extend Content Knowledge and Pedagogy • Resources for Students | <p align="center">Trade books used to develop and enhance lesson plans</p> |
| <p>1e. Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning Activities • Instructional Materials and Resources • Instructional Groups • Lesson and Unit Structure | <p align="center">Reading groups prepared for students based on their abilities</p> |
| <p>1f. Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with Instructional Outcomes • Criteria and Standards | <p align="center">Rubric for grading persuasive essays designed by students</p> |

APPENDIX #2

Lowpoint-Washburn #21 Certified Teacher Evaluation Plan

Design of Formative Assessments

Details of Domain 2: Classroom Environment

Teachers create a learning environment through positive interpersonal interaction. They clearly define the procedures, clear and consistent standards of conduct, and a safe physical environment. They support the learning purposes. In addition, they encourage students to take pride in their work and assume responsibility for their learning. Students respond to the calm and caring of teachers. They have high expectations for themselves and their colleagues. They are safe with their teachers and know that they are being treated fairly. When necessary, they compose themselves. Students are also sensitive to the subtle messages they receive from their teachers, to their capabilities.

The collection of observations are associated with the following particular collection: instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is business-like with instructional routines and procedures followed efficiently: student behavior is cooperative and non-disruptive, and the physical environment conducive to learning.

| Observation | Sample Evidence |
|---|---|
| 2a. Creating an Environment of Respect and Rapport ••• Teacher Interaction with Students Student Interactions with One Another | <i>Teacher knelt next to student's desk to answer question</i> |
| 2b. Establishing a Culture for Learning • Importance of the Content • Expectations for Learning and Achievement Student Pride in Work | <i>Teacher modeled how she came to the answer of a math problem</i> |
| 2c. Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials and Supplies Performance of Non-Instructional Duties Supervision of Volunteers and Paraprofessionals | <i>Students look at/attendance while teacher distributed materials for class work</i> |
| 2d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior | <i>All students had their eyes on the teacher as he was speaking</i> |
| 2e. Organizing Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources | <i>Students asked teacher to close the window shades so she could see the overhead teacher complied and thanked her for the good idea</i> |

APPENDIX #2

Lowpoint-Washburn #21 Certified Teacher Evaluation Plan

Details of Domain 3: Instruction

Domain 3 contains the components that are at the essential level of teaching - the actual integration of student learning, the management of student development, the integration of content and the integration of the learning process for learners. Students are engaged in meaningful work, which challenges them beyond the extent of their lives.

Teachers who excel in Domain 3 have a variety of instructional skills. They are flexible and adaptable and flexible: they can shift easily from one approach to another when the demands of the lesson require it. They incorporate ideas and concepts from other parts of the curriculum into the lesson and activities. Their questions probe student thinking, and they extend student understanding. They differentiate instruction for the class and the degree to which they are engaged: they carefully monitor student understanding and go through the designed questions or activities and make minor adjustments as needed. They promote the emergence of student learning and are fully engaged in the work at hand.

| Instructional Strategies | Student Performance |
|---|--|
| 3a. Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language | <i>Directions for activity were written on the board before the class began</i> |
| 3b. Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student Participation | <i>Teacher asked, "Do you think this is a justified?" Student answered. Teacher followed up: "Now do you know?" Student responded.</i> |
| 3c. Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing | <i>All students worked in groups to read a text at their instructional level, discuss and respond in writing to questions</i> |
| 3d. Using Assessment in Instruction Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress | <i>Teacher circulated around the room and provided individual feedback to students</i> |
| 3e. Demonstrating Flexibility and Responsiveness Lesson Adjustment Response to Students Persistence | <i>Teacher used a teachable moment: "Thanks for bringing that up." Let's talk about the patterns we see on this chart."</i> |

APPENDIX #2

Lowpoint-Washburn #21 Certified Teacher Evaluation Plan

Details of Domain 4: Professional Responsibilities

The components of Domain 4 are associated with being a (true professional educator: they encompass the rC)/es assessed outside of and in addition to those in the classroom with students. Students rarely observe these activities: parents and the larger community observe them only incidentally. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (for example, maintaining records and communicating with families) immediately upon entering the profession, since they are integral to their work with students.

Domain 4 consists of a wide range of professional responsibilities, from self reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interaction with the families of students, contacts with the larger community and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and committed to its enhancement.

| Components and Elements | |
|---|--|
| 4a. Reflecting on Teaching Accuracy Use in Future Teaching | <i>Teacher reflected on teaching and make adjustments to plans: How can I improve? What would (change? Were my students engaged?</i> |
| 4b. Maintaining Accurate Records Student Completion of Assignments Student Progress in learning Non-instructional Records | <i>Anecdotal notes and records are updated daily</i> |
| 4c. Communicating with Families Information about the Instructional Program Information about Individual Students Engagement of Families in the Instructional Program | <i>Planned evening tutorial for parents to learn how to access the new electronic grading system</i> |
| 4d. Participating in a Professional Community Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects | <i>Participated in committee to select textbooks for the following year</i> |
| 4e. Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession | <i>Invited colleagues into teacher's classroom to offer feedback on his teaching style</i> |
| 4f. Demonstrating Professionalism Integrity and Ethical Conduct Service to Students Advocacy Decision Making | <i>Decision-making in the classroom is supported by assessment data</i> |

Appendix 3
Lowpoint-Washburn 21 Certified Teacher Evaluation Plan

Pre-Observation Conference

The teachers should have this form filled out and given to the administrator prior to the Pre-Observation Conference. Both parties should use this form to direct discussion during the conference.

Name of Teacher:

Grade Level/Subject:

Evaluator:

Date/Time of Pre-Observation Conference:

Date/Time of Scheduled Classroom Observation:

Type of Lesson:

Learning Outcomes (1c):

• Evidence will be gathered in all components in domains two and three. However, there might be specific components where additional feedback is requested. Below place a check next to the components within domain two and three that you would like the evaluator to pay special attention to during the lesson:

| | | | | | | |
|-----------------|----------|----|----|----|----|----|
| Component Focus | Domain 2 | 2a | 2b | 2c | 2d | 2e |
| | Domain 3 | 3a | 3b | 3c | 3d | 3e |

Questions for discussion:

1. To which part of your curriculum does the lesson relate? (1e)
2. How does this learning "fit" in the sequence of learning for this class? (1b, 1e, 1a)
3. Briefly describe the students in your class, including those with special needs. (1b)
4. What do you want the students to understand? (1e, 1f)
5. How will you engage students in the lesson? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using. (1d, 1e, 1a)
6. How will you differentiate instruction for different individuals or groups of students in the class? (1d, 1e)
7. How and when will you know whether students have learned what you intend? (1f)

Appendix 4
Lowpoint-Washburn 21 Certified Teacher Evaluation Plan
Evaluator Observation Report

Teacher:
Hour/Time: Grade: Subject:
Date:

| Time | Actions and Statements by Teacher and Students | Component |
|------|--|-----------|
|------|--|-----------|

Additional Comments:

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

*Signature indicates only that the teacher has received and read report.

