

PREAMBLE

This Agreement is entered into by and between the District and the Association and in accordance with RCW 41.59. This Agreement prescribes the rights and responsibilities of the members of the Association and the District and is designed to improve labor relations within the District.

ARTICLE I - ADMINISTRATION

SECTION 1. DEFINITIONS

- A. ***District/Board*** shall mean the Centerville School District No. 215, county of Klickitat, State of Washington.
- B. ***Association*** shall mean the Centerville Education Association, affiliated with the National Education Association and with the Washington Education Association.
- C. ***Agreement*** shall mean the Collective Bargaining Agreement signed by the District and the Association.
- D. ***Parties*** shall mean the District and the Association as co-signers of the Agreement.
- E. ***Employee*** shall mean a member of the bargaining unit.
- F. ***Contract*** shall mean the individual contract issued to each employee.
- G. ***Day*** shall mean school day, except during summer when it shall mean District office work day.
- H. ***Superintendent*** shall mean the chief administrator of the District.
- I. ***President*** shall mean the presiding officer of the Association.
- J. ***SPI*** shall mean the office of the State Superintendent of Public Instruction.

SECTION 2. RECOGNITION

- A. The Board hereby recognizes the Association as the sole and exclusive bargaining representative for all employees whether under contract or on leave, employed by the Board to serve in certificated positions. Such representation shall cover all personnel assigned to newly created professional certificated positions unless such positions are principally supervisory and administrative. Such representation shall exclude the Superintendent and casual substitutes.
- B. The Board agrees not to negotiate with or recognize any employee organization who purports to represent members of the bargaining unit other than the Association for the duration of this Agreement.

SECTION 3. EXCEPTION

An employee may be hired by the District under a special contract to perform services requiring a certification but not considered to be a teacher in the normal classroom sense. These employees are not hired for one hundred eighty (180) days and therefore are not afforded the same benefits and rights of an employee hired for the full school year. The state does not recognize them for experience on the Leap schedule. They do not accrue one (1) years experience for each contracted year. They do not receive sick leave benefits pro rated like other part time employees. If the Association chooses to include them in their bargaining unit, then the District will negotiate with the Association for a separate employees contract for them. But it must be understood that the

District is limited by law as to what it can offer. Employees not hired for a minimum of one hundred eighty (180) days shall not be considered in respect to this Agreement.

SECTION 4. STATUS OF THE AGREEMENT

- A. After ratification by the Board and the Association and execution by authorized representatives thereof, this Agreement shall become effective one (1) day after termination of existing employee contracts. It may be amended or modified only with mutual consent of the parties or as provided in Article VI of this Agreement.
- B. This Agreement shall supersede any rules, regulations, policies, resolutions, or practices of the District which shall be contrary to or inconsistent with its terms.

SECTION 5. COMPLIANCE OF AGREEMENT

- A. All contracts shall be subject to and consistent with Washington State Law and the terms and conditions of this Agreement. Any contract hereinafter executed shall expressly provide that it is subject to the terms of this and subsequent Agreements between the Board and the Association. If any contract contains any language inconsistent with this Agreement, this Agreement shall be controlling.
- B. If individual contracts are issued prior to the completion of negotiations, the following rider shall be attached to the contract:

"This contract shall be subject to the terms and conditions of the Agreement between the District and the Association when negotiations for the current year have been completed. Monetary changes will be retroactive."

SECTION 6. CONFORMITY TO LAW

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

SECTION 7. DISTRIBUTION OF CONTRACT

- A. The Association shall print and distribute to all employees copies of this Agreement within sixty (60) days following ratification, signing, and proofreading by parties.
- B. Fifteen (15) additional copies shall be provided to each party.
- C. All employees new to the District shall be provided a copy of this Supplemental Agreement by the District upon issuance of their contract.
- D. A copy of this Agreement shall be available in the District office for inspection for all applicants for bargaining unit positions for exceptional employees.
- E. Costs will be borne equally by both parties.

ARTICLE II - BUSINESS

SECTION 1. ASSOCIATION RIGHTS

- A. The Association and its representatives shall have the right to use District building for meetings and to transact Association business at times when those employees are not expected to be in their classrooms and provided that this shall not interfere with nor interrupt normal school operations.
- B. The Association shall schedule building use through the administration when affiliates or other non-employee persons will be present.
- C. The Association shall have the right to use school equipment that can be used normally by employees of the District and that the employees have been prepped on to use. Use may be at reasonable times when such equipment is not otherwise in use. The Association shall pay for the replacement cost of all materials and supplies incident to such use. All phone and supply bills must be paid within thirty (30) days of receipt.
- D. The Association shall have the right to post notices of activities and matters of Association concern on faculty room bulletin boards. The Association may use the District mail service and employee mail boxes for communication to employees.
- E. The Board agrees to furnish public information to the Association in response to written requests from the Association president or designee.
- F. The rights granted herein to the Association shall not be granted or extended to any competing organization.
- G. The Board shall place on the agenda of each regular Board meeting and shall consider under "Information, reports, and correspondence" any matters brought to its attention by the Association so long as those matters are made known to the Superintendent's office at least four (4) days prior to said regular meeting.

SECTION 2. PAYROLL DEDUCTIONS

- A. The Association shall have the right of automatic payroll deduction of membership dues for employees.
- B. The Association shall provide an automatic payroll authorization form to each employee. The employees shall sign and deliver such authorization to the Association during the enrollment period at the beginning of the school year. Once an employee has signed the authorization for automatic payroll deductions, dues deductions shall be continuous thereafter.
- C. The Association shall submit the automatic payroll authorization to the District payroll office for processing. A table of pro-rated annual dues shall be supplied to the District payroll office by the Association to determine the monthly dues deductions by September 10th of each calendar year.
- D. The automatic payroll authorization form shall clearly state that it is understood by the employee signing the authorization that continuation of dues deduction until the end of the dues period on August 31 of each year is a binding condition for automatic payroll authorization. Revocation of membership shall be made in writing to the Association on the form available from the Association between and shall become effective at that time. The Association shall promptly submit notice of such revocation to the District payroll office.

SECTION 3. OTHER DEDUCTIONS

The District shall upon receipt of written authorization from an employee deduct from the employee's salary and make appropriate remittance for medical plans, salary insurance, and tax-sheltered annuities that have been authorized. See Article III, Section 9, Insurance.

SECTION 4. MANAGEMENT RIGHTS

The parties agree that, with the exception of the provisions of this Collective Bargaining Agreement, the District and the Board retain the rights and responsibilities to operate and manage the school system and its programs, facilities, properties, activities of the employees in accordance with adopted policy or procedures, pursuant to RCW 41.59 and other laws and state regulations. Whatever rights the Board has retained pursuant to applicable law, rule, or regulation, shall not be exercised in a manner which conflicts with the provisions of this Agreement.

ARTICLE III - PERSONNEL

SECTION 1. DUE PROCESS

- A. Any Disciplinary actions not subject to review by the courts shall be afforded the same due process rights by the District. Such discipline shall be in private; however, the presence of an Association representative shall not constitute a violation of such privacy. All information forming the basis of any reprimand, warning, discipline, or adverse effect shall be made available to the employee.
- B. An employee shall be entitled to have present a representative of the Association during any disciplinary action. When a request for such representation is made, no action shall be taken with respect to the employee until such representative of the Association is afforded a reasonable time to be present. Further, in the event a disciplinary action is to be taken, the employee shall be advised of the right to representation under this provision of the Agreement prior to the action being taken.
- C. The Board agrees to follow a policy of progressive discipline. Any disciplinary action taken against an employee shall be appropriate to the behavior which precipitates said action.
- D. Any complaint made against an employee will be promptly called to the attention of the employee. Any complaint not called to the attention of the employee within fifteen (15) days of receipt or composition may not be used as the basis for any disciplinary action against the employee.

SECTION 2. EMPLOYEE RIGHTS

- A. The Board undertakes and agrees that it will not directly or indirectly discourage or deprive or coerce any employee in the enjoyment of any rights conferred by the Act or other laws of Washington or the Constitutions of Washington and the United States; that it will not discriminate against any employee with respect to hours, wages or any terms or conditions of employment by reason of membership in the Association, participation in any legal activities of the Association or collective negotiations with the Board, or institution of any grievance, complaint or proceeding under this Agreement or otherwise with respect to any terms or conditions of employment.
- B. The employee shall be entitled to full rights of citizenship and no religious or political activities of any employee or the lack thereof shall be grounds for any discipline or discrimination with respect to the professional employment of such employee. The private and personal life of any employee is not within the appropriate concern or attention of the Board, providing it does not interfere with their duties as an employee.
- C. The provisions of this Agreement shall be applied without regard to domicile, race, creed, religion, color, national origin, age, sex, marital status, or physical handicap except as required in accordance with this Agreement or as otherwise provided by law.

SECTION 3. CONTROVERSIAL TOPICS

- A. The District believes that controversial issues are a part of the District's instructional program when related to subject matter in a given grade level or specific curricular field. Employees will use professional judgment in determining the appropriateness of the issue to the curriculum and the maturity of the students.

- B. In the presentation of all controversial issues, every effort will be made to effect a balance of biases, divergent points of view, and opportunity for exploration by the students into all sides of the issue.
- C. In discussing controversial issues, the employee will encourage students to express their own view, assuring that it be done in a manner that gives due respect to one another's rights and opinions. When discussing controversial issues, the employee will respect positions other than his/her own. Students will be encouraged, after class discussions and independent inquiry, to reach their own conclusions regarding controversial issues.
- D. The District agrees not to record any employee's verbal communication in the classroom without their prior permission.

SECTION 4. PERSONNEL FILES

- A. Certificated employees or former certificated employees shall, upon request, have the right to inspect all contents of their complete personnel file kept within the District as well as non-confidential employment references leaving the District. Upon request, a copy of any documents contained therein shall be afforded the employee without cost for the first copy. Additional copies shall be at cost.
- B. Any one person at the certificated employee's request may be present in this review.
- C. Each certificated employee's personnel file shall contain the following: the employee's final evaluation report, copies of annual contracts, teaching certificate, a transcript of academic records, and references of employment.
- D. No secret, duplicate, alternate, or other personnel file shall be kept anywhere in the District. However, this shall not preclude use of an evaluator's working file. The contents of said file, including both written and electronic documents, will be returned to the employee or destroyed at the end of the school year.
- E. No evaluation, correspondence, or other material making derogatory reference to an employee's or former employee's competence, character, or manner shall be kept or placed in the personnel file or evaluation file without the employee's knowledge and opportunity to attach his/her own comments. A copy of any derogatory material or complaint which is placed in the working file or personnel file shall be given to the employee within ten (10) days of placement. Derogatory material/complaints may result in disciplinary action only if the employee has been provided a copy within the ten (10) day timeline.
- F. Upon request by the certificated employee, the Superintendent or his/her official designee shall sign to verify contents, if it is prepared by the employee and is accurate as to the referred contents.
- G. Inspections of files shall be by appointment only in the presence of central office personnel and shall be at the convenience of the Superintendent's office. Access to files shall not be unreasonably withheld and in no case shall it be withheld more than three (3) days. The files shall be seen only by District administrative personnel or by the individual employee, or persons with said employee's written permission. Derogatory material from working files and/or personnel files will be expunged at the request of the employee at the end of three (3) years if there are no further related problems.

SECTION 5. EMPLOYEE PROTECTION

- A. The Board agrees to save employees harmless and defend from any financial loss, including reasonable attorney's fees for actions arising out of any claim, demand, suit, criminal prosecution or judgment by reason of any act or failure to act by such employee, within or without the school building, provided such employee, at the time of the act or omission complained of, was acting within the scope of his/her employment or under the direction of the Board, to the extent of the District's errors and omissions policy.
- B. Any case of assault upon an employee shall be promptly reported to the Board or its designated representative. The Board will cooperate in the prosecuting or defense of an action resulting from an assault on an employee occurring while in the performance of his/her duties.
- C. The Board may reimburse employees for loss, damage, or destruction of clothing or personal property of the employee incurred while in the performance of their duties.
- D. An employee may at all times use such reasonable force as is necessary to protect him/herself, a fellow employee, other District staff, administrator, or a student from physical injury.
- E. A written statement governing Student Discipline shall be posted on the bulletin board no later than the first week of each school year. A copy shall be distributed to each employee.