Teacher Reflections Appendix 5 Attached

Appendix 5
Lowpoint-Washburn 21 Certified Teacher Evaluation Plan

Post-Observation Conference Reflective Questions

The teacher is required to complete this form and turn it in to the administrator one day prior to the post-observation conference. Refer to appendix #2 to guide this reflection.

Name of Teacher:

Date/Time of Scheduled Classroom Observation:

Date/Time of Scheduled Post Observation Conference:

1. In general how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

2. If you were able to bring samples of student work, what do those samples reveal about those students levels of engagement and understanding? (3d, 3c)

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? (2c, 2d, 2e)

4. Did you depart from your plan? If so, how and why? (3e)

5. Comment on different aspects of your instructional delivery (eg., activities, grouping of students, materials and resources,) To what extent were they effective? (2a, 2b, 3c, 3e, 4d, 4e)

6. If you had a chance to teach this lesson again to the same group of students, what if anything would you do differently, from planning to the end of the lesson? (4a)

Appendix 7
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Step by Step Guidance on Scheduled Observation Process

Step 1: Schedule the observation and pre-observation conference

Administrator and teacher work together to set an observation date
Schedule the pre-observation conference prior to the observation
Teacher needs to fill out the Pre-observation Report (appendix 3) prior to conference

Step 2: Pre-observation conference

Use appendix #3 to guide the discussion during this conference
Administrator should be recording evidence of Domain I, planning and preparation
Discuss the lesson that will be observed
Evidence that is gathered from the Pre-Observation conference by the administrator should be entered on the Observation Report (appendix #4).

Step 3: Observation of teacher

Administrator gathers evidence of the teacher and student actions, statements, and questions using the Observation Report.

Step 4: Schedule the post-observation conference

After the observation, the teacher needs to fill out a Post-Observation Report (appendix #5).
The administrator needs to schedule a post-conference within 10 school days after the conference.

Step 5: Aligning the evidence using the Framework

After the observation, the administrator should identify the relevant component(s) for each piece of evidence in the far right column of the Observation report

Step 6: Post-observation conference

The post-observation conference must take place within 10 school days of the observation.
The teacher needs to bring a copy of the Post-observation report to the meeting. Together, the teacher and administrator will discuss the questions on the Post-Observation Report.
The administrator should spend time discussing the evidence that was collected during the observation.
Evidence gathered during the Post-Observation conference by the administrator should be entered on the Observation Report.
Note: One Observation Report can be utilized for the pre-observation, observation and post-observation.

Step 7: Completion of Observation Report (Appendix 4)

After all evidence is entered, both the teacher and administrator need to sign the Observation Report.

Sample Pre-Observation Report

The teachers should have this form filled out and given to the administrator prior to the Pre-Observation Conference. Both parties should use this form to direct discussion during the conference.

| | |
|---|--|
| Name of Teacher: | John Q. Public |
| School: | Davenport Elementary |
| Grade level/Subject: | 4 th grade |
| Name of Observer: | Mr. Principal |
| Date of Pre-Observation Conference: | 9/14/11 |
| Date of Scheduled Classroom Observation: | 9/17/11 |
| Type of lesson: | Guided reading centers |
| Learning Outcomes (le) | Students will apply reading strategies to improve understanding of a text. Students will communicate ideas in writing. |

Evidence will be gathered in all components in domains 2 and 3. However, there might be specific components where additional feedback is requested. In the table below, place a check next to the components within domains 2 and 3 that you would like the evaluator to pay special attention to during the lesson.

| | |
|-------------------------|--|
| Component Focus: | Domain 2: [gl 2a 2b 2c 2d 2e |
| | Domain 3: 0Ja 0Jb [Z13c 03d 03e |

Questions for discussion:

1. To which part of your curriculum does the lesson relate? (le)

- State standard 7: Apply reading strategies to improve understanding and fluency

State standard 3c: Communicate ideas in writing to accomplish a variety of purposes.

2. How does this learning "fit" in the sequence of learning for this class? (I b, I e, 1 a)

Students understand reading is a meaning making process and will practice visualization as a strategy to better understand the text. We have introduced visualization in previous lessons but this is the first time they have been asked to produce something using this technique

Appendix #8
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Students have been previously exposed to narrative writing and will compose a personal narrative

3. Briefly describe the students in this class, including those with special needs. (I b)

There are 23 students in the class. 8 students have IEP's. 4 students are considered gifted

4. What do you want the students to understand? (Ie, If)

Students will understand how to utilize the visualization strategy independently to enhance understanding of the text. Students will also understand how to effectively communicate their personal experiences in writing.

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using. (1d, 1e, 1a)

Students will sit on the rug for a read-aloud by the teacher. Students will follow the posted rotation schedule and instructions to complete activities at centers. A completed model and 11 necessary materials are at each center. One group will work with the teacher for guided reading, using the visualization strategy. These students will move to a center for the narrative writing component of the lesson.

6. How will you differentiate instruction for different individuals or groups of students in the class? (Id, I c)

The guided reading group is organized based on students' instructional reading levels. Students are heterogeneously grouped in centers and are able to select an activity from 110 choices at their centers. Extension activities are also available at each center.

7. How and when will you know whether the students have learned what you intend? (If)

Appendix #8
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Students will submit a sketch of their interpretation of the reading and a written summary. Students will submit completed projects at centers. Rubrics have been shared with students and will be used to assess the student work

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Appendix #9
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Sample: Observation Report

Teacher: Mr John Doe

Date: 9/15/11

Bui Jding: Davenport Elementary

Observer: Mr. Principal

| Time | Actions and Statements by Teacher and Students | Component |
|------|---|-----------|
| 9:00 | Day's agenda, educational posters, word wall, and student work posted | 2b |
| | Rules and consequences posted | 2d |
| | T circulates around classroom/leans over desk to talk to students | 2c |
| | T reminds S four times to raise their hands for assistance and no/ to call her name | 2a |
| | T reminds S, "I know you weren't here yesterday, but do your best today." | 2b |
| | T- "Don't forget to use your sticky notes to hold your thinking" | 2a,3a |
| | S tells another S to "shut up." T addresses issue by saying that's inappropriate. | 2a,2d |
| | T praises S individually three times, e.g. "That's a great guess, you're on the right track." | 2a |
| | T- "Tommy, I need you to sit down." (Three times) | 2d |
| | T- "You'll have to work on that tonight. We need to move on to our next subject." | 3e |
| | T tells S to clear their desks and move to the rug with a pencil. T. "Shh" (2 times) | 2c |
| | T hands out clip boards with paper on them to students. T tells students to put their names on their paper. | 2c |
| | T reminds students that they have been using visualization to help them better understand the text. T told students to practice using the sketch-to-sketch technique while she reads the chapter for today. | 2b,3a |
| | T reads the chapter. Students listen to the T and sketch their interpretation of the text. T stops and thinks aloud one. 2 students in back poking each other. 1 student staring out the window. T and S discuss the text. When S responds to a questions, Tasks, "how do you know?" S shrugs his shoulders. T moves on. When S responds to a questions, T says "Tell me more." (S responds. Tasks S to answer a questions. S shakes head to say no. T says, "Okay, for today." Another student volunteers. T rephrases answer from S | 3a,3c,3b |
| | Teaching assistant sitting in the back of the classroom | 2c |
| | T tells students to write a summary of the chapter on the back of their sketch. | 3a |
| | Students working quietly on their summaries | 3c |

Appendix #9
 Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

| | | |
|------|---|-----------------|
| | <i>T collects clipboards</i> | 2c |
| 9-35 | <i>Students talking. T says "/ can't talk if I hear talking." Students quiet down.</i> | 2d |
| | <i>T explained that the students would be working in centers. She said, "You will work in your center, I will review the directions for each center now." She read the directions from the poster. T provides models of finished work product for each center and explains the rubric he will use to assess student work for each center. T - "Raise your hand if you don't know what to do in your center." Nobody raises hand.</i> | Ja, 3d 1 |
| | <i>Students take two minutes to transition to centers. Students move desks for centers and gather materials in bins. T : "Shhhh" (2 times). Rotation schedule posted. Students know which centers to attend, and begin work once there.</i> | 2c, 1e, 3c |
| | <i>T- "Very good Jenny, you have your materials ready for our group. Remind me to give you a sticker later."</i> | 2d |
| | <i>T uses white board for word work</i> | 2e, 3c |
| | <i>T - tells students to line up for a bathroom break. Students poking each other. T- "keep your hands to yourself."</i> | 2c, 2d, 3a |
| 9:45 | <i>Students read independently. T discusses text with students. Tallows 2 seconds of wait time after asking questions. T- "Who are the main characters of the story?" Three students contribute to answer. T - "Why do you think they are main characters?" S answers. T - "Describe where the story takes place." S answers, "Story takes place in a barn." T - "Where does the story take place?" All students discuss locations together. T - "Why is the setting important?" Two students contribute to the answer. T - "Give me a thumbs up if you agree with Maria. Give me a thumbs-down if you disagree ... Now, tell me why." Students responde.</i> | 3d, 3c |

Additional Comments

| | | |
|----------------------------|--|-------|
| Teacher's Signature: | | Date: |
| Administrator's Signature: | | Date: |

*Signature indicates only that the teacher has received and read the report.

Appendix #10
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Sample Post-Observation Report

The teacher is required to complete this form and turn it in to the administrator prior to or at the post-observation conference. Refer to Appendix #2 to guide this reflection.

| | |
|--|----------------------|
| Name of Teacher: | John Q. Public |
| School: | Davenport Elementary |
| Date of Observation: | 9/17/11 |
| Date of Scheduled Post-Observation Conference: | 9/24/11 |

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (3d, 4a)

I thought the read aloud and discussion went well. However, the students at centers need more guidance to successfully work independently.

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding? (3d, 3c)

90% of the students' sketches and summaries showed mastery. All students were engaged during the lesson and 10% of the students need additional follow-up.

75% of center work was successfully completed according to the rubric. Not all students were engaged and 25% need additional time to complete the assignment.

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent do these contribute to student teaming? (2c, 2d, 2e)

Desks should have been pre-arranged in groups because it wasted instructional time. Rug area is large enough to accommodate the entire class comfortably.

Students were clear on instructions and rotation schedule. They were also posted as a reference. However, some students did not self-monitor in order to complete the assignment in the allotted time.

Appendix #10
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

4. Did you depart from your plan? If so, how, and why? (3e)

Yes, I took the kids to the bathroom because more than one student asked to go to the bathroom and this took ten minutes.

5. Comment on different aspects of your instructional delivery (eg., activities, grouping of students, materials and resources.) To what extent were they effective? (2a, 2b, 3c, 3e, 1d, 1e)

The read-aloud was engaging to the students because they could relate to the main character. Most students also enjoy drawing so they were involved in sketching the story. The written instructions and models were an effective support for students at the centers. The guided reading lesson was successful because the text was at the students' instructional level.

6. If you had a chance to teach this lesson again to the same group of students, what do you do differently, from planning through execution? (4a)

I would prearrange the seats into groups for centers. I would not take the whole class to the bathroom but refer them to the "pass procedure" already established. I would consistently enforce the classroom rules. I would spend more time establishing the procedures/expectations for working in centers.

Appendix #1 1

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

What Teachers Need To Know

Each scheduled observation series has three parts: the pre-observation conference, the observation, and the post-observation conference. All the forms you need are in the appendices attached to the evaluation plan.

1. Pre-Observation Conference - Domain 1

The pre-observation conference will take place a few days before your scheduled observation. You and your administrator will discuss the objectives for the lesson.

Prior to the conference, you need to fill out the Pre-Observation Report (Appendix #3), which provides some guiding questions about your students and the lesson that will be observed. Use the Framework for Teaching (Appendix #2) to guide your thinking while filling out the Pre-Observation Report.