SECTION 6. NON-PROFESSIONAL DUTIES

During school hours employees shall not be required to perform non-professional duties, including but not limited to, food distribution, supervision of cafeterias, bus loading or unloading, supervision of playgrounds, and collecting money from students, except where there is an unavailability of personnel due to illness or similar extenuating circumstance.

SECTION 7. PROFESSIONAL DUTIES

- A. During school hours employees will be expected to participate in professional activities outside of their normal teaching requirements; including, but not limited to participation on Educational Committees and staff development programs such as instructional curriculum, inservice committee, goal setting and planning, and teacher assistance programs.
- B. Outside of school hours employees will be expected to prepare for instruction of classes and consult with parents when it is not possible for the parent to meet with the employee during school hours.

SECTION 8. WORK DAY

- A. All employees shall begin their workday thirty (30) minutes before the students' school day begins. Full time employees shall continue until fifteen (15) minutes after the students' school day ends. Part time employees shall continue until the time that is designated by the number of hours for which they are contracted. The Superintendent will set the students' school day, which shall begin no earlier than 7:45 AM and no later than 8:30 AM, and set the specified number of hours for part time employees. The total length of the normal scheduled workday shall not exceed seven and three quarter (7 $\frac{3}{4}$)_hours for all employees inclusive of the lunch period.
 - a) Part time employees working four (4) hours or less per day shall not have a lunch period. Part time employees working more than four hours a day will have a duty-free lunch period of thirty (30) minutes. Full time employees shall have a duty-free lunch period of not less than thirty (30) continuous minutes, followed or preceded by a fifteen (15) minute

preparation time. The preparation time may be determined by the employee but it shall be used for its designated purpose.

- b) Full time employees shall have sixty (60) minutes of staff development time per week. This time shall be without students and shall be used for its designated purpose.
- c) On Friday employees shall be allowed to leave following student dismissal.
- d) Meetings shall not extend beyond the regular employee day and normally will not be held more than once per week.

SECTION 9. INSURANCE

A. The District shall pass on all insurance benefits for all part-time (prorated) and full-time certificated employees as funded by the state. Programs offered by the District shall include but are not limited to medical, dental, vision and Section IRS 125 Plans. The employee shall elect to include the following as part of his/her plan:

- a) Employee only
- b) Employee and children
- c) Employee and spouse
- d) Full family

The difference between the actual cost of the medical insurance and the amount the District contributes will be deducted from the employee's paycheck. Unused funds from employees shall be pooled for use by others.

- B. Employees may participate at their own expense in tax-sheltered annuity programs approved by the Association and the Board.
- C. The District agrees to pay the full amount of the of the Health Care Authority (HCA) subsidy.

SECTION 10. PAYMENT PROVISIONS

- A. All employees shall be paid in twelve (12) monthly installments. Each check shall contain one twelfth (1/12) of the contracted salary. (*see Appendix A*) Payroll checks shall be issued to the employees on or before the last calendar day of each month.
- B. In the event of a mistake in payment resulting in underpayment, corrections shall be made on or before the next pay period. When an overpayment is made, repayment deductions can be prorated over the remaining pay periods.
- C. All compensation owed to an employee who is leaving the District shall, upon request thirty (30) days in advance of their last workday, be paid at the next pay period after their final day of work.
- D. Teachers Basic Salary - see Schedule on Appendix A.
- E. If work done outside of normal employee work hours is compensated, it will be compensated on a per diem basis.

SECTION 11. PROVISIONS GOVERNING EMPLOYEES' SALARY SCHEDULE

- A. All **beginning employees' salaries** shall commence on Step 00-00 unless he/she can document that hours were earned after the date at which the Bachelors Level Degree was awarded which would allow him/her to be moved up to a more advanced education column or would be recognized on the LEAP Schedule.
- B. **Increments for experience, education, and advanced degrees** will be in accordance with the index shown on the Salary Schedule, which is subject to compliance guidelines and regulations established by the State Superintendent of Public Instruction. No additional local funds are to be provided by the District and an adjustment will be made to insure compliance regardless of whether the adjustment entails either an increase or decrease in salaries and benefits presently being paid.
- C. **Education credits** will be granted for approved continuing education college work.
 - a) Education credits will be granted in compliance with the State LEAP Schedule. The District will accept those credits that the State will pay.
 - b) Credit for education experience shall be given when evidence of such credit is filed with the District. Such evidence should be in the form of official college transcripts and should be filed with the District's business office no later than October 10. If for some circumstance beyond the control of the employee, the college transcripts are not available and the District has been advised by the college, the employee shall be granted the allowance for credit. The District will provide to the employees, when available, notice of available accredited college courses throughout the year to be held in this District or surrounding districts.
 - c) Employees understand the value of additional college credit and that the Board encourages them to take college courses.
- D. **Education credits will be granted for approved clock hours:**
 - a) The District shall accept all clock hours and inservice credits that meet State Board of Education Approval Standards for clock hour and inservice credit. The credit shall count for advancement on the salary schedule. The ten (10) clock hours of inservice shall be equal to one (1) quarter university credit and shall be recognized as equivalent on the salary schedule.
 - b) Employees must refer all inservice clock hours through ESD 112 which has the responsibility to monitor and record clock hours.
 - c) Employees understand the value of clock hours and that the Board encourages them to take additional clock hours.
- E. **Employees hired from out-of-state** shall be given the same credit consideration, rights and benefits as those hired within state or those presently working for the District, up to the number of years recognized by the State Board of Education.
- F. **Credit shall be given for experience.** Credit on the salary schedule shall be given for each year's work experience in compliance with State law. Part-time and substitute teaching/work experience shall be calculated on a pro rata basis.
- G. **Classification on the salary schedule for experience and education shall be for the full school year.** After October 15, no change in classification will be made.

SECTION 12. SUPPLEMENTAL CONTRACTS

Separate contracts shall be issued to each employee for work performed after the school day or beyond the school year. These contracts shall be separate from their regular individual contract.

SECTION 13. EMPLOYEE WORK YEAR

- A. The employee school year shall be one hundred eighty (180) days.
- B. Four (4) workdays will be available for preparation and closure of the school year. One (1) of these days shall be a principal directed day and three (3) days shall be employee directed days. Such days will be paid at the individual's per diem rate on the next pay period as turned in. It shall be agreed that at least one (1) day shall be the day before school starts (*student days*).
- C. There shall be no deviation from or change in the employee's days except by mutual agreement of the Board and the Association, except in emergency situations.
- D. The annual school calendar shall be determined by a committee consisting of three Board members, three employees, and the Superintendent.
- E. Beginning in the 2017-18 school year, there shall be one hundred forty (140) curriculum hours available annually to each employee at a rate of thirty five dollars (\$35.00) per hour. Beginning in the 2018-19 school year, there shall be one hundred sixty (160) curriculum hours available annually to each employee at a rate of thirty five dollars (\$35.00) per hour. Beginning in the 2019-20 school year, there shall be one hundred eighty (180) curriculum hours available annually to each employee at a rate of thirty five dollars (\$35.00) per hour.

These hours will be used for improving academic achievement linked to Common Core and State Standards, curriculum development, enhancement and adjustment related to student academic growth. Time shall be documented for payment (Refer to Appendix D) . All claims for payment must be made on or before May 30 each year. Payment shall be made upon submission of signed documentation to payroll.

SECTION 14. STUDENT DISCIPLINE

- A. In the maintenance of a sound learning environment, the District shall expect acceptable behavior on the part of all students who attend schools in the District. Discipline shall be enforced fairly and consistently regardless of race, creed, sex or status. Such discipline shall be consistent with applicable federal and state laws.
- B. The Board and Superintendent shall support and uphold employees in their efforts to maintain discipline in the District, and shall give immediate response to all employees' requests regarding discipline problems. Further, the authority of employees to use prudent discipline measures for the safety and well-being of students and employees is supported by the Board. In the exercise of authority by an employee to control and maintain order and discipline, the employee may use reasonable and professional judgment concerning matters not provided for by specific policies adopted by the Board and not inconsistent with federal and state laws or regulations.
- C. Before re-admittance to class after expulsion or suspension, there shall be an agreement finalized between the student, parent or guardian, Superintendent or designee, and the employee specifying the future behavior expectations of the student.
- D. The District shall provide an instruction session for all employees concerning the District's student code. This session shall be held prior to September 30, during the school day and at no

cost to the employees. The District will consider input from the Association regarding the sessions' design and content.

SECTION 15. IN-SERVICE TRAINING

Expenses for inservice training shall be reimbursed to the employee for each pre-approved inservice session attended for each employee per day. Such reimbursement shall include registration fees and materials, transportation, lodging, and meals up to fifty one dollars (\$51.00) per day if none are provided within the training or conference.

SECTION 16. TRAVEL

Employees utilizing their private automobile to travel on authorized school business shall be compensated at the IRS rate. Travel requests must be approved by the Superintendent.

SECTION 17. CLASSROOM VISITATION

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

- A. All visitors must check in at the office upon their arrival at school.
- B. If the visitor wishes to observe a classroom, the time will be arranged after the Superintendent has conferred with the teacher.
- C. If the purpose of the classroom visitation is to observe learning and teaching activities, the visitor may be required to confer with the employee before or after the observation to enhance understanding of the activities.
- D. The Superintendent may withhold approval if particular events such as testing would be adversely affected by a visit. Similarly, if a visitor's presence becomes disruptive, the Superintendent may withdraw approval. In any case, the Superintendent shall give reasons for the action.

SECTION 18. ISSUANCE OF CONTRACTS

- A. The District shall provide each employee one (1) copy of his/her contract for regular assignments in conformity with Washington State law, State Board of Education regulations, and this Agreement. Contracts shall be issued by May 15. If negotiations are not completed, contracts will be issued with a rider. Employees shall keep one (1) copy, shall sign two (2) copies and return them to the District. The District will return one copy to the employee after it is signed by the Board.
- B. An employee under contract shall be released from the obligations of the contract upon request under the following conditions:
 1. A release from contract prior to June 15 shall be granted, provided a letter of resignation is submitted prior to that date.
 2. A release from contract shall be granted after June 15, provided a satisfactory replacement can be obtained.
 3. An employee shall be released from contract under circumstances where illness or other personal matters make it impossible for the employee to continue in the District, provided that employee submits a letter of resignation setting forth the reasons which make it impossible for him/her to continue in the District.

- C. Employee Retention Incentive: Each year, each employee who signs a “Letter of Commitment to Return to the District” by April 1 for the subsequent school year (refer to Appendix E, Letter of Commitment to Return to the District), will receive a five hundred dollar (\$500.00) Retention Incentive. It is also understood by the parties that if an employee signs this letter, the employee is not bound by it until the District offers the employee a contract for the subsequent year, in accordance with Section 18.A. above.

If the employee signs the “Letter of Commitment to Return to the District” and is offered and signs a contract and returns to the District in the subsequent year, the employee will be paid the Retention Incentive in the October paycheck school year after the employee completes contracted employment through September 30.

- D. Notice of Retirement/Resignation Incentive: Annually, the District will pay five hundred dollars (\$500.00) for each teacher who tenders a retirement notice or resignation letter by January 31

SECTION 19. NATIONAL BOARD EMPLOYEE SUPPORT

At the beginning of each school year, employee(s) will inform their building administrator of their intentions to pursue National Board Certification. The District shall meet with interested employees to determine supports that can be offered to assist in completing this certification process

SECTION 20. WORKLOAD/CLASS SIZE

The parties recognize that a reasonable student-teacher ratio is desirable for effective teaching. The limit for class size is twenty one (21) students. No class shall exceed this limit without approval of the affected employee, unless the student is within the Centerville School District boundary.