2. Observation - Domains 2 and 3

Your administrator will arrive at your classroom in time for the lesson you discussed during your pre-observation.

During the observation, the observer will write down what he or she sees and hears - for example, what questions you're asking, how students respond, and details around the presentation of a new concept. You will see your administrator writing/typing furiously to capture this evidence of your practice.

3. Post-Observation Conference - Domains 1, 2, 3, and 4

As soon as practical after the observation is completed, reflect on your lesson and work through the questions on the Post-Observation Report (Appendix #5). You might find it helpful to pull out the Framework again, so you can reflect on the components listed in Post Observation Report. Notice the components listed next to the questions. Look back to the Framework to guide your reflection; when possible, address each pertinent portion of the description in your answer.

Your administrator has a role immediately following the observation too. He or she will take all the evidence (notes from the observation and a copy of the Framework components).

Appendix #11

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

At the post-observation conference, you and your administrator will debrief about what he or she saw and what you thought about the lesson, using the Post-Observation Report as well as the evidence gathered during the observation.

Your post-observation conference should take place within ten (10) days of your observation. Within ten (10) days after the conference, your administrator will give you a copy of the completed Observation Report. You will need to sign this form and return it to your administrator. Make sure to keep a copy for yourself.

More Information about Domains 1 and 4

You may also wish to share other information about your teaching practice at the post-observation conference. Domains 1 and 4 are your opportunity to showcase all your evidence from the behind-the-scenes work that supports classroom instruction. You are already doing and, in many cases, documenting this work; it's a matter of sharing it with your administrator. For a listing of artifacts that you may wish to share with your administrator, please refer to Appendix #20.

Appendix #12

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

What Administrators Need To Know

The Pre-Observation Conference - Domain 1

The pre-observation conference is a brief (10- 15 minute) meeting that should take place a few days before the scheduled observation. The teacher should have the Pre-Observation Report (Appendix #3) completed prior to the conference, and their answers to the different questions on the form will drive the discussion that takes place.

Observation - Domains 2 and 3

You should arrive at the classroom at the time you and the teacher agreed upon during the pre-observation conference. During the observation you should take notes using the Observation Report (Appendix #4).

When you are observing, make sure you spend part of your time scripting (what the teacher says, what the students say) and the other part looking at what's going on (e.g., number of students writing, amount of wait time a teacher uses, the landscape of the classroom). This type of concrete evidence will help you be specific as the teacher reflects and you share feedback during the post-observation conference.

The Framework for Teaching asks you to quantify what you see in the classroom rather than generalize your thoughts, which can be easily misconstrued as an opinion. Below are a few examples of the difference between opinion and evidence:

| Component | Opinion | Evidence |
|-----------|---|---|
| 2a | The classroom was welcoming | T stood by the door and welcomed each student by name as he/she came into the classroom |
| 2b | Teacher has low expectations for students | T - "This stuff is easy...if you don't understand, it's okay, you won't have to know it for the test." |
| 3b | Teacher asked higher order thinking questions | T - "Does the earth move around the sun?" S answered. T - "How do we know that the earth moves around the sun?" |
| 3d | Teacher assessed students informally | T - "Give me a "thumbs-up" if you are ready to move on." |

3. Coding evidence, aligning it to the Framework, and choosing levels of performance

After the observation, take a few moments to reflect on what you saw in the classroom. You will then pull out your Framework and start to align evidence to the Framework components. Add these components to the far right column of the Observation Report.

4. Post-Observation Conference - Domains 1, 2, 3 and 4

As soon as practical after the observation is completed, the teacher will reflect on the lesson by filling out the Post-Observation Report (Appendix #5). Schedule the post-observation conference within 10 days of the scheduled observation. At the post-observation conference, lead off with a question to the teacher about his or her thoughts on the lesson. You and the teacher will debrief about what you saw and what both of you thought about the lesson, using the Post-Observation Report and a copy of your previously completed Observation Report. Both forms will guide your conversation about highlights of the lesson and specific areas where teachers can focus improvement efforts.

More information about Domains 1 and 4

Appendix #12

Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Teachers may wish to share other information about their teaching practice during the post-observation conference. Domains 1 and 4 are their opportunity to showcase evidence from the behind-the-scenes work that supports classroom instruction. Many teachers are already doing and, in many cases, documenting this work. It is a matter of sharing it with you so you can align this evidence with the Framework.

Some of the evidence teachers may bring includes: up-to-date lesson plans and grade books; logs or communication with parents and community, school volunteer activities, and professional development courses; data teachers collect and use to drive instruction; and any other artifact that show preparation, planning, and professional growth. See the summary table below for more examples of evidence.

Make a practice of entering domain 1 and 4 evidence into your Observation Report after each pre- and post- observation conference.

| Evidence gathered by teachers | Evidence observed in the classroom |
|---|--|
| <p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>1a: History lesson connected to current events</p> <p>1b: Student inventory at beginning of year; used to inform lesson plans.</p> <p>1c: Teacher collaborated with other teachers to develop unit outcomes.</p> <p>1d: Trade books used to develop and enhance lesson plans</p> <p>1e: Individual book/library bags prepared for students based on their abilities.</p> <p>1f: Rubric for grading persuasive essay designed by students</p> | <p style="text-align: center;">Domain 2: The Classroom Environment</p> <p>2a: Teacher knelt next to student's desk to answer a question</p> <p>2b: Teacher modeled how tie came to the answer of a math problem.</p> <p>2c: Students took attendance while teacher distributed materials for class work</p> <p>2d: All students had their eyes on the teacher as he was speaking</p> <p>2e: Students asked teacher to close the window shades so she could see the overhead; teacher complied and thanked her for the idea.</p> |
| <p style="text-align: center;">Domain 3: Professional Responsibilities</p> <p>3a: Teacher reflected on teaching and makes adjustments to plans. How can I improve? What would I change?</p> <p>3b: Updated notes and records are updated daily</p> <p>3c: Attended evening tutorial for parents to learn how to access the new electronic grading system.</p> <p>3d: Participated in committee to select textbooks for the following year.</p> <p>3e: Invited colleagues into teachers' classroom to offer feedback on his teaching style.</p> <p>3f: Decision-making in the classroom is supported by assessment data</p> | <p style="text-align: center;">Domain 4: Instruction</p> <p>4a: Directions for activity were written on the board before the class began.</p> <p>4b: Teacher asked, "Do you think this action was justified?" Student answered. Teacher followed up: "How do you know?" Student responded</p> <p>4c: All students worked in groups to read a text at their instructional level, discuss and respond in writing to questions.</p> <p>4d: Teacher circulated around the room and provided individual feedback to students.</p> <p>4e: Teacher used a teachable moment: "Thanks for bringing that up! Let's talk about the patterns we see on that chart."</p> |

5. Completion of the Summative Evaluation (Appendix #6)

After all observation requirements have been met for an individual teacher, the evidence from each observation can be transferred to Appendix #6 for completion of the Summative Evaluation Report. After completing his report, you will need to meet with the teacher review it. Both the teacher and administrator need to sign two copies of this summative report. The teacher should keep one copy and one copy will be kept in their file.

Appendix 13
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Teacher Evaluation Timeline

1st Day of Student Attendance - School District will provide written notice that a performance evaluation will be conducted in that school year to each affected teacher or, if the affected teacher is hired after the start of the school term, then no later than 30 days after the contract is executed.

By October 1 - The evaluator and teacher will decide on two assessments, metrics, and targets to be used in the evaluation of the teacher.

By February 1st - Each teacher must complete a self-assessment, and portfolio and turn it in to the evaluator.

By March 15 - Teachers must receive a written evaluation incorporating professional practice (70%) and student growth (30%).

Appendix #14
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Framework for Teaching Possible Artifacts List

Examples of Possible Artifacts -Domain 1

I a. Knowledge of Content and Pedagogy

- Continuing education in the content area
- Lesson plans incorporating best practices
- Sharing new knowledge with peers
- In-Service Training/Workshops in content area
- Active involvement in Professional Learning Communities (logs, team agendas)
- Trouble-shooting (teacher writes a list of commonly made student errors)

I b. Knowledge of Students

- Review cumulative file of student
- Personal Plans of Progress
- Instructional Grouping Techniques
- Student profile worksheets
- Index cards **with** student information
- Lesson plans reflecting differentiated instructions (awareness of students needing accommodations and awareness of developmental and cognitive abilities)

I e. Selecting Instructional Goals

- Lesson Plans (show relationship to district curriculum & state standards)
- Standards are posted in the classroom.
- Curriculum (map, calendar)
- Evidence of modified curriculum (intervention plans, IEPs, enrichment)

I d. Knowledge of Resources

- List of resources with varying levels to accommodate students (notes, assessments, anecdotal records).
- Demonstration of school/community resources (library, Eureka College, local educational field trips).
- Classroom budget money is spent on substantive educational resources
- Record of human resources (i.e. speakers, parent volunteers, civic groups, classroom visitors, field trips).
- Evidence of collaboration and learning with peers and colleagues.
- Classroom Inventory

I e. Designing Coherent Instruction

- - Lesson-plans show progression of complexity
- Curriculum Mapping
- Teacher & student reflection of lessons, learning, or feedback (written or oral).
- Student developed rubric (teacher) tied to specific goals.
- Meaningful/respectful tasks

I f. Assessing Student Learning

- Assignments & assessments including standards that are clearly identified.
- Documentation of how student learning of standards is assessed.
- Performance assessment tasks (student samples-exemplary)
- Rubrics
- Student portfolios with reflection
- Vary assessment techniques meeting all learning styles

Appendix #14
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Examples of Possible Artifacts -Domain 4

4a. Reflecting on Teaching

- Written reflection on a lesson taught
- Lesson plans with reflective notations
- Pre and Post Tests with explanations
- Anecdotal Records
- Projects
- Portfolios
- Student and/or Parent Survey
- Audio/Video Tape of class lesson
- Samples of Student Work
- Peer Observations

4b. Maintaining Accurate Records

- Copy of Gradebook
- Copy of Seating Chart
- Copy of Lesson Plan Book
- Copy of Classroom Budget and/or Inventory
- Student Documentation

4c. Communicating with Families

- Parent Newsletter
- Notes to Parents
- Copies of e-mails to parents
- School Notes.com
- Classroom Webpage
- Parent e-mails
- Letters to parents
- Conference Summaries
- Parent Nights

4d. Contributing to the School and District

- List of School and District Committees
- Record of outside activities that you sponsor
- Supplemental Assignments
- Volunteer and supervision activities

4e. Growing and Developing Professionally

- Summaries of workshops attended
- Reading Current Literature
- Best Practices Website reviews
- Action Research
- National Board Certification
- Mentoring
- Supervising Student Teachers
- Professional organization membership

4f. Showing Professionalism

- Professional organization leadership roles
- Leadership roles in the school or in the community
- Student Advocacy

Appendix #15
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan
Professional Assistance Plan

Name of Participant:

Grade(s):

Content Area(s):

Date:

School Year:

List the components which have been identified as an area in need of improvement:

| Component # | Component Description |
|-------------|-----------------------|
|-------------|-----------------------|

For each component listed above, write a plan for support and/or professional development that can be provided by the administration:

Teacher Signature/Date

Administrative Signature/ Date

Demonstration of Components

Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Teachers provide evidence of their **knowledge** of content and **pedagogy** through **their performance** in the classroom. For example, **evidence is** found in their **clear** explanation of **concepts**, their **knowledgeable responses** to students' questions, and their skill in **engaging students in learning**, and by developing **instructional plans** and participating in **professional growth activities**.

Teachers can also demonstrate knowledge of the subjects they teach through **instructional artifacts**, comments **on student work**, and their classroom interactions with **students**. **Content errors reflect a shaky understanding of the subject**, and **evasive responses to students** may suggest **only a thin knowledge of content**. Although some **responses are deliberately unrevealing**, because the **teacher wants to engage students in their own investigations**, the **teacher, in conversation**, should be able to demonstrate solid understanding of **the subject**.

Component 1b: Demonstrating Knowledge of Students

Teachers demonstrate **their knowledge of students in the classroom orally and in writing**. They can describe their students and what those students bring with them **to the classroom**. Their **knowledge of students is evident in the instructional plans they create and in their interaction with students in the classroom**. But because a teacher's **knowledge of students is typically far greater than that which is demonstrated in any single unit or lesson plan**, it's **desirable for teachers to have the opportunity to describe this understanding**.