ARTICLE IV - LEAVES

SECTION 1. SICK LEAVE

- A. At the beginning of each school year each employee shall be credited with an advanced sick leave allowance of twelve (12) days with full pay to be used for absence caused by illness, injury, poor health, maternity, quarantine, bereavement, emergency, or other disability, or other considerations as listed below. All part-time teachers would be pro-rated according to the amount of time they are contracted to work. Each employee's portion of unused sick leave allowance shall accumulate from year to year to a limit of the number of contracted work days in a school year.
- a) **Family Illness Leave:** Employees shall, upon request, be granted a leave of absence with pay when such absence is occasioned by the illness of a member of the immediate family; including, parents, guardians, children, spouse, grandparents, and parents-in-law. Such leave shall be in accordance with the WSL and the FMLA. Request for emergency leaves can be made to the Superintendent with approval of the Board.
 - b) **Maternity and Child Care Leave:** The birth of a child is an expected incident in the life of an employee. A certificated employee shall be entitled to take a leave of absence for the birth of a child for a reasonable length of time and return to his/her position under the same terms and conditions as any other employee consistent with District policy on temporary disability, and in accordance with the provisions of the Family Medical Leave Act as hereafter amended.
 - 1. The certificated employee requesting **Birth of a Child Leave** shall give written notice to the District at least four (4) weeks prior to commencement of such leave. The written request for Birth of a Child Leave should include a statement as to the approximate date of return to employment. Within thirty (30) days after childbirth, if the employee's physical condition does not permit compliance with the above, the employee shall inform the District. A physician's statement shall accompany the notification. Any further leave may be granted under "Other Leaves".
 - 2. In the event of the birth of a child of the employee's spouse, seven (7) days sick leave will be allowed.
 - c) **Adoption Leave:** In the event of the adoption of a child, the employee shall be granted three (3) days with pay and an additional two (2) days that will be deducted from Sick Leave. An employee legally adopting a child without pay shall notify the District in writing of the intent to take adoption leave stating the expected dates of commencement of leave and return to employment. Adoption leave may be granted without pay for a period not to exceed one (1) year. An employee returning from Adoption Leave shall be placed in the position last held or in a similar position in the District.
- B. Absence due to injury incurred in the course of the employee's employment shall be without pay while collecting Worker's Compensation and shall not be charged against sick leave, or with pay and shall be charged against sick leave.
- C. An employee who has exhausted accumulated sick leave and who is unable to perform the duties because of personal illness, maternity, or other disability may, upon request, be granted an extended leave of absence without pay under provisions of this Agreement.

An employee who has been granted leave under this provision may return to service during the period of the leave after giving ten (10) days written notice to the Superintendent and with written permission of his/her personal physician.

- D. At the end of each year, the District will provide each employee with an accounting of their accumulated sick leave and all transactions concerning their sick leave days within that time period.
- E. Upon return to employment if within five (5) years of prior termination with the District, any former employee shall be credited with the balance of unused sick leave accumulated at the time of termination of his/her employment with the District.
- F. **Sick Leave Cash-out:**
 - a) In January of the year following any year in which a minimum of sixty (60) days of sick leave is accrued, and each January thereafter, any eligible employee may exercise an option to receive remuneration for unused sick leave accumulated in the previous year at a rate equal to one (1) day's monetary compensation of the employee for each four full days of accrued sick leave in excess of sixty (60) days. Such leave for which the staff member has received compensation shall be deducted from accumulated sick leave at the rate of four (4) days for every one (1) day's monetary compensation.
 - b) An employee who is part of the Department of Retirement System's Plan I, who retires may cash-out all accrued sick leave at the above rate. Such leave shall be accrued at the rate of not more than one (1) day per month and shall not be accumulated in excess of one hundred eighty (180) days. The beneficiary of a deceased staff member may also exercise those same cash-out rights. Those employees who are part of the Department of Retirement System's Plan II may cash out all accrued sick leave after fifteen (15) years of employment, at the above rate and at age 55, within the State upon submittal of their resignation of employment. Employees who are part of the Department of Retirement System's Plan III may cash out all of their accrued sick leave after ten (10) years employment, at the above rate, and at age 55, within the State upon submittal of their resignation of employment from the District.

SECTION 2. PERSONAL LEAVE

- A. An employee shall be allocated three (3) leave days per year, with pay. No reason shall be required by the teacher as to the purpose of using personal leave. Personal leave days may accumulate up to six (6) days. Employees shall give forty-eight (48) hour notice to the Superintendent, except in cases of emergency. Each employee may cash out any unused days at the thirty dollar (\$30.00) per hour curriculum rate of pay by June 30 of each calendar year. In addition, any unused days that exceed the six (6) day accumulation limit shall be automatically cashed out at the thirty dollar (\$30.00) per hour curriculum of pay and paid in the September paycheck.
- .B. **Association Leave:** Association leave shall be taken as personal leave. Whenever possible notification of leave shall be submitted by the president in writing to the Superintendent one (1) week before the leave is to take effect.

SECTION 3. MEETING AND CONFERENCE LEAVE

- A. Meetings, conferences, symposiums and seminars at which concerns vital to the profession are the subject of discussions are recognized by the District as an inherent part of the employees' professional obligation.
- B. Such leaves shall be granted by the Superintendent on one of the following bases:
 - a) For employees authorized by the Board to represent the District at professional conferences, meetings, symposiums and seminars: substitute and necessary expenses paid by the District. Leave will be with pay and not count against personal leave days.
 - b) For employees not authorized by the Board to represent the District, but who request to attend such meetings, conferences, symposiums and seminars: Substitute expenses shall be paid by the District, but other expenses shall be paid by the employee or outside agency. Leave will be counted as a personal leave day.

SECTION 4. OTHER LEAVES

- A. One (1) day without pay shall be granted by the Superintendent when written request is submitted no later than one week before such leave is to be taken. No more than four (4) days per year will be granted and none of them consecutively.
- B. Leaves of absence of up to one (1) year without pay may be granted employees for the purpose of study, travel, recuperation, child care, or working in a professionally related field. Upon return from leave, the employee shall be placed in the position last held or in a position within the District for which they meet state qualifications as prescribed by state mandates. Upon request by the employee, such leave may be renewed for up to one (1) additional year.

SECTION 5. JURY DUTY AND SUBPOENA LEAVE

- A. Leaves of absence with pay shall be granted for jury duty. Any expense reimbursement shall be retained by the employee. The employee shall notify the District when notification to serve on jury duty is received.
- B. A maximum of two (2) days leaves of absence with pay shall be granted when an employee is subpoenaed to appear in a court of law, provided that such subpoena is not for a case in which the employee has a direct or indirect interest. If any witness fees are paid that amount shall be turned over to the District.
- C. On any day that an employee is released from jury duty or as a witness by the court and four or more hours of the staff member's scheduled work day remain, the employee is to immediately inform the Superintendent's office and report to work if requested to do so.

SECTION 6. BEREAVEMENT LEAVE

- A. Up to five (5) days leave with pay shall be granted in the event of the death of a family member. Such leave shall be non-accumulative. Additional days may be granted at the discretion of the Superintendent and shall be deducted from Sick Leave or shall be uncompensated.
- B. Family shall mean spouse, fiancé, parent, sibling, child, parent-in-law, sibling-in-law, grandchild, aunt, uncle, grandparent, stepsiblings, stepchild, or person residing in the same household.
- C. One (1) day leave with pay shall be granted for the death of a close friend. Such leave shall be non-accumulative. Additional days may be granted at the discretion of the Superintendent and shall be deducted from Sick Leave or shall be uncompensated.

ARTICLE V - REDUCTION IN FORCE

PROGRAM AND STAFF REDUCTION

Program and staff reductions may be required as a direct result of enrollment decline, failure of a special levy election or other events resulting in a significant reduction in revenue; or termination or reduction of funding or categorically-funded projects. The board shall, after a review of such indicators as community surveys, informal and formal statements of support and/or opinion, and the district's statement of philosophy, mission, and/or Outcome goals, identify those educational programs and services which shall be reduced, modified or eliminated.

When the reduction, modification or elimination of programs and/or services necessitates a reduction in staff, the board shall retain those staff who have the qualifications (certification), the experience, and the ability to best contribute to the desired outcome goals established for Centerville Student. If all indicators suggest that a reduction in staff would include certificated staff, the board will then seriously consider whether it would be better to close the school than to compromise the quality of learning.

Any employee who receives notice of nonrenewal of contract due to enrollment decline or loss of revenue may, in his/her request for a hearing, stipulate that initiation of the arrangements for a hearing officer shall occur within ten (10) days following July 15, rather than the day of the employee submits the request for a hearing.

SECTION 1. ADMINISTRATIVE PROCEDURES

This reduction in force policy is prepared with special consideration to the size of the school district and the fact that both staff and program offerings are substantially more limited than is the case in larger school districts within the state of Washington

The following administrative procedures shall be used to implement the policy set forth above:

A. Guidelines for reduction in programs and services:

1. In its efforts to provide an education program within the district's financial resources, the Board shall, as much as practicable, make reductions in expenditures such as travel, supplies, and materials and equipment before reduction in staff.
2. If the education program and services of the school district must be reduced due to a reduction in state basic education funds and/or drop in enrollment, legislative or Superintendent of Public Instruction actions, or other legitimate reasons, the following guidelines shall be taken into consideration in determining the program and services to be retained, reduced or eliminated:
 - a. The program to be retained shall attempt to minimize the consequences of program reductions upon the student.
 - b. Health and safety standards will be maintained.
 - c. Priority will be given to those books and supplies used by students in fulfilling basic classroom objectives.
 - d. When revenues are categorical and depend upon actual expenditures rather than budgeted amounts, every effort will be made to maintain these programs to the limit of the categorical support.

SECTION 2. CERTIFICATED STAFF REDUCTION

In the event that it is necessary to reduce the number of certificated employees pursuant to the provisions thereof, those certificated employees who will be retained to implement the district's reduced or modified program and those certificated employees who will be terminated from employment will be identified by using the following procedures.

- A. Determination of vacant position: By April 1 of each year the district will determine, as accurately as possible, the total number of certificated to be retained; taking into consideration any certificated staff who might be leaving the district for other reasons.
- B. Certification: Possession of a valid Washington state teaching certificate which may be required for the position under consideration shall be a prerequisite for retention.
- C. Retention by employee: Certificated staff member will, when practical, in accordance with the criteria set forth below, be considered for retention in any grade level in which actual teaching experience has been gained. For the purposes of this paragraph, actual teaching experience, shall mean teaching that grade level full time for at least one (1) full year Experience in combination grade teaching will also be considered.
- D. Selection for retention: Certificated employees shall be considered for retention in available positions for which they qualify.
 1. Provisional employee: Those employees who are provisional, as that term is used in RCW 28A.405.220 shall be released first.
 2. Academic progress: Consideration will be given for postgraduate credits earned beyond the BA.
 3. Years of experience: Years of actual full time classroom teaching experience recognized by the state will be given consideration.

SECTION 3. AFFIRMATIVE ACTION

Affirmative action principals shall be considered in implementing the reduction in staff.

SECTION 4. ACTION BY BOARD

Recommendation for certificated staff reduction developed in accordance with these procedures shall be presented to the Board prior to May 15 (or such other date as may be subsequently established by law for certificated contract nonrenewal) for future action by the Board.

SECTION 5. EMPLOYMENT POOL

A certificated employee release under the reduction in force program shall be placed in an employment pool for a period of one (1) year. In the event a vacancy occurs, that certificated employee will be rehired, if qualified. Any employee release under the reduction in force program will, in writing, keep the superintendent advised of their current address and availability for reemployment. Notice of vacancies will be mailed to their last known address. Employees in the employment pool may participate in group insurance plans for a period of one (1) year, if the carrier so agrees. The district will not contribute premiums for such employees.

ARTICLE VI – EVALUATION

SECTION 1. PURPOSE

The evaluation procedure set forth herein provides for a positive attitude to be maintained by all parties toward the development and improvement of the instructional program of the District. The evaluation procedure recognizes high levels of performance and encourages improvement in specific identifiable areas, and provide support for professional growth through the systematic assessment of employee performance.

The parties agree that the following evaluation system for all employees in the bargaining unit is to be implemented in a manner consistent with good faith and mutual respect, and, as defined in RCW 28A.405.110:

- “(1) An evaluation system must be meaningful, helpful, and objective;
- (2) an evaluation system must encourage improvements in teaching skill, techniques, and abilities by identifying areas needing improvement;
- (3) an evaluation system must provide a mechanism to make meaningful distinctions among teachers and to acknowledge, recognize, and encourage superior teaching performance; and
- (4) an evaluation system must encourage respect in the evaluation process by the persons conducting the evaluations and the persons subject to the evaluations through recognizing the importance of objective standards and minimizing subjectivity.”

Additionally, the parties agree that the evaluation process is one which will be implemented with collaboration between the evaluator and the bargaining unit member, as described in WAC 392-191A-050:

- “(1) To acknowledge the critical importance of teacher quality in impacting student growth and support professional learning as the underpinning of the new evaluation system.
- (2) To identify, in consultation with classroom teachers, principals, and assistant principals, particular areas in which the professional performance is distinguished, proficient, basic or unsatisfactory, and particular areas in which the classroom teacher, principal, or assistant principal needs to improve his/her performance.
- (3) To assist classroom teachers who have identified areas needing improvement, in making those improvements.”

EVALUATOR QUALIFICATIONS:

All assigned evaluators shall receive annual training in the evaluation processes they will be assigned to conduct that are contained in Article VI of the Agreement and related appendices. By September 15 each year, or within fifteen (15) days of the beginning of the school year, whichever is later, the District shall provide the Association with dates and content of the training that each evaluator has completed.

SECTION 2. APPLICABILITY FOR EVALUATION PROCESSES

The evaluation processes to be utilized for employees shall be as follows:

1. Employees who have not transitioned to the Classroom Teacher evaluation process will be evaluated using the current evaluation process (Appendix C Observation Forms: Pre-Observation Information and Teacher Observation Form)

2. Classroom Teacher Evaluation Process (Article VI, Section 3) applies to all employees in the bargaining unit after they transition to the new evaluation process.

SECTION 3. CLASSROOM TEACHER EVALUATION PROCESS

No teacher shall be evaluated by an evaluator who has not been trained in observation, evaluation, and the use of the specific instructional framework and rubrics contained in this agreement and any relevant state or federal requirements. By September 15th, each year, or within fifteen (15) days of the beginning of the school year, whichever is later, the District evaluator(s) and Association President will review the evaluation procedures and forms contained in this Agreement if such review is requested by the Association.

1. PROFESSIONAL DEVELOPMENT

Prior to being evaluated under Article IV, each teacher shall receive adequate professional development to comprehend the framework and understand the evaluation process. A minimum of sixteen (16) hours of professional development shall be provided during scheduled workdays to each classroom teacher employee annually for this purpose. All funding provided by the state specific to the purpose of professional development for evaluation shall be used for that purpose. Provided that this money shall not supplant any other district/state/federal funds designed for other professional development purposes or are otherwise negotiated in other provisions of this Agreement.

2. DEFINITIONS, STATE CRITERIA, FRAMEWORK, AND SCORING

A. Definitions

1. Criteria shall mean one of the eight (8) state defined categories to be scored.

2. Component shall mean the sub-section of each criterion.

3. Evaluator shall mean a certificated administrator who has been trained in observation, evaluation and the use of the specific instructional framework and rubrics contained in this agreement and any relevant state or federal requirements. All evaluators shall demonstrate competence in observing teachers with inter-rater agreement. The evaluator shall assist the teacher by providing support and resources.

4. Evidence shall mean evaluator observation data and notes of evaluative conversations with the teacher, negotiated forms contained in this Agreement, observed practices, products, or results of a certificated classroom teacher's work that document the teacher's knowledge and skills in relation to the instructional framework rubric. Evidence collection is not intended to mirror a Pro-Teach or National Boards portfolio but rather is a sampling of data to inform the decision about level of performance. It should be gathered from the normal course of employment. Input from students, parents or any other source shall not be used as evidence.

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

6. Not Satisfactory shall mean:

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

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

7. Student Growth Data shall mean the change in student achievement between two points in time within the current school year, as determined by the teacher. Assessments used to demonstrate growth must originate at the classroom level and be initiated by the classroom teacher. Assessments used to demonstrate growth must be appropriate, relevant, and may include both formative and summative measures.

8. Observe/Observation shall mean the gathering of evidence made through classroom or worksite visits, or other visits, work samples, or conversations that allow for the gathering of evidence of the performance of assigned duties for the purpose of examining evidence over time in relation to the negotiated instructional framework.

B. State Evaluation Criteria:

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

C. Instructional Framework

The parties have agreed to the adopted evidence-based instructional framework developed by the Danielson Framework for Teaching. The instructional framework is included in Appendix C-1.

If the adopted instructional framework is contrary to or inconsistent with the terms and conditions of the Collective Bargaining Agreement, the Agreement shall prevail.

Upon mutual agreement the parties may negotiate a different OSPI approved instructional framework.

D. Criterion Performance Scoring

1. Each rating will be assigned the following numeric values:
 - a. Unsatisfactory – 1
 - b. Basic – 2
 - c. Proficient – 3
 - d. Distinguished – 4
2. The final criterion score shall be determined by the Overall Rating Range as set forth in the Final Summative Evaluation Form (Appendix C-6)

E. Summative Performance Rating

A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. The overall summative score is determined by totaling the eight (8) criterion-level scores as follows:

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

F. Student Growth Criterion Score

1. Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the employee is given a score of low, average or high based on the scores below:
 1. 5-12—Low
 2. 13-17—Average
 3. 18-20—High
2. Student growth data will be taken from multiple sources during the school year in which the evaluation is being conducted, and must be appropriate and relevant to the teacher's assignment. It will include teacher initiated formal and/or informal assessments of student progress. Student achievement that is not calibrated to show growth between two points in time in the same school year shall not be used to calculate a teacher's student growth criterion score. Evaluators shall not consider school-wide or District-wide test scores when evaluating classroom teachers.
3. If a teacher receives a 4 – Distinguished summative score and a Low student growth score, they must be automatically moved to the 3 – Proficient level for their summative score. If a teacher receives a 1 – Unsatisfactory on any of the five student growth components, it will trigger a student growth inquiry. The teacher and evaluator will mutually agree to engage in one of the following:
 1. Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher evidence and additional levels of student growth based on classroom, school, District and state-based tools or;
 2. Examine extenuating circumstances possibly including: goal setting process; content and expectations, student attendance, and the extent to which curriculum, standards and assessment are aligned or;
 3. Schedule monthly conferences with evaluator to discuss/revise goals, progress toward meeting goals, and best practices or;
 4. Create and implement a professional development plan to address student growth areas.

3. PROCEDURAL COMPONENTS OF EVALUATION

A. Notification

The teacher will be notified by September 15th each year ,or within fifteen (15) days of the beginning of the school year, whichever is later, of their evaluator and whether the teacher will be evaluated using a comprehensive or focused evaluation.

B. Student Growth Goal Setting:

After October 15th, the teacher shall determine a student growth goal for Components SG-3.1, SG-6.1 and SG-8.1 on a Goal Setting form Appendix C-2). The goal for SG-6.1 and SG-8.1 may be the same goal.

C. Artifacts and Evidence:

1. The evaluator will collect and share artifacts and evidence necessary to complete the evaluation. Evaluator observation data and notes of evaluative conversations with the teacher and the completed negotiated forms contained in this Agreement shall serve as the primary evidence and artifacts for the evaluation process. Additional artifacts and evidence shall be utilized as needed to complete the record of the evaluation.
2. The teacher may provide additional artifacts and evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher shall be incorporated on the negotiated forms and shall be used to determine the final evaluation score.
3. A teacher may, but shall not be required to submit artifacts and evidence for completion of the evaluation.
4. Input from students, parents or any other source may be used as evidence if it is submitted by the teacher.

D. Record-Keeping

A copy of the final Evaluation Report form (Appendix C-6) and the teacher's written comments, if applicable, shall be retained in the teacher's personnel file.

E. Electronic Monitoring

All observations shall be conducted openly. Mechanical or electronic devices may be used to listen to or record the procedures of a class, if agreed to in advance by the teacher.

4. COMPREHENSIVE EVALUATION PROCESS

A Comprehensive Evaluation will include evaluation of all eight state criteria. A teacher eligible for focused evaluations must complete a comprehensive evaluation once every four years. Provisional teachers shall be evaluated using the comprehensive process during each year of their provisional status.

A. Pre-Observation Conference:

A pre-observation conference shall be held prior to the first formal observation. The teacher and evaluator will mutually agree when to conference. The conference may be held in the teacher's classroom to facilitate the documentation of artifacts and evidence. The Student Growth Goal Form (Appendix C-2), shall be submitted to the evaluator by October 15, or three (3) days prior to the pre-observation conference, whichever comes first. The teacher will complete the Pre-Observation Conference Form (Appendix C-3) prior to the conference. The purpose of the pre-observation conference is to discuss the employee's student growth goals, establish a date for the formal observation, and to discuss such matters as the professional

activities to be observed, their content, objectives, strategies, and possible observable evidence to meet the scoring criteria.

B. 1st Formal Observation

1. The first of at least two (2) prearranged formal observations for each employee shall be conducted within the first ninety (90) days of the school year. The total annual observation time cannot be less than sixty (60) minutes. An employee in the third year of provisional status as defined in RCW 28A.405.220 shall be observed at least three times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety minutes. Any formal observation shall not be less than 30 minutes in length.
2. The observations will occur no later than five (5) days after the pre-observation meeting, unless a different time is mutually agreed to by the teacher and evaluator.
3. The observation will be mutually scheduled by the evaluator and the teacher.
4. The evaluator will document all formal observations using the Observation Report Form (Appendix C-5) and provide a draft copy to the employee within five (5) days following the observation date and at least one (1) day prior to the post observation conference, unless a different time is mutually agreed to by the teacher and evaluator.
5. The teacher shall be provided the opportunity to submit additional evidence to aid in the assessment of the teacher's professional performance against the instructional framework rubric, especially for those criteria not observed in the classroom. The evidence provided by the teacher shall be incorporated on the negotiated form prior to the post-observation conference, and be used to determine the final summative evaluation score.

C. 1st Post-Observation Conference

1. The post-observation conference between the evaluator and teacher will be held no later than five (5) days after the formal observation date unless otherwise mutually agreed to by the evaluator and the teacher, or unless delayed by the absence of either. The conference may be held in the teacher's classroom to facilitate the documentation of artifacts and evidence. Prior to the conference, the teacher will complete the Post Observation Conference Tool (Appendix C-4) and will bring the completed form to the conference. The teacher and evaluator will use the draft Observation Report Form and the Post-Observation Conference Tool as the basis for discussion at the conference.
2. The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the scoring criteria during the observation, and to discuss the teacher's performance. The teacher shall be provided an additional opportunity to submit evidence of the teacher's professional performance that the teacher deemed was not observed in the classroom. The evidence provided by the teacher shall be incorporated on the negotiated forms and shall be used to determine the final summative evaluation score on the Evaluation Report Form (Appendix C-6).
3. If there is an area of concern, the evaluator will identify, in writing, specific concerns for the applicable criteria and provide specific recommendations for improvement with specific district support and resources to remedy the concern.
4. Within a maximum of five (5) days of the conclusion of the post-observation conference, unless a different time is mutually agreed to by the teacher and evaluator, the evaluator will complete the final Observation Report Form (Appendix C-5) which both the teacher and evaluator will sign. The teacher's signature does not signify agreement with the observation report. The evaluator may or may not assign numerical ratings to individual components or criteria, based on the evidence collected by the time the report is prepared. The teacher will receive a copy of the completed, signed Observation Report Form. The teacher may attach written comments to the observation report.