Component 1c: Setting Instructional Outcomes

Teachers demonstrate their skills in setting **instructional outcomes** either orally or in writing. They should be able to describe how the **outcomes relate to the district curriculum guidelines**, state frameworks, content standards, and **curriculum outcomes in a discipline**. They should also be able to explain how the **outcomes are appropriate for their students and how they fit within a sequence of learning and reflect the balance among different types of learning**. When appropriate, teachers will also be able to describe the **potential for coordination and integration of curriculum topics and skills**. The **usability of instructional outcomes for a diverse group of students is best observed during a classroom visit**.

Component 1d: Demonstrating Knowledge of Resources

Teachers demonstrate their knowledge of resources through their ability to articulate how they have planned a unit or a lesson to incorporate the best of what the school, district, and community have to offer. Their knowledge is also evident in how they can describe a potential lesson or unit, or how they plan to address a student's **instructional or non-instructional needs**.

Component 1e: Designing Effective Instruction

Long-range planning for **effective instruction is demonstrated by a unit plan encompassing several weeks**. That **time span enables teachers to demonstrate their skill in organizing and sequencing learning activities to engage students**, in using a variety of materials and groups appropriately, and in **allocating reasonable time**. In addition, when **teachers design instruction**

Appendix# 16
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

for individual lessons, all the characteristics of long-range planning-purposeful activities, appropriate materials and student groups, and coherent structure-are displayed, albeit on a smaller scale.

Component ff: Designing Student Assessment

Teachers demonstrate their skill in designing student assessment through the plans they create. With respect to assessment of learning, a unit plan should include the method to be used to assess student understanding, including, if appropriate, a scoring guide or rubric for evaluating student responses. When teachers also include assessment for learning in their plan, then the details of such assessments should be part of the plan. In addition, teachers should be able to explain how they intend to use assessment of learning in their instruction, and how they plan to include students in assessment activities.

Appendix# 16
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Teachers demonstrate skill in establishing an environment of respect and rapport through their words and actions in the classroom. Occasionally, interaction with a student, or student interactions with one another, may require that a teacher offer an explanation so that an observer can fully understand the teacher's actions. Such explanations can take place in a discussion following the class

Component 2b: Establishing a Culture for Learning

Evidence of a culture for learning is found primarily in the classroom itself, where it is evident from the look of the room (which may display student work), the nature of the interaction, and the tone of the conversations. The teachers' instructional outcomes and activities, as described in their planning documents, also demonstrate high expectations of all students for learning. Conversations with students reveal that they value learning and hard work.

Component 2c: Managing Classroom Procedures

Evidence for how teachers manage classroom procedures is obtained through classroom observation. If asked, students would be able to describe the classroom procedures. In addition, teachers can explain their procedures, how they have been developed, and how students were involved in their creation and maintenance.

Component 2d: Managing Student Behavior

A teacher's skill in managing student behavior can only be observed in the classroom. Standards of conduct, however, must frequently be inferred, because in a smoothly running classroom an observer may not witness explicit attention to those standards. Rather, student behavior indicates that a teacher has established standards at the beginning of the year and has maintained them consistently. Although most teachers can articulate their approach to standards of conduct, implementation is critical. In a well-managed classroom, students themselves will be able to explain the agreed-upon standards of conduct.

Component 2e: Organizing Physical Space

Teachers' use of the physical environment can be observed or illustrated on a sketch of the classroom. Teachers may be able to explain how they enhance the physical environment and use it as a resource for learning, but implementation is essential.

Appendix# 16
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Domain 3: Instruction

Component 3a: Communicating with Students

Teachers demonstrate the clarity and accuracy of their communication primarily through classroom performance. The evidence is not, of course, whether an explanation, for example, is clear to an observer; it must be clear to the students. Watching the students' reactions provides the best indication of whether that goal has been achieved.

Component 3b: Using Questioning and Discussion Techniques

Teachers demonstrate their skill in questioning and discussion techniques almost exclusively in classroom observation. The initial questions used to frame a discussion should be planned in advance, however, and will be part of the planning documents.

Component 3c: Engaging Students in Learning

Teachers demonstrate their skill in engaging students in learning through their conduct of lessons, which may be observed. In addition, the degree of student engagement is revealed through the analysis of student work in response to a well-designed assignment.

Component 3d: Using Assessment in Instruction

A teacher's use of assessment in instruction is sometimes evident during a classroom observation, depending on the activities planned for a lesson. Moreover, in discussing a lesson, teachers will be able to explain the point at which they knew that a student was confused, and how they responded. Feedback may be demonstrated through samples of student work with teacher or peer comments. The timeliness of feedback and student use of feedback to engage in further learning can also be revealed through student responses to a questionnaire, particularly at the secondary level.

Component 3e: Demonstrating Flexibility and Responsiveness

Flexibility and responsiveness can be observed when they occur in a classroom. In addition, a teacher may describe such an event when discussing a lesson after the event. Of course, in many lessons, no such opportunities arise. Their absence is not necessarily a sign of rigidity, rather, it may simply reflect either successful planning or a lack of opportunity.

Appendix# 16
Lowpoint-Washburn CUSD #21 Certified Teacher Evaluation Plan

Domain 4: Professional Responsibilities

Component 4a: Reflection on Teaching

Teachers demonstrate their skill in reflection through professional conversation with colleagues. In some situations, a written reflection may encourage more thoughtful results.

Component 4b: Maintaining Accurate Records

Teachers demonstrate their skill in maintaining accurate records through artifacts, such as a grade book, skills inventories, results of student assessments, and records of classroom non-instructional activities.

Component 4c: Communicating with Families

Teachers can demonstrate their communication with families in many ways, such as by keeping copies of such things as class newsletters, handouts for back-to-school night, or descriptions of a new program. This collection could include guidelines for parents on how to review a child's portfolio or how to encourage responsible completion of homework. In addition, the teacher might maintain a Log of phone and personal contacts with families.

Component 4d: Participating in a Professional Community

Teachers demonstrate their participation in the professional community through their actions. Some teachers maintain a record of their involvement, and the contributions they have made, in the form of a log.

Component 4e: Growing and Developing Professionally

Teachers demonstrate their commitment to ongoing professional learning through the activities they undertake. These may be recorded on a log. The benefit of keeping such a record is that it invites teachers to reflect on how they have used the new knowledge in their teaching. Such a log can, and should, include informal as well as formal activities—for example, observing colleagues or participating in a project with a professor at a local university.