D. 2nd Formal Observation

1. The second of two (2) formal prearranged observations will occur no sooner than six (6) weeks after the first formal observation and ideally, in different semesters or trimesters so that reasonable time can be provided for continuing professional growth. The observation will occur no later than five (5) days after the pre-observation meeting, unless a different time is mutually agreed to by the teacher and evaluator.
2. The observation will be mutually scheduled by the evaluator and the teacher.
3. The evaluator will document the second formal observation using the Observation Report Form (Appendix C-5) and provide a draft copy to the employee within five (5) days following the observation date and at least one (1) day prior to the post observation conference, unless a different time is mutually agreed to by the teacher and evaluator..
4. The final formal observation shall occur prior to May 1st.

E. 2nd Post-Observation Conference

1. The post-observation conference between the evaluator and teacher will be held no later than five (5) days after the formal observation date, unless a different time is mutually agreed to by the teacher and evaluator. The conference shall be held in the teacher's classroom to facilitate the documentation of artifacts and evidence.
2. The purpose of the post-observation conference is to review the evaluator's and teacher's evidence related to the scoring criteria during the observation, and to discuss the teacher's performance. The teacher shall be provided an additional opportunity to submit evidence of the teacher's professional performance that the teacher deemed was not observed in the classroom. The evidence provided by the teacher shall be incorporated on the Observation Report Form (Appendix C-5) and will be used to determine the final summative evaluation score.
3. If there is an area of concern, the evaluator will identify, in writing, specific concerns for the applicable criteria and provide specific recommendations for improvement with specific district support and resources to remedy the concern.
4. Within a maximum of five (5) days of the conclusion of the post-observation conference, unless a different time is mutually agreed to by the teacher and evaluator, the evaluator will complete the final Observation Report Form (Appendix C-5), which both the teacher and evaluator will sign. The teacher's signature does not signify agreement with the observation report. The evaluator may or may not assign numerical ratings to individual components or criteria, based on the evidence collected by the time the report is prepared. The teacher will receive a copy of the completed, signed Observation Report Form. The teacher may attach written comments to the observation report.
5. The teacher may request additional formal observations.

F. Informal Observations/ Coaching and Support of Professional Growth

1. Informal observations may be used for the purpose of gathering artifacts and evidence for the evaluation process. The evaluator shall document artifacts/evidence on the Proof of Artifacts and Evidence Documentation Form (Appendix C-8) and provide a copy to the employee within five (5) days of the informal observation. Such documentation shall be used to support and complete information gathered during the formal observations, but it shall not be used to negatively impact a teacher's summative evaluation score.
2. In addition to (1) above, the evaluator is encouraged to regularly engage in coaching cycles, walkthroughs, and support of professional growth of teachers, which shall not be used as the basis for employee evaluations.

G. Pre- Summative Evaluation Conference/Evaluation Report

Following the completion of the required formal observations, the evaluator shall provide the teacher with a draft copy of an Evaluation Report Form (Appendix C-6) reflecting his/her preliminary ratings for the teacher on all components and criteria being evaluated at least two (2) days prior to a pre-summative evaluation conference, which shall be held no later than May 12th. The conference may be held in the teacher's classroom to facilitate the documentation of artifacts and evidence. The purposes of the pre-summative rating conference are to discuss the following:

1. The evaluator's preliminary rating on all components and criteria/criterion; and
2. Any additional evidence and artifacts the teacher would like the evaluator to consider before making a final summative rating.

NOTE: Nothing prohibits an evaluator from evaluating all teachers as Distinguished -4 within a school year.

With the mutual agreement of the teacher and evaluator, this pre-summative rating conference may be consolidated with a post observation conference following the final required observation. All evidence, measures and observations used in developing the final summative evaluation score must be a product of the school year in which the evaluation is conducted, except as provided in subsection 13. E below, in the case of probation extended into the following school year. The evaluator shall complete the Evaluation Report Form (Appendix C-6) and provide a copy to the employee within five (5) days after the conference. The final evaluation report and conference shall be completed by May 15th. The evaluator and the employee shall both sign the final evaluation report. The employee's signature on the Evaluation Report Form shall not necessarily indicate concurrence with the evaluation. The employee has the right to attach an addendum statement no later than five (5) school days following the receipt of the final evaluation report.

5. FOCUSED EVALUATION

The Focused Evaluation is used when a teacher is not evaluated using the Comprehensive Evaluation process, and will include evaluation of one of the eight state criteria.

The teacher or the evaluator can initiate a move from the Focused to the Comprehensive Evaluation. A teacher may be transferred from a focused evaluation to a comprehensive summative evaluation at the request of the teacher or at the direction of the teacher's evaluator. The request of the teacher must be received in writing prior to September 15 or within the first twenty (20) days of the school year, whichever is later. The direction of the evaluator must be communicated during the prior year's final evaluation conference based on concerns during the classroom observations.

- A. One of the eight (8) evaluation criteria must be assessed in a focused evaluation. The criterion area to be evaluated shall be proposed by the teacher on the Focused Evaluation Request form (Appendix C-7) prior to, or at the first pre-observation conference, and must be approved by the evaluator. Teachers on the Focused Evaluation Process shall set one (1) student growth goal.
- B. If the employee chooses criterion 1, 2, 4, 5, or 7, they must also complete the student growth components in criterion 3 or 6.
- C. If the criterion selected for a focused evaluation has been determined to be non-observable, a classroom-based observation will not be required.
- D. Employees on the Focused Evaluation Process will be observed at least twice each year for a minimum of sixty (60) minutes in the performance of their assigned duties. As appropriate, the evaluation of the teacher may include the observation of duties that occur outside the classroom setting during the teacher's workday. Observations and conferences for the focused evaluation

shall follow the process set forth in sub-section 3, Procedural Components of Evaluation, and subsection 4, Comprehensive Evaluation Process, above. The Pre-Observation Conference Form (Appendix C-3) and the Post-Observation Conference Form (Appendix C-4) will be used for the Focused Evaluation process only if applicable to the selected Criterion.

- E. The summative score is determined using the most recent Comprehensive summative evaluation score. This score becomes the Focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the certificated classroom teacher is placed on a focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a Level 4 – Distinguished score may be awarded by the evaluator. (Appendix C-9 –Focused Evaluation Final Summative Evaluation Report).
- F. A group of teachers may focus on the same evaluation criterion and share professional growth activities. This collaboration should be initiated by the teacher(s) and no individual shall be required to work on a shared goal.
- G. A teacher may apply the focused evaluation professional growth activities toward the professional growth plan for professional certificate renewal (eg. Pro-Teach) as required by the Professional Educators Standards Board.

6. SUPPORT FOR BASIC AND UNSATISFACTORY PERFORMANCE

- A. The Association will be notified when any teacher is judged below Proficient -3, within five (5) school days following completion of the teacher’s final evaluation.
- B. When a teacher is judged below Proficient, the following conditions and provisions shall be granted, at the employee’s discretion, to the employee to support their professional development:
 - 1. The teacher shall be granted up to four (4) days of district funded release time to observe colleagues’ instruction;
 - 2. A mentor will be assigned; both the mentor and teacher shall be paid a negotiated stipend;
 - 3. The teacher may choose to participate in a voluntary structured support plan;
 - 4. Additional supports may include, but are not limited to: university course work, peer coaching, reading material, and District or ESD staff development courses. The District will provide and pay for any required in-service training and any required mentor (RCW 28A.405.140).
 - 5. Any of these support activities shall be compensated at the employee’s per diem rate of pay for any time that occurs outside the normal work day /year.
- C. In such cases that a teacher with more than five (5) years of experience receives a summative evaluation score below Proficient, the teacher must be formally observed before October 15th the following year. If the 1st Formal Observation in that following year results in ongoing and specific performance concerns, a structured support plan will be mutually developed by the evaluator and teacher within five (5) days following the 1st First Post-Observation Conference and will be completed prior to completion of the comprehensive evaluation.

7. PROVISIONAL EMPLOYEES

When there is concern about progress of a provisional employee as documented on an observation report form, the provisional employee and the evaluator shall schedule a meeting with an Association representative to occur within five (5) days after the post-observation conference, unless a longer time frame is mutually agreed to, to review the expectations for the employee’s current position. At that time, there will be developed a plan for professional growth and coaching. The course of action for provisional employees will follow the guidelines stated in RCW 28A.405.220.

8. PROBATION

At any time after October 15, a classroom teacher whose work is judged not satisfactory based on the scoring criteria shall be placed on probation and notified in writing of the specific areas of deficiencies and provided a written reasonable plan of improvement.

- A. The following comprehensive summative evaluation performance ratings mean a classroom teacher's performance is judged not satisfactory:
 1. Level 1 – Unsatisfactory or
 2. Level 2 – Basic – if the teacher is a continuing contract employee under RCW 28A.405.210 with more than five (5) years of teaching experience and if the Level 2 comprehensive summative evaluation performance rating has been received for two (2) consecutive years or for two (2) years within a consecutive three (3) year time period.
- B. Teachers may only be placed on probation from the Comprehensive Evaluation Process described in Section 4 above.
- C. Teachers on continuing contracts who have been assigned to teach outside of their endorsements shall not be subject to nonrenewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments in accordance with WAC 181-82-110.
- D. In the event that an evaluator determines that the performance of a teacher under his/her supervision merits probation, the evaluator shall report the same in writing to the Superintendent. The report shall include the following:
 1. The evaluation report prepared pursuant to the provisions of Article VI, Section 3 and,
 2. A recommended specific and reasonable program designed to assist the teacher in improving his or her performance.
- E. The Superintendent shall place the teacher in a probationary status for a period of not less than sixty (60) school days, any time after October 15. The probationary period may be extended into the following school year if the teacher has more than five (5) years of teaching experience and the final summative rating as of May 15th is Unsatisfactory -1. Before being placed on probation, the Association and the teacher shall be given notice of action of the Superintendent; the notice shall contain the following information:
 1. Specific areas of performance deficiencies identified from the instructional framework;
 2. A suggested specific and reasonable plan for improvement;
 3. A statement indicating the duration of the probationary period and that the purpose of the probationary period is to give the teacher the opportunity to demonstrate improvement in his/her area or areas of deficiency.
- F. A reasonable plan of improvement will be developed and will include the specific evaluative criteria which must be met and the measures and benchmarks which will be used to determine the teacher's success or failure. The plan will include a system for periodic feedback during the term of probation will include supports provided and funded by the district, and the dates those supports will be put in place. Any of these support activities shall be compensated at the employee's per diem rate of pay for any time that occurs outside the normal work day /year.

G. Evaluation During the Probationary Period

1. Prior to the delivery of a probationary letter, the evaluator shall hold a personal conference with the probationary teacher to discuss performance deficiencies and the remedial measures to be taken.
2. Once the areas of deficiency and criteria for improvement have been determined, they may not be changed.
3. During the probationary period the evaluator shall meet with the probationary teacher at least twice a month to supervise and make a written evaluation of the progress, if any, made by the teacher. The provisions of Section 3 above shall apply to the documentation of observation reports and evaluation reports during the probationary period.
4. The probationary teacher may be removed from probation at any time if he/she has demonstrated improvement to the satisfaction of the evaluator in those areas specifically detailed in his/her notice of probation.
5. The probationary teacher may request that an additional certificated evaluator become part of the probationary process and the request must be granted. This evaluator will be assigned by the ESD and will be jointly selected by the district and the Association from a list of evaluation specialists compiled by the ESD.

H. A teacher who is on a plan of improvement must be removed from probation if he/she has demonstrated improvement in the areas prescribed as deficient. A teacher must be removed from probation if a teacher with five (5) or fewer years of experience scores at Basic (2) or above or a teacher of more than five (5) years of experience scores at Proficient (3) or above. A written notice will be provided to the teacher at the time this decision is made.

I. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer constitutes grounds for a finding of probable cause under RCW 28.A.405.300 or 28A.405.210.

J. Evaluator's Post-Probation Report

Unless the probationary teacher has previously been removed from probation, the evaluator shall submit a written report to the Superintendent at the end of the probationary period which report shall identify whether the performance of the probationary teacher has improved and which shall set forth one (1) of the following recommendations for further action:

1. That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status; or
2. That the teacher has demonstrated sufficient improvement in the stated areas of deficiency to justify the removal of the probationary status if accompanied by a letter identifying areas where further improvement is required; or
3. That the teacher has not demonstrated sufficient improvement in the stated areas of deficiency and action should be taken to non-renew the employment contract of the teacher.

K. Action by the Superintendent:

Following a review of the report submitted pursuant to paragraph J. above, the Superintendent shall determine which of the alternative courses of action is proper and shall take appropriate action to implement such determination.

- L. A teacher who fails to successfully complete the probation process, as outlined above, may have their probationary period extended or may be recommended for non-renewal.
- M. The following records of probation for an unsatisfactory evaluation will be maintained in the teacher's file for two (2) years and will, if no further unsatisfactory evaluation is made in the interim, be removed and destroyed:
 - 1. Final Evaluation
 - 2. Notice of Probation
 - 3. Notice of Removal from Probation and/or Notice of Superintendent Action

9. NON-RENEWAL (DISCHARGE)

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

10. PROBABLE CAUSE

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

11. EVALUATION RESULTS

- A. Evaluation results shall be used:
 - 1. To acknowledge, recognize, and encourage excellence in professional performance.
 - 2. To document the level of performance by a teacher of his/her assigned duties.
 - 3. To identify specific areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.
 - 4. To document performance by a teacher judged unsatisfactory based on the District evaluation criteria.

B. Evaluation results shall not be:

1. Shared or published with any teacher identifying information.
2. Shared or published without notification to the individual and Association.
3. Used to determine any type of base or additional compensation.
4. Used as a form of progressive discipline

ARTICLE VII – GRIEVANCE

SECTION 1. DEFINITIONS

- A. A "*grievance*" is a claim by an employee, a group of employees, or the Association that there has been a violation, misinterpretation or misapplication of any provision of this Agreement to the detriment of the claimant.
- B. A "*grievant*" is an employee, a group of employees, or the Association filing a grievance.

SECTION 2. EXCLUSIONS FROM ARBITRATION

Excluded from binding arbitration shall be:

- a) The evaluator's decision regarding the substance of evaluation and probation.
- b) Assignment, vacancies, promotion, and transfers.

SECTION 3. GRIEVANCE PROCEDURE

In the event that an employee believes there is a basis for a grievance, the employee may first discuss the alleged grievance with the Superintendent or designee either personally or accompanied by his/her Association representative. If the grievance is not thus resolved, formal grievance procedures may be instituted as follows:

STEP 1

The grievant may invoke the formal grievance procedure on the grievance form which will be available in the office or from the Association. A copy of the grievance form shall be delivered to the Superintendent or designee. A grievance must be filed within twenty (20) days of the occurrence of which the grievant complains.

STEP 1 REPLY

Within five (5) school days of receipt of the written grievance, the Superintendent or designee shall meet with the grievant in an effort to resolve the grievance. The Superintendent or designee shall indicate his/her disposition of the grievance in writing within five (5) days of such meeting and shall furnish a copy thereof to the Association.

STEP 2

If the grievant is not satisfied with the disposition of the grievance, or if no disposition has been made within five (5) days of such meeting (*or ten [10] days from date of filing, whichever shall be later*), the grievance shall be transmitted to the Board. Within ten (10) days the Board shall meet with the grievant on the grievance and shall indicate their disposition of the grievance in writing within five (5) days of such meeting, and shall furnish a copy thereof to the Association.

STEP 3

If the grievant is not satisfied with the disposition of the grievance by the Board or if no disposition has been made within the period above provided, the grievant at the option of the Association may submit the grievance before an impartial arbitrator. The Association shall initiate arbitration by giving the Superintendent written notice of its intent to arbitrate within five (5) school days of receipt of the written disposition of the Board. The American Arbitration Association rules shall govern the arbitration proceedings, unless otherwise agreed to in writing. The Board and the Association shall not be permitted to assert in such arbitration proceeding any ground rule or to rely on any evidence not previously disclosed in Steps 1 and

2. The decision of the arbitrator, when acting within his/her jurisdiction, shall be final and binding upon both parties.

All documents, communications, and records dealing with the processing of a grievance shall be maintained in a separate file and shall not be kept in the personnel file of the grievant.

SECTION 4. ELECTION OF REMEDIES

If a legal remedy exists to resolve a contract dispute, the employee may select either the legal remedy, or arbitration, but in no case will be allowed to pursue both.

SECTION 5. ARBITRATION COSTS

Each party shall bear its own costs of arbitration except that the fees and charges of the arbitrator shall be shared equally by the parties.

SECTION 6. JURISDICTION OF THE ARBITRATOR

- A. The arbitrator shall have no power to alter, add to, or subtract from the terms of this Agreement. The arbitrator shall decide only the interpretation and application of this Agreement. Upon request of either party, the merits of a grievance and the determination of the jurisdiction of the arbitrator shall be consolidated.
- B. In the event that the arbitrator's award is unsuccessfully challenged in court, the challenging party shall be liable for the reasonable costs and attorney's fees of the prevailing party.

SECTION 7. TIME LIMITS

- A. The time limits provided in this Article shall be strictly observed unless extended by written agreement of the parties. In the event a grievance is filed during the last 25 days of school term, the district shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible.
- B. Failure of the Association to proceed with its grievance within the times hereinbefore provided shall result in the dismissal of the grievance.
- C. Failure of the District to take the required action within the times provided shall entitle the Association to proceed to the next step on the grievance procedure.

SECTION 8. GRIEVANCE AND ARBITRATION HEARINGS

All hearings or conferences pursuant to this grievance procedure shall be scheduled at a time and place which will afford a reasonable opportunity for all parties entitled to attend to be present, including any and all witnesses. Every effort will be made to avoid disruption of the operation of the District.

SECTION 9. CONTINUITY OF GRIEVANCE

Notwithstanding the expiration of this Agreement, any claim or grievance arising hereunder may be processed through the grievance procedure as set forth herein until resolution.

SECTION 10. INDIVIDUAL COMPLAINTS

In accordance with RCW 41.59.090, any employee may at any time present his/her grievance to the District and have his/her grievance adjusted without the intervention of the Association, as long as the Association has been given an opportunity to be present at the adjustment and to make its views known, and as long as the adjustment is not inconsistent with the terms of this Agreement.

ARTICLE VIII - DURATION

- A. This Agreement shall be effective as of the 1st day of September 2017, and shall continue in effect until the 31st day of August 2020.
- B. Either party may open up negotiations of three sections each year. Items for negotiations must be submitted in writing before June 30th of each year. To open up more than three sections there must be mutual written agreement by both parties.
- C. Negotiations between the parties for a successor Agreement shall begin no later than sixty (60) days prior to the expiration date of this Agreement. Sections not identified by either party for negotiations shall be continued into the successor Agreement.

FOR THE ASSOCIATION:

Lucy D. Pinehart
Jeff Fields
Fernando V. J.

FOR THE BOARD:

Carolee
Kelly Hanney
Nancy Seymour

Jim Kim

APPENDIX A-1 - SALARY SCHEDULE—2017-2018

Table Of Total Base Salaries For Certificated Instructional Staff

For School Year 2017-18

*** Education Experience ***

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

For credits earned after the BA degree but before the MA degree:

Any credits in excess of 45 may be counted after the MA degree.

APPENDIX B - GRIEVANCE FORM

GRIEVANCE REVIEW REQUEST

Grievance # _____ School District _____

Distribution of Form

Expedited _____
yes no

- 1. Superintendent
- 2. Association
- 3. Grievant

Submit to Superintendent in duplicate:

Building	Assignment	Name of Grievant	Date Filed
_____	_____	_____	_____

STEP 1

A. Date cause of grievance occurred: _____

B. 1. Statement of grievance: _____

2. Specific sections being grieved: _____

3. Relief sought: _____

_____	_____
Signature of grievant	Date

C. Disposition of Superintendent: _____

_____	_____
Signature of Superintendent	Date

D. Disposition of Grievant _____

_____	_____
Signature of grievant	Date

If additional space is needed in reporting, attach an additional sheet.

STEP 2

A. Date received by Board: _____

B. Disposition of Board: _____

Signature (*Chairperson or designee*)

Date

C. Position of Association: _____

Signature (*President or designee*)

Date

STEP 3

A. Date submitted to Arbitration: _____

B. Disposition and Award of Arbitrator: _____

APPENDIX C – OBSERVATION FORMS

PRE-OBSERVATION INFORMATION

TEACHER: _____ DATE: _____

UNIT _____ OF _____ STUDY:

LESSON OBJECTIVE: (WHAT IS YOUR GOAL)

HOW DOES THIS TIE INTO THE BENCHMARKS FOR YOUR GRADE LEVEL(S)?

SPECIFIC LEARNINGS: (WHAT DO THEY NEED TO KNOW TO REACH THE GOAL)

ACTIVITIES: (WHAT WILL THE LEARNERS/TEACHER ACTUALLY BE DOING IN THE LESSON)

ASSESSMENT: (HOW WILL YOU KNOW THEY HAVE MET THE LEARNINGS)

OTHER INFORMATION RELEVANT TO THE LESSON YOU WANT TO SHARE?

IS THERE A SPECIFIC CLASSROOM ACTIVITY, STUDENT INTERACTION OR TEACHING TRAIT YOU WOULD LIKE TO HAVE NOTED DURING THE OBSERVATION?

Centerville School District #215
P. O. Box 357
Centerville, Washington 98613
Teacher Observation Form

Teacher's name _____ Observation Began _____ Observation Ends _____ Number of Minutes _____

Date _____ Class Observed _____ Subject _____ Observation Number _____

Lesson Objective _____

Lesson Strengths _____

Supporting Evidence _____

Teaching Strategies Used _____

Observer's Questions _____

Possible Modifications to Lesson

Limitations

Comments

APPENDIX C-1 – DANIELSON FRAMEWORK FOR TEACHING (2011)

RUBRICS BY WASHINGTON STATE CRITERIA FOR USE IN THE 2013-2014 SCHOOL
YEAR VERSION 1.1

Criterion 1: Centering instruction on high expectations for student achievement.			
<i>2b: Establishing a Culture for Learning</i>			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>

3a: Communicating with Students

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>

Criterion 1: Centering instruction on high expectations for student achievement.

3c: Engaging Students in Learning

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>

Criterion 2: Demonstrating effective teaching practices.

3b: Using Questioning and Discussion Techniques

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>

4a: Reflecting on Teaching

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>

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

1b: Demonstrating Knowledge of Students

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>

3e: Demonstrating Flexibility and Responsiveness

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>

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

Student Growth 3.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff . Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Student Growth 3.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

1a: Demonstrating Knowledge of Content and Pedagogy

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>

1c: Setting Instructional Outcomes

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

1d: Demonstrating Knowledge of Resources

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources— not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>Teacher displays extensive knowledge of resources— not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>

1e: Designing Coherent Instruction

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

Criterion 5: Fostering and managing a safe, positive learning environment.