Component 4f: Showing Professionalism

Teachers display their professionalism in daily interaction with students and colleagues.

Source:

*Enhancing Professional Practice: A Framework For Teaching
2nd Edition
Charlolle Danielson*

Lowpoint-Washburn Student Growth Teacher Categories

| Grade and or Subject | Assessment 1 | Assessment 2 |
|---|--------------|--------------|
| Kindergarten | | |
| Grade 1 | | |
| Grade 2 | | |
| Grade 3 | | |
| Grade 4 | | |
| Grade 5 | | |
| Grade 6 | | |
| Elementary Physical Education | | |
| Elementary Music | | |
| Junior High English Language Arts -grades 7&8 | | |
| Junior High Math - grades 7 & 8 | | |
| Junior High Science - grades 7 & 8 | | |
| Junior High Social Studies - grades 7 and 8 | | |
| Jr/Sr High School Physical Education | | |
| Jr/Sr High School Health | | |
| Junior/Senior High Band and Chorus | | |
| Junior/Senior High Art | | |
| High School Business | | |
| High School Math | | |
| High School English Lanauage Arts! | | |
| High School Spanish | | |
| Hrgh School Social Studies | | |
| High School Driver Education | | |
| Special Education K-8 | | |
| !Special Education High School | | |

Lowpoint-Washburn CUSD #21 Teacher Performance Evaluation Plan

Self Assessment Form

Teacher:

School Year:

Buildin :

Administrator:

| DOMAIN 1: PLANNING AND INSTRUCTION | | | | |
|--|--|---|---|--|
| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
| 1a: <i>Demonstrating knowledge of content and pedagogy</i> | <i>Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline</i> | <i>Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.</i> | <i>Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.</i> | <i>Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstandings</i> |
| 1A Rating | | | | |
| 1b: <i>Demonstrating knowledge of students</i> | <i>Teacher demonstrates little or no knowledge of or respect for students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understandings</i> | <i>Teacher indicates the importance of understanding and respecting students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</i> | <i>Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</i> | <i>Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students</i> |
| 1B Rating | | | | |
| 1c: <i>Selling Instructional Outcomes</i> | <i>Instructional outcomes are listed but are trivial or are stated only as activities. They do not represent viable methods of assessment.</i> | <i>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which are viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or differentiation.</i> | <i>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.</i> | <i>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for differentiation and integration, and take account of the needs of individual students.</i> |
| 1C Rating | | | | |
| 1d: <i>Demonstrating knowledge of resources</i> | <i>Teacher demonstrates little or no familiarity with resources, including appropriate technology to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.</i> | <i>Teacher demonstrates some familiarity with resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek or use such knowledge.</i> | <i>Teacher is aware of the resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</i> | <i>Teacher seeks out resources, including appropriate technology in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</i> |

Lowpoint-Washburn CUSD #21 Teacher Performance Evaluation Plan

| DOMAIN 1: PLANNING AND REPARATION | | | | |
|---|--|---|--|---|
| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
| JD Rating | | | | |
| <p>Je: Design coherent instruction; Use appropriate data</p> | <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. It is suitable for only some students</p> | <p>The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects professional knowledge of students and resources.</p> | <p>Teacher coordinates knowledge of content, of standards, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning</p> | <p>Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for differentiated pathways according to student needs.</p> |
| IE Rating | | | | |
| <p>If: Designing Student Assessment</p> | <p>Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing instruction.</p> | <p>Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole</p> | <p>Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.</p> | <p>Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students</p> |
| IF Rating | | | | |

Teacher comments for domain 1:

Lowpoint-Washburn CUSD #21 Teacher Performance Evaluation Plan

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| DOMAİN Z: "THE" J: CA-r flW eJN:MENT | | | | |
|--|---|---|--|--|
| Component | In a:tistai::tory | !Neeil :hn-R.ro\ en'(efl) | Pr.oficient | Excellent |
| 2a: Creating an environment of respect and rapport | Classroom interactions. both berwee11 thereacher and studen1s and among s111den1s. are negc11/ve, inappropriate, or insensitive to studen1s' cultural backgrounds, and characterized by sarcasm, p-w-dow,u, or conflict. | Classroom interactions. bo1h between the teacher and s1uden1s and among students. are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among s/udents. | Classroom interactions between teacher and s1uden1s and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the C11tura/ and developmental differences among groups of s111den1s | Classroom interactions among the teacher and individual stZ1den1s are highly respectful, reflecting genuine warmth and caring and sensitivity to studen1s' cultures and levels of development. S1ude11s themselves enrre high levels of civility among members of the class |
| 2A Rating 2b: Establishing a Culture for Learning | The classroom environment conveys a negative culture/or learning, characterized by low teacher commitment to the subject, low expectations for student achievement, liufe respect/ for or knowledge of studen1s' diverse cu//ures and liule or no student pride in work | Teacher's a/tempi 10 create o cu//ure for learning are partially successful, with li11le teacher commilment to the subject, modest expectations for student achievement, some respect for or knowledge of s1uden1s' diverse cultures and liille s/udent pride in work. | The classroom c11/11re is characterized by high expectations for most students, genuine commitment to the subject by both teacher and s11,den1s, and respect for and knowledge of studen1s' diverse cu//ures, with students demonstrating pride in !their work | High levels of student engagement and teacher passion for !the s11bje1t create a cul11re for learning in which everyone shares a belief in the importance of the subject, and all s1uden1s hold themselves to high standards of performance. for example by initiating improvements to their work Teoche1 and studenrs demonstrate high levels of respect for and knowledge of diverse student cu//ures. |
| 2B Rating 2c: Managing Classroom Procedures | A. Much i11s1ructional/ time is lost d!ie to111e/f, de11t classroom routines and ptoCEDw'f1s, /Of- frm1s111ons. hand111g of rnpffies, tmd pe,formance 0/11011- i11s1nic1 ioner1 d111ies. | Some ins1ructional time is lost due to only partially effective classroom rou1111e s an dproc ed :! :e! , for trans1io1s, handling of supplies, and pe,formance of non-instruc1iona/du1ies. | Lillie i11s1tuc1ional //11e 1s los1 du 1ocfossroom rou1i11e.s and procedures, for transitions, h1mdlmg 6/ suppl, s, andperformance 0/111-111- insrrnc1ionaldu1ies. which occur smool1ly. | Srudeqts coll1rib11e ro th se,1111/ ss operation of clc1ssroo11r1o111ines f111dpm,,u//11'e .Jo, 11-t11s111ons. haud111g of 11plies. O'l'd pel:filrn1t'111ce of non 11s1r1c1111 d111i/cS. |
| 2C Rating | | | | |