2a: Creating an Environment of Respect and Rapport

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>

2c: Managing Classroom Procedures

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>

Criterion 5: Fostering and managing a safe, positive learning environment.

2d: Managing Student Behavior

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

2e: Organizing Physical Space

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

Criterion 6: : Using multiple student data elements to modify instruction and improve student learning.

1f: Designing Student Assessments

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear.</p> <p>Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>

3d: Using Assessment in Instruction

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self- assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>

Criterion 6: : Using multiple student data elements to modify instruction and improve student learning.

4b: Maintaining Accurate Records

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>

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

Student Growth 6.1: Establish Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Student Growth 6.2: Achievement of Student Growth Goal(s)

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Criterion 7: Communicating and collaborating with parents and the school community.

4c: Communicating with Families

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher communication with families— about the instructional program, about individual students— is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher’s efforts to engage families in the instructional program are frequent and successful.</p>

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

4d: Participating in a Professional Community

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>

4e: Growing and Developing Professionally

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>

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

4f: Showing Professionalism

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>

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

Student Growth 8.1: *Establish Team Student Growth Goal(s)*

Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p>	<p>Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p>	<p>Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p>	<p>Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.</p>

APPENDIX C-2 Teacher Evaluation – STUDENT GROWTH Goal Setting

Teacher: _____

Date: _____

- COMPREHENSIVE EVALUATION** : Set a goal for each of the three (3) criterion below.
- FOCUSED EVALUATION**: If the employee selects criteria 1, 2, 4, 5, or 7, set a goal for Criterion 3 or 6 below. If Criterion 8 is selected, set a goal for Criterion 8 below.

Criterion 3: Growth focused on a subgroup of students.

Write a goal consistent with Criterion 3.1 in the Danielson Evaluation Rubric (Appendix C-1). This will guide your professional growth this year.

Criterion 6: Growth focused on whole classroom.

Write a goal consistent with Criterion 6.1 in the Danielson Evaluation Rubric (Appendix C-1). This will guide your professional growth this year.

Criterion 8: Growth measures targeted by grade-level team, and monitored throughout the year.

Write a goal consistent with Criterion 8.1 in the Danielson Evaluation Rubric (Appendix C-1). This will guide your professional growth this year.

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

APPENDIX C-3 DANIELSON FRAMEWORK PRE-OBSERVATION CONFERENCE FORM

Teacher's Name _____

Date _____

Subject/Grade _____

1. What important skills/concepts will students be able to demonstrate from this lesson as it relates to the curriculum and/or standards? (Criterion 4-1a)

2. How does this learning “fit” in the sequence of learning for this class? (Criterion 4-1a, Criterion 4-1e)

3. Briefly describe the students in this class, including those with special needs. How will you differentiate instruction for individuals or groups of students in the class? (Criterion 3-1b, Criterion 4-1a, Criterion 4-1e)

4. What are your learning outcomes for this lesson? What do you want the students to understand? (Criterion 4-1c)

5. How will you engage the students in the learning? What will you do? What will the students do? (Criterion 4-1e)

6. Will the students work individually or as a large group? Provide any worksheets or other materials the students will be using. How do you plan for the use of instructional materials or other resources? (Criterion 4-1e, Criterion 4-1d)

7. Is there anything that you would like me to specifically observe during the lesson?

8. How and when will you know what the students have learned what you intended (SC6-1f)

APPENDIX C-4 DANIELSON FRAMEWORK POST-OBSERVATION CONFERENCE TOOL

(Employee completes form and brings to 1st post-observation conference)

Teacher _____ School _____ Date _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? What evidence would support this? **[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? What evidence would support this? **[4a]**

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning? What evidence would support this? **[4a]**

4. Did you depart from your plan? If so, how and why? What evidence would support this? **[4a]**

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective? What evidence would support this? **[4a]**

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? What evidence would support this? **[4a]**

7. What is your system for maintaining records? What evidence would support this? **[4b]**

8. What methods do you use to communicate with families? What evidence would support this? **[4c]**

9. What are some examples of your participation in a professional community, growing and developing professionally, and showing professionalism? What evidence would support this? **[4d, 4e, 4f]**

APPENDIX C-5 DANIELSON FRAMEWORK OBSERVATION REPORT FORM

Teacher _____ School _____ Grade Level(s) _____

Evaluator _____ Date _____

This observation is based in whole or in part upon observations for the purpose of evaluation, which occurred on the following date and time. Staff is not to be evaluated in areas for which they are not endorsed.

1. The number of marks in each level of performance column is added up on the evaluation report form only.

Criteria 1: Centering Instruction on High Expectations for Student Achievement	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	No rating at this time
2b Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3a Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Criteria 2: Demonstrating Effective Teaching Practices	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	No rating at this time
3b Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4a Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Criteria 3: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs.	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	No rating at this time
1b Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 3.1 Establish Student Growth Goal(s) Subgroups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 3.2 Achievement of Student Growth Goal(s) Subgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Criteria 4: Providing Clear and Intentional Focus on Subject Matter Content and Curriculum	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	No rating at this time
1a Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1c Setting Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1d Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Criteria 5: Fostering and Managing a Safe, Positive Learning Environment	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	No rating at this time
2a Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2c Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2e Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Criteria 6: Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	No rating at this time
1f Designing Student Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 6.1 Establish Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 6.2 Achievement of Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

<u>Criteria 7: Communicating and Collaborating With Parents and School Community</u>	<u>Unsatisfactory</u> 1	<u>Basic</u> 2	<u>Proficient</u> 3	<u>Distinguished</u> 4	<u>No rating at this time</u>
<u>4c Communicating with Families</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

<u>Criteria 8: Exhibiting Collaborative and Collegial Practices Focused On Improving Instructional Practice and Student Learning</u>	<u>Unsatisfactory</u> 1	<u>Basic</u> 2	<u>Proficient</u> 3	<u>Distinguished</u> 4	<u>No rating at this time</u>
<u>4d Participating in a Professional Community</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>4e Growing and Developing Professionally</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>4f Showing Professionalism</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>SG 8.1 Establish Team Student Growth Goal(s)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

Strengths:

Areas for Growth:

General Comments:

Evaluator

Date _____

Teacher

Date _____

My signature indicates that I have seen this observation report form; it does not necessarily indicate agreement with the findings. The teacher may add written comments

APPENDIX C-6 CLASSROOM COMPREHENSIVE TEACHER EVALUATION

Final Comprehensive Evaluation

DANIELSON FRAMEWORK COMPREHENSIVE EVALUATION REPORT FORM

Final Comprehensive Evaluation

Final Focused Evaluation

DANIELSON FRAMEWORK EVALUATION REPORT FORM SUMMATIVE SCORING LEVELS OF PERFORMANCE

Teacher _____ School _____ Grade Level(s) _____

Evaluator _____ Date _____

This evaluation is based in whole or in part upon observations for the purpose of evaluation, which occurred on the following dates and times. Staff is not to be evaluated in areas for which they are not endorsed.

1. The number of marks in each level of performance column is added up, **with points assigned based on the number value of each level.**
2. All four scores are added together.
3. The evaluator uses the Criterion Overall Rating Range to assign a final Criteria Score for each of the 8 State Criteria.
4. Each of the criteria score is entered into the Summary of Overall Ratings to get a "Preliminary Score".
5. The process is repeated for the Student Growth Rubrics using the State developed criteria for this scoring methodology.

Criteria 1: Centering Instruction on High Expectations for Student Achievement	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
2b Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
3a Communicating with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	3	4-6	7-9	10-12	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					<input style="width: 100px; height: 20px;" type="text"/>

Comments:

Criteria 2: Demonstrating Effective Teaching Practices	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
3b Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
4a Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	2	3-4	5-6	7-8	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 3: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs.	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
1b Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
3e Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 3.1 Establish Student Growth Goal(s) Subgroups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 3.2 Achievement of Student Growth Goal(s) Subgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	4	5-8	9-12	13-16	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 4: Providing Clear and Intentional Focus on Subject Matter Content and Curriculum	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
1a Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
1c Setting Instructional Outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1d Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	4	5-8	9-12	13-16	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 5: Fostering and Managing a Safe, Positive Learning Environment	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
2a Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
2c Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2e Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	4	5-8	9-12	13-16	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 6: Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
1f Designing Student Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
3d Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 6.1 Establish Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 6.2 Achievement of Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	5	6-10	11-15	16-20	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 7: Communicating and Collaborating With Parents and School Community	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
4c Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
Enter "total score" under each column					
Overall "Rating Range"	1	2	3	4	
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

Criteria 8: Exhibiting Collaborative and Collegial Practices Focused On Improving Instructional Practice and Student Learning	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
4d Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
4e Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4f Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SG 8.1 Establish Team Student Growth Goal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
Overall "Rating Range"	4	5-8	9-12	13-16	Criteria Score ↓
Using the Range, indicate the Level of Performance for this Criterion. Copy to the Summary Page 5.					

Comments:

PRELIMINARY SUMMARY RATING

Criteria	1	2	3	4	5	6	7	8	Total
Score									
OSPI Approved Summative Scoring Band:									
8-14	15-21		22-28		29-32		Overall Preliminary Rating*		
1 Unsatisfactory	2 Basic		3 Proficient		4 Distinguished				

STUDENT GROWTH RATING

Student Growth Rubric and Rating	Unsatisfactory 1	Basic 2	Proficient 3	Distinguished 4	
3.1 Establish Student Growth Goal(s) Subgroups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add Scores from all columns to get a "Total Score"
3.2 Achievement of Student Growth Goal(s) Subgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.1 Establish Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 Achievement of Student Growth Goal(s) Whole Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.1 Establish Team Student Growth Goal(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Enter "total score" under each column					
OSPI Approved Student Growth Impact Rating Scoring Band	5-12 Low	13-17 Average	18-20 High	Student Growth Score →	
<ul style="list-style-type: none"> For 3.2 and 6.2 there must be a minimum of two student growth measures used. A student growth score of "1" in any of the student growth rubric will result in a "Low" growth rating. A "Low" growth rating will require a Student Growth Inquiry to be completed 					

FINAL SUMMATIVE RATING

Preliminary Summary Rating					
Student Growth Rating				Student Growth Inquiry Is Required	<input type="checkbox"/>
Unsat/Low* = Unsat Unsat/Avg = Unsat Unsat/High = Unsat	Basic/Low* = Basic Basic/Avg = Basic Basic/High = Basic	Prof/Low* = Prof Prof/Avg = Prof Prof/High = Prof	Dist/Low = Prof Dist/Avg = Dist Dist/High = Dist		
* A "Low" Student Growth Rating will require a Student Growth Inquiry to be completed					
OVERALL SUMMATIVE RATING					

Note on “Focused” Evaluation Final Summative Scoring

Strengths:

Areas for Growth:

Overall Comments:

Evaluator

Date_____

Teacher

Date_____

My signature indicates that I have seen this evaluation report form; it does not necessarily indicate agreement.

The teacher may add written comments in response to the information on this form.

APPENDIX C-7 FOCUSED EVALUATION REQUEST FORM

Evaluation criteria:

At least one (1) comprehensive evaluation every four (4) years

Having met the evaluation criteria and having reviewed the Focused evaluation process,

I, _____, request to participate in a Focused evaluation
(Print name)

option for the _____ school year.

The criterion that I would request for this evaluation is: (check one)

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

If criteria 1,2,4,5 or 7 are chosen, please also choose a student growth criteria below:

- _____ Criterion 3
- _____ Criterion 6

Approved: _____
Denied: _____

Explanation of denial:

(Principal's signature) _____ (Date) _____

APPENDIXC-8 PROOF OF EVIDENCE/ARTIFACTS DOCUMENTATION FORM

Teacher: _____ Position/Grade Level: _____

Observation Date: _____ Time: _____

****NOTE: This form shall be used to support and complete information gathered during the formal observations, but it shall not be used to negatively impact a teacher's summative evaluation score.**

(Evaluator checks all criteria he/she observed the teacher performing.)

Criteria 1: Centering Instruction On High Expectations For Student Achievement.	
Criteria 2: Demonstrating Effective Teaching Practices	
Criteria 3: Recognizing Individual Student Learning	
Criteria 4: Providing Clear and Intentional Focus On Subject Matter Content and Curriculum	
Criteria 5: Fostering and Managing a Safe, Positive Learning Environment	
Criteria 6: Using Multiple Student Data Elements To Modify Instruction and Improve Student Learning	
Criteria 7: Communicating and Collaborating with Parents and the School Community.	
Criteria 8: Exhibiting Collaborative And Collegial Practices Focused On Improving Instructional Practice And Student Learning	
Comments:	

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

**APPENDIX C-9 FOCUSED EVALUATION
FINAL SUMMATIVE EVALUATION REPORT**

Teacher: _____ **Position / Grade Level:** _____

Evaluator: _____

Focused Criteria Selected (Check below)

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

****Evaluator/Teacher: Refer to Appendix C-1, Danielson Framework for Teaching Rubrics by Washington State Criteria for the selected Criterion, (and Student Growth Components indicated above if Criteria 1,2,4,5,or 7 were selected) for observations, evaluative conferences, review of artifacts and evidence, and discussions regarding professional growth for Focused Evaluation*

Student Growth Components Selected if Criterion 1, 2, 4, 5, or 7 is chosen:

- Criterion 3
- Criterion 6

Focused Evaluation Scoring:

The summative score is determined using the most recent Comprehensive summative evaluation score. This score becomes the Focused summative evaluation score for any of the subsequent years following the comprehensive summative evaluation in which the certificated classroom teacher is placed on a focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a Level 4 – Distinguished score may be awarded by the evaluator. *(Refer to Article VI, Section 3.5.E - Focused Evaluation)*

Date of most recent Comprehensive Evaluation: _____

Check one:

Score from most recent Comprehensive Evaluation- **Circle one** **3** **4**

OR

Evidence of exemplary practice– Distinguished score awarded **4**

Evaluator Comments:

Date: _____ Evaluator: _____

My signature below indicates that I have seen this observation / evaluation. It does not necessarily indicate agreement with the findings.

Date: _____ Employee: _____

The employee may add written comments in response to the information on this form.

APPENDIX D – EMPLOYEE CURRICULUM HOURS

Refer to Article III, Section 13.E.

NAME: _____

Date	Hours Worked	Activity
Total hours		

These hours will be used for improving academic achievement linked to Common Core and State Standards, curriculum development and enhancement, and student academic growth.
 All claims for payment must be made on or before May 30 each year. Payment shall be made in the next pay period after submission of signed documentation to payroll.

My signature below certifies I devoted my full time, labor, and attention to the program indicated at the Centerville School District on the dates and times shown above.

Employee Signature

Date

Administrator Signature

Date

APPENDIX E -LETTER OF COMMITMENT TO RETURN TO THE DISTRICT

I (*Employee's Name*) agree to accept the Retention Incentive in the amount of five hundred dollars (\$500.00) offered by the Centerville School District under Article III, Section 18. Issuance of Contracts, C). of the Collective Bargaining Agreement for the (*insert school year*) school year.

By signing this agreement, I agree to sign a contract, if offered by the District, on or before May 15, for the (*insert school year*) school year. It is understood by the employee and the District that if the employee signs this letter, the employee is not bound by it until the District offers the employee a contract for the subsequent year on or before May 15, in accordance with Article III, Section 18.A.

By signing this agreement and the employment contract, I agree to waive my right to release from my contract by June 15 under Article III, Section 18 B.1. I understand that I retain my right to request a release from my contract after June 15, which shall be granted by the District provided a satisfactory replacement can be obtained.

I understand and agree that I will be paid the \$500.00 Retention Incentive in the October paycheck of the (*insert subsequent school year*) after I have completed my contracted employment through September 30.

Employee Signature

Date

Superintendent Signature

Date

Evaluation Transition Memorandum of Agreement
Between
The Centerville Education Association
And
The Centerville School District

This Agreement is entered into by the parties, the Centerville Education Association and the Centerville School District, regarding the Transition Plan for Classroom Teachers to the Classroom Teacher Evaluation Process (Article IV) for annual evaluations.

The parties agree to the following process:

Transition Plan for Classroom Teacher Evaluation Process:

Employees who fall into the "Classroom Teacher" definition noted above shall be transitioned to the Classroom Teacher evaluation process as follows:

1. **Beginning in the 2014-15 school year:** Provisional teachers in the first, second, or third year of provisional status shall be evaluated using the Comprehensive Evaluation process (Article IV, Section 3.4). The remaining classroom teachers shall be evaluated using the current evaluation process (Appendix C Observation Forms: Pre-Observation Information and Teacher Observation Form)
2. **Beginning in the 2015-16 school year:** Provisional teachers in the first, second, or third year of provisional employment, teachers who are placed on probation shall be evaluated using the Comprehensive Evaluation process (Article IV, Section 3.4). The remaining classroom teachers shall be evaluated under the Focused Evaluation Process (Article IV, Section 3.5), unless a teacher volunteers to move to the Comprehensive Evaluation Process.
4. **Beginning in the 2016-17 school year:** Provisional teachers in the first, second, or third year of provisional employment, teachers who are placed on probation shall be evaluated using the Comprehensive Evaluation process (Article IV, Section 3.4). The remaining classroom teachers shall be evaluated under the Focused Evaluation Process (Article IV, Section 3.5), unless a teacher volunteers to move to the Comprehensive Evaluation Process.
5. **Beginning in the 2017-18 school year:** Provisional teachers in the first, second, or third year of provisional employment, teachers who are placed on probation shall be evaluated using the Comprehensive Evaluation process (Article IV, Section 3.4). The remaining classroom teachers shall be evaluated under the Focused Evaluation Process (Article IV, Section 3.5), unless a teacher volunteers to move to the Comprehensive Evaluation Process.
6. **Beginning in the 2018-19 school year:** All remaining classroom teacher employees within each building who are not provisional/probationary and who were not evaluated under the Comprehensive Evaluation process in prior school years shall be evaluated using the Comprehensive Evaluation process (Article IV, Section 3.4).
7. The parties will commence negotiations prior to the 2015-16 school year to determine how evaluation results will be used as one of multiple factors in Human Resources and personnel decisions.

For Centerville Education Association:

For Centerville School District:

Jeff Fildes

Arnell Cameron

Date: 6-16-15

Date: 6-22-15

TABLE OF CONTENTS

PREAMBLE.....	1
ARTICLE I - ADMINISTRATION.....	1
SECTION 1. DEFINITIONS	1
SECTION 2. RECOGNITION.....	1
SECTION 3. EXCEPTION	1
SECTION 4. STATUS OF THE AGREEMENT	2
SECTION 5. COMPLIANCE OF AGREEMENT.....	2
SECTION 6. CONFORMITY TO LAW.....	2
SECTION 7. DISTRIBUTION OF CONTRACT	2
ARTICLE II - BUSINESS	3
SECTION 1. ASSOCIATION RIGHTS	3
SECTION 2. PAYROLL DEDUCTIONS	3
SECTION 3. OTHER DEDUCTIONS	3
SECTION 4. MANAGEMENT RIGHTS	4
ARTICLE III - PERSONNEL.....	5
SECTION 1. DUE PROCESS.....	5
SECTION 2. EMPLOYEE RIGHTS.....	5
SECTION 3. CONTROVERSIAL TOPICS	5
SECTION 4. PERSONNEL FILES.....	6
SECTION 5. EMPLOYEE PROTECTION	7
SECTION 6. NON-PROFESSIONAL DUTIES.....	7
SECTION 7. PROFESSIONAL DUTIES	7
SECTION 8. WORK DAY	7
SECTION 9. INSURANCE	8
SECTION 10. PAYMENT PROVISIONS	8
SECTION 11. PROVISIONS GOVERNING EMPLOYEES' SALARY SCHEDULE	9
SECTION 12. SUPPLEMENTAL CONTRACTS.....	9
SECTION 13. EMPLOYEE WORK YEAR	10
SECTION 14. STUDENT DISCIPLINE.....	10
SECTION 15. IN-SERVICE TRAINING	11
SECTION 16. TRAVEL.....	11
SECTION 17. CLASSROOM VISITATION	11
SECTION 18. ISSUANCE OF CONTRACTS	11
SECTION 19. NATIONAL BOARD EMPLOYEE SUPPORT	12
SECTION 20. WORKLOAD/CLASS SIZE	12
ARTICLE IV - LEAVES	13
SECTION 1. SICK LEAVE	13
SECTION 2. PERSONAL LEAVE.....	14
SECTION 3. MEETING AND CONFERENCE LEAVE.....	15
SECTION 4. OTHER LEAVES.....	15
SECTION 5. JURY DUTY AND SUBPOENA LEAVE.....	15
SECTION 6. BEREAVEMENT LEAVE.....	15
ARTICLE V - REDUCTION IN FORCE	16

SECTION 1. ADMINISTRATIVE PROCEDURES	16
SECTION 2. CERTIFICATED STAFF REDUCTION	17
SECTION 3. AFFIRMATIVE ACTION.....	17
SECTION 4. ACTION BY BOARD	17
SECTION 5. EMPLOYMENT POOL.....	17
ARTICLE VI – EVALUATION	18
SECTION 1. PURPOSE	18
SECTION 2. APPLICABILITY FOR EVALUATION PROCESSES.....	18
SECTION 3. CLASSROOM TEACHER EVALUATION PROCESS.....	19
ARTICLE VII – GRIEVANCE.....	31
SECTION 1. DEFINITIONS	31
SECTION 2. EXCLUSIONS FROM ARBITRATION	31
SECTION 3. GRIEVANCE PROCEDURE.....	31
SECTION 4. ELECTION OF REMEDIES	32
SECTION 5. ARBITRATION COSTS	32
SECTION 6. JURISDICTION OF THE ARBITRATOR	32
SECTION 7. TIME LIMITS.....	32
SECTION 8. GRIEVANCE AND ARBITRATION HEARINGS	32
SECTION 9. CONTINUITY OF GRIEVANCE.....	32
SECTION 10. INDIVIDUAL COMPLAINTS	33
ARTICLE VIII - DURATION	34
APPENDIX A-1 - SALARY SCHEDULE–2017-2018	35
APPENDIX B - GRIEVANCE FORM.....	36
APPENDIX C – OBSERVATION FORMS.....	38
APPENDIX C-1 – DANIELSON FRAMEWORK FOR TEACHING (2011).....	42
APPENDIX C-2 TEACHER EVALUATION – STUDENT GROWTH GOAL SETTING	62
APPENDIX C-3 DANIELSON FRAMEWORK PRE-OBSERVATION CONFERENCE FORM	62
APPENDIX C-4 DANIELSON FRAMEWORK POST-OBSERVATION CONFERENCE TOOL	64
APPENDIX C-5 DANIELSON FRAMEWORK OBSERVATION REPORT FORM	65
APPENDIX C-6 CLASSROOM COMPREHENSIVE TEACHER EVALUATION.....	69
APPENDIX C-7 FOCUSED EVALUATION REQUEST FORM.....	76
APPENDIX C-8 PROOF OF EVIDENCE/ARTIFACTS.....	77
APPENDIX C-9 FOCUSED EVALUATION	78
FINAL SUMMATIVE EVALUATION REPORT.....	78

APPENDIX D – EMPLOYEE CURRICULUM HOURS 79

APPENDIX E -LETTER OF COMMITMENT TO RETURN TO THE DISTRICT..... 80