Lowpoint-Washburn CUSD #21 Teacher Performance Evaluation Plan

| DOMAIN 2: THE CLASSROOM ENVIRONMENT | | | | |
|--|---|--|--|--|
| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
| <p style="text-align: center;"><i>2d:</i> Managing Student Behavior</p> | <p><i>There is no evidence that standards of conduct have been established, and there is no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</i></p> | <p><i>The teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</i></p> | <p><i>Standards of conduct are clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</i></p> | <p><i>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</i></p> |
| 2D Rating | | | | |
| <p style="text-align: center;"><i>2e:</i> Organizing Physical Space</p> | <p><i>Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.</i></p> | <p><i>Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective.</i></p> | <p><i>Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology (when applicable).</i></p> | |
| 2E Rating | | | | |

Teacher comments for domain 2:

Lowpoint-Washburn CUSD #21 Teacher Performance Evaluation Plan

| DOMAIN 3: INSTRUCTION | | | | | |
|--|--|---|--|---|---|
| 3a: <i>Communicating with Students</i> | 3b: <i>Using Questioning and Discussion Techniques</i> | 3c: <i>Engaging Students in Learning</i> | Needs <i>1</i> | Proficient | Excellence |
| <p><i>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' diverse cultures or levels of development</i></p> | <p><i>Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion</i></p> | <p><i>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. Activities, assignments, and materials are not appropriate for diverse cultures</i></p> | <p><i>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion: teacher's use of language is correct but may not be completely appropriate to students' diverse cultures or levels of development</i></p> | <p><i>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communication is appropriate to students' diverse cultures and levels of development</i></p> | <p><i>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communications are clear and expressive, appropriate to students' diverse cultures and levels of development, and anticipate possible student misconceptions.</i></p> |
| JA Rating | | | | | |
| <p><i>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.</i></p> | <p><i>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</i></p> | <p><i>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes and students' cultures and levels of understanding. All students are engaged in the work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. Activities, assignments, and materials are fully appropriate for diverse cultures.</i></p> | <p><i>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</i></p> | <p><i>Students are highly intellectually engaged throughout the lesson in higher order learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. Students assist in ensuring that activities, assignments and materials are fully appropriate for diverse cultures.</i></p> | |
| JB Rating | | | | | |
| JC Rating | | | | | |

Lowpoint-Washburn CUSD #21 Teacher Performance Evaluation Plan

DOMAIN 3: INSTRUCTION

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|---|
| 3d: Using Assessment in Instruction | Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessments, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Multiple assessments are used in instruction through student involvement in establishing the assessment criteria, self-assessment by both students and teachers, and high quality feedback to students from a variety of sources. |
| JD Rating | | | | |
| 3e: Demonstrating Flexibility and Responsiveness | Teacher adheres to the instructional plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand. | Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students. | Teacher ensures the successful learning of all students, making adjustments as needed to instructional plans and responding to student questions, needs and interests. | Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students. |
| JE Rating | | | | |

Teacher comments for domain 3:

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|-------------------------------------|---|--|--|---|
| 4a: Reflecting on Teaching | Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson. | Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive or negative characteristics. Teacher makes general suggestions as to how the lesson might be improved. | Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved. | Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were highly successful, for at least some students. Teacher draws on an extensive repertoire of successful alternative strategies. |
| 4A Rating | | | | |
| 4b: Maintaining Accurate Records | Teacher's system for maintaining both instructional and non-instructional records is either non-existent or in disarray, resulting in errors and confusion. | Teacher's system for maintaining both instructional and non-instructional records is partially effective. | Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective. | Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance. |
| 4B Rating | | | | |

Lowpoint-Washburn CUSD #21 Teacher Performance Evaluation Plan

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| Ineffective | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|--|---|--|
| <i>4c: Communicating with Families</i> | <i>Teacher provides little or no information to families, or such communication is culturally inappropriate Teacher makes no attempt to engage families in the instructional program.</i> | <i>Teacher complies with school procedures for communicating with families and makes little effort to engage families in the instructional program But communications are not always appropriate to the cultures of those families</i> | <i>Teacher communicates frequently and successfully engages most families in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</i> | <i>Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program, as appropriate</i> |
| 4C Rating | | | | |
| <i>4d: Participating in a Professional Community</i> | <i>Teacher avoids participating in the job-embedded professional community or in school and district events and projects, relationships with colleagues are negative or self-serving and teacher is resistant to feedback from colleagues</i> | <i>Teacher becomes involved in the job-embedded professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. Teacher accepts, with some reluctance, feedback from colleagues.</i> | <i>Teacher participates actively in the job-embedded professional community and maintains positive and productive relationships with colleagues. In addition, teacher welcomes feedback from colleagues.</i> | <i>Teacher makes a substantial contribution to the job-embedded professional community and assumes a leadership role with colleagues. In addition, teacher seeks out feedback from colleagues.</i> |
| 4D Rating | | | | |
| <i>4e: Growing and Developing Professionally</i> | <i>Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills</i> | <i>Teacher's participation in job-embedded professional development activities is limited to those that are convenient or are required</i> | <i>Teacher engages in opportunities for job-embedded professional development that is based on a self-assessment of need.</i> | <i>Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.</i> |
| 4E Rating | | | | |
| <i>4f- Demonstrating Professionalism</i> | <i>Teacher has little sense of ethics and professionalism, and contributes to practices that are confusing or harmful to students Teacher fails to comply with school and district regulations and timelines.</i> | <i>Teacher is honest and well-intentioned in serving students and contributing to child-centered decisions in the school Teacher complies with all school and district regulations, doing just enough to get by.</i> | <i>Teacher displays a high level of ethics and professionalism in interactions with both students and the community Teacher complies fully with school and district regulations.</i> | <i>Teacher assumes a leadership role in ensuring that school practices, decisions and procedures ensure that all students' interests are addressed. Teacher displays the highest standards of ethical conduct.</i> |
| 4F Rating | | | | |

- Teacher Comments for domain 4: