COLLECTIVE BARGAINING AGREEMENT

between

PRAIRIE-HILLS ELEMENTARY SCHOOL DISTRICT 144

and

DISTRICT 144 EDUCATION ASSOCIATION

2025-2026
2026-2027
2027-2028
2028-2029
2029-2030

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PROFESSIONAL NEGOTIATIONS AGREEMENT

ARTICLE I - RECOGNITION

A. ASSOCIATION REPRESENTATION

The Board of Prairie-Hills Elementary School District No. 144, Cook County, Illinois, hereinafter referred to as the "Board" hereby recognizes the District No. 144 Education Association, affiliated with the Illinois Education Association and the National Education Association, hereinafter referred to as the "Association" as the exclusive negotiations agent for all full-time certificated personnel, excluding the superintendent, assistant superintendents, principals, assistant principals, and any other supervisory or administrative, non-teaching personnel having the authority to hire, transfer, assign, promote, discharge, or discipline other certified staff or who may effectively recommend such action.

B. DEFINITIONS

1. Employee. The term "Certified Staff" as used throughout this Agreement refers to teachers, speech-language pathologists, social workers, school psychologists, school counselors, nurses, librarians and deans. Certified Staff as used throughout this Agreement is defined as full-time certificated personnel as described above.

2. Employer. The terms "District", "Employer", and "Board" as used throughout this Agreement refer to the Board of Education of Prairie Hills Elementary School District No. 144, Cook County, Illinois or its agents.

3. Day. The term "day", as used throughout this Agreement is defined as a workday except that days during winter and spring breaks shall not be counted. Additionally, calendar days during the summer shall refer to days that the District office is open for business.

ARTICLE II - DEFINITION OF RESPONSIBILITIES AND RIGHTS

A. MUTUAL RESPONSIBILITIES

1. Good Faith Bargaining. "Good Faith" is defined as the mutualresponsibility of the Board and the Association to deal with each other openly and fairly, and to endeavor sincerely to reach agreement on those items being negotiated.

2. Authority to Bargain. It is the mutual responsibility of the Board and the Association to confer upon their respective negotiating teams the necessary power and authority to make proposals, consider proposals,and make counter proposals in the course of negotiations, and to reach tentative agreements which shall then be presented to the Board and the Association, respectively, for ratification.

3. Non-Discrimination: Union Activity. As a duly elected body exercising governmental power under the laws of the State of Illinois and subject to the Constitutions of Illinois and the United States, the Board undertakes and agrees not to discriminate against any certified staff member by reason of his/her membership in the Association, his/her participation in any activities of the Association, or his/her institution of any grievance, complaint, or proceeding under this Agreement. The Association agrees not to discriminate against any Certified Staff member by reason of his/her non-membership in the Association or his/her participation in activities of other educationally-oriented organizations.

4. Non-Discrimination: Protected Classes. The District and the Association agree that neither shall discriminate in employment or practice by reason of the following as these terms are defined in the Illinois Human Rights Act, [755 ILCS 5/1-101 et seq.]: race, color, religion, national origin, ancestry, political belief, or activity, age, sex, marital status, disability, military status, sexual orientation, unfavorable discharge from military service. The District or Association will not discriminate in employment or practice based on activity, or non-activity on behalf of the Association. Grievances under this provision may be processed up to Step Two of the grievance procedures of Article V but not through Step Three binding arbitration.

B. ASSOCIATION RIGHTS

1. Use of Bulletin Boards. The Association shall have the right to post notices of its activities and matters of Association concern on bulletin boards, at least one of which shall be provided by the Board for each school building in the faculty work room. The Association's use of bulletin boards shall be consistent with the Association's use of District mailboxes as described in Section B.2. below.

2. Use of Mailboxes. The Association may use the District's Certified Staff

mailboxes for dissemination of information pertaining to the Association's routine business matters. Such matters might include local, state, and national newsletters and information pieces, notices of meetings, notices of recreational and social activities, surveys, elections and election results, or other routine matters. Distribution of materials other than as described above shall first be cleared through the Superintendent or his/her designee consistent with the District's practice concerning use of mailboxes for distribution of material generally.

3. Use of Buildings. The Association and its advisors shall have the right to use the school building for meetings upon approval of the building principal. Approval shall not be unreasonably withheld. When special custodial service is required, the Board may make a reasonable charge according to the District rental policy.

4. Use of District Equipment. The Association and its advisors shall have the right to use the school equipment at reasonable times on school premises when such equipment is not otherwise in use. The Association shall pay for the reasonable cost of all materials and supplies incident to such use.

5. No Personnel Discussion with Students. No Association's or individual's views on matters relating to supervisor-Certified Staff member or Board-Certified Staff member relationships will be discussed under any circumstances in the presence of students. Matters pertaining to Association–Certified Staff member/Board-administration relationships should not be discussed by anyone in the presence of students.

6. Access to District Data. On request, the Association shall be furnished for review at central office all regularly and routinely prepared information concerning the financial condition of the school district, including the annual financial statement and adopted budget. In addition, the Board and the Administration will grant reasonable requests for any other readily available information which may be relevant to negotiations. Nothing herein shall require the central administrative staff to research and assemble information.

7. Access to Union Data. The Association will furnish copies of any pertinent information as reasonably requested by the Board or its representative.

8. Bargaining Unit Roster. The Board will provide the Association with a list of names, school assignments, job titles and, if newly hired, date of hire of all Certified Staff holding positions certified within the bargaining unit by September 15 of each year. Thereafter, the same will be provided for new Certified Staff within fifteen (15) days of their commencement of duties for the District, and for Certified Staff who resign or are terminated.

9. Board Minutes to Union. The District will send copies of approved Board minutes to the Association president and to each faculty room, through administrative channels. The District shall also provide the Association

president with a copy of scheduled Board meeting materials which are distributed to the principals, excluding unapproved Board minutes, confidential student and personnel matters, and other items which may be exempt from disclosure under the Freedom of Information Act, or which are related to matters which may be appropriately discussed in executive session under the Open Meetings Act. The District shall notify theAssociation president of all regularly scheduled and special Board meetings as soon as notices of such meetings are prepared.

10. District Policy. The Board shall give reasonable advance notice to the Association of any change in existing policy or procedures, or of any new policy or procedures, which affect wages, hours, terms or conditions of employment. Notification of such changes will be made in accordance with the policy adoption procedure of the Board.

C. CERTIFIED STAFF MEMBER RIGHTS

1. Files

a. Personnel Files. Upon 48 hours' prior notice and request to the Superintendent for Personnel or his/her designee, each Certified Staff member shall have the right to examine the contents of his/her personnel file in accordance with the provisions of the Illinois Personnel Records Review Act, 820 ILCS 40/1 et seq. There will be only one District personnel file maintained on each Certified Staff member except as otherwise required by law. These files shallbe housed in the central office. Accessibility to these files will be managed by the Superintendent or designee. The confidentiality of these files shall be maintained to the extent permissible by law. This statement shall not be construed to hold the Board liable for any events not within their direct control. A Certified Staff member may obtain a copy of any item in his/her personnel file upon request. Written rebuttal may be made by any Certified Staff member to items in his/her file that have been, or may be used to evaluate him/her. A representative of the Association may, at the teacher's request, accompany the Certified Staff member in this examination. If an Association representative is present, then a District administrator shall also be present. It will be the responsibility of each Certified Staff member to review his/her file once each year.

b. Electronic Files. Personnel files that are electronically stored will be accessible at central office. Accessibility to these files will be managed by the Superintendent or designee. The confidentiality of these files shall be maintained to the extent permissible by law. This statement shall not be construed to hold the Board liable for any events not within their direct control.

2. Placement of Materials. Material used for evaluation or discipline purposes shall be placed in a teacher's file only after providing a copy to the Certified

Staff member and within thirty (30) days of discovery of the event which prompted the creation of the document.

3. Parent and Student Complaints.

The procedure outlined herein shall be reviewed with staff during the first academic quarter of school. A complaint first received by central office staff or the Board which is appropriate for collaborative resolution shall be referred to the procedure below.

(a) As soon as possible and no later than three (3) days after receipt thereof, a Certified Staff member shall be informed of all complaints from parents or students.

(1) The District shall first ask the complaining parent to set up an appointment for a conference with the Certified Staff member. Such conference may be conducted by telephone or in a meeting.

(2) If the parent is unwilling to meet with the Certified Staff member, the principal will ask the complaining parent to put the complaint and requested remedy in writing. A copy shall be provided to the Certified Staff member.

(3) If a parent, during an open meeting at the Board of Education, begins to criticize the performance of a particular Certified Staff member, the parent will be directed to first discuss the matter with the Certified Staff member and building administrator.

(4) The Certified Staff member may also request a conference to be held with the complaining parent and the principal to seek resolution of the problem. Conference times shall be arranged in consultation with the Certified Staff member and the complaining parent to the extent possible. If the parent is unavailable during regular working hours, the Certified Staff member and principal will attempt to make themselves reasonably available to accommodate the parents' schedule in arranging the meeting.

(5) If the complainant cannot or will not attend the conference within five (5) days after the conference request, the principal and the Certified Staff member shall discuss the complaint to determine its validity and seek a resolution to the problem.

(6) Whenever possible, Certified Staff will be advised of any resolution of a parent complaint prior to it being communicated to the parent by the principal, provided such resolution requires the Certified Staff member's involvement to implement. If a satisfactory resolution is reached at this time, the matter is deemed closed.

(b) Either party may request the presence of a member of the administrative staff or representative of the Association or both at the conference between the complainant and the teacher. If either party is not satisfied with the results of this conference, the following sequence of conferences shall be employed as deemed necessary:

(1) Complainant-Certified Staff Member-Superintendent or his/her Designee,

(2) Complainant- Certified Staff Member-Board.

Either party has three (3) days to request a conference at the next level. The Certified Staff member shall have the right to Association representation at any of the above conferences referenced in this Section.

4. Representation/Discipline. Discipline and discharge of Certified Staff shall be for just cause provided, however, that this provision shall not in any way restrict the Board's authority under Sections 10-22.4, 24-11, 24-12, or 24A-5 of the Illinois School Code of 1996, and actions taken by the Board pursuant to the Code, other than procedural defects in 24 A-5 remediation plans, shall not be subject to arbitration under this Agreement. Reprimands, whether verbal or written, and discipline shall be issued in a discreet manner and not in the presence of students, community members, or other staff members not involved in the related incident or the grievance procedure related to that specific incident, unless the health,safety, or welfare of a student or staff member is at risk.

5. Rules and Regulations. The administration will make every attempt to apply rules and regulations consistently and to notify all Certified Staff of important and appropriate rules and regulations.

6. Notification of Assignments

a. Certified Staff will be given tentative assignments by May 15 of each school year. However, the Board reserves the right to change Certified Staff's assignments thereafter if a vacancy occurs, enrollment figures necessitate a change, or the change is necessary to meet operational needs.

b. If a reassignment is due to an operational need of the District, that need will be stated in writing, if requested by the Certified Staff member, within seven (7) days of the last student attendance day. If a change of assignment is made after June 30, the District shall determine reassignments and promptly notify the Certified Staff member not later than seven (7) days after the decision. A Certified Staff member so reassigned may resign if such assignment is not acceptable to him/her. To be effective, said resignation must be in writing and delivered by hand

to the District Office, to the attention of the Superintendent, within seventy-two (72) hours of notification of the proposed reassignment. The Certified Staff member must have a signed acknowledgment, specifying date and time received, executed by either the Superintendent or an office secretary acknowledging receipt of the resignation.

c. Nothing in this paragraph abrogates the rights afforded to Certified Staff under Section 24-14 of the Illinois School Code. Staffing changes involving grade level assignments or room location changes within the building shall not be grievable, provided such changes have not been made in an arbitrary, capricious, or discriminating manner. Upon request, a Certified Staff member shall be provided the reasons for such change. The Certified Staff member will be provided an opportunity to meet with the Superintendent or designee to discuss such changes. To the extent possible, a materials and supply allowance will be made available during the first year of any grade level change. Assistance in relocating will be given the Certified Staff member.

7. Vacancies and Transfers.

(a) POSTING OF VACANCIES - Notices of all vacancies as they are anticipated, or any newly created position, shall be posted in all school buildings and on-line and a copy sent to the Association. No vacancies shall be filled, except in case of emergency, until such notice has been posted for at least ten (10) days. Both written and on-line notices shall be kept current and up-to-date. Such notice(s) shall be accompanied by a position description, a statement of minimum qualifications, building location (if known) and minimum salary. During the summer, notices of all vacancies, teaching or administrative, shall be mailed to the Association president within fifteen (15) days prior to the closing date for application for such vacancy or vacancies. Certified Staff interested in receiving summer district vacancy notices shall submit a written request and three (3) stamped, self-addressed envelopes to the Personnel office by the close of the school year. Once an in-District position has been filled, the other in-District candidates who applied for the position will be informed.

(b) VOLUNTARY TRANSFER - Any Certified Staff member may apply for transfer to another grade level, department, or building where a vacancy exists or may submit a notification of interest in reassignment if a vacancy should arise. Such application shall be in writing to the Superintendent or designee. In their request for transfer, Certified Staff shall make known their interest, aspirations, and competence. If the Superintendent or his/her designee denies the request for transfer to a current vacancy, he/she shall set forth the denial in writing. Unsuccessful candidates will be notified within one (1) week of the position being filled.

(c) EXTRA CURRICULAR VACANCIES

Any vacancies in existing or newly created extracurricular positions shall be announced in writing in all buildings and a copy sent to the Association. No vacancies shall be filled, except in case of emergency, until such notice has been posted for at least five (5) days. During summer, notice of extracurricular vacancies shall be mailed to the Association president and shall be available at the district office.

8. Committees. The Association president and all buildings will be notified annually in writing of any committee whose membership in whole or in part will be comprised of District Certified Staff. The Certified Staff in each building shall elect their own representatives to the District Committees. The Association and administration may invite additional interested committee members as needed.

(a) NCLB - There shall be created a NCLB Committee which will deal with all aspects of the teaching-learning situation either in the school or under the sponsorship of the district. The Committee shall consist of Administration, Board members, parents and two (up to three from the Junior High) Certified Staff from each building. The purposes and function of the Committee shall be to engage in planning the continuous improvement of curriculum and instruction within our district, to provide an additional means of communication among the Board, Administration, and Certified Staff on matters relating to curriculum and instruction, and to study and make recommendations on changes in the curriculum or instruction or the use of technology as it relates to curriculum and instruction.

(b) DRESS REGULATION - An advisory committee consisting of four (4) Certified Staff (representatives from primary, intermediate, Junior High and Specials) appointed by the Association and equal representation appointed by the Administration will meet after regular school hours to study and make recommendations, if any, regarding the possibility of setting specific standards of professional dress for teachers. The committee will present its written recommendations including minority reports, if any, to the Board of Education and the Association on an annual basis.

(c) LABOR-MANAGEMENT - The Superintendent or his/her designee and the Association will meet at least twice annually for the purpose of discussing matters of mutual concern. The Board will be notified at the time a meeting is scheduled. Additional meetings may be scheduled at the request of either party. Each party shall submit to the other, on or before the Friday prior to the meeting, an agenda covering matters they wish to discuss.

(d) INSURANCE - The Board and the Education Association agree that they shall continue to maintain a committee comprised of the Superintendent or designee and the Association President or designee, representatives from each school building, up to three administrators, and up to two board members, to study, analyze, and recommend a comprehensive health insurance program with Certified Staff member options, including recommendations relating to benefit levels to off-set increasing insurance costs.

(e) STUDENT DISCIPLINE – the Committee shall consist of Administrative and Certified Staff from each building and parents. The Committee shall be established pursuant to the provisions of 105 ILCS 5/10-20.14 of the Illinois School Code and shall review and make recommendations for revising the Student Discipline Code as necessary, the implementation of the Student Discipline Code, and any other factors related to the safety of the schools, students and staff.

(f) DISTRICT LEADERSHIP TEAM – The committee shall consist of the Association President or designee, one Certified Staff member from each building (up to two from the Junior High), the Superintendent or designee, up to three administrators, up to two Board members and up to two parents to discuss District issues, initiatives, concerns, etc. and integrate information into the District Improvement Plan.

(g) DISCRETIONARY COMMITTEES – These committees may be formed on an "as needed" basis to discuss pending legislation, current events, emerging education trends, etc. Representation will be determined based upon the need as identified by the Superintendent and Association President; an example of this typeof committee would be the Joint Committee.

D. DISCIPLINE OF STUDENTS

Certified Staff and other certificated personnel shall maintain discipline in the schools, including school grounds which are owned or leased by the Board of Educationand used for school purposes and activities.

The Administration and Board of Education of School District 144 as well as the Association recognize the seriousness of pupil discipline and the problems surrounding it. The District will continue its efforts to provide a productive and safe learning environment for its students and teachers.

The Employer shall support and assist Certified Staff with respect to the maintenance of control and discipline of students. With respect to students who are disruptive or who repeatedly violate rules and regulations, the Employer or its designated representative shall take steps to assist the Certified Staff member in a timely fashion The affected

Certified Staff member will be notified of the disposition of the referral as soon as

practical.

The safety of students and Certified Staff of the District will be considered in all decisions involving student disciplinary matters. The District will keep an open dialogue with Certified Staff on issues involving student discipline. The District agrees that it will follow the reporting requirements set forth in the Illinois School Code, 105 ILCS 5/10-21.7 “Attacks on School Personnel.”

E. ASSAULT ON CERTIFIED STAFF - PROCEDURES

1. Reporting. Any case of assault, battery, and/or intimidation upon a Certified Staff member shall be promptly reported in writing by the Certified Staff member to the building principal/designee. (See Appendix E.) The principal shall report the assault to the Board/Designee and will also inform the Certified Staff member at the time it is reported. The Certified Staff member will be told whenever the District has made a reportpursuant to 105 ILCS 5/10-21.7 “Attacks on School Personnel.” Upon the affected Certified Staff member’s request, the Board/Designee will reasonably assist the Certified Staff member in cooperating with law enforcement and judicial authorities.

2. Maintaining Records. The central office shall keep accurate and detailed records of each reported and substantiated case of students’ assault, battery, serious threat or intimidation of any Certified Staff member. The Superintendent or his/her designee shall share a statistical summary of such records, exclusive of student identities, with the Association quarterly, upon the Association’s request.

3. In any case of assault upon a Certified Staff member, the appropriate District administrator shall advise the Certified Staff member of his or her rights and obligations and render assistance as to handling the incident by law enforcement and judicial authorities.

F. CERTIFIED MEMBER ASSUALT ON STUDENT(S) – PROCEDURES

Any case of assault, battery, and/or intimidation upon a student will require Certified Staff members to refer to the District’s procedural manual.

G. BOARD RIGHTS

The Association recognizes that the Board has the full authority and responsibility to direct the District’s operations and determine policy except as limited bythis Agreement and applicable statutes. The Board retains and reserves unto itself all powers, rights, authority, duties, and responsibilities conferred upon and vested in it by the statutes of the state of Illinois except as provided herein.

ARTICLE III - EFFECT OF AGREEMENT

A. COMPLETE AGREEMENT

The parties acknowledge that during the negotiations which preceded this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining. The understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Except as may be stated in this Agreement, each party voluntarily waives the right, and each agrees that the other shall not be obligated, to bargain collectively with respect to any subject or matter which was known to the parties at the time this Agreement was negotiated. The terms and conditions of this Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary mutual consent of the parties in a written amendment executed and ratified by both parties to this Agreement.

B. SAVINGS

Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, or by the Illinois Educational Labor Relations Board, or future legislative action, said article, section, or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it is ruled in violation of the law. The remaining articles, sections, and clauses shall remain in full force and effect for the duration of the Agreement if not affected by the legally defective article, section, or clause.

C. APPROVED AGREEMENT WAIVER

Any provisions of this Agreement may be waived or modified, in writing, by mutual agreement of the administration, Certified Staff member(s), and Association. If the waiver is approved, all parties shall sign the waiver; Superintendent, Association President, and Certified Staff member(s). If the waiver concerns a change that affects all of the Certified Staff in a particular building, at least 80% must sign the waiver agreement. The approved waiver automatically terminates at the conclusion of the school year, and shall not be considered precedential, unless otherwise agreed.

ARTICLE IV - NO STRIKE

The Association hereby agrees not to strike, participate in any concerted refusal to render full and complete services, or participate in any activity that would unlawfully disrupt the operation of the schools.

ARTICLE V - GRIEVANCE PROCEDURE

A. DEFINITION

1. Grievance. A grievance is defined as a complaint of an alleged violation, misinterpretation, or inequitable application of any provision of this Agreement.

2. Grievant. A "grievant" is defined as a) a Certified Staff member; b) group of Certified Staff; or c) the Association on behalf of: (i) a specific, named Certified Staff member, (ii) Certified Staff in a specific, named building, or (iii) a specific, identifiable class of Certified Staff.

B. PRINCIPLES

1. Right to Grieve. Every Certified Staff member covered by this Agreement shall have the right to present grievances in accordance with these procedures, with or without representation of the Association. Nothing contained in this article or elsewhere in this Agreement shall be construed to prevent any individual Certified Staff member from discussing a problem with the administration and having it resolved without intervention of representation by the Association.

2. No Retaliation. A Certified Staff member who participates in these grievance procedures shall not be subjected to discipline or reprisal because of such participation.

3. Failure to Meet Time Limits. The failure of a Certified Staff member or the Association to act on any grievance within the prescribed time limits will act as a bar to any further appeal and an administrator's failure to give a decision within the time limits shall permit the grievant to proceed to the next step. The time limits, however, may be extended by mutual agreement.

4. Right to Representation. Any Certified Staff member has a right to be represented by the Association at any step in the grievance procedure. The Certified Staff member shall be present at any grievance discussion when the administration, Association, or Board deems it necessary. When the presence of a Certified Staff member at a grievance hearing is requested by either party, illness or other incapacity of the Certified Staff member shall be grounds for any necessary extension of grievance procedure time limits.

5. Union's Right to Grieve. In any instance where the Association is not represented in the grievance procedure after step one; the Association will be notified of the final disposition of the grievance. Any final disposition of grievance in conflict with the Agreement shall be grievable by the Association.

6. Time and Place of Hearing. Hearings and conferences under this procedure

shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses entitled to be present to attend; and will be held, insofar as possible, after regular school hours or during non-teaching time of personnel involved. When such hearings and conferences are held at the option of the administrationduring school days, all Certified Staff whose presence is required shall be excused with pay for that purpose.

7. No Interference with Work. It is agreed that any investigation or other handling or processing of any grievance by the grieving Certified Staff member or Association representatives shall be conducted so as to result in no interference with or interruption whatsoever of the instructional program and related work activities of the teaching staff.

8. Calculation of Time Limits. All time limits in this article shall be calculated in calendar days. These calendar days shall be calculated in accordance with the definition of "days" contained in Article I of this Agreement.

9. Acceleration of Procedures. Any step of the Grievance Procedure may be bypassed by written mutual agreement of the parties.

C. PROCEDURES

1. *Informal Step.* The Certified Staff member, Association Representative, if requested by the Certified Staff member, and supervisor shall attempt to resolve the problem through discussion in an informal manner.

2. *First Step.* If the problem cannot be resolved informally, the grievant shall file a grievance in writing. The written grievance should state the nature of the grievance, should note the specific clause or clauses of the Agreement allegedly violated, and should state the remedy requested. The filing of the grievance at the second step must be within twenty-five (25) days fromthe date of the occurrence giving rise to the grievance or within twenty-five (25) days from the date the Certified Staff member reasonably should have become aware of the occurrence giving rise to the grievance. Not later than five (5) days following receipt of the written grievance, thegrievant and the appropriate supervisor will set a meeting date at a mutually agreeable time. The principal or other administrator who has authority to make a decision on the grievance shall make such decision and communicate it in writing to the Certified Staff member and the superintendent within ten (10) days.

3. *Second Step*. In the event a grievance has not been satisfactorily resolved at the first step the grievant shall file, within seven (7) days of the appropriate supervisor's written decision or answer at the second step, a copy of the grievance with the superintendent and the Board. Within ten (10) days after such written grievance is filed, the aggrieved, representative of the aggrieved as desired, the appropriate supervisor, and the superintendent or his designee shall meet to resolve the grievance. The

superintendent, or his designee, shall file an answer within ten (10) days of the third step grievance meeting and communicate it in writing to the Certified Staff member, the appropriate supervisor, the Board, and the Association.

4. *Third Step* - If the grievance is not resolved at the second step, the Association may submit the grievance to final and binding arbitration within thirty (30) days of the third step response by filing a demand for arbitration in accordance with the Voluntary Labor Arbitration Rules of the American Arbitration Association. The arbitrator shall have no power to alter or amend the express terms of this Agreement. The decision of the arbitrator shall be final and binding on the parties. Arbitration fees and other mutually incurred expenses shall be divided equally between the parties.

ARTICLE VI - ASSOCIATION BUSINESS

In the event that the Association desires to send representatives on business pertinent to Association affairs, said requests shall be considered for approval, provided:

1. Written request for leave has been approved by the superintendent upon request of the Association president;

2. Such requests shall not exceed eight (8) days total; and

3. the frequency does not impair the quality of classroom instruction; and

4. No individual Certified Staff member shall be granted more than one-half (½) of the total.

The District will pay for the substitutes, not to exceed eight (8) days.

ARTICLE VII - CERTIFIED STAFF MEMBER EVALUATION

A. An Evaluation Committee shall be established. The Evaluation Committee shall consist of not more than five members appointed by the Employer and not morethan five members appointed by the Association. Meetings shall be held not less than once annually, upon request of either party. The Evaluation Committee shall fully discuss proposed changes and/or alterations to the current "Certified Staff member Evaluation Plan" which involve the procedures and mechanics of the Plan that have been construed by the Illinois Educational Labor Relations Board to be mandatory subjects of bargaining. Regarding all other portions of the Plan, including any and all substantive issues, the Superintendent shall have sole discretion in deciding whether to implement changes or alterations to the Plan. The Superintendent will notify the Association prior to making any such changes in the Plan.

B. Changes to the Certified Staff member Evaluation Plan, as required by *The School Code of Illinois*. The Illinois Educational Labor Relations Act, and/or the State Board of Education, will be made by the Superintendent of Schools after consultation with the Education Association Committee.

C. All Certified Staff will be guaranteed their due process rights as otherwise regarding evaluation, discipline, or dismissal.

D. The Certified Staff member Evaluation Plan is attached as Appendix C. However, only allegations of procedural violations of the Plan are subject to the Grievance Procedure.

E. PDA walk-throughs will not take the place of formal observations.

F. Forms for evaluating non-teaching Certified Staff will be included in the evaluation plan.

ARTICLE VIII - LEAVES

A. SICK/PERSONAL LEAVE

1. Sick leave shall be interpreted to mean personal illness, a quarantine at home, or serious illness in the immediate family or household. The immediate family, for purpose of this policy, shall include parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians. At the discretion of the Superintendent or his/her designee, sick leave may be granted for the serious illness of other individuals not specifically mentioned in this section, on a case by case basis.

2. Certified Staff becoming ill and leaving work will be charged sick leave time as follows:

   a. Certified Staff completing less than 50 percent of a work day will be charged with a full day of sick leave.
   b. Certified Staff completing 50 percent or more of a work day will be charged with a half-day of sick leave.
   c. Definitions of a" half-day" will be as follows:
      (1) Elementary Schools: 8:15 a.m. to 11: 45 a.m. or 11:45 a.m. to 3:15 p.m.;
      (2) Junior High: 7:40 a.m. to 11:00 a.m. or 11:00 a.m. to 2:45 p.m.
      (3) If an employee's lunch or plan should be adjacent to the times above, the employee is expected to adhere to the half-day times as listed

3. Certified Staff that are unable to report for work shall report their absence and their anticipated date of return to their supervisor, in accordance with published District procedure. In cases of suspected abuse of sick leave, the District may require a detailed explanation from the Certified Staff member, and/or evidence supporting the use of sick leave. In cases of absences of five (5) or more consecutive workdays, due to illness or injury, the District may require a physician's statement certifying that the Certified Staff member's condition prevented him/her from appearing for work, and that the Certified Staff member is fit to return to full duty.

4. All Certified Staff shall receive thirteen (13) days of sick leave per year with unlimited accumulation. Certified Staff shall be advised at least quarterly of their accumulated sick leave. Sick leave shall be prorated for Certified Staff beginning their employment after the opening of the school term. Three (3) days of sick leave per year may be used at the Certified Staff member's discretion for personal reasons upon three (3) days notice to the building principal, except in cases of emergency when notice will be given as soon as practicable.

5. As of September 15th of each school year, teachers with 15 through 20

years of service to the District who have accumulated 100 days or more of sick leave will earn 14 days of leave in the next year.

As of September 15th of each school year, teacher with 21 or more years of service to the District who have accumulated 120 days or more of sick leave will earn 15 days of sick leave in the next school year.

For teachers who have 21 or more years of service to the District and have accumulated 100-119 days of sick leave will earn 14 days of sickleave in the next school year.

6. Abuse of the sick leave benefit may result in disciplinary actions. Abuse of sick leave may be evidenced by patterns of sick leave use, excessive numbers of occurrences of sick leave use, or use of sick leave for inappropriate purposes.

B. EMERGENCY LEAVE

Upon written application to the Superintendent by the Certified Staff member, or upon return to work from an emergency absence if prior application is not possible, a Certified Staff member may request paid emergency leave. Emergency leave is to be used only for actual emergencies, such as fires, flooding or other Acts of God, and not for situations which are addressed by other leave provisions set forth in this Agreement. The Superintendent will consider applications for emergency leave on a case-by-case basis. The Superintendent/designee may grant paid emergency leave for the amount of time, or a portion of the amount of time, requested by the Certified Staff member not to exceed three (3) to five (5) work days per school year.

C. FAMILY AND MEDICAL LEAVE

The District will apply and run concurrently FMLA leave with the appropriate paid leave until exhausted and unpaid leave thereafter. Accrued personal and sick leave days will be utilized concurrently with FMLA leave to the extent they are available duringleave granted under this section, including leaves for the purpose of child care, adoptionor foster care or for a serious health condition of the Certified Staff member or the Certified Staff member's child, spouse, or parent. The maximum amount of FMLA leave, paid and unpaid combined, in any fiscal year shall be twelve (12) weeks. For purposes of this section, a "fiscal" 12-month period (July 1 to June 30), shall be used todetermine eligibility.

D. FUNERAL LEAVE

1. Reasonable time at full pay (not to exceed three (3) days unless byspecial arrangement with the superintendent /designee) shall be granted for funeral leave.

2. Funeral leave will be granted to Certified Staff who have a death in the immediate family. Immediate family refers specifically to parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law,

brothers-in-law, sisters-in-law, and legal guardians. At the discretion of the Superintendent or designee, funeral leave may be granted for the death of other individuals not specifically mentioned in this section, on a case by case basis.

E. JURY DUTY

The Certified Staff member shall suffer no loss of pay for performing jury duty provided the Certified Staff member submits evidence of such jury duty, such as jury duty wage payments stubs to the district within five (5) workdays after the completion of jury duty service.

F. MATERNITY/PATERNITY LEAVE

A Certified Staff member will be entitled to use up to twelve (12) weeks of maternity/paternity leave following the birth or adoption of a child, the leave shall run concurrently with the teacher's FMLA leave. The Certified Staff member will be eligible to use up to twelve (12) weeks of accumulated sick leave during this leave following the birth or adoption of a child. If sick leave is not available for all or part of the leave, the leave or portion of the leave not covered by sick leave will be unpaid. A Certified Staff member may use additional accumulated sick leave, if it is medically necessary with appropriate documentation.

Requests for maternity/paternity leaves shall be made in writing and directed to the appropriate building principal not less than three (3) months prior to the anticipated start of the leave. There will be no discrimination between male and female Certified Staff in the administration of this section.

G. UNPAID LEAVES OF ABSENCE

1. This section does not apply to leaves requested under the Family and Medical Leave Act.

2. The Board may grant a Certified Staff member a leave of absence without pay. The Certified Staff member may return to employment in a similar capacity upon expiration of the unpaid leave of absence. The Board will consider the starting and ending dates of the leave as requested by the Certified Staff member. The duration of the unpaid leave, including dates of departure and return, shall be determined by the Board.

3. The Board will not approve an unpaid leave of absence for more than one (1) year. At the end of a one (1) year leave of absence, a Certified Staff member may apply for another unpaid leave. The Board, in its sole discretion, shall determine whether to grant such leave.

4. Requests for an unpaid leave of absence must be made, in writing, at least three (3) months before the Certified Staff member desires to takethe leave.

5. Unpaid leave may be granted for:

   (a) military service;
   (b) child care;
   (c) medical reasons;
   (d) other reasons acceptable to the Board.

   No leave will be granted so that a Certified Staff member may pursue other employment.

6. Certified Staff on unpaid leave may continue insurance benefits. The Board will continue to pay its portion of the insurance benefits during the unpaidleave for the first sixty (60) calendar days of the leave. However, ifthe unpaid leave extends beyond sixty (60) calendar days, the Certified Staff member may continue the insurance benefits by paying one hundred percent (100%) of the health insurance premium.

7. Certified Staff will be allowed to advance on the salary schedule if they have worked more than 90 days of the school year in which unpaid leave was taken.

8. The Board, in its sole discretion, may waive any of the above restrictions.

9. Time spent on unpaid leave does not break continuous service for the purpose of retirement/resignation bonus calculations as referred to in Article X.

H. TEMPORARY DISABILITY LEAVE

Certified Staff who have exhausted their paid sick leave and Family and Medical Leave, if eligible, due to extended absence resulting from a disabling illness or injury shall be granted an unpaid leave under Section G above under the following circumstances:

1. The request for such unpaid leave is for the same medical condition which caused the absence in the first instance, which medical condition shall be certified by the Certified Staff member's physician;

2. There has been no determination that the Certified Staff member's disabling condition is permanent; and

3. The total length of the disability leave (paid and unpaid combined) from the first day of absence shall not exceed nine (9) calendar months or the length of the Certified Staff member's accumulated sick leave, whicheveris longer, provided the Board in its discretion, and upon the Certified Staff member's request, may extend such leave to the end of the semester in which such nine (9) month period terminates.

Certified Staff who meet the above conditions shall receive unpaid leave in accordance

with Section G above. The District retains the right to obtain a medical assessment of the Certified Staff member's condition during such leave.

I. SICK LEAVE DAY DONATIONS

In cases of prolonged or exceptional cases of absence due to catastrophic illness, the Board, at its discretion, may allow the voluntary donation of a maximum of two accumulated sick leave days by each unit Certified Staff member to be credited to the absent Certified Staff member up to a maximum of sixty (60) total days. To qualify for such donation, the absent Certified Staff member must first exhaust all sick leave. This benefit may not be used in conjunction with any other leave, such as family and medical leave, disability leave, etc. The Association will first report the request for additional sick leave time to the Superintendent and will coordinate the request for donations. Other unusual situations may be brought to the Superintendent for consideration under this section. Donations made pursuant to this section shall not be counted as a day of non-attendance against the donor.

ARTICLE IX - PAYROLL PRACTICES

A. PAY DATES

Regular pay dates for all Certified Staff (certificated instructional personnel) will be the fifteenth (15) and the last day of each of the calendar months of September through August. New Certified Staff who are appointed provisionally by the Superintendent will be paid at the anticipated step and lane of the salary schedule pending Board approval of the individual's hire.

B. ALTERNATE PAY DATES

Paychecks will be distributed on the preceding Friday when the regular pay date falls on a weekend, or the last working day prior to a holiday when the pay date falls on a holiday.

C. GROSS SALARY

Each Certified Staff member will, if employed for the full school year, receive one twenty-fourth (1/24) of the yearly gross salary each pay date.

D. PAYROLL DEDUCTIONS

From each Certified Staff member's gross pay there will be deducted:

1. A sum equal to the Certified Staff member's full TRS and THIS member contributions, with these contributions to be tendered to the Illinois Teacher Retirement System as required by law.

2. Income taxes as authorized by each Certified Staff member on the "W-4" form.

3. Single and/or dependent medical/dental insurance premiums, if authorized by the Certified Staff member. The Board will take such action as is necessary to allow for the payment of Certified Staff member contributions toward health insurance to be made by salary reductions so that those contributions may be exempt from federal income tax. Tax sheltered annuities, if authorized by the Certified Staff member.

4. Credit Union deductions authorized by the Certified Staff member.

5. NEA, IEA, and 144 E.A. dues, as authorized by the Certified Staff member.

6. Flex spending amounts, premiums for optional additional life insurance (if available), and other deductions properly authorized in writing by the teacher for benefits that may become available.

E. ISSUANCE OF CONTRACTS

The Board may issue individual contracts to existing Certified Staff and new Certified Staff before a negotiated agreement has been reached between the Board and the Association. However, these individual contracts shall be adjusted to conform to the terms and conditions of employment agreed to by the Board and the Association.

F. PAYROLL PRACTICES

The District will respond promptly to requests for employment and wage verification and will immediately notify the Certified Staff member of the same. If the outside request is for release of any other information not already covered by law, the Certified Staff member will be asked to approve prior to its release.

G. SALESPERSONS

Salespersons are not to be present in school buildings without the prior approval of the Superintendent or designee. Salespersons will not be permitted to conduct or transact business in the Certified Staff lounges during the Certified Staff member workday, nor will announcements be made during staff meetings regarding the same.

H. EXPENSE REIMBURSEMENT

Expense reimbursement requests received by the Business Office more than five (5) work days before the regular Board Finance Committee meeting, if held, will be processed and paid to the Certified Staff member no later than five (5) work days after the Board meeting which follows the Finance Committee meeting.

ARTICLE X - CERTIFIED STAFF RETIREMENT BENEFITS; RESIGNATIONS

A. For certified staff who are eligible to retire into the Illinois Teacher Retirement System (TRS) and with at least eighteen (18) years of continuous full-time service to the District, the Board agrees to increase such Certified Staff member's final year or final two or three years' full-time salary as described below. The manner of payment will be determined by the District, but full payment will be made no later than the last regular paycheck due such Certified Staff member.

To be eligible to participate in this program, the Certified Staff member shall:

1. Have twenty (20) or more years of TRS service at the time of retirement and retire without any Board penalty due or owing to TRS;

2. Retire into the TRS upon the last day of teaching for which retirement contributions were made;

3. The Certified Staff member who intends to retire under this program must give written irrevocable notice of intent to retire between January 1 and March 1 of the school year before salary increases are to begin.

4. Individuals receiving a one (1) year four percent (4%) salary increase will receive an increase in their final year's salary of four percent (4%) greater than their previous year's salary as shown on the previous year's Certified Staff member's salary schedule, excluding from these calculations any other compensation or creditable earnings such as extra-curricular stipends, longevity payments, or extra duty pay.

5. Individuals receiving two (2) four percent (4%) salary increases will receive the first year's increase as described above in Section 4. The second and final year's increase will be four percent (4%) greater than the first year's salary.

6. Individuals receiving three (3) four percent (4%) salary increases will receive the first and second year's increases as described in Sections 4 and 5. The third and final year's increase will be four percent (4%) greater than the second year's salary.

7. When a Certified Staff member begins receiving end-of-career salary increases, the Certified Staff member is removed from the salary schedule and may not thereafter or simultaneously begin to receive longevity payments.

8. If, as part of the prior year's compensation, the Certified Staff member earned a stipend or extra duty pay, the Certified Staff member may continue to earn it (or another of equal or lesser value) at the contractual rate. If the Certified Staff member ceases to participate in a stipend activity or extra duty or earns a stipend or extra duty of a lesser value, the Certified Staff member may not increase his/her extra duty or stipend earnings in

subsequent years if it would cause the Certified Staff Member's TRS creditable earnings to exceed the previous year's TRS creditable earnings by more than 4%.

A Certified Staff member also may not earn a stipend or extra duty pay of greater value if it would cause the Certified Staff member's TRS creditable earnings to exceed the previous year's TRS creditable earnings by more than 4%.

9. These retirement benefits are available only to eligible Certified Staff who gives the required notice during the 2025-2026 through 2029-2030 Collective Bargaining Agreement.

10. Certified Staff receiving these retirement benefits and increases will not receive any other additional pay increases and will not receive step increases or move horizontally on the salary schedules. Certified Staff who have submitted notices of intent to retire under any other collective bargaining agreement are not eligible for these four percent (4%) increases.

11. A Certified Staff member who has given his or her notice of intent to retire may, under exigent circumstances (such as the death of a spouse or death or disability of a spouse or dependent), request the Board to rescind his or her retirement notice. The Board, in its discretion, may grant such a request to rescind a retirement on a non-precedential basis if:

    a. The Certified Staff repays, within sixty (60) days of the Board granting the rescission, any monies received under this retirement program, to the extent the 4% increases exceeded the amounts the Certified Staff member wouldhave received on the salary schedule without the retirement benefits; and

    b. To the extent that the Illinois Teacher Retirement Service will recognize the rescission of the Certified Staff member's retirement and will agree to adjust the Certified Staff member's past creditable earnings to eliminate the effects of the previously granted, and now rescinded, 4% increases.

B. In addition to the benefits set forth in section A above, during the life of this Agreement, Certified Staff who meet the eligibility criteria set forth in Section A and who provide notice as described above, will receive the following lump sum severance bonuses as described below:

<u>Group 1:</u>

Certified Staff with eighteen (18) or more years of continuous full-time service with the District as of August 17, 2015, will be eligible to receive a lump sum, severance bonus of Three Hundred Sixty Dollars ($360.00) per year for each full year of continuous full-time service with the District for the first ten (10) years of service,

and Three Hundred Seventy-Five Dollars ($375.00) per year for each year of continuous full-time service with the District thereafter. No more than ten (10) Certified Staff in Group 1 may retire and receive these benefits in any school year with the first staff giving notice taking precedence over later staff giving notice (first come, first served). Ties will be resolved by seniority.

Group 2:

Certified Staff who have between eleven (11) and seventeen (17) years of continuous full-time service with the District as of August 17, 2015, will be eligible to receive the following benefits:

(a) Certified Staff with eighteen (18) or more years of continuous full-time with the District but less than twenty-five (25) years of continuous full-time service with the District at retirement will receive a Seven Thousand Five Hundred Dollar ($7,500.00) lump sum retirement bonus;

(b) Certified Staff with twenty-five (25) or more years of continuous full-time service with the District at retirement will receive a Nine Thousand Dollar ($9,000.00) lump sum retirement bonus.

No more than fifteen (15) Certified Staff in Group 2 may retire and receive these benefits in any school year, with the first staff giving notice taking precedence over later staff giving notice (first come, first served). Ties will be resolved by seniority.

Group 3:

Certified Staff with less than eleven (11) years of continuous full-time service as of August 17, 2015 will not be eligible for a lump sum retirement bonus.

Lump sum retirement bonuses are not due or owing until between thirty (30) and sixty (60) days after the Certified Staff member's final paycheck or final work day, whichever is later. These bonuses are intended by the parties to be lump sum retirement payments and non-creditable earnings under the Illinois Teacher Retirement System.

C. Certified Staff in good standing who have at least twenty-five (25) full, consecutive years of employment in Prairie-Hills Elementary School District and who must resign from Prairie-Hills Elementary School District due to exigent circumstances beyond their control (such as relocation or reassignment of a spouse to another city or need to care for a close family member) shall receive a one-time lump sum, severance bonus of $100.00 per year for each full year of service in Prairie-Hills Elementary School District, provided they give at least sixty (60) days' prior notice of their intention to resign. This amount shall not be due and owing until between thirty (30) and sixty (60) days after the Certified Staff member's final paycheck or final work day, whichever is later, and it is intended by the parties to be a lump sum, severance payment and non-creditable earnings under the Teachers' Retirement Service.

ARTICLE XI - CERTIFIED STAFF MEMBER WORK YEAR

A. CERTIFIED STAFF MEMBER WORK YEAR

1. The Board shall develop a school calendar in accordance with state statutes and other state requirements. The Association may submit its ideas and concerns for consideration by the Board, in writing, to the Board prior to final adoption of the school calendar.

2. The Certified Staff member work year will be one hundred eighty (180) days. Certified Staff member on leave without pay shall be docked 1/180 of the Certified Staff member's annual pay rate. If a Certified Staff member resigns or terminates his/her employment prior to the end of the school year, the numerator shall be the number of days remaining in the Certified Staff member's 180-day contract.

3. Certified Staff will not be required to work on the following holidays: Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Eve, Christmas Day, New Year's Day, Martin Luther King's Birthday, Presidents' Day, Casimir Pulaski Day, and Memorial Day. If a holiday falls on a weekend, the Superintendent shall determine when the holiday willbe observed and notify Certified Staff as soon as practicable.

B. CERTIFIED STAFF MEMBER WORKDAY

Certified Staff understand that their workday consists of the time required to complete their professional duties, which may include supervisory assignments. Principals shall make reasonable efforts to avoid scheduling supervisory assignments before and after school so that such time may be used for classroom preparation. The Certified Staff's normal workday will be seven (7) hours, including a thirty (30)-minute, duty-free lunch.

C. PLANNING TIME

At the elementary level, the workday does not include a guaranteed daily planning period. However, during each normal school week, the Certified Staff will be guaranteed two and one-half (2 1/2) hours of planning time based on the individual building schedules. Two hours of which are teacher-directed, ½ hour dedicated to professional learning communities as directed by the Superintendent or designee. Any scheduled planning time shall not be less than thirty (30) minutes in length, unless necessitated by operational or academic program restrictions, in which case an amendment signed by both parties would need to be effected. The planning time will be during the normal student attendance day. The building administration will make an effort to avoid scheduling meetings during the planning time. If it becomes necessary to schedule a meeting during the planning time, the principal will consult with the Certified Staff member(s), if possible, to determine a mutually agreeable time.

The Building Administration will work with the District Administration to make every attempt to equalize planning time between the elementary buildings.

D. ATTENDANCE BEYOND THE NORMAL SCHOOL DAY

Attendance beyond the normal school day shall be mandatory for one (1) Meet-the-Certified Staff member Night, Fall and Spring Parent-Certified Staff member conference sessions, and any emergency meeting called by the principal, Superintendent, or Board. Certified Staff, new to the District (Tiers I, II and III) are mandated to attend all meetings, professional development, and activities as a part of the District New Teacher Mentoring requirements. Eighth grade teachers are required to attend all 8th grade graduation activities. All other attendance beyond the normal school day will not be mandatory. However, Certified Staff's attendance at and participation in school functions shall be an appropriate consideration in yearly evaluations.

If the District Administrtion requests attendance at a after hours District/Building level event, then the certified staff member shall be padi at the extra-duty rate of $50.00 per hour for the term of this Agreement.

E. CERTIFIED STAFF MEMBER RECORD DAY

One (1) Certified Staff member Record Day shall be held near the week following the close of the first, second, and third quarters. An additional records day will be held on or about five days prior to the last day of student attendance. On such days, students shall have early dismissal at whatever time fulfills the minimum daily attendance requirement as determined by the Illinois State Board of Education.

F. NON-CLASSROOM RELATED ACTIVITIES

The Board of Education agrees to pay one Certified Staff member, per two regular education classrooms in the lunch room, extra duty compensation for working in the lunchroom. Certified Staff will be paid $50.00 an hour for the term of this Agreement and will be required to work an additional one-half (1/2) hour workday beyond the normal seven (7) hour workday if the work is done other than during duty-free time. The Certified Staff must work the required one-half (1/2) hour on the same day as the lunchroom duty, or the payment is forfeited, unless other arrangements are approved by the building administrator or designee. Certified Staff will not receive extra-duty compensation for lunchroom duty when lunchroom duty is part of the Certified Staff member's regular assignment. The administration will seek to use volunteer Certified Staff in the lunchroom for supervisory purposes whenever possible but reserves the right to assign Certified Staff this paid responsibility, on a rotating basis, as needed.

G. TRAVELING CERTIFIED STAFF MEMBER TIME

The daily schedule of traveling Certified Staff shall include adequate time for traveling between sites in addition to normal preparation time.

H. STAFF MEETINGS

The Association and the Board agree that staff meetings are necessary. Certified Staff recognize that attendance at staff meetings is mandatory and part of their professional duties. Staff meetings not to exceed one (1) per week will generally be held

immediately before or after the normal school day. The Employer shall endeavor to keep staff meetings within thirty (30) minutes or less in length. Reports from the committee representatives will be given at the beginning of the meeting. Whenever possible, at least two (2) days' notice of staff meetings will be given.

I. STUDENT INFORMATION

Whenever possible, Certified Staff will able to access tentative class lists prior to the first day of school. Lists will include student names and telephone numbers. Essential student medical information will be available in the building, as well as emergency information.

The District shall make every effort to provide the assigned classroom teacher(s) with written notice of any new student assignee to their class at least one (1) day prior to the student's first day of attendance. Additionally, every effort shall be made to put the new student into student management system before they begin school.

J. PERIODIC EARLY RELEASE/DELAYED START SCHEDULE

When feasible, the Board of Education may develop a calendar that incorporates periodic early release/delayed start days for the purpose of curricular/instruction development, building-level planning, professional development programs, and/or district-wide planning. A committee consisting of at least two (2) representatives from the Association Executive Board, the Superintendent, or designee, and one building/administrator will review the calendar which includes such periodic early release/delayed start schedule before a recommendation is made for adoption by the Board of Education.

K. CLASS SIZE

The Board will strive to maintain the following class sizes and agrees to duly consider all reasonable options at its disposal to balance class sizes throughout the District, including, but not limited to the adjustment of school boundaries and enforcement of student residency requirements. If a class size exceeds the class size, the affected Certified Staff, unit leaders and administrators will promptly communicate and consider appropriate steps which may include such measures as deployment of paraprofessionals by grade level, transferring students or hiring additional Certified Staff.

LEVEL	CLASS SIZE
K-1	20
Grades 2-4	23
Grades 5-8	25

Lab classes shall not exceed the number of workstations provided

By October 1 of each school year (and thereafter upon request), the Association will be provided a report on current class sizes by building and grade level monthly.

L. EMERGENCY/SNOW DAYS

The board and the Association are committed to the safety and well-being of all students and Certified Staff of the District. Therefore, the administration will endeavor to make decisions about the closing of school due to inclement weather, and to notify staff of its decision, as early as reasonably possible.

M. STANDARD OF DRESS

The purpose and intent of a standard of dress for the staff of Prairie-Hills School District 144 is to assure the projection of a professional image to students and the community at large. The Certified Staff will not wear the following prohibited items of dress:

Prohibited Clothing Items:

Cut off, torn or frayed fabrics

Inappropriate logos, t-shirts, pullover hoodies, sweat shirts/pants, patches with sayings that refer to or infer sex, alcohol, or drugs worn across the bust/chest, derriere, or on the back of shirts.

Pants with any wording across the derriere

Shorts no higher than fingertip length

Spandex or body clinging fabrics including leggings not worn with fingertip length covering

Pullover hoodies

Biker pants, pajama pants, yoga pants, and sweatpants

Midriff tops, sleeveless t-shirts, spaghetti straps or low cut/plunging tops revealing cleavage

Clothing that reveals undergarments

Rubber flip-flop shoes

Doo Rags on the head

Extreme hair colors (full head)

Special Exceptions:

Physical Education teachers can wear appropriate athletic attire necessary to meet job requirements (PE Teachers must follow standard of dress on all other occasions when not instructing class).

On designated days or activities, designed spirit wear pull over hoodies can be worn. Special clothing may be worn due to medical or maternity reasons, with prior approval of the building principal.

Discipline:

In the event of non-compliance with the Standard of Dress Policy, violators may be subject to disciplinary action, as outlined in the District Employee Procedural Manual.

N. LESSON PLANS

Lesson plans must be submitted ot the District on a weekly basis. Regarless of the format of lesson plans regularly used in the District, lessonplans must alighn with District initiatives and be on the Lesson Plan Template developed by the Lesson Plan Committee.

A Lesson Plan Committee will meet prior to each school year to develop and/or review a Lesson Plan Template. The Lesson Plan Template must be developed and finalized no later than August 15th of each school year. No changes can be made after August 15th unless otherwise agreed to by the Parties. The Lesson Plan Committee will consist of members of the Union and District. The Union and District shall be able to appoint their members, provided that the Committee must represent all areas of instruction, including but not limited to Special Education, P.E., Fine Arts, Junior High, Elementary and ELL.

ARTICLE XII- INSURANCE

A. HEALTH INSURANCE

1. CERTIFIED STAFF COVERAGE – The Board will offer Certified Staff a choice of health insurance plans. Certified Staff may choose coverage under either a PPO or an HMO as described below. The Board agrees not to unilaterally reduce benefit levels. Certified Staff will contribute the following amounts for single or family or dependent coverage each year:

. ● For HMO Blue Advantage coverage

- ○ Single – 25%
- ○ Family or dependent – 30%

- For HMO BCBS Illinois coverage
  - ○ Single – 24%
  - ○ Family or dependent – 28%

- For BCBS PPO coverage
  - ○ Single – 20%
  - ○ Family or dependent – 48%

Certified Staff may not choose a health insurance option for dependent coverage different from their own health insurance.

2. Certified Staff contributions for insurance coverage will be made through regular payroll deductions.

3. The parties agree to continue the current standing "Insurance Committee" established pursuant to Article II.C.7.(d). The Committee will regularly meet (in no event less than once each school year) to review and analyze the District's Major Medical Insurance Plan and to consider ways to reduce premiums and contain insurance costs. The Committee will work collaboratively with the District, the Business Manager and available human resources (such as the District's insurance consultants) to obtain information necessary to make decisions regarding possible changes and options to the Plan to contain premium costs. The Committee may, upon majority vote (and ensuing approval by the Board of Education and by the Unions) agree to change the Plan (including but not limited to changing Plan administrators, deductibles, co-pay levels, out-of-pocket limits, typeof coverage, carriers) in order to reduce costs and premiums.

B. TAX SHELTERED ANNUITY AND 403(B) SAVINGS PLAN

Certified Staff may elect to defer a portion of their income to a tax sheltered annuity or other 403(b) savings option, as provided by the Internal Revenue Code. Certified Staff who wish to make such election must follow the District's procedures for electing this option and for selecting the company to provide the annuity or other 403(b) savings option. Certified Staff who wishes to be enrolled in this plan must follow the District's procedures for choosing this option and for selecting the company to provide the annuity. The annuity company options for Certified Staff new to the District are limited to the following companies: VOYA, VALIC, AXA Equitable, Reliastar and LincolnInvestments. All other Certified Staff are encouraged to move their TSAs into one of these plans.

Annuity payments will commence within 20 days upon submitting all required paperwork to the bookkeeper. The annuity payment will continue until such time as the Certified Staff member submits documentation to terminate the salary deferral or otherwise change the salary deferral amount. Certified Staff who wish to be enrolled in this plan must follow the District's procedures for choosing this option and must select an investment provider identified in the District's 403(b) plan document.

C. LIFE INSURANCE

The District, at its expense, shall provide a $35,000 yearly term life insurance policy for all Certified Staff covered by this Agreement.

D. OPTICAL INSURANCE

The Board will continue to provide optical insurance and will pay the cost of the single premium.

ARTICLE XIII - CERTIFIED STAFF MEMBER COMPENSATION SCHEDULE

A. The figures set forth in the attached schedules for school years 2025-2026, 2026-2027, 2027-2028, 2028-2029 and 2029-2030 (Appendix A) and all other monies to be paid by the Board to the Certified Staff member are the aggregate of (1) the basic sum the Board is to pay directly to the Certified Staff member, and (2) the nine percent (9%) Teachers' Retirement System "member contribution" applicable to the Certified Staff member which the Board is paying from its funds directly to the Teachers' Retirement System. Effective September 1, 1997, the District shall pay, on behalf of each Certified Staff member, an additional one-half percent (1/2%) of the Certified Staff member's salary directly to the Teachers' Retirement System, as payment for the Certified Staff member's required premium for retiree health care coverage under TRS.

1. The above compensation schedule shall apply to the one hundred eighty (180) working days on the adopted school calendar.

2. All Certified Staff will be placed on the schedule at the appropriate column which reflects each Certified Staff member's educational experience.

3. Certified Staff must submit transcripts and evidence of course completion on or before August 15th of each year for horizontal movement in that school year.

4. Certified Staff must submit a completed "Coursework Approval Form" to the Superintendent's Office more than 30 school days (excluding holidays, breaks, and summer vacation) before the start of the course for the Superintendent to consider approving the coursework for horizontal movement on the salary schedule.

5. A one-time $4,000 stipend will be awarded for completion of National Board Certification.

ARTICLE XIV - ADDITIONAL COMPENSATION

A. EXTRA DUTY AND EXTRACURRICULAR SCHEDULE

All contractual extra duty pay shall be raised by 2.0% each year of this Agreement. The schedule of extra duty and extracurricular assignments, along with the respective rates of pay, is attached hereto as Appendix B. Payment for extra duties will be made twice annually, on December 15 for activities which are normally completed by that date, or June 15.

B. TRAVEL PAY

A Certified Staff member who travels between two (2) or more buildings a day shall receive travel pay at the current IRS rate provided that the Certified Staff member provides documentation of such mileage. Payment for mileage will be made twice annually, in January and June.

C. SECOND-IN-COMMAND

At schools which have no assistant (to the) administrator, a Certified Staff member who is appointed to act as principal-designee during a principal's absence from school shall receive an annual stipend of $1,000.00. At schools which have a part-time assistant (to the) administrator, a Certified Staff member who is appointed to act as principal-designee during a principal's absence from school shall receive an annual stipend of $500.00.

D. WORKERS' COMPENSATION

A Certified Staff member injured on the job shall immediately report the injury to his/her supervisor. The injured Certified Staff member shall elect between the following two procedures in handling the Workers' Compensation payment, such election to be made within three (3) days of receipt of the first Workers' Compensation payment:

1. The Certified Staff member shall direct the Board to continue to pay the wages in full to the disabled Certified Staff member during any period Workers' Compensation makes payments to the Certified Staff member. In exchange, the Certified Staff member shall endorse any payments received for wages from Workers' Compensation to the District (aggregating two-thirds (2/3) of the regular wage), and shall have one-third (1/3) of a sick day deducted for each day of absence beyond the first three (3) days. Such procedure shall continue as long as unused sick days continue to be available.

2. In the alternative, the Certified Staff member may choose to forego wages from the District and receive only the Workers' Compensation with no deduction from sick leave.

E. INTERNAL SUBSTITUTION

1. The Board shall endeavor to provide substitutes for absent Certified Staff.

However, if a substitute cannot be obtained, District Certified Staff must cover classes for the absent Certified Staff member if required by the Administration.

Certified staff who internally substitute (as defined below) for any classes shall be paid at the Extra Duty Rate. Whenever a certified staff member performs internally substitution, they shall fill out a timesheet and shall be compensated on the next pay period. “Internal Substitution” is defined as one certified staff member covering a class or duty for another certified staff member during a plan period, unless the planning period is rescheduled within the week.

Specials Staff and Auxiliary Staff (defined as Literacy Coaches, Math Coaches, ESL Teachers, Resource Teachers) may be assigned no more than one (1) lunch period a day. Every effort will be made to not have Specials and Auxiliary Staff internally substitute on a regular basis.

2. At the beginning of each school year, each building principal will compile an internal substitution list. Principals will inquire if there are any Certified Staff members that are willing to volunteer and acquire their times of availability. The internal substitution list will identify the Certified Staff volunteers for internal substitution first, followed by all other Certified Staff, and Certified Staff will be called upon on a rotating basis should no substitute or volunteer Certified Staff be available. The internal substitution list will be provided to the Certified Staff members each year by September 15th.

3. The District will no longer assign students of absent Certified Staff into other Certified Staff’s classrooms. The District may combine classes provided the combined class size does not exceed the class size requirements in Article XI, Section J.

F. WORKSHOPS

Attendance beyond the normal workday to attend District sponsored workshops shall be compensated at the rate $50.00 per hour for the term of this Agreement.

G. SUMMER SCHOOL

Regularly appointed tenured Certified Staff interested in teaching summer schoolwill be given due consideration for summer school appointments. The parties recognize that while experience with the District is a relevant factor in making summer school appointments, other consideration are also relevant and the decision by the District in making such appointments will be final.

H. AFTER SCHOOL

Regularly appointed Certified Staff interesting in teaching after-school will be give due consideration for after-school appointments. The parties recognize that will experience

with the District is a relevant factor in making after-school appointments, other considerations are also relevant and the decision by the District in making such appointments will be final.

ARTICLE XV - REDUCING AND REMOVING STAFF

A. DEFINITION OF SENIORITY

Seniority is the length of the Certified Staff member's service within the bargaining unit starting with the first day on which duties are performed. Part-time service will be counted pro rata. The number of hours of college credit completed beyond the Bachelor's degree shall be used as a tie-breaker.

B. SENIORITY LIST

On or before February 1 of each year, the District shall furnish to the Association President and post in each building, a seniority list categorized by positions, showing the seniority of each Certified Staff member who is qualified to hold any such positions. A Certified Staff member who disagrees with his/her placement on the list shall notifythe Superintendent in writing within 30 days of posting of the list.

C. NOTICE TO ASSOCIATION

If the Board decides that a reduction in the number of positions may be necessary, the Association shall be given written notice in a timely manner. Whenever reasonably possible, notices of non-renewal, layoff, transfer, or reassignment shall be issued in a discreet manner and not in the presence of students.

D. RECALL /LAYOFF

Reduction in force and removal of Certified Staff shall be done in accordance with the *Illinois School Code.*

ARTICLE XVI - ECONOMIC REOPENER

Upon not less than fifteen (15) days' written notice to the District, the Union may reopen the salary and insurance provisions of this Agreement for further negotiations only under the following limited circumstances:

(a) the statutory tax cap limitation number (CPI-U) applicable to the District's property tax levy for any calendar year which, in whole or in part, runs concurrently with any year of this Agreement exceeds 4.5%; or

(b) the Illinois legislature revises the current statutory structure for school funding, and said revision results in an increase in the aggregate revenues (state and local sources combined) of more than five percent (5%) to the District's Education Fund.

If legislation is enacted which increases the District's financial responsibilities in any way or which decreases its ability to generate or collect revenue from the State of Illinois or from its taxpayers, the Board may invoke this re-opener provision by giving written notice to the Union within one-hundred and twenty (120) calendar days of the passage of the legislation. (Such legislation would include, but not be limited to,enacting pension legislation which would increase the Board's contribution to teachers' pensions or to the Teachers' Retirement System, require the Board to increase its contributions for employees' health insurance, or to limit the Board's taxing authority in scope or amount.) The parties will meet as soon as practical thereafter to negotiate wages and insurance benefits.

ARTICLE XVII - LENGTH OF AGREEMENT

Except as otherwise expressly stated herein, this Agreement shall be effective July 1, 2025, and continue in effect until June 30, 2030.

ARTICLE XVIII - ACCEPTANCE

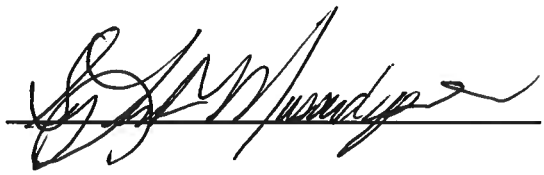
This Agreement was approved by the Board of Education at a duly noticed public meeting in accordance with the Open Meetings Act on March 24, 2025 and is signed this 16th day of December 2025.

IN WITNESS THEREOF:

For the District 144
Education Association



For the Board of Education
Prairie Hills Elementary
School District No. 144



Grievance Settlement Agreement

The District 144 Education Association ("Association") and the Board of Education of Prairie Hills School District No. 144 were parties to a Collective Bargaining Agreement ("Agreement") that is in effect from 2025-2030.

On September 23, 2025, the Association filed a grievance alleging all certified staff members were not paid in accordance with Teacher Vacancy Grant. The Teacher Vacancy Grant provides payment for classroom teachers. The District only provided payment to classroom teachers and not certified staff members that were not classified as teachers. There is a discrepancy as to two non-classroom certified staff members who received and/or were told they would receive payment. The Association alleged violations of Article 1 – Section B, Article 2 – Section A and Article 2 – Section B. The Parties disagree as to the interpretation and application of the Sections to the Teacher Vacancy Grant, as well as whether the grievance is timely, and now desire to settle the grievance.

In settling the grievance, the Parties agree to the following:

1. The Board will provide the below stated nine (9) non-classroom certified staff members four (4) additional leave days which may be utilized in the 2025-2026 school year. Said personal days may not be utilized consecutively, to extend a holiday break, and/or on in-service/professional development days.

   a. Jennifer Barnes, Guidance Counselor
   b. Paul Huffaker, District Assessment Coordinator
   c. Detra Jernigan, Dean
   d. Eunice McClora, Social Worker
   e. Thresea Pudelek, Social Worker
   f. Marcus Taylor, Dean
   g. Miles Thomas, Psychologist
   h. Matthew Williams, Dean
   i. Raeven Bell, Social Worker

2. Tanisha Harris and Zachary Campos have been provided or will be provided the teacher vacancy stipend.

3. The Union withdraws the aforementioned grievance with prejudice.

For the Board of Education of Prairie Hills School District No. 144.

_____, (Date) 12/16/25

For the District 144 Education Association

_____, (Date) 12/16/25

PRAIRIE-HILLS
Elementary School District 144

2025-2026 *5% increase included to the schedule

Certified Teacher Salary Schedule

Step	BA	BA + 15		MA	MA + 15	MA + 30
1	$48,312	$48,891		$52,737	$53,415	$54,028
2	$48,776	$49,362		$53,244	$53,928	$54,548
3	$49,244	$49,836		$53,757	$53,928	$55,071
4	$49,479	$50,075		$54,014	$54,707	$55,335
5	$49,960	$50,566		$54,538	$55,238	$55,872
6	$50,197	$50,800		$54,797	$55,500	$56,137
7	$51,200	$51,815		$55,893	$56,610	$57,260
8	$52,224	$52,852		$57,011	$57,743	$58,405
9	$53,269	$53,908		$58,151	$58,898	$59,573
10	$54,807	$55,454		$59,737	$60,491	$61,174
11	$55,424	$56,075		$60,320	$61,080	$61,767
12	$56,228	$56,877		$61,195	$61,952	$62,640
13	$57,039	$57,691		$62,083	$62,841	$63,529
14	$58,141	$58,790		$63,282	$64,045	$64,730
15	$59,699	$60,350		$64,841	$65,602	$66,291
16	$62,005	$62,656		$67,617	$68,377	$69,065
17	$64,474	$65,125		$70,241	$71,002	$71,689
18				$72,341	$73,184	$73,872
19				$75,696	$76,458	$77,146
20				$78,034	$78,796	$79,484

Certificated staff that is off the salary schedule receives a 5% increase.
Certificated Staff come off the salary schedule after Step 17 BA and Step 17 BA + 15.
Certificated staff that is off the salary schedule receives a 5% increase.
Certificated Staff come off the salary schedule after Step 20 MA, MA + 15, and MA + 30.

PRAIRIE-HILLS
Elementary School District 144

2026-2027
Certified Teacher Salary Schedule

*5% increase included to the sche

Step	BA	BA + 15		MA	MA + 15	MA + 30
1	$50,727	$51,336		$55,374	$56,085	$56,729
2	$51,214	$51,830		$55,907	$56,624	$57,275
3	$51,706	$52,328		$56,445	$56,624	$57,825
4	$51,953	$52,578		$56,715	$57,442	$58,102
5	$52,458	$53,094		$57,265	$58,000	$58,665
6	$52,707	$53,340		$57,537	$58,275	$58,944
7	$53,760	$54,406		$58,687	$59,440	$60,123
8	$54,835	$55,494		$59,861	$60,630	$61,325
9	$55,932	$56,603		$61,059	$61,843	$62,551
10	$57,547	$58,226		$62,723	$63,515	$64,233
11	$58,195	$58,879		$63,336	$64,134	$64,856
12	$59,039	$59,721		$64,255	$65,050	$65,772
13	$59,891	$60,576		$65,188	$65,984	$66,706
14	$61,048	$61,729		$66,447	$67,247	$67,967
15	$62,684	$63,367		$68,083	$68,882	$69,605
16	$65,105	$65,788		$70,998	$71,796	$72,518
17	$67,698	$68,381		$73,753	$74,552	$75,273
18				$75,958	$76,843	$77,565
19				$79,480	$80,281	$81,003
20				$81,936	$82,736	$83,458

Certificated staff that is off the salary schedule receives a 5% increase.
Certificated Staff come off the salary schedule after Step 17 BA and Step 17 BA + 15.
Certificated staff that is off the salary schedule receives a 5% increase.
Certificated Staff come off the salary schedule after Step 20 MA, MA + 15, and MA + 3

PRAIRIE-HILLS
Elementary School District 144

2027-2028
Certified Teacher Salary Schedule

*4% increase included to the sche

Step	BA	BA + 15		MA	MA + 15	MA + 30
1	$52,756	$53,389		$57,589	$58,329	$58,998
2	$53,263	$53,903		$58,143	$58,889	$59,566
3	$53,774	$54,421		$58,702	$58,889	$60,138
4	$54,031	$54,681		$58,983	$59,740	$60,426
5	$54,556	$55,218		$59,556	$60,320	$61,012
6	$54,816	$55,474		$59,839	$60,606	$61,302
7	$55,911	$56,582		$61,035	$61,818	$62,528
8	$57,028	$57,714		$62,256	$63,055	$63,778
9	$58,169	$58,868		$63,501	$64,316	$65,053
10	$59,849	$60,555		$65,232	$66,056	$66,802
11	$60,523	$61,234		$65,870	$66,699	$67,450
12	$61,400	$62,110		$66,825	$67,652	$68,403
13	$62,287	$62,999		$67,795	$68,623	$69,374
14	$63,490	$64,198		$69,104	$69,937	$70,686
15	$65,191	$65,902		$70,806	$71,637	$72,389
16	$67,709	$68,420		$73,838	$74,668	$75,419
17	$70,406	$71,117		$76,703	$77,534	$78,284
18				$78,996	$79,917	$80,668
19				$82,660	$83,492	$84,243
20				$85,213	$86,045	$86,796

Certificated staff that is off the salary schedule receives a 4% increase.
Certificated Staff come off the salary schedule after Step 17 BA and Step 17 BA + 15.
Certificated staff that is off the salary schedule receives a 4% increase.
Certificated Staff come off the salary schedule after Step 20 MA, MA + 15, and MA + 3

PRAIRIE-HILLS
Elementary School District 144

2028-2029
Certified Teacher Salary Schedule

*4% increase included to the sche

Step	BA	BA + 15		MA	MA + 15	MA + 30
1	$54,866	$55,525		$59,893	$60,662	$61,358
2	$55,394	$56,059		$60,469	$61,245	$61,949
3	$55,925	$56,598		$61,051	$61,245	$62,544
4	$56,192	$56,869		$61,343	$62,130	$62,843
5	$56,739	$57,427		$61,938	$62,733	$63,452
6	$57,008	$57,693		$62,232	$63,030	$63,754
7	$58,147	$58,846		$63,476	$64,291	$65,029
8	$59,310	$60,023		$64,746	$65,577	$66,330
9	$60,496	$61,222		$66,041	$66,889	$67,656
10	$62,243	$62,978		$67,842	$68,698	$69,474
11	$62,944	$63,684		$68,505	$69,367	$70,148
12	$63,856	$64,595		$69,498	$70,358	$71,139
13	$64,778	$65,519		$70,507	$71,368	$72,149
14	$66,029	$66,766		$71,869	$72,734	$73,513
15	$67,799	$68,538		$73,638	$74,503	$75,285
16	$70,417	$71,157		$76,791	$77,654	$78,436
17	$73,222	$73,961		$79,771	$80,636	$81,415
18				$82,156	$83,114	$83,895
19				$85,966	$86,832	$87,613
20				$88,622	$89,487	$90,268

Certificated staff that is off the salary schedule receives a 4% increase.
Certificated Staff come off the salary schedule after Step 17 BA and Step 17 BA + 15.
Certificated staff that is off the salary schedule receives a 4% increase.
Certificated Staff come off the salary schedule after Step 20 MA, MA + 15, and MA + 3

PRAIRIE-HILLS
Elementary School District 144

2029-2030
Certified Teacher Salary Schedule

*4% increase included to the sche

Step	BA	BA + 15		MA	MA + 15	MA + 30
1	$57,061	$57,746		$62,288	$63,088	$63,813
2	$57,609	$58,301		$62,887	$63,695	$64,426
3	$58,162	$58,862		$63,493	$63,695	$65,045
4	$58,440	$59,143		$63,796	$64,615	$65,357
5	$59,008	$59,724		$64,415	$65,242	$65,990
6	$59,288	$60,000		$64,722	$65,551	$66,304
7	$60,473	$61,200		$66,015	$66,862	$67,630
8	$61,682	$62,424		$67,336	$68,200	$68,983
9	$62,916	$63,671		$68,683	$69,564	$70,362
10	$64,733	$65,497		$70,555	$71,446	$72,253
11	$65,462	$66,231		$71,245	$72,141	$72,954
12	$66,411	$67,178		$72,278	$73,172	$73,984
13	$67,369	$68,139		$73,327	$74,222	$75,035
14	$68,670	$69,437		$74,743	$75,644	$76,454
15	$70,511	$71,280		$76,584	$77,483	$78,296
16	$73,234	$74,003		$79,863	$80,761	$81,573
17	$76,151	$76,920		$82,962	$83,861	$84,672
18				$85,442	$86,438	$87,250
19				$89,405	$90,305	$91,117
20				$92,166	$93,067	$93,879

Certificated staff that is off the salary schedule receives a 4% increase.
Certificated Staff come off the salary schedule after Step 17 BA and Step 17 BA + 15.
Certificated staff that is off the salary schedule receives a 4% increase.
Certificated Staff come off the salary schedule after Step 20 MA, MA + 15, and MA + 3

APPENDIX B
EXTRACURRICULARS

			2.00%	2.00%	2.00%	2.00%
KEY	**Description**	**2025-2026**	**2026-2027**	**2027-2028**	**2028-2029**	**2029-2030**
Club	Student Council -PHJH	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65
Club	Student Council -Elementary	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65
Club	National Honor Society-PHJH	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65
Club	Yearbook	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65
Club	Snowflake	*N/A*				
Club	SWAGG- Mentoring	*$1,000.00*	$1,020.00	$1,040.40	$1,061.21	$1,082.43
ES	Basketball- Elementary	*$1,250.00*	$1,275.00	$1,300.50	$1,326.51	$1,353.04
ES	Cheerleading- Elementary	*$1,000.00*	$1,020.00	$1,040.40	$1,061.21	$1,082.43
ES	Flag Football-Elementary	*$1,250.00*	$1,275.00	$1,300.50	$1,326.51	$1,353.04
ES	Soccer-Elementary	*$1,250.00*	$1,275.00	$1,300.50	$1,326.51	$1,353.04
ES	Volleyball-Elementary	*$1,250.00*	$1,275.00	$1,300.50	$1,326.51	$1,353.04
FA	Chorus. **Minimum of 3 District Events*	*$1,700.00*	$1,734.00	$1,768.68	$1,804.05	$1,840.13
FA	District Music Chairperson	*$2,000.00*	$2,040.00	$2,080.80	$2,122.42	$2,164.86
FA	Beginning Band	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65
FA	Additional Band Duties	*N/A*				
INST	Team/Unit Leader-Junior High	*N/A*				
INST	Gifted Coordinator - w/certification	*N/A*				
INST	Gifted Cord/College & Career/CTE Explorers	*$1,000.00*	$1,020.00	$1,040.40	$1,061.21	$1,082.43
INST	Second in Command -w/o Asst. Principal (ILT MEMBER)	*$3,500.00*	$3,570.00	$3,641.40	$3,714.23	$3,788.51
INST	Second in Command -w/ Asst. Principal	*N/A*				
INST	Mentor	*$1,000.00*	$1,020.00	$1,040.40	$1,061.21	$1,082.43
INST	Mentor -w/o experience	*N/A*				
INST	Intern Supervision	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65
INST	Team Leader- Elementary	*N/A*				
INST	Department Chair-Junior High	*N/A*				
INST	MTSS/PBIS (ILT MEMBER)	*$3,500.00*	$3,570.00	$3,641.40	$3,714.23	$3,788.51
INST	Instructional Leadership Team	*$3,500.00*	$3,570.00	$3,641.40	$3,714.23	$3,788.51
MS	Cheerleading	*$2,000.00*	$2,040.00	$2,080.80	$2,122.42	$2,164.86
MS	Boys Basketball (2)	*$3,500.00*	$3,570.00	$3,641.40	$3,714.23	$3,788.51
MS	Girls Basketball (2)	*$3,500.00*	$3,570.00	$3,641.40	$3,714.23	$3,788.51
MS	Volleyball	*$3,000.00*	$3,060.00	$3,121.20	$3,183.62	$3,247.30
MS	Athletic Director-Jr. High	*$5,000.00*	$5,100.00	$5,202.00	$5,306.04	$5,412.16
MS	Baseball Coach	*$2,000.00*	$2,040.00	$2,080.80	$2,122.42	$2,164.86
MS	Baseball Asst. Coach	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65
MS	Cross Country Coach (2)	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65
MS	Football Coach	*N/A*				
MS	Track & Field Coach (3)	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65
MS	Flag Football-Jr. High (2)	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65
MS	Soccer-Jr. High (2)	*$1,500.00*	$1,530.00	$1,560.60	$1,591.81	$1,623.65

APPENDIX C
CERTIFIED STAFF EVALUATIONS

The Evaluation Plan for Certified Staff

Dr. Kimako Patterson, Superintendent

Ms. Julia Veazey, Director of Curriculum, Instruction & Technology

Ms. Tiffany Burnett-Johnson, Principal

Ms. Allison Cieplucha, Dean

Ms. Lisa Green, Social Worker

Ms. Kimberly James, Psychologist

Dr. Karen Fitzgerald, Speech Language Pathologist

Ms. Sandra Wojcik, Teacher

Ms. Aretha Watkins-Williams, Teacher

Ms. Detra Jernigan, Teacher

Ms. Kristina Young, Teacher

Ms. Jamie Setterstrom, Teacher

Ms. Amy Hernandez, Literacy Coach

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Purpose

Pursuant to 105ILCS 5/24-A of the Illinois School Code, the purpose of this Evaluation Plan is to promote a positive and collaborative environment dedicated to improving professional growth. Continuous feedback is critical for teachers to excel in their area of assignment.

While the primary focus of the evaluation process is to improve instruction, it is inherent that teachers meet the established performance expectations. This process must be continuous, rigorous, and constructive occurring in a collaborative environment built upon mutual respect and trust. This process is a cooperative effort on both the part of the evaluator and the teacher. Honest, reflective and productive dialogue between staff and supervisors will promote the growth and development of enriched instruction.

The building principal or immediate supervisor shall provide written notice of the evaluation standards, measures, procedures and instruments to each teacher subject to evaluation during a particular school year by the first student attendance day or, if hired after the start of the school year, no later than 30 days after execution of the teacher's employment contract. No formal observation may take place until written notice has been issued.

Teacher Evaluation Plan Components

A. All non-tenured teachers will be evaluated at least once every school year.

B. All tenured teachers will be evaluated at least once every two (2) years. If a tenured teacher is not being evaluated in a given year, that year will be a goal setting year. However, any tenured teacher whose performance is rated as either "needs improvement" or "unsatisfactory" will be evaluated at least once in the school year following receipt of such rating. The District reserves the right to evaluate a tenured teacher during any school year, even if such school year is not a scheduled evaluation year for that teacher.

C. Number of Classroom Observations (unless no classroom duties):

- Tenured teachers whose last summative performance evaluation rating was "excellent" or "proficient": at least 2 observations, 1 of which must be a formal observation;
- Tenured teachers whose last summative performance evaluation rating was "needs improvement" or "unsatisfactory": at least 3 observations, 2 of which must be formal observations; and
- Non-tenured teachers: at least 3 observations, 2 of which must be formal observations.

Notification of the date and time of the formal observation will be given to the teacher a minimum of five (5) school days prior to the observation.

D. A pre-conference will be held at least two (2) school days prior to the formal observation.

E. Formal Observations: Each teacher being formally observed will be observed in their classroom for a minimum of forty-five (45) consecutive minutes; a complete lesion; or one (1) entire class period. If the evaluator does not start the observation at the established time, the observation begins at the time the evaluator enters the classroom, and the teacher is not penalized if any portion of the lesson was not observed.

F. The post-conference meeting should be held no later than five (5) school days after the formal observation. Written feedback shall be provided to the teacher. If evidence collected could result in a “needs improvement” or “unsatisfactory” rating, the teacher will be notified of such in the written feedback.

G. Informal Observations: The evaluator shall provide the teacher with oral or written feedback. If written feedback is provided, the evaluator must provide the teacher with an opportunity for in-person discussion. If evidence gathered during an informal observation will be considered by the evaluator as part of the teacher’s summative evaluation rating, it must be documented in writing and provided to the teacher.

H. Definition of ratings:

a. **Excellent** –. Teachers performing at the Excellent level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. The Excellent teacher is self-directed, always takes initiative, and is an asset to the students and the school community.

b. **Proficient** –The teacher performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Proficient teachers have developed an understanding of classroom dynamics and are alert to events that don’t conform to the expected pattern. A proficient teacher is self-directed, frequently takes initiative, and impacts positively upon the students and the school environment.

c. **Needs Improvement**-The teacher performing at the Needs Improvement level appears to understand the concepts underlying the component and attempts to implement the elements. However,

implementation is sporadic, intermittent, or otherwise not entirely successful. The educator accepts responsibilities and usually impacts positively upon students and the school environment.

d. **Unsatisfactory**-The teacher performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component (s). Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area. In some areas of practice, performance at the Unsatisfactory level represents teaching that is below the licensing standard of "do no harm" which requires direct intervention by an administrator.

I. Teacher Performance: documentation of evaluation (including the domain form and the observation form) must be completed in their entirety by the evaluator.

PHESD144 has developed the District Evaluation Plan to include the following per Senate Bill 7:

A. Teacher job duties/descriptions: see Appendix E
B. Teachers' attendance, as it relates to their daily attendance and extra-curricular events shall be taken into consideration as identified in Domain 4G – Following District Initiatives.
C. Illinois Professional Teaching Standards (see below)

Illinois Professional Teaching Standards

Preamble:

We believe that all students have the potential to learn rigorous content and achieve high standards. A well-educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy. The Illinois Professional Teaching Standards should reflect the learning goals and academic standards which are established for Illinois students.

We believe that the Illinois educational system must guarantee a learning environment in which all students can learn. The environment should nurture their unique talents and creativity; understand, respect, and incorporate the diversity of their experiences into the learning process; and cultivate their personal commitment to enduring habits of life-long learning. The Illinois Professional Teaching Standards should reflect the increasing diversity of the Illinois student population which requires greater understanding by teachers of learning theories, developmental levels and cultural backgrounds.

We believe that Illinois must strive to ensure excellence in teaching for all students by establishing professional licensing standards and learning opportunities which will enable all teachers to develop and use professional knowledge and skills on behalf of students. The Illinois Professional Teaching Standards should reflect the changing resources available for teaching, such as technology and community options and the new expectations for accountability and the accompanying need for an understanding of assessment strategies.

We believe that these standards and opportunities should enable teachers to support the intellectual, social, emotional, ethical, and physical development of students, to respond with flexibility and professional judgment to students' different needs; and to actively engage students in their own learning so that they can use and generate knowledge in effective and powerful ways. The Illinois Professional Teaching Standards should reflect the changing role of the teacher, from instructor to learning guide and coach.

We believe that teaching and learning should connect ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, community, and curriculum to create a bridge between learning goals and students' lives. The Illinois Professional Teaching Standards should reflect the changing character of the curriculum, from isolated subjects to an integration of knowledge areas and thinking strategies.

We believe that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students. The Illinois Professional Teaching Standards should reflect the changing character of the school as a workplace from individual isolation to collegiality and a learning community. These Standards should reflect the need for collaboration, cooperation, and shared responsibility between the school and the family, and between the school and the community.

We believe that teachers' professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. Illinois and local education agencies must be responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunity for teacher learning.

Illinois Professional Teaching Standards

#1 Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

#2 Human Development and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

#3 Diversity

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 Planning for Instruction

The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

#5 Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 Instructional Delivery

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

#7 Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#8 Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

#9 Collaborative Relationships

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

#10 Reflection and Professional Growth
The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.
#11 Professional Conduct
The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

ILLINOIS PROFESSIONAL TEACHING STANDARDS

STANDARD 1 - Content Knowledge
The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.
Knowledge Indicators: *The proficient teacher*
1A. Understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.
1B. Understands the processes of inquiry central to the discipline.
1C. Understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.
1D. Understands the relationship of knowledge within the discipline to other content areas and to life and career applications.
Performance Indicators: *The proficient teacher*
1E. Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
1F. Uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
1G. Engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
1H. Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.
1I. Anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
1J. Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.
1K. Facilitates learning experiences that make connections to other content areas and to life and career experiences.

STANDARD 2 - Human Development and Learning
The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.
Knowledge Indicator: *The proficient teacher*
2A. Understands how students construct knowledge, acquire skills, and develop habits of mind.
2B. Understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
2C. Understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
2D. Understands that differences in approaches to learning and performance interact with development.
2E. Understands how to include student development factors when making instructional decisions.

Performance Indicators: *The proficient teacher*
2F. Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.

2G. Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
2H. Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

STANDARD 3 – Diversity
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Knowledge Indicator: *The proficient teacher*
3A. Understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code.
3B. Understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
3C. Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
3D. Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
3E. Understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

Performance Indicators: *The proficient teacher*
3F. Facilitates a learning community in which individual differences are respected.
3G. Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
3H. Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
3I. Uses cultural diversity and individual student experiences to enrich instruction.
3J. Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
3K. Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
3L. Identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.

STANDARD 4 - Planning for Instruction
The teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.
Knowledge Indicator: *The proficient teacher*
4A. Understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.

4B. Understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
4C. Understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between student experiences and career and educational goals.
4D. Understands when and how to adjust plans based on student responses and other contingencies.
4E. Understands how to integrate technology into classroom instruction.
4F. Understands how to review and evaluate educational technologies to determine instructional value.
4G. Understands how to use various technological tools to access and manage information.
4H. Understands the uses of technology to address student needs.

Performance Indicators: *The proficient teacher*
4I. Establishes expectations for student learning.
4J. Applies principles of scope and sequence when planning curriculum and instruction.
4K. Creates short-range and long-term plans to achieve the expectations for student learning.
4L. Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.
4M. Creates multiple learning activities that allow for variation in student learning styles and performance modes.
4N. Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.
4O. Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
4P. Develops plans based on student responses and provides for different pathways based on student needs.
4Q. Uses teaching resources and materials which have been evaluated for accuracy and usefulness.
4R. Accesses and uses a wide range of information and instructional technologies to enhance student learning.

STANDARD 5 - Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Knowledge Indicator: *The proficient teacher*
5A. Understands principles of and strategies for effective classroom management.
5B. Understands how individuals influence groups and how groups function in society.
5C. Understands how to help students work cooperatively and productively in groups.
5D. Understands factors that influence motivation and engagement and how to help students become self-motivated.

Performance Indicators: *The proficient teacher*
5E. Maintains proper classroom decorum.
5F. Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
5G. Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
5H. Analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.

5I. Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.
5J. Engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.

STANDARD 6 - Instructional Delivery
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Knowledge Indicator: *The proficient teacher*
6A. Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
6B. Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
6C. Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.

6D. Understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.

Performance Indicators: *The proficient teacher*

6E. Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.

6F. Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

6G. Monitors and adjusts strategies in response to learner feedback.

6H. Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.

6I. Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

6J. Uses a wide range of instructional technologies to enhance student learning.

6K. Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.

STANDARD 7 – Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge Indicator: *The proficient teacher*

7A. Understands communication theory, language development, and the role of language in learning.

7B. Understands how cultural and gender differences can affect communication in the classroom.

7C. Understands the social, intellectual, and political implications of language use and how they influence meaning.

7D. Understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance Indicators: *The proficient teacher*

7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.

7F. Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.

7G. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.

7H. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.

7I. Uses a variety of communication modes to effectively communicate with a diverse student population.

7J. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.

7K. Communicates using a variety of communication tools to enrich learning opportunities.

STANDARD 8 – Assessment

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

Knowledge Indicator: *The proficient teacher*

8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.

8B. Understands the purposes, characteristics and limitations of different kinds of assessments.

8C. Understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring.

8D. Understands how to use the results of assessment to reflect on and modify teaching.

8E. Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.
Performance Indicators: *The proficient teacher*
8F. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
8G. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
8H. Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.
8I. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
8J. Uses appropriate technologies to monitor and assess student progress.

STANDARD 9 - Collaborative Relationships
The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

Knowledge Indicator: *The proficient teacher*
9A. Understands schools as organizations within the larger community context.
9B. Understands the benefits, barriers and techniques involved in parent/family relationships.
9C. Understands school and work-based learning environments and the need for collaboration with business organizations in the community.
9D. Understands the collaborative process.
9E. Understands collaborative skills which are necessary to carry out the collaborative process.

Performance Indicators: *The proficient teacher*
9F. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
9G. Works with colleagues to develop an effective learning climate within the school.
9H. Participates in collaborative decision making and problem solving with other professionals to achieve student success.
9I. Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.
9J. Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well-being.
9K. Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
9L. Acts as an advocate for student needs.

STANDARD 10 - Reflection and Professional Growth
The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge Indicator: *The proficient teacher*
10A. Understands that reflection is an integral part of professional growth and improvement of instruction.
10B. Understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
10C. Understands major areas of research on the learning process and resources that are available for professional development.
Performance Indicators: *The proficient teacher*
10D. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

10E. Collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
10F. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.
10G. Actively seeks and collaboratively shares a variety of instructional resources with colleagues.

STANDARD 11 - Professional Conduct and Leadership
The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Knowledge Indicator: *The proficient teacher*
11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
11B. Understands how school systems are organized and operate.
11C. Understands school policies and procedures.
11D. Understands legal issues in education.
11E. Understands the importance of active participation and leadership in professional education organizations.
Illinois Content-Area Standards – Illinois Professional Teaching Standards 9

The following is pertinent to the following evaluations: Non-tenured and Tenured Teachers (both in and out of classroom), School Librarians, and Speech Language Pathologists.

Domain 1 – **Planning and Preparation**

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs Improvement – 4 or more checks in this category deems the single domain needs improvement.

Proficient – 5 or more checks in this category deems the single domain proficient.

Excellent – 6 or more checks in this category deems the single domain excellent.

Domain 2 – The Classroom Environment (teachers); The Environment (Speech-Language Pathologists and School Librarians)

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs improvement – 3 or more checks in this category deems the single domain needs improvement.

Proficient – 4 or more checks in this category deems the single domain proficient.

Excellent – 5 or more checks in this category deems the single domain excellent.

Domain 3 – Instruction (teachers); Delivery of Service (Speech-Language Pathologists and School Librarians)

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs improvement – 3 or more checks in this category deems the single domain needs improvement.

Proficient – 4 or more checks in this category deems the single domain proficient.

Excellent – 5 or more checks in this category deems the single domain excellent.

Domain 4 – Professional Responsibilities

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs Improvement – 4 or more checks in this category deems the single domain needs improvement.

Proficient – 5 or more checks in this category deems the single domain proficient.

Excellent – 6 or more checks in this category deems the single domain excellent.

The following is pertinent to the School Social Worker evaluation:

Domain 1 – Planning and Preparation

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs Improvement – 4 or more checks in this category deems the single domain needs improvement.

Proficient – 5 or more checks in this category deems the single domain proficient.

Excellent – 6 or more checks in this category deems the single domain excellent.

Domain 2 – The Environment

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs improvement – 2 or more checks in this category deems the single domain needs improvement.

Proficient – 3 or more checks in this category deems the single domain proficient.

Excellent – 4 or more checks in this category deems the single domain excellent.

Domain 3 – The Environment

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs Improvement – 4 or more checks in this category deems the single domain

needs improvement.

Proficient – 5 or more checks in this category deems the single domain proficient.

Excellent – 6 or more checks in this category deems the single domain excellent.

Domain 4 – Professional Responsibilities

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs Improvement – 4 or more checks in this category deems the single domain needs improvement.

Proficient – 5 or more checks in this category deems the single domain proficient.

Excellent – 6 or more checks in this category deems the single domain excellent.

The following is pertinent to the School Psychologist

Domain 1 – Planning and Preparation

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs improvement – 3 or more checks in this category deems the single domain needs improvement.

Proficient – 4 or more checks in this category deems the single domain proficient.

Excellent – 5 or more checks in this category deems the single domain excellent.

Domain 2 – The Environment

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs improvement – 3 or more checks in this category deems the single domain needs improvement.

Proficient – 4 or more checks in this category deems the single domain proficient.

Excellent – 5 or more checks in this category deems the single domain excellent.

Domain 3 – Delivery of Service

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs Improvement – 4 or more checks in this category deems the single domain needs improvement.

Proficient – 5 or more checks in this category deems the single domain proficient.

Excellent – 6 or more checks in this category deems the single domain excellent.

Domain 4 – Professional Responsibilities

Unsatisfactory – 2 or more checks in this category deems the single domain unsatisfactory.

Needs Improvement – 4 or more checks in this category deems the single domain needs improvement.

Proficient – 5 or more checks in this category deems the single domain proficient.

Excellent – 6 or more checks in this category deems the single domain excellent.

If the scores within a Domain result in more than one possible rating for that Domain, the lower rating will apply. [Example: In Domain 1, a teacher who receives 2 “unsatisfactory” ratings and 5 “proficient” ratings will be given an “unsatisfactory” for Domain 1.]

Overall Performance Evaluation Rating

Criteria (look at the four domain scores for the overall performance evaluation rating):

1. An “unsatisfactory” score in any single domain will result in an overall performance evaluation rating of “unsatisfactory”.

2. Subject to section 1 above, two or more needs improvement domain scores will result in an overall performance evaluation rating of “needs improvement”, except that, a single “needs improvement” rating in Domain 2 “classroom environment” or Domain 3 “Instruction” will result in an overall rating of “needs improvement.”

3. Subject to sections 1 and 2 above, three or more “proficient” domain scores will result in an overall performance evaluation rating

of ”proficient”.

4. Subject to sections 1 and 2 above, three or more “excellent” domain scores will result in an overall performance evaluation rating of “excellent,” except that, the rating will be ”proficient” if the teacher receives a score of “needs improvement” in either Domain 1 “Preparation” or Domain 4 “Professionalism.”

5. Subject to sections 1 and 2 above, evaluations in which the domain scores are evenly split between “excellent “ and “proficient” will result in an overall rating of “proficient”.

J. Teachers will receive a completed copy of the written summative evaluation document at the post-conference.

K. A copy of the completed written evaluation signed by both parties shall be retained in the teacher’s personnel file. A copy will also be provided to the teacher. In no case shall the teacher’s signature mean that he/she necessarily agrees with the contents of the evaluation, only that it has been discussed. If the teacher feels that the written evaluation is incomplete or inaccurate, the teacher may put the objections in writing and have them placed in his/her personnel file.

“Needs Improvement” Evaluations (Only for tenured teachers)

Within 30 school days after a summative evaluation has been reduced to writing resulting in a rating of “needs improvement” of a tenured teacher, a Professional Development Plan (PDP) shall be developed. The PDP must identify and target the performance areas that require improvement and the supports provided by the District to address the performance deficiencies.

- The PDP shall be developed by the evaluator, in consultation with the evaluated teacher and must take into consideration the tenured teacher’s on-going professional development responsibilities, including his or her regular teaching assignments.
  - The PDP may include, but not be limited to, professional seminars, articles, webinars, etc.

- The PDP shall provide for:
  - A length of generally 60 school days.
  - At the end of the first 30 days, the administrator must meet the certificated tenured individual to assess the individual’s progress. The administrator may observe the individual and provide written feedback in accordance with evaluations. Informal observations that will impact the 60 day observation must be provided to the teacher in writing.

- Evaluation and performance ratings will be conducted during the school year following the “needs improvement” rating.
- The tenured teacher must receive a “proficient” or better performance evaluation rating to be reinstated to the regular tenured teacher evaluation cycle.

Unsatisfactory Evaluations (Only for tenured teachers)

Within 30 school days after a summative evaluation has been reduced to writing, resulting in a rating of “unsatisfactory” of a tenured teacher, a remediation plan shall be developed and initiated by the District to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable, as outlined in Section 24A-5 of the Illinois School Code.

The teacher will receive a remediation plan written by the evaluating administrator. This plan will be presented and explained to the teacher under remediation by the evaluating administrator, reflecting the initial administrative evaluation of ‘unsatisfactory”.

A. Remediation Plan

1. 90 school days of remediation in the classroom.

2. The remediation plan shall provide for evaluation midpoint and final evaluation to occur during the 90 school days immediately following the teacher’s receipt of a remediation plan following an “unsatisfactory” evaluation rating.

    a. Should an evaluation schedule require an evaluation before the close of the school year, such evaluation shall be scheduled to occur no later than two (2) weeks prior to the close of the current school year.
    b. Should an evaluation schedule require an evaluation after the close of the school year, such evaluation shall be scheduled to occur no later than two (2) weeks after the students’ attendance commences in the following school year.
    c. Failure to comply strictly with the timelines for the required evaluations because of events such as summer months, illness, or certain leaves granted teachers under a remediation plan shall not invalidate the results of the remediation plan.

3. The evaluations shall be conducted by a qualified administrator.

4. The evaluating administrator shall conduct all evaluation meetings including final evaluation meeting which is held at the conclusion of the 90 school day remediation period.

5. A written copy of the evaluations and ratings shall be provided to and discussed with the teacher at least 10 school days after the date of the evaluation.

6. Any teacher who successfully completes the 90 school day remediation plan by receiving a “proficient” or better rating will be removed from remediation and reinstated to the regular tenured teacher evaluation cycle.

7. Any teacher who successfully completes the 90 school day remediation plan by receiving a “proficient” or better rating, but receives an “unsatisfactory” rating in any of the annual or biannual overall performance evaluations during the 36-month period following completion of the remediation plan shall be dismissed in accordance with the Illinois School Code.

8. Any teacher who fails to complete the 90 school day remediation plan with a “proficient” or better rating shall be dismissed in accordance with the Illinois School Code.

B. Participants in the Remediation Plan shall include the tenured who received an “unsatisfactory” performance evaluation rating, a qualified administrator, and a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting unsatisfactory areas.

C. Consulting Teacher

1. The participation of the consulting teacher shall be voluntary.

2. The qualified consulting teacher shall be one who has received a rating of “excellent” on his or her most recent evaluation, has a minimum of five years experience in teacher, and has knowledge relevant to the assignment of the teacher under remediation.

3. The consulting teacher shall be chosen from a list developed by the District or, the exclusive bargaining agent for the District’s certified staff may, if it chooses, supply a roster of at least five qualified teachers from which the consulting teacher is to be selected, or the names of all teachers who qualify if that number is less than five.

4. Where no consulting teacher is available in the District, the District shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall thereupon provide a consulting teacher who meets the requirements of the Illinois School Code.

5. If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended, as necessary, upon consultation with the new consulting teacher.

6. The consulting teacher shall provide advice to the teacher rated unsatisfactory on how to improve teaching skills and to successfully complete the remediation plan.

7. The consulting teacher shall not participate in any of the required evaluation meetings nor be engaged to evaluate the performance of the teacher under remediation.

8. The consulting teacher shall be informed through conferences with the evaluating administrator and the teacher under remediation on the results of the evaluation in order to continue to provide assistance to the teacher under a remediation plan.

9. The consulting teacher may request assistance from the administration in order to perform his/her function as a consulting teacher.

10. The final decision about whether the teacher has been successful in remediation will be made solely by the evaluating administrator.

11. The District and teacher are precluded from compelling the testimony of consulting teachers at a dismissal hearing.

APPENDIX D

Prairie-Hills Elementary School District 144
Observation Form

Name_____
Date_____

School_____
Position_____

Domain 1: Planning and Preparation

Observer Reflections:

Domain 2: Classroom Environment

Observer Reflections:

Domain 3: Instruction

Observer Reflections:

Domain 4: Professional Responsibilities

Observer Reflections:

_____
Evaluator's Signature

_____
Teacher's Signature (Signature indicates only that I have read this evaluation). Date

PRE-CONFERENCE FORM

Teacher_____
Grade/Subject_____
Date/Time of Conference_____
Date of Observation_____
Preferred Period/Time for Observation_____

1. Describe the lesson that will be observed._____
_____
_____
_____

2. What should students learn as a result of this lesson?_____
_____
_____
_____

3. How will students demonstrate mastery and comprehension of the material?_____
_____
_____
_____

4. List observable instructional strategies that will be implemented during the lesson._____
_____
_____
_____

5. How will you address each level of Bloom's Taxonomy during the lesson?
Knowledge_____
_____
Comprehension_____
_____
Application_____
_____
Analysis_____
_____
Synthesis_____
_____
Evaluation_____
_____

Are there any specific areas that you would like feedback on that would be helpful to you?_____
_____
_____

Reflection Sheet

Name_____ School_____

Grade Level_____Subject_____Date_____

1. As I reflect on the lesson, to what extent were students productively engaged? (Component 4a)

2. Did the students learn what I intended? Were my instructional goals met? How do I know, or how and when will I know? (Components 1f and 4a)

3. Did I alter my goals or instructional plan as I taught the lesson? Why? (Components 1e and 3e)

4. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? (Component 4a)

Prairie-Hills Elementary School District 144
Summative Evaluation Form – Classroom Teacher

Name:_____ Position:_____
School:_____ Date: _____
Key: U – Unsatisfactory N – Needs Improvement P – Proficient E- Excellent

Domain 1: Planning and Preparation	U	N	P	E
1a Demonstrating Knowledge of Content and Pedagogy				
1b Demonstrating Knowledge of Students				
1c Setting Instructional Outcomes				
1d Demonstrating Knowledge of Resources				
1e Designing Coherent Instruction				
1f Designing Student Assessments				
1g Following District 144 Initiatives				

Strengths:

Weaknesses:

Domain 2: Classroom Environment	U	N	P	E
2a Creating an Environment of Respect and Rapport				
2b Establishing a Culture for Learning				
2c Managing Classroom Procedures				
2d Managing Student Behavior				
2e Organizing Physical Space				
2f Following District 144 Initiatives				

Strengths:

Weaknesses:

Domain 3: Instruction	U	N	P	E
3a Communicating with Students				
3b Using Questioning and Discussion Techniques				
3c Engaging Students in Learning				
3d Using Assessment in Instruction				

3e Demonstrating Flexibility and Responsiveness				
3f Following District 144 Initiatives				
Strengths: Weaknesses:				

Domain 4: Professional Responsibilities	**U**	**N**	**P**	**E**
4a Reflecting on Teaching				
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing and Developing Professionally				
4f Showing Professionalism				
4g Following District 144 Initiatives				
Strengths: Weaknesses:				

OVERALL RATING:
U = Unsatisfactory N=Needs Improvement P=Proficient E=Excellent

_____ _____ _____

Evaluator's Signature /Position Teacher's Signature (Signature indicates only that I have read this evaluation). Date

Prairie-Hills Elementary School District 144

Summative Evaluation Form – School Psychologist

Name:_____School:_____Date:_____

Key: U – Unsatisfactory N – Needs Improvement P – Proficient E - Excellent

Domain 1: Planning and Preparation	**U**	**N**	**P**	**E**
1a Demonstrating Knowledge and Skill in using psychological instruments to evaluate students				
1b Demonstrating Knowledge of child and adolescent development				
1c Establishing goals for the delivery of school psychological services appropriate to the setting and students served				
1d Demonstrating Knowledge of state and federal regulations and of resources both within and beyond the school and district				
1e Reviewing and amending school psychological service delivery to meet school and district needs				
1f Following District 144 Initiatives- Data-driven decision making				
Strengths: Weaknesses:				
Domain 2: The Environment	**U**	**N**	**P**	**E**
2a Establishing a rapport with students				
2b Participating in promoting a positive school environment				
2c Consulting and Communicating clear referral procedures				
2d Establishing standards of conduct and maintaining clear procedures				
2e Organizing Physical Space				
2f Following District 144 Initiatives- PBIS				
Strengths: Weaknesses:				
Domain 3: Delivery of Service	**U**	**N**	**P**	**E**
3a Consultation with teachers and administrators regarding and responding to referrals (RtI and emergency services)				
3b Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines/federal, state, local regulations				
3c Assumes assigned role for eligibility team				
3d Planning interventions to maximize students' success/Consultation in the RtI process				
3e Maintaining Contact with Physicians and Community Mental Health				

Providers				
3f Demonstrating Flexibility and Responsiveness				
3g Following District 144 Initiatives- Disaggregation of data to guide instruction				

Strengths:

Weaknesses:

Domain 4: Professional Responsibilities	**U**	**N**	**P**	**E**
4a Reflecting on practice				
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing and Developing Professionally				
4f Showing Professionalism				
4g Following District 144 Initiatives- Professional Development				

Strengths:

Weaknesses:

OVERALL RATING: U = Unsatisfactory N=Needs Improvement P= Proficient E=Excellent

_____ _____ _____

Evaluator's Signature /Position Psychologist's Signature (Signature indicates only that I have read this evaluation) Date

Prairie-Hills Elementary School District 144 Summative Evaluation Form – Speech-Language Pathologist

Name:_____ School:_____ Date:_____

Key: U – Unsatisfactory N – Needs Improvement P – Proficient E- Excellent

Domain 1: Planning and Preparation	**U**	**N**	**P**	**E**
1a Demonstrating knowledge and skills in the speech-language pathology therapy area as evidenced through: *articulation/phonology/apraxia/oral motor * receptive/expressive language * fluency * voice				
1b Establishing speech-language pathology plan appropriate to the students' needs in the Least Restrictive Environment or school setting				
1c Demonstrating knowledge of district, state and federal regulations and guidelines for speech-language pathology				
1d Demonstrating knowledge of resources, both within and beyond the district				
1e Formulating an outline for the therapy services to meet the needs of individual students				
1f Developing a plan to revise the therapy services in order to meet the needs of individual students				
1g Following District Initiatives				
Strengths: Weaknesses:				
Domain 2: The Environment				
2a Establishing rapport with students	**U**	**N**	**P**	**E**
2b Organizing time effectively				
2c Managing therapy procedures including instructional groups, materials/supplies and transitions				
2d Establishing standards of conduct in the therapy session				
2e Organizing physical space for testing of students and providing therapy				
2f Following District Initiatives				
Strengths: Weaknesses:				

Domain 3: Delivery of Service				
3a Responding to referrals and evaluating student needs				
3b Developing and implementing goals and benchmarks to maximize students' success	**U**	**N**	**P**	**E**
3c Communicating with families				
3d Collecting information; writing reports				
3e Demonstrating flexibility and responsiveness				
3f Following District Initiatives				

Strengths:

Weaknesses:

Domain 4: Professional Responsibilities				
4a Reflecting on practice				
4b Collaborating with teachers and administrators				
4c Maintaining an effective data-management system				
4d Participating in a professional community	**U**	**N**	**P**	**E**
4e Engaging in professional development				
4f Showing professionalism, including integrity, advocacy, and maintaining confidentiality				
4g Following District Initiatives				

Strengths:

Weaknesses:

OVERALL RATING:
U = Unsatisfactory N = Needs Improvement P = Proficient E = Excellent

_____ _____ _____
Evaluator's Signature /Position SLP's Signature (Signature indicates only that I have read this evaluation) Date

Prairie-Hills Elementary School District 144
Summative Evaluation Form – School Social Worker

Name: _____ School: _____ Date:_____

Key: U – Unsatisfactory N – Needs Improvement P – Proficient E- Excellent

Domain 1: Planning and Preparation	U	N	P	E
1a Demonstrating knowledge and skill in social work methods to assist students				
1b Demonstrating knowledge of child and adolescent development				
1c Establishing goals for the delivery of social work services appropriate to the setting and students served				
1d Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
1e Planning the delivery of social work services, integrated with the regular school program, to meet the needs of individual students				
1f Developing a plan to evaluate the delivery of social work services				
1g Following District 144 Initiatives				

Strengths:

Weaknesses:

Domain 2: The Environment	U	N	P	E
2a Establishing a rapport with students				
2b Promoting a culture for positive mental health throughout the school				
2c Establishing standards of conduct and maintaining clear procedures in group/leadership programs				
2d Organizing Physical Space				
2e Following District 144 Initiatives				

Strengths:

Weaknesses:

Domain 3: Delivery of Service	U	N	P	E
3a Consultation with teachers and administrators regarding and responding to referrals (RtI and emergency services)				
3b Evaluating student needs in compliance with School Social Workers Association of America (SSWAA), National Association of Social Workers (NASW) guidelines/federal, state, local regulations				
3c Using social work methods in the delivery of service to individuals and groups				
3d Implementing interventions to maximize students' success				
3e Demonstrating Flexibility and Responsiveness				
3f Following District 144 Initiatives				

Strengths:

Weaknesses:

Domain 4: Professional Responsibilities	U	N	P	E
4a Reflecting on Practice				
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing and Developing Professionally				
4f Showing Professionalism				
4g Following District 144 Initiatives				

Strengths:

Weaknesses:

OVERALL RATING: U = Unsatisfactory N = Needs Improvement P = Proficient E = Excellent

_____	_____	_____
Evaluator's Signature /Position	Social Worker's Signature (Signature indicates only that I have read this evaluation).	Date

Prairie-Hills Elementary School District 144
Summative Evaluation Form – School Librarian

Name:_____

School: _____ Date: _____

Key: U – Unsatisfactory N – Need Improvement P – Proficient E- Excellent

Domain 1: Planning and Preparation	**U**	**N**	**P**	**E**
1a Demonstrating Knowledge of Literature and Current Trends in Library/Resource Practice				
1b Demonstrating Knowledge of the School's Program and Student Information Needs Within that Program				
1c Establishing Goals for the Library/Resource Program Appropriate to the Setting and the Students Served				
1d Demonstrating Knowledge of Resources, Both Within and Beyond the School and District				
1e Planning the Library/Resource Program to be Integrated With the Overall School Program				
1f Developing a Plan to Evaluate the Library/Resource Program				
1g Following District 144 Initiatives				
Strengths: Weaknesses:				
Domain 2: The Environment	**U**	**N**	**P**	**E**
2a Creating an Environment of Respect and Rapport				
2b Establishing a Culture of Investigation and a Love of Literature				
2c Establishing and Maintaining Library Procedures				
2d Managing Student Behavior				
2e Organizing Physical Space				
2f Following District Initiatives				

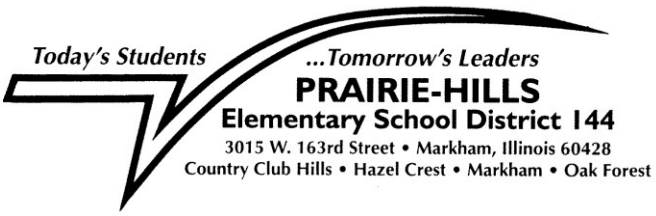
Strengths: Weaknesses:

Domain 3: Delivery of Service	U	N	P	E
3a Maintaining and Extending the Library Collection				
3b Collaborating with Teachers in the Design of Instructional Units and Lessons				
3c Engaging Students in Enjoying Literature				
3d Assisting Students and Teachers with Technology				
3e Demonstrating Flexibility and Responsiveness				
3f Following District Initiatives				
Strengths: Weaknesses:				
Domain 4: Professional Responsibilities	**U**	**N**	**P**	**E**
4a Reflecting on Professional Practice				
4b Preparing and Submitting Reports				
4c Communicating with Families and The Community				
4d Participating in a Professional Community				
4e Growing and Developing Professionally				
4f Showing Professionalism				
4g Following District 144 Initiatives				
Strengths: Weaknesses:				

OVERALL RATING:

U = Unsatisfactory N = Needs Improvement P = Proficient E = Excellent

Evaluator's Signature /Position	Librarian's Signature (Signature indicates only that I have read this evaluation).	Date



APPENDIX E

Title: Elementary Teacher Location: various

Supervisor: Building Principal, Assistant Principal

Job Summary: Standard Elementary K-9 Certificate, Bachelor's Degree in Education, dual certification (Type 09) preferred. Student teaching and/or experience in a K-6 classroom such alternatives to the list of qualifications as the Board may find appropriate and acceptable

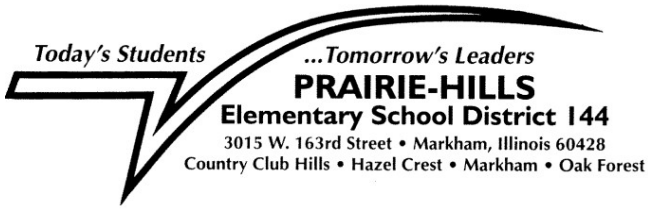
Specific Functions:

- To create a flexible elementary grade program and a class environment that is favorable to learning and personal growth
- To establish effective rapport with pupils
- To motivate pupils to develop skills, attitudes and knowledge needed to pro vide a good foundation for upper elementary grade education, in accordance with each pupil's ability
- To establish good relationships with parents and with other staff members
- Attend meetings, serve on committees, and perform other duties and assume other responsibilities as may be assigned by the principal or designee in accordance with the contract and Board of Education

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education in the areas of language arts (reading, writing, listening, speaking, and English), social studies, mathematics, science, art, health and other appropriate learning activities
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials that provide individualized and small group instruction needed to adapt the curriculum to the needs of each pupil
- To translate lesson plans into learning experiences that will best use the time available for instruction

- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- To evaluate each pupil's academic and social growth, keep appropriate records and
- prepare progress reports, as specified by the district
- To communicate with parents, through conferences and ot her means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards, interest centers and learning stations
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate adminis trator to improve performance according to the district's evaluation plan
- To participate with the principal in selecting appropriate texts, materials and instructional aids, and to maintain the required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs
- To participate in faculty committees and pupil activities, as appropriate



Title: Classroom Teacher Junior High Teacher **Location: Junior High**

Reports to: Building Principal
Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations
Bachelor's Degree in Education, student teaching and/or experience in grades 6-8
Such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable

Specific Functions:

- To help students learn subject matter and skills that will contribute to their development as mature, able and responsible adults

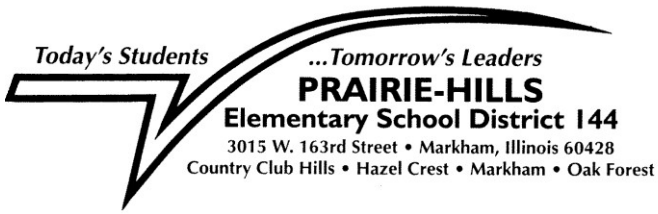
- To ensure, insofar as possible, that each student has a positive junior high educational and social experience

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom
- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appro priate to the subject

- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs

See appropriate Department Addendum



Title: Classroom Teacher Junior High Art Teacher Location: Junior High

Reports to: Building Principal and Assistant Principal

Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations, 2-3 years previous experience preferred, Type 03 certification preferred.
Bachelor's Degree in Education, student teaching and/or experience in grades 6-8
Such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable

Specific Functions:

- To help students learn subject matter and skills that will contribute to their development as mature, able and responsible adults
- To ensure, insofar as possible, that each student has a positive junior high educational and social experience
- To teach knowledge and skills in art, including crafts, drawing, painting, lettering, design, art history and three-dimensional art to pupils, using the course of study adopted by the Board of Education
- To provide instruction by which pupils develop aesthetic concepts, appreciation and the ability to make qualitative judgments about art
- To demonstrate techniques in activities such as drawing, painting and modeling, using appropriate instructional aids
- To develop instructional plans and to organize class time to provide a balanced program of instruction, demonstration and work time
- To provide for individual and small-group instruction and to adapt the curriculum to individual needs, allowing for the student who has exceptional talent as well
- To instruct pupils in the proper care and use of tools and equipment
- To organize storage areas and to control use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for the use of such equipment
- To plan and present art displays and exhibitions designed to exhibit pupils' work for the school and community

- Attend meetings, serve on committees, and perform other duties and assume other responsibilities as may be assigned by the principal or designee in accordance with the contract and Board of Education

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom
- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appropriate to the subject
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs

Today's Students ...Tomorrow's Leaders
PRAIRIE-HILLS
Elementary School District 144
3015 W. 163rd Street • Markham, Illinois 60428
Country Club Hills • Hazel Crest • Markham • Oak Forest

Title: Classroom Teacher Junior High Cross Categorical Location: Junior High

Reports to: Building Principal and Assistant Principal

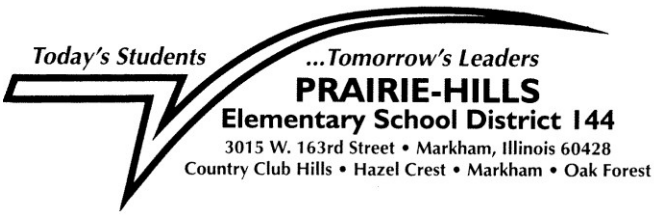
Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations, Type 03 certification preferred, 2-3 years' experience preferred, Bachelor's Degree in Education, student teaching and/or experience in grades 6-8 such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable.

Specific Functions:

- To help students learn subject matter and skills that will contribute to their development as mature, able and responsible adults
- To ensure, insofar as possible, that each student has a positive junior high educational and social experience
- Uphold the established Board of Education policies, regulations and administrative procedures.
- Plan and implement instruction using methods and materials which are most appropriate for meeting district goals and objectives.
- Evaluate students on a regular basis and provide reports and records as required.
- Create a classroom and school environment that is conducive to learning.
- Assist the administration in implementing all policies and/or rules governing student life and conduct.
- Develop reasonable rules of classroom behavior and procedures.
- Maintain order in the classroom in a fair and just manner for the safety and wellbeing of the students.
- Communicate with colleagues, students, parents, and the community as needed to meet professional standards.
- Maintain and improve professional competence.
- Attend meetings, serve on committees, and perform other duties and assume other responsibilities as may be assigned by the principal or designee in accordance with the contract and Board of Education.

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom
- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appropriate to the subject
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs



Title: Classroom Teacher Junior High Teacher English Location: Junior High

Reports to: Building Principal

Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations

Bachelor's Degree in Education, student teaching and/or experience in grades 6-8

Such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable

Specific Functions:

-To teach content and skills in the English language, spelling, composition and other related language arts concepts, using the course of study adopted by the Board of Education and other appropriate learning activities.
-To work with the building principal and team leader, to develop a well-sequenced set of learning experiences designed to meet the needs of all students
-To participate in the use of auxiliary programs (media center, Chapter 1 Program and appropriate contests) to ensure the total complement of services in the teaching of English
- To adapt the curriculum to provide individual, small-group or remedial instruction to meet the needs of individual pupils
-To encourage pupils to think independently and to express original ideas
-To evaluate each pupil's progress in English skills
-To provide a writing program which meets the instructional strategies designed by the district and adopted by the Board of Education

PERFORMANCE RESPONSIBILITIES:

-To implement the course of study adopted by the Board of Education, in the s ubject areas assigned
-To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
-To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
-To translate lesson plans into learning experiences, so as to best use the available time for instruction
-To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom
-To evaluate each pupil's academic and social growth, to keep appropriate records,

and to prepare progress reports, as specified by the district
-To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
-To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
-To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appro priate to the subject
-To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
-To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
-To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
-To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
-To participate, as appropriate, in the development of curriculum programs

Today's Students ...Tomorrow's Leaders

PRAIRIE-HILLS
Elementary School District 144
3015 W. 163rd Street • Markham, Illinois 60428
Country Club Hills • Hazel Crest • Markham • Oak Forest

Title: Classroom Teacher Junior High Language Arts Location: Junior High

Reports to: Building Principal

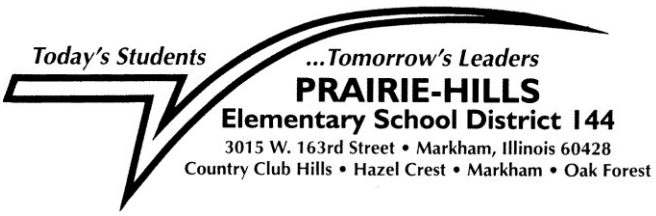
Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations, Type 03 certification preferred, 2-3 years' experience preferred, Bachelor's Degree in Education, student teaching and/or experience in grades 6-8 such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable.

Specific Functions:

- To help students learn subject matter and skills that will contribute to their development as mature, able and responsible adults
- To ensure, insofar as possible, that each student has a positive junior high educational and social experience
- To provide for appropriate instruction in language arts, parent involvement, auxiliary services and staff development
- Uphold the established Board of Education policies, regulations and administrative procedures.
- Plan and implement instruction using methods and materials which are most appropriate for meeting district goals and objectives.
- Evaluate students on a regular basis and provide reports and records as required.
- Create a classroom and school environment that is conducive to learning.
- Assist the administration in implementing all policies and/or rules governing student life and conduct.
- Develop reasonable rules of classroom behavior and procedures.
- Maintain order in the classroom in a fair and just manner for the safety and wellbeing of the students.
- Communicate with colleagues, students, parents, and the community as needed to meet professional standards.
- Maintain and improve professional competence.
- Attend meetings, serve on committees, and perform other duties and assume other responsibilities as may be assigned by the principal or designee in accordance with the contract and Board of Education

Performance Responsibility:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom
- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appropriate to the subject
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs



Title: Classroom Junior High Literacy Teacher Location: Junior High

Reports to: Building Principal and Assistant Principal

Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations, Type 03 certification preferred, 2-3 years' experience preferred, Bachelor's Degree in Education, student teaching and/or experience in grades 6-8 such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable.

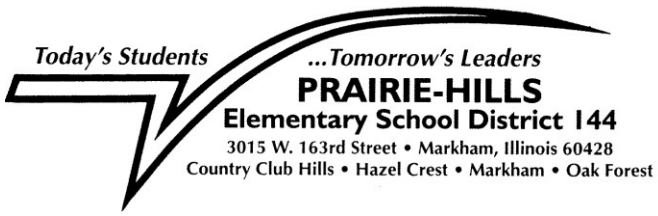
Specific Functions:

- To teach content and skills in the English language, spelling, composition and other related language arts concepts, using the course of study adopted by the Board of Education and other appropriate learning activities
- To work with the building principal and team leader, to develop a well-sequenced set of learning experiences designed to meet the needs of all students
- To participate in the use of auxiliary programs (media center, Chapter 1 Program and appropriate contests) to ensure the total complement of services in the teaching of English
- To adapt the curriculum to provide individual, small-group or remedial instruction to meet the needs of individual pupils
- To encourage pupils to think independently and to express original ideas
- To evaluate each pupil's progress in English skills
- To provide a writing program which meets the instructional strategies designed by the district and adopted by the Board of Education

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom

- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appropriate to the subject
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs



Title: Classroom Teacher Junior High Math Location: Junior High

Reports to: Building Principal and Assistant Principal

Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations, Type 03 certification preferred, 2-3 years' experience preferred, Bachelor's Degree in Education, student teaching and/or experience in grades 6-8 such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable.

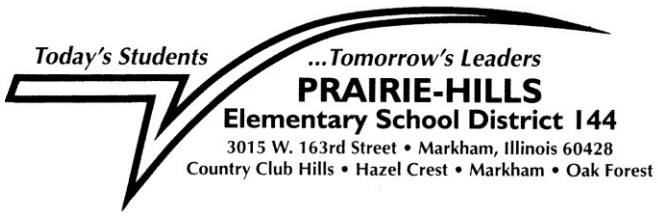
Specific Functions:

- To help students learn subject matter and skills that will contribute to their development as mature, able and responsible adults
- To ensure, insofar as possible, that each student has a positive junior high educational and social experience
- To teach content and skills in the area of mathematics, using the course of study adopted by the Board of Education, and other appropriate learning activities
- To work with the building principal and team leader, to develop a well-sequenced set of learning experiences designed to meet the needs of all students
- To participate in the use of auxiliary programs (media center and appropriate contests) to ensure the total complement of services in the teaching of mathematics
- To demonstrate mathematical concepts using models, chalkboard, overhead projector and other standard or teacher-prepared instructional aids
- To adapt the curriculum to provide individual, small-group or remedial instruction to meet the needs of individual pupils
- To design learning activities that will relate mathematics to the physical world
- Attend meetings, serve on committees, and perform other duties and assume other responsibilities as may be assigned by the principal or designee in accordance with the contract and Board of Education

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students

- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom
- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appropriate to the subject
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs



Title: Classroom Music Teacher Location: Junior High

Reports to: Building Principal and Assistant Principal

Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations, Type 03 certification preferred, 2-3 years' experience preferred, Bachelor's Degree in Education, student teaching and/or experience in grades 6-8 such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable.

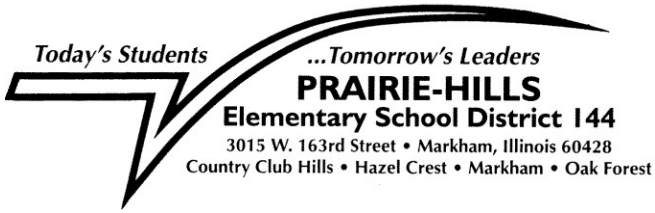
Specific Functions:

- To help students learn subject matter and skills that will contribute to their development as mature, able and responsible adults
- To ensure, insofar as possible, that each student has a positive junior high educational and social experience
- Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture
- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects
- Coaching and Developing Others
- Attend meetings, serve on committees, and perform other duties and assume other responsibilities as may be assigned by the principal or designee in accordance with the contract and Board of Education

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom

- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appropriate to the subject
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum program



Title: Classroom Teacher Junior High Physical Education Location: Junior High

Reports to: Building Principal

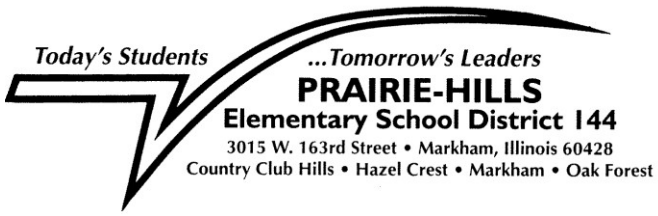
Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations, Type 03 certification preferred, 2-3 years' experience preferred, Bachelor's Degree in Education, student teaching and/or experience in grades 6-8 such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable.

Specific Functions:

- To help students learn subject matter and skills that will contribute to their development as mature, able and responsible adults
- To ensure, insofar as possible, that each student has a positive junior high educational and social experience
- To teach knowledge and skills in physical fitness, health education, rhythms and dance, and individual, dual, or team sports, using a course of study adopted by the Board of Education, and other appropriate learning activities
- To work with other physical education teachers in planning a balanced physical education program
- To analyze, demonstrate and explain basic skills, knowledge and strategies of formal sports, games, rhythms and fundamentals of body movement
- To provide for individualized and small-group instruction, in order to maximize participation and individual growth
- To provide for mainstreamed special education students
- To provide appropriate safety instruction, and to make safety checks on equipment and field areas to ensure overall safety of pupils
- To maintain control of storage and the use of school-owned property
- To select and requisition uniforms, equipment and instructional aids, with the assistance of the building principal; and to maintain required inventory records
- Attend meetings, serve on committees, and perform other duties and assume other responsibilities as may be assigned by the principal or designee in accordance with the contract and Board of Education

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom
- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appropriate to the subject
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs



Title: Classroom Teacher Junior High Reading Teacher Location: Junior High

Reports to: Building Principal

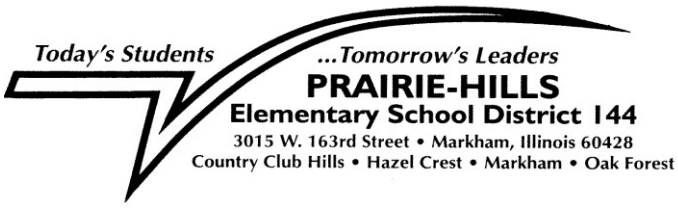
Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations, Type 03 certification preferred, 2-3 years' experience preferred, Bachelor's Degree in Education, student teaching and/or experience in grades 6-8 such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable.

Specific Functions:

- To help students learn subject matter and skills that will contribute to their development as mature, able and responsible adults
- To ensure, insofar as possible, that each student has a positive junior high educational and social experience
- To teach content and skills in reading, literature and other related language arts, using the course of study adopted by the Board of Education, and other appropriate learning activities
- To work with the building principal and team leader to develop a well-sequenced set of learning experiences designed to meet the needs of all students
- To participate in the use of auxiliary programs (reading lab, media center and appropriate contests) to ensure the total complement of services in the teaching of reading
- To adapt the curriculum to provide individual, small-group, or remedial instruction which will meet the needs of individual pupils
- To encourage pupils to think independently and to express original ideas
- To evaluate each pupil's progress in English skills
- Attend meetings, serve on committees, and perform other duties and assume other responsibilities as may be assigned by the principal or designee in accordance with the contract and Board of Education

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom
- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appropriate to the subject
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs



Title: Classroom Teacher Junior High Science Teacher Location: Junior High

Reports to: Building Principal and Assistant Principal

Job Summary Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations, Type 03 certification preferred, 2-3 years' experience preferred, Bachelor's Degree in Education, student teaching and/or experience in grades 6-8 such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable.

Specific Functions:

- To help students learn subject matter and skills that will contribute to their development as mature, able and responsible adults
- To ensure, insofar as possible, that each student has a positive junior high educational and social experience
- To teach skills, knowledge and scientific attitudes through courses in general science, earth sciences, biology and the physical sciences, using the course of study adopted by the Board of Education, and other appropriate learning activities
- To plan a science program involving demonstrations, lectures, discussions and students' experiments; to organize laboratory activities for optimum participation and learning
- To teach, through a hands-on approach, the processes of scientific inquiry
- To demonstrate scientific concepts, by using scientific apparatus, experiments, charts, sketches and other instructional aids
- To use individual or small group instruction, in order to adapt the curriculum to the needs of pupils and to accommodate circumstances where a variety of projects and experiments are being worked on simultaneously
- To instruct pupils in the proper use, care and safe handling of chemicals, science equipment, plant and animal life
- To provide for safe storage and proper use of materials, equipment and tools, and to maintain the required inventories

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom
- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appropriate to the subject
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs

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PRAIRIE-HILLS
Elementary School District 144
3015 W. 163rd Street • Markham, Illinois 60428
Country Club Hills • Hazel Crest • Markham • Oak Forest

Title: Classroom Teacher Social Science Location: Junior High

Reports to: Building Principal and Assistant Principal

Job Summary: Standard Elementary K-9 Certificate, with required subject matter hours to meet state regulations, and/or Standard High School 6-12 Certificate, with appropriate subject matter hours/endorsement to meet state regulations

Bachelor's Degree in Education, student teaching and/or experience in grades 6-8

Such alternatives to the above-listed qualifications as the Board may find appropriate and acceptable

Specific Functions:

- To help students learn subject matter and skills that will contribute to their development as mature, able and responsible adults
- To ensure, insofar as possible, that each student has a positive junior high educational and social experience
- To teach courses in social studies, history, geography, American government, political science and the humanities to junior high students, using the course of study adopted by the Board of Education and other appropriate learning activities
- To accept, as a uniquely related area, the teaching of citizenship and to prepare students to understand the principles of democracy through appropriate teaching techniques
- To assist students in meeting the requirements established by state law, with reference to the state and national constitutions
- To develop a balanced social studies program involving factual background materials, material on current events, discussion time and interaction between students
- To use instructional strategies particularly suited to the area of social studies designed to encourage pupils to develop skills and attitudes, draw conclusions, achieve improved interpersonal relationships and make value judgments based on scientific methods of inquiry
- To make current materials from the mass media available to pupils; to plan and guide discussions of current problems against the background of geographical environment and/or historic perspective in the area being studied
- To develop an understanding of the contribution of racial, religious and political groups in American culture

- To encourage students to become aware of the complexity and interrelation of local, state, national and world problems
- To reference our own political and economic system to that of other nations and to help students to understand the influence of these systems on personal freedom, education and living standards
- Attend meetings, serve on committees, and perform other duties and assume other responsibilities as may be assigned by the principal or designee in accordance with the contract and Board of Education

PERFORMANCE RESPONSIBILITIES:

- To implement the course of study adopted by the Board of Education, in the subject areas assigned
- To instruct students in citizenship and basic subject matter, as specified in state law and regulations, and as stated in district regulations, expectations, procedures and standards of performance
- To develop lesson plans and instructional materials and to provide a program of study that, as much as possible, meets the individual needs, interests and abilities of the students
- To translate lesson plans into learning experiences, so as to best use the available time for instruction
- To establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom
- To evaluate each pupil's academic and social growth, to keep appropriate records, and to prepare progress reports, as specified by the district
- To communicate with parents, through conferences and other means, to discuss pupils' progress and interpret the school program
- To identify pupils' needs and to cooperate with other professional staff members in assessing and helping solve health, attitude and learning problems
- To create an effective environment for learning through functional and attractive displays, bulletin boards and instructional strategies appropriate to the subject
- To maintain professional competence through in-service education activities provided by the district and/or self-selected professional growth activities, and to meet the district's policies for continuing university study
- To participate in the evaluation process with the appropriate administrator to improve performance, according to the district's evaluation plan
- To participate, with the principal, in selecting appropriate texts, materials and instructional aids, and to maintain required inventory records
- To supervise pupils in out-of-classroom activities during the working day, as assigned
- To administer group standardized tests, in accordance with the district's testing program
- To participate, as appropriate, in the development of curriculum programs

APPENDIX F

2011 Framework for Teaching Evaluation Instrument – 22 Components & Critical Attributes

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors by students. Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another. Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. 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. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes	Teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher's plans use inappropriate strategies for the discipline	Teacher is familiar with the discipline but does not see conceptual relationships. Teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.	The teacher can identify important concepts of the discipline and their relationships to one another. The teacher consistently provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development.	In addition to the characteristics of "proficient": Teacher cites intra- and interdisciplinary content relationships. Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how	Teacher indicates the importance of understanding how students learn and the	Teacher understands the active nature of student learning and attains	Teacher actively seeks knowledge of students' levels of development and their

	students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, This information is acquired for individual students.
Critical Attributes	Teacher does not understand child development characteristics and has unrealistic expectations for students. Teacher does not try to ascertain varied ability levels among students in the class. Teacher is not aware of student interests or cultural heritages. Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning. Teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "proficient": The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where

	than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.	assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes	Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class.	Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class.	Outcomes represent high expectations and rigor. Outcomes are related to the "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication. Outcomes are suitable to groups of students in the class and are differentiated where necessary.	In addition to the characteristics of "proficient": Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing. Teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
Critical Attributes	The teacher uses only district-provided materials, even when more variety would assist some students.	The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area	Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates Internet	In addition to the characteristics of "proficient": Texts are matched to student skill level. The teacher has ongoing relationship with colleges and

	The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher does not inquire about possible resources.	workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	resources. Resources are multidisciplinary. Teacher expands knowledge with professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the class for students to draw on.	universities that support student learning. The teacher maintains log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.

Critical Attributes	Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random or only partially support objectives. Lesson structure is uneven or may be unrealistic in terms of time expectations.	Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. Teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The plan for the lesson or unit is well structured, with reasonable time allocations.	In addition to the characteristics of "proficient": Activities permit student choice. Learning experiences connect to other disciplines. Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	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. Assessment methodologies have been adapted for individual students, as needed. 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.
Critical Attributes	Assessments do not match instructional outcomes. Assessments have no criteria. No	Only some of the instructional outcomes are addressed in the planned assessments. Assessment	All the learning outcomes have a method for assessment. Assessment types match learning	In addition to the characteristics of "proficient": Assessments provide opportunities for student choice.

	formative assessments have been designed. Assessment results do not affect future plans.	criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.	expectations. Plans indicate modified assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data.	Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
1g: Following District Initiatives	Does not submit appropriate and relevant lesson plans in a timely manner.	Lesson plans show little cohesiveness and relevance to students.	Lesson plans are relevant, cohesive, and are submitted in a timely manner.	In addition to proficient, lesson plans are clearly focused to student learning, and demonstrates consistent differentiation in instructional practice.
2a. Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.

		no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities.		
Critical Attributes	Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities.	The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students, with uneven results. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	Talk between teacher and students and among students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes superficial connections with individual students.	In addition to the characteristics of "proficient": Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct toward classmates. There is no disrespectful behavior among students. The teacher's response to a student's incorrect response respects the student's dignity.
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	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. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.
Critical Attributes	The teacher conveys that the reasons for	Teacher's energy for the work is neutral, indicating	The teacher communicates the importance of	In addition to the characteristics of "proficient":

	the work are external or trivializes the learning goals and assignments. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Class time is devoted more to socializing than to learning.	neither indicating a high level of commitment nor "blowing it off." The teacher conveys high expectations for only some students. Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work. Many students indicate that they are looking for an "easy path."	learning and the assurance that with hard work all students can be successful in it. The teacher demonstrates a high regard for student abilities. Teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. Students recognize the efforts of their classmates. Students take initiative in improving the quality of their work.
2c: Managing Classroom Procedures	Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost through only partially effective classroom routines and procedures. 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. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	Students not working with the teacher are not productively engaged or are disruptive to the class. There are no established procedures for distributing and collecting materials. Procedures for other activities are confused	Small groups are only partially engaged while not working directly with the teacher. Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. Classroom routines function unevenly.	The students are productively engaged during small-group work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	In addition to the characteristics of "proficient": Students take the initiative with their classmates to ensure that their time is used productively. Students themselves ensure that transitions and other routines are accomplished smoothly. Students take initiative in distributing and collecting materials efficiently.

	or chaotic.			
2d: Managing Student Behavior	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	The classroom environment is chaotic, with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules, without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it.	Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.	Standards of conduct appear to have been established. Student behavior is generally appropriate. The teacher frequently monitors student behavior. Teacher's response to student misbehavior is effective. Teacher acknowledges good behavior.	In addition to the characteristics of "proficient": Student behavior is entirely appropriate; there no evidence of student misbehavior. The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.
2e:Organizing Physical Space	The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Critical Attributes	There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board. Available technology is not being used, even if its use would enhance the lesson.	The physical environment is safe, and most students can see and hear. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources.	The classroom is safe, and all students are able to see and hear. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology.	In addition to the characteristics of "proficient": Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the goals of the lesson and the physical environment. Students take the initiative to adjust the physical environment. Teachers and students make extensive and imaginative use of available technology.
2f:: Following District Initiatives	The teacher does not fully participate in the implementation of the PBIS program, nor do they implement culturally relevant activities within the instructional process.	The teacher has limited participation in the PBIS program, and has some culturally relevant activities within the instructional process.	The teacher fully participates in the PBIS program, and frequently integrates culturally relevant activities within the instructional process.	In addition to the characteristics of "proficient": The teacher serves in various capacities to ensure the fidelity of the PBIS program throughout the building, and they encourage colleagues to embrace culturally relevant activities within the instructional process.
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	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. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is	The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well-scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is

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

	predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.	adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between teacher and students; students are not invited to speak directly to one another. A few students dominate the discussion.	Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. The teacher invites students to respond directly to one another's ideas, but few students respond. Teacher calls on many students, but only a few actually participate in the discussion.	Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. The teacher effectively builds on student responses to questions. Discussions enable students to talk to one another without ongoing mediation by the teacher. The teacher calls on most students, even those who don't initially volunteer. Many students actively engage in the discussion.	In addition to the characteristics of "proficient": Students initiate higher-order questions. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.
3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses. The pace of the lesson is too slow or too rushed. Few students are intellectually engaged or interested.	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. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	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. The pacing of the lesson is appropriate,	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. In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content. The pacing of the lesson provides students the time needed to

			providing most students the time needed to be intellectually engaged.	intellectually engage with and reflect upon their learning and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	Few students are intellectually engaged in the lesson. Learning tasks require only recall or have a single correct response or method. The materials used ask students to perform only rote tasks. Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Students are in large part passively engaged with the content, learning primarily facts or procedures. Students have no choice in how they complete tasks. The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking. The pacing of the lesson is uneven— suitable in parts, but rushed or dragging in others.	Most students are intellectually engaged in the lesson. Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking. Students have some choice in how they complete learning tasks. There is a mix of different types of groupings, suitable to the lesson objectives. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged.	In addition to the characteristics of "proficient": Virtually all students are highly engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students suggest modifications or additions to the materials being used. Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.
3d:Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their	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. Students appear to be aware of the assessment criteria; some of them	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their

		work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.	peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Feedback is only global. The teacher does not ask students to evaluate their own or classmates' work.	There is little evidence that the students understand how their work will be evaluated. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. Teacher requests global indications of student understanding. Feedback to students is not uniformly specific and not oriented towards future improvement of work. The teacher makes only minor attempts to engage students in self-assessment or peer assessment.	Students indicate that they clearly understand the characteristics of high-quality work. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance, at least for groups of students. The teacher attempts to engage students in self-assessment or peer assessment.	In addition to the characteristics of "proficient": There is evidence that students have helped establish the evaluation criteria. Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. Teacher makes frequent use of strategies to elicit information about individual student understanding. Feedback to students is specific and timely, and is provided from many sources including other students. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	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. 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.
Critical Attributes	Teacher ignores indications of student	Teacher's efforts to modify the lesson are only partially	When necessary, the teacher makes adjustments to the	In addition to the characteristics of "proficient":

	boredom or lack of understanding. Teacher brushes aside student questions. Teacher makes no attempt to incorporate student interests into the lesson. The teacher conveys to students that when they have difficulty learning it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students.	successful. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.	lesson to enhance understanding by groups of students. Teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.	The teacher's adjustments to the lesson are designed to assist individual students. Teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.
3f: Following District Initiatives	The teacher demonstrates no use of best practices such as; Running Records, Author's Studies, Guided Reading, Reciprocal Teaching, Reader's Theater, differentiation, use of data, cooperative learning, cross-curricular activities, and integration of technology into the instructional process.	The teacher demonstrates limited use of best practices such as; Running Records, Author's Studies, Guided Reading, Reciprocal Teaching, Reader's Theater, differentiation, use of data, cooperative learning, cross-curricular activities, and integration of technology into the instructional process.	The teacher uses best practices such as; Running Records, Author's Studies, Guided Reading, Reciprocal Teaching, Reader's Theater, differentiation, use of data, cooperative learning, cross-curricular activities, and integration of technology into the instructional process.	The teacher consistently uses best practices such as; Running Records, Author's Studies, Guided Reading, Reciprocal Teaching, Reader's Theater, differentiation, use of data, cooperative learning, cross-curricular activities, and integration of technology into the instructional process.
4a: Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	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. Teacher makes a few specific suggestions of what	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. Drawing on an extensive repertoire of skills, teacher offers

	improved.		could be tried another time the lesson is taught.	specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.	The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.	The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved.	In addition to the characteristics of "proficient": Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.
4b: Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	There is no system for either instructional or non-instructional records. The record-keeping systems are in disarray so as to provide incorrect or confusing information.	The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.	The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective.	In addition to the characteristics of "proficient": Students contribute to and maintain records indicating completed and overdue work assignments. Students both contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.
4c:Communicating with	Teacher communication	Teacher makes sporadic	Teacher communicates	Teacher's communication with

Families	with families— about the instructional program, about individual students—is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	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.	frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.	families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	Little or no information regarding the instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. Communication is culturally inappropriate.	School or district-created materials about the instructional program are sent home. Infrequent or incomplete information is sent home by teachers about the instructional program. Teacher maintains school-required gradebook but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families' cultural norms.	Information about the instructional program is available on a regular basis. The teacher sends information about student progress home on a regular basis. Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.	In addition to the characteristics of "proficient": On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process.
4d:Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked to do so.	Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	The teacher's	The teacher has pleasant	The teacher has supportive	In addition to the characteristics

	relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects.	relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as school district and community projects.	and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school activities, as well as school district and community projects.	of "proficient": The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and oversees events that positively impact school life. The teacher regularly contributes to and serves as head of significant school district and community projects.
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues. Teacher finds limited ways to contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
Critical Attributes	The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend	The teacher participates in professional activities when they are required or when provided by the school district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations.	The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.	In addition to the characteristics of "proficient": The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching

	conferences.			profession.
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public. Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school. Teacher's decisions and recommendations are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality. 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 underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	Teacher is dishonest. Teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school district regulations.	Teacher is honest. Teacher notices the needs of students but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally but on a limited basis. Teacher complies with school district regulations.	Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision making. Teacher complies completely with school district regulations.	In addition to the characteristics of "proficient": Teacher is considered a leader in terms of honesty, integrity, and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. Teacher takes a leadership role in team and departmental decision making. Teacher takes a leadership role regarding school district regulations.
4g: Following District Initiatives	The teacher demonstrates a lack of	The teacher sometimes participates in school related	The teacher demonstrates a level of professionalism	The teacher demonstrates a high level of professionalism through

	professionalism through attendance, non-participation in school related activities and/or committees, and only attends mandatory professional development.	activities, and attends mandatory professional development.	through attendance, participating in some school related activities and/or committees, and attending professional development opportunities.	attendance, frequently participating in school related activities and/or committees, seeking out and attending professional development opportunities and sharing information with colleagues.

	Domain I for School Psychologists: Planning and Preparation			
	LEVEL OF PERFORMANCE			
COMPONENT	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a. Demonstrating Knowledge and skill in using psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses knowledge a limited number of psychological instruments to evaluate students	Psychologist uses knowledge of variety of psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses advanced knowledge of psychological instruments to evaluate students and knows the proper situations in which each should be used.
Critical Attributes	Psychologist does not demonstrate proficiency using psychological instruments.	Psychologist demonstrates limited proficiency in using psychological instruments.	Psychologist demonstrates knowledge of a variety of psychological instruments.	Psychologist demonstrates advanced knowledge of a wide variety of psychological instruments.
1b: Demonstrating knowledge of child and adolescent development	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
Critical Attributes	Psychologist is unfamiliar with child adolescent development and psychopathology.	Psychologist demonstrates a general understanding of child adolescent development and psychopathology.	Psychologist demonstrates a thorough knowledge of child adolescent development and psychopathology.	Psychologist demonstrates an extensive knowledge of child adolescent development and psychopathology.
1c: Establishing goals for the psychology program appropriate to the setting and the students served	Psychologist has no clear goals for the delivery of school psychological services, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the delivery of school psychological services are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the school psychological services are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the school psychological services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

Critical Attributes	Psychologist has minimal goals for service delivery.	Psychologist has limited goals for service delivery.	Psychologist has adequate goals for service delivery.	Psychologist establishes highly responsive goals for service delivery.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Critical Attributes	Psychologist has no knowledge of resources or regulations.	Psychologist demonstrates a basic knowledge of resources and regulations.	Psychologist demonstrates an adequate knowledge of resources and regulations.	Psychologist demonstrates an extensive knowledge of resources and regulations.
1e: Reviewing and amending school psychological service delivery to meet school and district needs	Psychologist fails to review and amend service delivery or resists suggestions for improvement/changes.	Psychologist participates in reviewing and amending service delivery.	Psychologist actively participates in reviewing and amending service delivery.	Psychologist provides ongoing review and amendments of service delivery in the school and throughout the district.
Critical Attributes	No suggestions made to improve the delivery of services.	Some suggestions are made to improve the delivery of services (RtI, PBIS, consultation with staff, assessments, interventions, procedures, and documentation).	Suggestions are clear and organized to improve the delivery of services (RtI, PBIS, consultation with staff, assessments, interventions, procedures, and documentation).	Suggestions are clear and highly organized to improve the delivery of services in the school and throughout the district (RtI, PBIS, consultation with staff, assessments, interventions, procedures, and documentation).
1f: Following District Initiatives- Data – driven Decision making	Psychologist does not utilize any behavioral and/ or cognitive data in the decision making process when considering student interventions, placement, etc.	Psychologist utilizes minimal amounts of behavioral and/or cognitive data when determining student interventions, placement, etc.	Psychologist utilizes a sufficient amount of behavioral and/or cognitive data when determining student interventions, placement, etc.	Psychologist utilizes several sources of data to ensure the delivery of psychological services is appropriate to student needs (i.e parent interview, student interview, observations cognitive testing).
Critical Attributes	Psychologist does not utilize data to make decisions.	Psychologist utilizes minimal data to make decisions.	Psychologist utilizes sufficient data to make decisions.	Psychologist utilizes several sources of data to ensure the delivery of psychological services is appropriate to student needs.

2a. Establishing rapport with students	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the environment.	Psychologist interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in testing situations.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
Critical Attributes	Interactions are often negative. Minimal rapport is established with little attention to student's needs	Psychologist attempts to develop rapport, with inconsistent results.	Psychologist maintains positive and respectful interactions with students.	The psychologist promotes an atmosphere that allows students to seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
2b: Participates in promoting a positive school environment	Psychologist makes no attempt to participate in Promoting a positive school environment as a whole.	Psychologist participates in promoting a positive school environment with limited success.	Psychologist participates in promoting a positive school environment.	The Psychologist consistently and actively promotes a positive school environment.
Critical Attributes	Psychologist ignores the need to promote a positive school environment as a whole.	The Psychologist attempts to promote a positive school environment with limited success.	The Psychologist participates promoting a positive school environment.	The Psychologist actively participates in promoting a positive school environment (i.e. PBIS, School improvement activities, mentor program).
2c: Consulting and Communicating clear referral procedures	Psychologist has limited knowledge and makes little or no suggestions for establishing district special education referral procedures, and fails communicate to staff.	Psychologist has basic knowledge and makes relevant suggestions to establishing district special education referral procedures, and does not always communicate to staff.	Psychologist has appropriate knowledge and makes relevant suggestions to establishing district special education referral procedures, and communicates to staff.	Psychologist has made an integral contribution to establishing district special education referral procedures, and takes the initiative to ensure they are communicated clearly to all staff.
Critical Attributes	Psychologist has no knowledge and makes no suggestions for establishing district special education referral procedures, and fails to communicate to staff.	Psychologist has some knowledge and makes basic suggestions for establishing district special education referral procedures, and attempts to communicate with staff.	Psychologist demonstrates the appropriate knowledge to make relevant suggestions when assisting to establish district special education referral procedures, and communicating with staff.	Psychologist actively participates in implementing and clearly communicating the district special education referral procedures via staff meetings and consultations with parents.

2d: Establishing standards of conduct and maintaining clear procedures	**No standards of conduct have been established and psychologist disregards or fails to address negative student behavior during an evaluation.**	**Standards of conduct appear to have been established. The Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.**	**Standards of conduct have been established. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.**	**Standards of conduct have been established during the testing situation. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.**
Critical Attribute	**Psychologist has no consistent rules or expectations for student behavior.**	**Psychologist has established a standard of conduct however, behavior management is partially successful.**	**Psychologist established guidelines for student conduct and addresses behavior appropriately.**	**Psychologist establishes clear and consistent guidelines for standards of conduct and is able to address this behavior appropriately based on the individual needs of the student.**
2e: Organizing physical space for testing of students and storage of materials	**The physical environment is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.**	**Materials in the physical environment are stored securely, but the center is not well organized and materials are difficult to find when needed.**	**The physical environment is well organized; materials are stored in a secure location and are available when needed.**	**The physical environment is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.**
Critical Attributes	**The physical environment is poorly organized, inaccessible, and materials are stored in an insecure location.**	**Materials are stored but easily accessible. Environment is organized.**	**Psychologist provides an environment that is organized with materials that are easily accessible.**	**Psychologist establishes an inviting and open space with materials that are not distracting.**
2f: Following District Initiatives- PBIS- Positive Behavior Intervention & Supports	**Psychologist refuses to participate in the school's effort to promote a safe and effective learning environment when asked to do so.**	**Psychologist participates in the school's effort to promote a safe and effective learning environment by supporting district behavioral expectations for students.**	**Psychologist actively participates in the school's effort to promote a safe and effective learning environment by utilizing the school's token economy system to reward positive student behaviors.**	**Psychologist actively participates in the school's effort to promote a safe and effective learning environment by supporting PBIS team efforts (i.e. attending PBIS meetings, assisting with PBIS activities).**
Critical Attributes	**Psychologist refuses to participate in the school's effort to promote a safe and effective learning environment.**	**Psychologist supports district behavioral expectations for students.**	**Psychologist rewards positive behaviors by participating in the school's incentive program.**	**Psychologist supports PBIS team efforts to promote a safe and effective learning environment.**

3a. Consultation with teachers and administrators regarding and responding to referrals (RtI and emergency services)	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
Critical Attributes	Psychologist does not consult with colleagues or assess students based on concerns identified in the referral.	Psychologist inconsistently consults with colleagues, making minimal attempts to target identified concerns noted in the referral.	Psychologist consistently consults with staff while determining appropriate evaluation tools to address identified concerns noted in the referral.	Psychologist consistently consults with staff while contributing professional knowledge and determining appropriate evaluation tools based on specific concerns noted in the referral.
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and consults with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
Critical Attributes	Psychologist is reluctant to administer evaluations and selects instruments that do not address the student's identified concerns or does not follow established procedures.	Psychologist chooses evaluation instruments suitable to student needs and inconsistently follows established timelines and safeguards.	Psychologist administers evaluation instruments that are suitable to student needs and follows all procedures and safeguards.	Psychologist chooses the most appropriate assessment from a variety of assessments that relate to the referral questions as well as consults with the appropriate staff to communicate the procedural time lines and safeguards.
3c: Assumes assigned role for eligibility team	Psychologist declines to accept assigned role for the eligibility team.	Psychologist assumes the assigned role for the eligibility team when directed to do so, preparing adequate eligibility documentation.	Psychologist assumes the assigned role for the eligibility team when directed to do so and prepares detailed eligibility documentation.	Psychologist assumes leadership of the eligibility team when directed to do so and takes initiative in assembling materials for eligibility meetings. Eligibility documentation is prepared in an exemplary manner.
Critical Attributes	Psychologist refuses to accept the assigned role for the eligibility team when directed to do so.	Psychologist assumes the assigned role of the eligibility team as well as prepares eligibility documentation.	Psychologist assumes the assigned role for the eligibility team; prepares detailed eligibility documentation including documentation of identified student disabilities if applicable.	Psychologist assumes the assigned role for the eligibility team and takes the lead in assembling and preparing materials for eligibility meetings.
3d: Planning interventions /Consultation in the RtI process	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the identified needs.	Psychologist plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist plans for students are suitable for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs.

Critical Attributes	Psychologist fails to plan and adapt interventions to students' needs.	Psychologist plans interventions that are partially suitable for students or inconsistently linked to the identified needs.	Psychologist plans interventions that were suitable to students' needs.	Psychologist develops thorough intervention plans for students. Psychologist is highly competent at creating student specific interventions.
3e: Maintaining contact with physicians and community mental health service providers	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers with appropriate consent.	Psychologist maintains ongoing contact with physicians and community mental health service providers with appropriate consent.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed with appropriate consent.
Critical Attributes	Psychologist has no contact with outside service providers.	Psychologist has occasional contact with outside service providers with appropriate consent.	Psychologist maintains ongoing contact with outside providers with appropriate consent.	Psychologist initiates and maintains ongoing contact with outside service providers with appropriate consent.
3f: Demonstrating flexibility and responsiveness	Psychologist fails to make changes to the intervention and recommendations in spite of evidence of its inadequacy.	Psychologist makes modest changes to the interventions and recommendations when confronted with evidence of the need for change.	Psychologist makes revisions to the interventions and recommendations when it is needed.	Psychologist is continually seeking ways to improve the interventions and recommends changes as needed in response to student, parent, or teacher input.
Critical Attributes	Psychologist is inflexible and adheres to interventions and recommendations even when it is not working.	Psychologist makes minor changes to the interventions and recommendations when there is a need for change.	Psychologist makes changes to the interventions and recommendations when data dictates.	Psychologist seeks ongoing ways to improve the interventions and recommendations and makes changes due to feedback provided by school staff and parents.
3g: Following District Initiatives- Disaggregation of Data to Guide Instruction	Psychologist fails to disaggregate data to assist with instruction.	Psychologist provides a minimal amount of data to assist with academic instruction and/or behavioral interventions.	Psychologist provides a sufficient amount of data to assist with academic instruction and/or behavioral interventions.	Psychologist provides a wide range of data to assist with academic instruction and/or behavioral interventions (i.e. behavioral observations, cognitive testing data, etc.).
Critical Attributes	Psychologist fails to explain his/her own test data.	Psychologist provides a minimal amount of information to assist with academic instruction and/or behavioral interventions.	Psychologist provides staff with adequate data to assist with academic instruction and/or behavioral interventions.	Psychologist provides an extensive amount of information to assist with academic instruction and/or behavioral interventions.

4a. Reflecting on the role as service providers	Psychologist does not review their role as a service provider, or make changes in their role when situations dictate.	Psychologist reviews their role as a service provider and has global suggestions as to how it might be improved.	Psychologist's reviews and provides an accurate and objective description of their role as , citing, positive and negative characteristics and making some suggestions on how to improve service delivery.	Psychologist's review is perceptive and accurate, citing specific examples that were not fully successful in their service delivery. Psychologist suggests a variety of alternative strategies.
Critical Attributes	Psychologist fails to review their service delivery and make changes as needed.	Psychologist reviews their role as a service provider and makes minor suggestions on how it might be improved.	Psychologist assesses their role and makes some specific suggestions on ways it can be improved.	Psychologist makes a thorough assessment of their role and provides a variety of suggestions for improvement.
4b: Communicating with families	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
Critical Attributes	Psychologist does not communicate with families to obtain permission or communicates in an ineffective or insensitive manner.	Psychologist provides minimal communication with families, only what is required to obtain permission for evaluation. Psychologist's communication at times fails to consider familial differences that negatively impact clear communication (i.e. Cultural, linguistic differences).	Psychologist communicates effectively with families in a way that respects their familial differences. Psychologist varies his/her language in an attempt to enhance the family's understanding of assessment results.	Psychologist provides highly effective communication with families with attention to familial differences. Psychologist uses a variety of methods and communication to clarify assessment results. Psychologist demonstrates their flexibility in communication of sensitive information based on the needs of the families and staff.
4c: Maintaining accurate records	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
Critical Attributes	Psychologist does not have a system for record keeping and the records are in disarray.	Psychologist has a system for maintaining records and records are stored in a locked cabinet.	Psychologist has an organized system for keeping records following NASP guidelines. Records are made available to others as is applicable.	Psychologist has an efficient and effective system for maintaining records in a secured location, following NASP guidelines.

4d: **Participating in a professional community**	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Critical Attributes	Psychologist's relationship with colleagues is characterized by negativity or combativeness. The teacher avoids involvements in school activities and school district and community projects.	The psychologist has pleasant relationship with colleagues. When asked, the psychologist participates in school activities, as well as school district and community projects.	The psychologist has supportive and collaborative relationships with colleagues. The psychologist volunteers to participate in school activities, as well as school district and community projects.	In addition to the characteristics of proficient: The psychologist regularly participates in events that positively impact school life (i.e. PBIS).
4e: **Engaging in professional development**	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Critical Attributes	The psychologist is not involved in any activity that might enhance knowledge or skill. The psychologist purposefully resists discussing performance with supervisors or colleagues.	The psychologist participates in professional activities when they are required or when provided by the school district. The psychologist reluctantly accepts feedback from supervisors and colleagues.	The psychologist seeks regular opportunities for continued professional development. The psychologist welcomes feedback for the purpose of gaining insight from colleagues and supervisors.	In addition to the characteristics of "proficient": The psychologist seeks regular opportunities for continued professional development. The psychologist actively seeks feedback from supervisors and colleagues.
4f: **Showing professionalism**	Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Critical Attributes	Psychologist is dishonest. The psychologist engages in practices that are self-serving. The psychologist willfully rejects school district regulations.	Psychologist is honest. Psychologist makes decisions professionally but on a limited basis. Psychologist generally complies with school district regulations.	Psychologist is honest and known for having high standards of integrity. Psychology willingly participates in team and departmental decision making. Psychologist complies with school district regulations.	In addition to the characteristics of "proficient": Psychologist is considered a leader in terms of honesty, integrity, and confidentiality. Psychologist takes a leadership role in team departmental decision-making.
4g: Following District Initiatives-Professional Development	Psychologist does not participate in a minimum of one session of professional development per year, either internally or externally.	Psychologist participates in a minimum of one session of professional development per year, either internally or externally.	Psychologist participates in more than one session of professional development per year, either internally or externally.	Psychologist participates in several sessions of professional development and utilizes acquired information to improve the delivery of psychological services.
Critical Attributes	Psychologist does not attend any professional development workshops/conferences each year.	Psychologist participates in at least one professional development workshop/conference per year.	Psychologist participates in one or more professional development workshop(s)/conference(s) per year.	Psychologist participates in professional development workshops/conferences and utilizes acquired information to improve skills.

Framework for Speech-Language Pathologists Evaluation Instrument
2011 Framework for Librarians Evaluation Instrument

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Demonstrating Knowledge of Literature and Current Trends in Library/Resource Practice	The Library/Resource teacher demonstrates little or no knowledge of literature and of current trends in library technology.	The Library/Resource teacher demonstrates limited knowledge of literature and of current trends in library technology.	The Library/Resource teacher demonstrates thorough knowledge of literature and of current trends in library technology.	Drawing on extensive professional resources, the Library/Resource teacher demonstrates a rich understanding of literature and of current trends in technology.
1b Demonstrating Knowledge of the School's Program and Student Information Needs Within that Program	The Library/Resource teacher demonstrates little or no knowledge of the school's content standards and of student's needs for information skills within those standards.	The Library/Resource teacher demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	The Library/Resource teacher demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	The Library/Resource teacher takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
1c Establishing Goals for the Library/Resource Program Appropriate to the Setting and the Students Served	The Library/Resource teacher has no clear goals for the library program, or they are inappropriate to either the situation in the school or the age of the students.	The Library/Resource teacher's goals for the library program are rudimentary and are partially suitable to the situation in school and the age of the students.	The Library/Resource teacher's goals for the library program are clear and appropriate to the situation in the school and to the age of the students.	The Library/Resource teacher's goals for the library program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
1d Demonstrating Knowledge of Resources, Both Within and Beyond the School and District	The Library/Resource teacher demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	The Library/Resource teacher demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance the program goals.	The Library/Resource teacher is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	The Library/Resource teacher is fully aware of resources available for students and teachers and actively seeks out new resources to enrich the school's program.
1e Planning the Library/Resource Program to be Integrated With the Overall School Program	The Library/Resource program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	The Library/Resource teacher's program plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	The Library/Resource teacher's program plan is well designed to support both teachers and students.	The Library/Resource teacher's program plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the program plan has been developed after consultation with teachers.

1f Developing a Plan to Evaluate the Library/Resource Program	The Library/Resource teacher has no plan to evaluate the program or resists suggestions that such an evaluation is important.	The Library/Resource teacher has a rudimentary plan to evaluate the library/resource program.	The Library/Resource teacher's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	The Library/Resource teacher's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
1g: Following District Initiatives	Does not submit appropriate and relevant program evaluations in a timely manner.	Program evaluation shows little cohesiveness and relevance to students.	Program evaluations are relevant, cohesive, and are submitted in a timely manner.	In addition to proficient, program evaluations are clearly focused to student learning.
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the Library/Resource Teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the Library/Resource Teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the Library/Resource Teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the Library/Resource Teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b Establishing a Culture of Investigation and a Love of Literature	The classroom environment conveys a negative culture for learning, characterized by low Teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The Library/Resource Teacher's attempt to create a culture for learning is partially successful, with little Teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both Teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both Library/Resource Teacher and students, with students demonstrating pride in their work.	High levels of student energy and Library/Resource Teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
2c Establishing and Maintaining Library Procedures	Much instructional time is lost because of inefficient library routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because library routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of library routines and procedures for transitions, handling of supplies, and performance of non-instructional duties have been established and function smoothly.	Students contribute to the seamless operation of library routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

2d Managing Student Behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student misbehavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the Library/Resource Teacher has made an effort to establish standards of conduct for students. The Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the Library/Resource Teacher monitors student behavior against those standards. The Teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The Library/Resource Teacher's monitoring of student behavior is subtle and preventive, and the Teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the Library/Resource Teacher's use of physical resources, including computer technology, is moderately effective. The Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the Library/Resource Teacher ensures that the physical arrangement is appropriate to the learning activities. The Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
2f Following District Initiatives	The librarian does not fully participate in the implementation of the PBIS program, nor do they implement culturally relevant activities within the activities within the instructional process.	The librarian has limited participation in the PBIS program, and has some culturally relevant activities within the instructional process.	The librarian fully participates in the PBIS program, and frequently integrates culturally relevant activities within the instructional process.	In addition to the characteristics of "proficient": The librarian serves in various capacities to ensure the fidelity of the PBIS program throughout the building, and they encourage colleagues to embrace culturally relevant activities within the instructional process.
3a Maintaining and Extending the Library Collection	The Library/Resource teacher fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	The Library/Resource teacher is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	The Library/Resource teacher adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	The Library/Resource teacher selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.

3b Collaborating with Teachers in the Design of Instructional Units and Lessons	The Library/Resource teacher declines to collaborate with classroom teachers in the design of instructional lessons and units.	The Library/Resource teacher collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	The Library/Resource teacher initiates collaboration with classroom teachers in the design of instructional lessons and units.	The Library/Resource teacher initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside of school.
3c Engaging Students in Enjoying Literature	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
3d Assisting Students and Teachers with Technology	The Library/Resource teacher declines to assist students and teachers in the use of technology in the library.	The Library/Resource teacher assists students and teachers in the use of technology in the library when specifically asked to do so.	The Library/Resource teacher initiates sessions to assist students and teachers in the use of technology in the library.	The Library/Resource teacher is proactive in initiating sessions to assist students and teachers in the use of technology in the library.
3e Demonstrating Flexibility and Responsiveness	The Library/Resource teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The Teacher brushes aside student questions; when students experience difficulty, the Teacher blames the students or their home environment.	The Library/Resource teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The Library/Resource teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The Library/Resource teacher is continually seeking ways to improve the library program and makes changes as needed in response to student, parent, or teacher input.
3f Following District Initiatives	The librarian demonstrates no use of best practices: AR, differentiation, use of data, cooperative learning, cross-curricular activities, and integration of technology into the instructional process.	The librarian demonstrates limited use of best practices: AR, differentiation, use of data, cooperative learning, cross-curricular activities, and integration of technology into the instructional process.	The librarian uses best practices: AR, differentiation, use of data, cooperative learning, cross-curricular activities, and integration of technology into the instructional process.	The librarian consistently uses best practices: AR, differentiation, use of data, cooperative learning, cross-curricular activities, and integration of technology into the instructional process.

4a Reflecting on Professional Practice	The Library/Resource teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	The Library/Resource teacher's reflection on practice is moderately accurate and objective, without citing specific examples and with only general suggestions as to how it might be improved.	The Library/Resource teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/Resource teacher makes some specific suggestions as to how the library program might be improved.	The Library/Resource teacher's reflection is highly accurate and perceptive, citing specific examples. Library/Resource teacher draws on an extensive repertoire to suggest alternative strategies and their likely success.
4b Preparing and Submitting Reports	The Library/Resource teacher ignores teacher request and does not follow established procedures. Inventories and reports are routinely late.	The Library/Resource teacher's efforts to respond to teacher requests and follow established procedures are partially successful. Inventories and reports are sometimes submitted on time.	The Library/Resource teacher honors teacher requests when preparing requisitions and follows established procedures. Inventories and reports are submitted on time.	The Library/Resource teacher anticipates teacher needs when preparing requisitions, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
4c Communicating with Families and The Community	The Library/Resource teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The Teacher makes no attempt to engage families in the instructional program.	The Library/Resource teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program, but communications are not always appropriate to the cultures of those families.	The Library/Resource teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The Library/Resource teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The Teacher successfully engages families in the instructional program, as appropriate.
4d Participating in a Professional Community	The Library/Resource teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The Library/Resource teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The Library/Resource teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The Library/Resource Teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

4e Growing and Developing Professionally	The Library/Resource teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The Teacher is resistant to feedback from supervisors or colleagues.	The Library/Resource teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The Library/Resource teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The Teacher welcomes feedback from supervisors and colleagues.	The Library/Resource teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the Teacher seeks feedback from supervisors and colleagues.
4f Showing Professionalism	The Library/Resource teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The Teacher fails to comply with school and district regulations and time lines.	The Library/Resource teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the Teacher's attempts to serve students are limited. The Teacher complies minimally with school and district regulations, doing just enough to get by.	The Library/Resource teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The Library/Resource teacher is proactive and assumes a leadership role in making sure that school practices/procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The Teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.
4g: Following District Initiatives	The librarian demonstrates a lack of professionalism through attendance, non-participation in school related activities and/or committees, and only attends mandatory professional development.	The librarian sometimes participates in school related activities, and attends mandatory professional development.	The librarian teacher demonstrates a level of professionalism through attendance, participating in some school related activities and/or committees, and attending professional development opportunities.	The librarian demonstrates a high level of professionalism through attendance, frequently participating in school related activities and/or committees, seeking out and attending professional development opportunities and sharing information with colleagues.

Framework for Speech-Language Pathologists Evaluation Instrument

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge and skill in the speech-language pathology therapy area as evidenced through: o **Articulation** o **Phonology** o **Apraxia-** o **Oral Motor** o **Language- Receptive and Expressive** o **Fluency** o **Voice**	Speech-Language Pathologist demonstrates little or no knowledge and skill in the therapy area; does not hold or maintain the necessary certificate or license.	Speech-Language Pathologist demonstrates basic knowledge and skill in the therapy area; maintains the necessary certificate or license.	Speech-Language Pathologist demonstrates thorough knowledge and skill in the therapy area; maintains the necessary certificate or license.	Speech-Language Pathologist demonstrates extensive knowledge and skill in the therapy area; maintains an advanced certificate or license and holds additional endorsements that could include ESL, Bilingual etc.

Critical Attributes	The Speech-Language Pathologist has no advanced degree, no professional development, license and certificate expired, not a member of ASHA.	The Speech-Language Pathologist has an advanced degree, has both a valid license and certificate. However, does not participate in professional development and is not a member of ASHA.	The Speech-Language Pathologist has an advanced degree, has both a valid license and certificate, participates in professional development and is a member of ASHA. The Speech-Language Pathologist seeks out professional development related to field. Lessons and interventions use effective strategies to address individual student goals.	In addition to proficient: The Speech-Language Pathologist is proactive in addressing student misconceptions and may have an area of specialty.
1b: Establishing speech-language pathology plan appropriate to the students needs in the Least Restrictive Environment or school setting	Speech-Language Pathologist has no plan for individualizing speech-language services that are appropriate to the students needs or setting.	Speech-Language Pathologist has a plan for the therapy services that is rudimentary or partially suitable to the setting and to the needs of the students.	Speech-Language Pathologist's has a plan for the therapy services this clear and appropriate to the setting of the school and to the needs of the students.	Speech-Language Pathologist 's has a plan for the therapy services that is highly appropriate to the school setting and to the needs of the students and have been developed collaboratively with different school stakeholders.

Critical Attributes	The Speech-Language Pathologist does not develop or implement individual goals to fit the students' needs.	The Speech-Language Pathologist plans for groups, but not individual students' needs.	The Speech-Language Pathologist plans for individual students, collaborates with teachers, goals are clear and appropriate for setting and needs of the students.	The Speech-Language Pathologist collaborates with teachers, plans for individual students, therapy goals highly individualized, and plans are shared with stakeholders.
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines for speech-language pathology	Speech-Language Pathologist demonstrates little or no knowledge of special education laws and procedures.	Speech-Language Pathologist demonstrates basic knowledge of special education laws and procedures.	Speech-Language Pathologist demonstrates thorough knowledge of special education laws and procedures.	Speech-Language Pathologist's knowledge of special education laws and procedures is extensive; Speech-Language Pathologist takes a leadership role in reviewing and revising district policies.
Critical Attributes	The Speech-Language Pathologist completes paperwork incorrectly, makes erroneous recommendations, and misdiagnoses.	The Speech-Language Pathologist completes paperwork inconsistently, cannot answer questions, based on rules and regulations.	The Speech-Language Pathologist completes paperwork accurately, answers questions on rules and regulations thoroughly.	The Speech-Language Pathologist completes paperwork accurately, takes the initiative to communicate updated policies and procedures to staff related to speech-language pathology and laws that govern special education and assists in revisions as needed.
1d: Demonstrating knowledge of resources, both within and beyond the district	Speech-Language Pathologist demonstrates little or no knowledge of resources for students available through the school or district.	Speech-Language Pathologist demonstrates limited knowledge of resources for students available through the school or district.	Speech-Language Pathologist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district, but is willing to research it.	Speech-Language Pathologist demonstrates extensive knowledge of resources for students available through the school or district and familiarity with the resources in the larger community, willing to create plans with the parents outside of the school setting.
Critical Attributes	The Speech-Language Pathologist does not offer resources for students and demonstrates no knowledge of outside resources.	The Speech-Language Pathologist offers limited resources for students and demonstrates some knowledge of district resources.	The Speech-Language Pathologist demonstrates thorough knowledge of district resources, and some familiarity of outside resources. Speech-Language Pathologist offers resources to students.	In addition to the characteristics for proficient: the Speech-Language Pathologist develops plans to assist students outside of the classroom environment.

1e: **Formulating an outline for the therapy services to meet the needs of individual students**	Therapy services consists of a random collection of unrelated activities, lacking coherence or an overall structure and does not link to overall goal(s)/benchmark.	Speech-Language Pathologist's outline has a guiding objective and includes a number of worthwhile activities, but does not meet the overall goal(s)/benchmark.	Speech-Language Pathologist has developed an outline that includes the important aligned activities that meet the overall goal(s)/benchmark.	Speech-Language Pathologist's outline is highly coherent and serves to support students individually and support carryover across educational or community settings.
Critical Attributes	Speech-Language Pathologist does not communicate with classroom teachers.	Speech-Language Pathologist communicates sporadically with classroom teachers to develop general plans for groups of students.	Speech-Language Pathologist communicates when needed with classroom teachers to develop general plans for groups of students.	Speech-Language Pathologist collaborates regularly with classroom teachers to formulate effective plans to work with individual students.
1f: **Developing a plan to revise the therapy services in order to meet the needs of individual students**	Speech-Language Pathologist has no plan to revise the services and resists suggestions that such a revision is important.	Speech-Language Pathologist has an unclear plan and accepts and implements suggestions for revision of the plan.	Speech-Language Pathologist's has a clear plan that is supported by evidence-based practice and quantitative and qualitative data.	Speech-Language Pathologist's evaluation plan is highly sophisticated and includes multiple sources of evidence, necessary revisions of IEPs based upon quantitative and qualitative data.
Critical Attributes	Speech-Language Pathologist does not evaluate plans or make revisions.	Speech-Language Pathologist makes some evaluations of plans and general revisions.	Speech-Language Pathologist makes frequent revisions to plans, and evaluates goals and progress regularly.	Speech-Language Pathologist makes ongoing revisions to plans, and evaluates goals and progress of individual students.
1g: **Following District Initiatives**	The Speech-Language Pathologist does not keep current caseload, attendance lists, goals and objectives, and required IEP paperwork.	The Speech-Language Pathologist has some of the required paperwork such as: current caseload, attendance lists, goals and objectives, and required IEP paperwork.	The Speech-Language Pathologist keeps all of the required paperwork such as: current caseload, attendance lists, goals and objectives, and required IEP paperwork.	In addition to proficient: The social worker has historical data for review and discussion.

2a: Establishing rapport with students	Speech-Language Pathologist's interactions with students are disrespectful or inappropriate; students appear uncomfortable in the evaluation and therapy setting.	Speech-Language Pathologist's interactions are a mix of respectful and disrespectful; the Speech-Language Pathologist's efforts at developing rapport are partially established.	Speech-Language Pathologist's interactions with students are respectful; students appear comfortable in the evaluation and therapy setting.	Speech-Language Pathologist's interactions with the students are respectful and trusting; the students are comfortable in the evaluation and therapy setting as evidenced by at least one of the following behaviors: seeking out the Speech-Language Pathologist, cooperating during expected tasks, coming to scheduled therapy sessions (high school), and/or completing homework assignments.
Critical Attributes	Speech-Language Pathologist uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. Students use disrespectful talk towards one another with no response from the speech-language pathologist. Speech-Language Pathologist displays no familiarity with or caring about individual students' interests or personalities.	The quality of interactions between Speech-Language Pathologist and students, or among students, is uneven, with occasional disrespect. Speech-Language Pathologist attempts to respond to disrespectful behavior among students, with uneven results. Speech-Language Pathologist attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	Talk between Speech-Language Pathologist and students and among students is uniformly respectful. Speech-Language Pathologist responds to disrespectful behavior among students. Speech-Language Pathologist makes superficial connections with individual students.	In addition to the characteristics of "proficient": Speech-Language Pathologist demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct toward classmates. There is minimal misbehavior among students that is immediately addressed. The Speech-Language Pathologist's response to a student's incorrect response respects the student's dignity.
2b: Organizing time effectively	Speech-Language Pathologist has no organizational skills demonstrated by inability to meet deadlines for evaluations and meetings, not providing therapy based on a set schedule, and not completing paperwork in a timely manner.	Speech-Language Pathologist has some organizational skills to meet deadlines for evaluations and meetings, sees some students for therapy based on set therapy schedule, and completes some paperwork in a timely manner.	Speech-Language Pathologist has organizational skills to meet deadlines for evaluations and meetings, provides therapy based on a set schedule, and completes paperwork in a timely manner.	Speech-Language Pathologist is highly organized and meets deadlines for evaluating students and completing meetings, providing therapy and completing paperwork in a timely manner, as well as utilizing time for other duties that will assist in meeting the needs of students at their school.
Critical Attributes	The Speech-Language Pathologist has minimal to none of the necessary paperwork or assessments completed for meetings. The Speech-Language Pathologist does not meet the minutes for individual students.	The Speech-Language Pathologist has most of the necessary paperwork and assessments completed for meetings. The Speech-Language Pathologist meets most of the individual minutes for each student.	The Speech-Language Pathologist has all necessary paperwork and assessments completed for meetings. The Speech-Language Pathologist meets the individual minutes for each student.	The Speech-Language Pathologist has all necessary paperwork and assessments completed for meetings. The Speech-Language Pathologist shares the responsibility of the paperwork with teachers. Speech-Language Pathologist meets and adjusts time based on individual students' needs.

2c: Managing therapy procedures including instructional groups, materials/supplies, and transitions.	Speech-Language Pathologist does not group students based on age/communication needs, does not have materials/supplies prepared in advance, and does not transition in a timely manner. Poor transitioning results in ineffective use of therapy time.	Speech-Language Pathologist groups does not consistently group students based on age/communication needs, does not consistently have materials/supplies prepared in advance, and does not consistently transition in a timely manner.	Speech-Language Pathologist groups students based on age/communication needs, has materials/supplies prepared in advance, and transitions in a timely manner.	Speech-Language Pathologist groups students based on age/communication needs, has materials/supplies prepared in advance, and transitions in a timely manner. Students demonstrate an understanding of the above by independently participating in the process.
Critical Attributes	Groupings are not appropriate for students' needs. Materials are unorganized for use during therapy sessions. Transitions between activities do not occur smoothly.	All groupings are not appropriate for students' needs. Materials are sometimes unorganized for use during therapy sessions. Transitions between activities do not always occur smoothly.	All groupings are appropriate for students' needs. Materials are readily available for use during therapy sessions. Transitions between activities occur smoothly.	All groupings are appropriate for students' needs. Materials are readily available for use during therapy sessions. Transitions between activities occur smoothly, and students are active participants in the process.
2d: Establishing standards of conduct in the therapy session	Speech-Language Pathologist has no clear set rules of conduct in the evaluation and therapy session and disregards or fails to address negative student behavior during evaluation or treatment.	Speech-Language Pathologist's has clear rules of conduct in the evaluation and therapy session that are inconsistently enforced and attempts to monitor and correct negative student behavior during evaluation and treatment with partial success.	Speech-Language Pathologist's has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful . Rules of conduct are posted and discussed with the students.	Speech-Language Pathologist's has clear rules of conduct in the evaluation and therapy session that are consistently enforced and attempts to monitor and correct negative student behavior are successful. Rules of conduct are posted and discussed with the students. Students engage in self-monitoring of appropriate behavior.
Critical Attributes	The classroom environment is chaotic, with no apparent standards of conduct. The Speech-Language pathologist does not monitor student behavior. Some students violate classroom rules, without apparent awareness. When the Speech-Language Pathologist notices student misbehavior, s/he appears helpless to do anything about it.	Speech-Language Pathologist attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. Speech-Language Pathologist attempts to keep track of student behavior, but with no apparent system. .	Standards of conduct appear to have been established. Student behavior is generally appropriate. The Speech-Language Pathologist frequently monitors student behavior. Speech Language Pathologist's response to student misbehavior is effective. Speech-Language Pathologist acknowledges good behavior.	In addition to the characteristics of "proficient": Student behavior is appropriate; there is minimal evidence of student misbehavior. The Speech-Language Pathologist monitors student behavior using a variety of techniques depending on what works with particular children. The Speech-Language Pathologist respectfully intervenes as appropriate with classmates to ensure compliance with standards of conduct. Speech-Language Pathologist frequently communicates information on students' behavior to the classroom teacher.

2e: Organizing physical space for testing of students and providing therapy	Speech-Language Pathologist has a disorganized evaluation and therapy space and does not arrange the space to work with students. Materials are not usually available.	Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is not rearranged or modified to meet each student's individual needs.	Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs.	Speech-Language Pathologist has an organized evaluation and therapy space and uses the furniture and materials available to conduct evaluations and treatment. The setting is rearranged or modified to meet each student's individual needs. The Speech-Language Pathologist seeks out additional equipment, materials, and additional resources to enhance individual student's speech-language needs.
Critical Attributes	The Speech-Language Pathologist cannot locate the appropriate materials for therapy or for evaluations due to the disorganization of the environment. The environment is not rearranged to meet the needs of the students..	The Speech-Language Pathologist can locate the appropriate materials for therapy or for evaluations, the environment is not rearranged to meet the needs of the students..	The Speech-Language Pathologist can locate the appropriate materials for therapy or for evaluations, the environment can be rearranged to meet the needs of the students..	The Speech-Language Pathologist and/or certain students can locate the appropriate materials for therapy, can locate the appropriate materials for evaluations, the environment is easily rearranged to meet the needs of the students, contacts and/or obtains resources to assist with the communication skills of particular students.
2f: Following District Initiatives	The Speech-Language Pathologist does not participate in PBIS program or other character development in the building.	The Speech-Language Pathologist has limited participation in the PBIS program or other character development in the building	The Speech-Language Pathologist participates in PBIS program or other character development in the building	The Speech-Language Pathologist takes an active role in the PBIS program, participating as a mentor, working with incentive programs, etc.
3a: Responding to referrals and evaluating student needs	Speech-Language Pathologist fails to make a referral decision upon receipt of the written referral within the mandated time frame.	Speech-Language Pathologist responds to a written referral within the mandated time frame but there is no clear explanation of planned interventions and/or assessment.	Speech-Language Pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment.	Speech-Language Pathologist responds to a written referral within the mandated time frame and provides a clear explanation of interventions and/or assessment. Inservices are provided on the referral process/procedures and areas of communication disorders with appropriate stakeholders.
Critical Attributes	Speech-Language Pathologist does not take the appropriate steps when given a written referral – hence not meeting the appropriate time frame, does not share information with the person making the referral	Speech-Language Pathologist takes the appropriate steps when given a written referral within a timely manner, but does not share information with the person making the referral.	Speech-Language Pathologist takes the appropriate steps when given a written referral within a timely manner, shares information with the person making the referral.	Speech-Language Pathologist takes the appropriate steps when given a written referral within a timely manner, shares information with the person making the referral, dispenses information to teachers as a group or individually with teacher for greater understanding of the process.

3b: Developing and implementing goals and benchmarks to maximize students' success	Speech-Language Pathologist fails to follow the Department of Special Services' format for writing goals and the goals do not correlate with the findings of the assessment.	Speech-Language Pathologist partially follows the Department of Special Services' format for writing goals and the goals partially correlate with the findings from the assessment.	Speech-Language Pathologist follows all requirements within the Department of Special Services' format for goal writing and the goals correlate with the findings from the assessment,	Speech-Language Pathologist follows the Department of Special Services's format for goal writing, the goals correlate with the findings from the assessment, and finds creative ways to incorporate speech/language goals across the curriculum.
Critical Attributes	The Speech-Language Pathologist does not complete all sections on the goal sheets, these goals cannot be measured and are not objective, the goals are not remotely related to the findings from the testing completed,	The Speech-Language Pathologist writes goals completing all sections of the goal sheet(s), these goals are a mirror of the the findings of formal assessments – with no understanding of the "big picture,"	The Speech-Language Pathologist writes measureable, objective goals completing all sections of the goal sheet(s), these goals associated with the findings of (in)formal assessments,	The Speech-Language Pathologist writes measureable, objective goals completing all sections of the goal sheet(s), these goals correlated to the findings of (in)formal assessments, and able to integrate goals throughout different academic subjects easily.
3c: Communicating with families	Speech-Language Pathologist fails to communicate with parents/guardians and does not document attempts to communicate with the parents/guardians.	Speech-Language Pathologist communicates with parents/guardians but the information is not always relayed in a professional manner or takes into consideration cultural, socio-economic, and linguistic factors.	Speech-Language Pathologist communicates with parents/guardians in a professional manner and takes into consideration cultural, socio-economic, and linguistic factors.	Pathologist initiates communication with n a professional manner while being thoughtful of omic, and linguistic factors and provides outside urces and training to address the student's ds.
Critical Attributes	The Speech-Language Pathologist cannot explain to the parents in a way that is easily understood, does not always respect their role as the parents of the student, will not answer the parents in a timely manner.	The Speech-Language Pathologist is able to communicate to the parents in a way that is easily understood, but does not always respect their role as the parents of the student,	The Speech-Language Pathologist is able to communicate to the parents in a way that is easily understood, but respects their role as the parents of the student,	The Speech-Language Pathologist is able to communicate to the parents in a way that is easily understood, but respects their role as the parents of the student, can answer questions appropriately, can provide additional resources and information to the parents based on the particular student's needs.

3d: Collecting information; writing reports	Speech-Language Pathologist does not follow Department of Special Services' best practices for evaluation procedures and does not address all communication areas including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor.	Speech-Language Pathologist follows Department of Special Services' best practices for evaluation procedures and addresses all communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), minimally adjusts assessment to students' needs, and writes an evaluation report that includes test scores but does not include a description of strengths and weaknesses.	Speech-Language Pathologist follows Department of Special Services' best practices for evaluation procedures and addresses all necessary communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), uses a variety of assessment tools, and writes a clear evaluation report.	Speech-Language Pathologist follows Department of Special Services' best practices for evaluation procedures and addresses all necessary communication areas (including expressive/receptive language, articulation/phonology, voice, fluency, and oral-motor), adjusts the battery of tests to address students' needs, seeks out and utilizes additional services when needed, and writes a clear and comprehensive evaluation report.
Critical Attributes	The Speech-Language Pathologist does not complete an appropriate evaluation based on the referral and does not adjust what is being assessed based on the findings, writes a report with standard scores which may or may not all be accurate or accurately interpreted, the report has no examples to illustrate terms,	The Speech-Language Pathologist completes an appropriate evaluation based on the referral and but makes little or no adjustments based on what is being assessed, writes a report that is not easy to understand and does not provide examples to illustrate terms,	The Speech-Language Pathologist completes an appropriate evaluation based on the referral and adjusts what is being assessed based on the findings, writes a report that is easily to understand with examples to illustrate terms,	The Speech-Language Pathologist completes an appropriate evaluation based on the referral and adjusts what is being assessed based on the findings, finds additional assistance and assessments as needed, writes a report that is easily to understand with examples to illustrate terms,
3e: Demonstrating flexibility and responsiveness	Speech-Language Pathologist adheres to the speech/language goals and benchmarks, in spite of evidence of its inadequacy. Minutes of service are not individualized to meet the student's needs.	Speech-Language Pathologist makes changes in the interventions and documents the changes in progress notes but does not amend the Individualized Education Plan when confronted with evidence of the need for change. Student's needs are considered when assigning minutes of service.	Speech-Language Pathologist amends the Individualized Education Plan when evidence demonstrates the need for change and makes revisions in the treatment program. Student's needs are considered when assigning minutes of service.	Speech-Language Pathologist amends the Individualized Education Plan when encounters evidence of the need for change and makes revisions in the treatment program. Student's needs are considered when assigning minutes of service. Evidenced based practices are used to determine if adjustment in goals, benchmarks, and minutes are needed.
Critical Attributes	The Speech-Language Pathologist only works on the goals and benchmarks/objectives even when evidence of progress or lack thereof indicates a need to change,	The Speech-Language Pathologist changes the goals in therapy based on the accomplishments or lack of progress made by the student, minutes are based on the individual needs of the student.	The Speech-Language Pathologist changes the IEP based on the accomplishments or lack of progress made by the student, minutes are based on the individual needs of the student.	The Speech-Language Pathologist changes the IEP based on the accomplishments or lack of progress made by the student, minutes are based on the individual needs of the student, evidence-based practices are used to adjust the IEP.
3g: Following District Initiatives	The Speech-Language Pathologist does not complete eligibility paperwork, goals and objectives paperwork, or SPED report.	The Speech-Language Pathologist completes most eligibility paperwork, goals and objectives paperwork, or SPED report.	The Speech-Language Pathologist completes all eligibility paperwork, goals and objectives paperwork, or SPED report.	The Speech-Language Pathologist completes all eligibility paperwork, goals and objectives paperwork, or SPED report thoroughly and accurately, and articulates findings to all stakeholders.

4a: Reflecting on practice	Speech-Language Pathologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Speech-Language Pathologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Speech-Language Pathologist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Speech-Language Pathologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
Critical Attributes	The Speech-Language Pathologist does not reflect on what worked and did not work in therapy and makes no adjustments for the next therapy session	The Speech-Language Pathologist is able to reflect on some of what worked and did not work in therapy and able to make some adjustments for the next therapy session.	The Speech-Language Pathologist is able to reflect on what worked and did not work in therapy and able to adjust for the next therapy session.	The Speech-Language Pathologist is able to reflect on what worked and did not work in therapy and able to adjust within the therapy session.
4b: Collaborating with teachers and administrators	Speech-Language Pathologist is not available to staff for questions and planning and declines to provide background material when requested.	Speech-Language Pathologist is available to staff for questions and planning and provides background material when requested.	Speech-Language Pathologist initiates contact with teachers and administrators to provide information pertaining to students and documents consultation/collaboration in progress notes...	Speech-Language Pathologist seeks out teachers and administrators to confer regarding cases, provides information pertaining to students, solicits their perspectives on individual students, and documents consultation/collaboration in progress notes.
Critical Attributes	The Speech-Language Pathologist is not available and cannot talk to the student's team based on the needs of the student even when approached.	The Speech-Language Pathologist can talk to the student's team based on the needs of the student when approached.	The Speech-Language Pathologist collaborates on a regular basis with the student's team based on the needs of the student, which may include both special and general educators and administrators,	The Speech-Language Pathologist collaborates on a regular basis with the student's team based on the needs of the student, which may include both special and general educators and administrators, able to speak with knowledge about each student.
4c: Maintaining an effective data-management system	Speech-Language Pathologist data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Speech-Language Pathologist inconsistently uses a data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Speech-Language Pathologist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Speech-Language Pathologist has developed a highly effective data-management system for creatively monitoring student progress that is in place in multiple environments and uses it to adjust treatment when needed. The Speech-Language Pathologist uses the system to communicate with teachers/parents.
Critical Attributes	The Speech-Language Pathologist is not able to look at notes for information regarding students' progress as they are haphazardly created or do not exist.	The Speech-Language Pathologist is not able to consistently look at notes for information regarding students' progress, these notes are used only sometimes to adjust the treatment of students.	The Speech-Language Pathologist is able to look back at notes for information regarding students' progress, these notes are used to adjust the treatment of students.	The Speech-Language Pathologist is able to look back at notes for information regarding students' progress, these notes are one component of adjusting the treatment of students, these notes will assist when collaborating with the teachers/parents.

4d: **Participating in a professional community**	Speech-Language Pathologist relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Speech-Language Pathologist relationships with colleagues are cordial, and they participate in school and district events and projects when specifically asked to do so.	Speech-Language Pathologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Speech-Language Pathologist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
Critical Attributes	The Speech-Language Pathologist refuses to participate in school or district wide events, the relationship with most colleagues is strained.	The Speech-Language Pathologist participates in both school and district events when encouraged by another certified staff member or administrator, the relationship with colleagues is superficial but friendly.	The Speech-Language Pathologist volunteers to participate in both school and district events, the relationship with colleagues is friendly and productive.	The Speech-Language Pathologist volunteers to participate in both school and district events, may even head-up some of the events or projects, the relationship with colleagues is friendly and very productive.
4e: **Engaging in professional development**	Speech-Language Pathologist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Speech-Language Pathologist participates in less than half the offered professional development activities provided by the speech department which are relevant to their caseload and discipline	Speech-Language Pathologist participates in professional development activities relevant to the discipline and the needs of students on his/her caseload and discipline.	Speech-Language Pathologist actively pursues professional development opportunities by attending relevant meetings for the profession/department/district requirements and makes a substantial contribution to the profession through such activities as presenting relevant information to colleagues during workshops.
Critical Attributes	The Speech-Language Pathologist does not participate in in-services in the district and conferences outside of the district,	The Speech-Language Pathologist participates in a minimal amount of in-services in the district and conferences outside of the district,	The Speech-Language Pathologist participates in in-services in the district and conferences outside of the district.	The Speech-Language Pathologist participates in in-services in the district and conferences outside of the district, participates in committees or presents at professional conferences, such as ASHA, ISHA, etc.
4f: **Showing professionalism, including integrity, advocacy, and maintaining confidentiality**	Speech-Language Pathologist is not trustworthy or dependable in their interactions with colleagues, students, and the public, with more than two complaints and evidence of unprofessionalism documented towards the individual and violates norms of confidentiality.	Speech-Language Pathologist is trustworthy and dependable in interactions with colleagues, students, and the public, with one or two complaints and evidence of unprofessionalism documented towards the individual. Takes advocacy role for students, and does not violate norms of confidentiality.	Speech-Language Pathologist is trustworthy and dependable, and confidentiality in interactions with colleagues, students, and the public with no complaints or evidence of unprofessionalism documented and advocates for students when needed, and no violations of confidentiality.	Speech-Language Pathologist is trustworthy and dependable with no complaints or evidence of unprofessionalism documented, and advocates for students when needed, takes a leadership role with colleagues.
Critical Attributes	The Speech-Language Pathologist cannot be approached by colleagues, students or the public, there are more than two complaints noted in his/her file, confidentiality is not maintained.	The Speech-Language Pathologist is easy to be approached by other professional, maintains confidentiality and discusses students and programs.	The Speech-Language Pathologist is found to be a confidant in the school, where the other professionals feel free to approach and discuss students and programs and maintains confidentiality.	The Speech-Language Pathologist is found to be a confidant in the school, where the other professionals feel free to approach and discuss students and programs, maintains confidentiality and takes the lead on a variety of cases.

4g: Following District Initiatives	The Speech-Language Pathologist does not attend professional development or collaborate with colleagues.	The Speech-Language Pathologist attends professional development with administrative directive, and there is limited collaboration with colleagues.	The Speech-Language Pathologist participates in professional development and collaborates with colleagues.	In addition to proficient: The Speech-Language Pathologist takes initiative to in-service staff when necessary.

Framework for Social Workers Evaluation Instrument

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating Knowledge and Skill in social work methods to assist students	Social worker demonstrates little or no knowledge and skill in using social work methods to assist students.	Social worker uses a limited number of social work methods to assist students.	Social worker uses some social work methods to assist students.	Social worker uses a wide range of social work methods to assist students and knows the proper situations in which each should be used.
Critical Attributes	Social worker lacks knowledge of human behavior and relationships.	Social worker does not consider relationships in planning social work methods, and the knowledge of social work methods is incorrect or incomplete. Lessons and interventions use ineffective strategies and some may not be suitable to the students.	Social worker considers relationships in planning social work methods. Lessons and interventions use effective strategies that are suitable to most students. The social worker seeks out professional development related to their field.	In addition to the characteristics for "proficient", the social worker is proactive in addressing student misconceptions. The social worker is skilled in applying effective social work methods.
1b: Demonstrating Knowledge of child and adolescent development	Social worker demonstrates little or no knowledge or child and adolescent development.	Social worker demonstrates basic knowledge of child and adolescent development.	Social worker demonstrates thorough knowledge of child and adolescent development.	Social worker demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns.
Critical Attributes	Social worker does not understand child development characteristics and has unrealistic expectations for students. Social worker is not aware	Social worker is aware of developmental theory but does not seek to integrate it into intervention strategies. The social worker recognizes that children have different interests	The social worker knows, for groups of students, their levels of cognitive development. The social worker is aware of the different cultural groups in the school. The social	In addition to the characteristics of "proficient": The social worker uses effective methods to designs interventions. The social worker seeks out information about the cultural heritage from all students in the social work groups. The social worker maintains a system of updated

	of student interests or cultural heritages. Social worker takes no responsibility to learn about students' medical or learning disabilities	and cultural backgrounds, but rarely draws on their contributions to accommodate those differences. Social worker is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	worker has a good idea of the range of interests of students in the social work groups. The social worker is well informed about students' cultural heritage and incorporates this knowledge into planning interventions. The social worker is aware of the special needs represented by students in the social work groups.	student records and incorporates medical and/or learning needs into planning.
1c: Establishing goals for delivery of social work services appropriate to the setting and students served	Social worker has no clear goals for the delivery of social work services, or they are inappropriate to either the situation or the age of the students.	Social worker's goals for the delivery of social work services are rudimentary and are partially suitable to the situation and the age of the students.	Social worker's goals for the delivery of social work services are clear and appropriate to the situation and the age of the students.	Social worker's goals for the delivery of social work services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Critical Attributes	Goals represent low expectations for students and lack clear development. Goals do not take the needs of individual students into consideration.	Goals represent moderately high expectations. Some goals reflect important learning in the growth of social and emotional skills. Most of the goals are suitable for most of the students in the social work groups.	Goals represent high expectations. Most goals reflect important learning in the growth of social and emotional skills. Most of the goals were written for individual student needs. Most of the goals are suitable for most of the students in the social work groups.	In addition to the characteristics of "proficient", the social worker: connects goals to previous and future learning. Goals are differentiated to encourage individual student growth.

1d: Demonstrating Knowledge of state and federal regulations and of resources both within and beyond the school and district	Social worker demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Social worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Social worker displays awareness of governmental regulations and or resources for students available through the school or district and some familiarity with resources external to the district.	Social worker's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Critical Attributes	Social worker has no knowledge of resources or regulations (DCFS procedures, counseling resources, family assistance programs). The social worker does not provide counseling resources to families. The social worker provides no assistance to families in utilizing available resources.	Social worker demonstrates a basic knowledge of resources and regulations (DCFS procedures, counseling resources, family assistance programs). The social worker does provide some counseling resources to families. The social worker provides some assistance to families in utilizing available resources.	Social worker demonstrates adequate knowledge of resources and regulations (DCFS procedures, counseling resources, family assistance programs). The social worker provides counseling resources to families . The social worker provides assistance to families in utilizing available resources.	Social worker demonstrates extensive knowledge of resources and regulations (DCFS procedures, counseling resources, family assistance programs). The social worker provides counseling resources to families. The social worker provides ongoing and extensive assistance to families in utilizing available resources.

Critical Attributes	Social worker has no knowledge of resources or regulations (DCFS procedures, counseling resources, family assistance programs). The social worker does not provide counseling resources to families. The social worker provides no assistance to families in utilizing available resources.	Social worker demonstrates a basic knowledge of resources and regulations (DCFS procedures, counseling resources, family assistance programs). The social worker does provide some counseling resources to families. The social worker provides some assistance to families in utilizing available resources.	Social worker demonstrates adequate knowledge of resources and regulations (DCFS procedures, counseling resources, family assistance programs). The social worker provides counseling resources to families . The social worker provides assistance to families in utilizing available resources.	Social worker demonstrates extensive knowledge of resources and regulations (DCFS procedures, counseling resources, family assistance programs). The social worker provides counseling resources to families. The social worker provides ongoing and extensive assistance to families in utilizing available resources.
1e: Planning the delivery of social work services, integrated with the regular school program, to meet the needs of individual students	Social worker's plan consists or a random collection of unrelated activities, lacking coherence or an overall structure.	Social worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Social worker has developed a plan that includes the important aspects of work in the setting.	Social worker's plan is highly coherent and preventive and serves to support students individually, with the broader educational program.
Critical Attributes	Social work group activities are boring and/or not well-aligned to the goals. Materials are not engaging and are not reflective of student goals. Social work plans are not structured or sequenced and are unrealistic in their expectations.	Social work activities are moderately challenging. Resources are suitable, but there is limited variety. Plans are unrealistic in terms of time expectations.	Social work group activities are matched to student needs. Activities provide opportunity for student engagement. Social worker provides a variety of appropriately challenging materials and resources. Groups are organized thoughtfully to maximize learning and build on	In addition to the characteristics of "proficient": Learning experiences provide appropriate expression of emotions. Social worker provides a variety of appropriately challenging resources that are differentiated for students in the group. Plans differentiate for individual student needs.

			student strengths. The plan for is well structured, with reasonable time allocations.	
1f: Developing a plan to evaluate the delivery of social work services	Social worker has no plan to evaluate the delivery of social work services or resists suggestions that such an evaluation is important.	Social worker has a rudimentary plan to evaluate the delivery of social work services.	Social worker's plan to evaluate the delivery of social work services is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Social worker's evaluation plan is highly sophisticated, with creative sources of evidence and a clear path toward improving the delivery of social work services on an ongoing basis.
Critical Attributes	No suggestions made to improve the delivery of services.	Some suggestions are made to improve the delivery of services (RtI, PBIS, consultation with staff, assessments, interventions, procedures, and documentation).	Suggestions are clear and organized to improve the delivery of services (RtI, PBIS, consultation with staff, assessments, interventions, procedures, and documentation).	Suggestions are clear and highly organized to improve the delivery of services (RtI, PBIS, consultation with staff, assessments, interventions, procedures, and documentation).
1g: Following District Initiatives	Does not submit appropriate documentation in a timely manner.	Required documentation is submitted in a timely manner; however, not always appropriate for students' needs.	Required documentation is submitted in a timely manner, and is appropriate for students' needs.	In addition to proficient, documentation is clearly focused to student goals, and demonstrates an understanding of each individual students' needs..

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Establishing a rapport with students	Social worker's interactions with students are negative or inappropriate, students appear uncomfortable in office.	Social worker's interactions are a mix of positive and negative; the Social worker's efforts at developing rapport are partially successful.	Social worker's interactions with students are positive and respectful; students appear comfortable in office.	Social worker has positive interactions with students. Social worker treats students in a respectful and caring fashion. Social worker seeks to strengthen the students' self-esteem and encourage students to play an active role in the helping process.
Critical Attributes	Social worker lacks appropriate boundaries and has difficulty connecting and/or gaining trust of students. Social worker gives no regard to race, religion, family history, trauma, etc.	Social worker has appropriate boundaries but is only able to connect or gain trust of some students. Social worker gives some regard to race, religion, family history, trauma, etc.	Social worker is able to gain student trust and students respond appropriately. Students feel valued. Social worker is able to engage students across culture, religion, etc.	In addition to the characteristics of "proficient", social worker is seen as a refuge as well as stable and non-judgmental source of support. Students seek out the social worker reflecting a high degree of comfort and trust in the relationship.
2b: Promoting a Culture for positive mental health throughout the school	Social worker makes no attempt to promote a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	Social worker's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Social worker attempts to promote a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the social worker, is maintained by both teachers and students.
Critical Attributes	Social worker lacks confidentiality and shows disdain for students with disabilities and mental health	Social worker refrains from making negative comments about students. Social worker lacks the ability to educate and	Social worker provides opportunities for staff to gain an understanding of disabilities and mental health diagnoses. Social worker models appropriate	In addition to characteristics of "proficient", social worker also attempts to inform students about their disability and struggles. Social worker includes students in goal planning and progress monitoring. Social worker encourages staff to celebrate

	diagnoses. Social worker shows no interests in individual students.	inform students and staff about disabilities.	interactions with students for staff.	student growth and improvement.
2c: Establishing standards of conduct and maintaining clear procedures in group/leadership programs	No standards of conduct or clear procedures have been establishes, and social worker disregards or fails to address negative student behavior.	Standards of conduct and clear procedures appear to have been established. Social worker's attempts to monitor and correct negative student behavior are partially successful.	Standards of conduct and clear procedures have established. Social worker monitors student behavior against those standards, response to students is appropriate and respectful.	Standards of conduct and clear procedures have been established. Social worker's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
Critical Attributes	Social worker does not have stated rituals, rules or guidelines. There is no system of consequences for positive or negative behavior.	There are stated rules, however enforcement is inconsistent. Social worker also inconsistently attempts to reframe student's negative interactions.	Social worker establishes rituals and rules. Behavior is consistently reinforced or redirected in the appropriate manner.	In addition to the characteristics of "proficient", social worker attempts to prevent situations from arising, integrates real life applications to alleviate frustration, and utilizes techniques for student's self-reflection.
2d: Organizing physical space for students and for storage of materials	The social work office is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the social work office are stored securely, but the office is not completely well organized, and materials are difficult to find when needed.	The social work office is well organized; materials are stored in a secure location and are available when needed.	The social work office is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

2e: Following District Initiatives	The social worker does not participate in the implementation of the PBIS program.	The social worker has limited participation in the PBIS program.	The social worker fully participates in the PBIS program.	In addition to the characteristics of "proficient": The social worker serves in various capacities to ensure the fidelity of the PBIS program throughout the building, and they encourage colleagues to embrace the PBIS activities.

	Unsatisfactory	**Needs Improvement**	**Proficient**	**Excellent**
3a: Consultation with teachers and administrators regarding and responding to referrals (RtI and emergency services)	Social worker fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Social worker consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral/	Social worker frequently consults with colleagues, tailoring evaluations to the questions raised in the referral.	Social worker consults frequently with colleagues, contributing own insight and tailoring evaluations to the questions raised in the referral.
Critical Attributes	Social worker disregards the concerns of parent and teacher. Social worker formulates opinions and recommendations without consulting with the team.	Social worker takes into account some of the concerns of parent and teacher. Social worker attempts to consult with staff sparingly.	Social worker is attentive to concerns of teacher and parent. Social worker consults with team members to gain the most accurate picture of the student.	In addition to characteristics of Proficient, social worker provides insight and perspective with consulting with team members.

3b: Evaluating student needs in compliance with School Social Workers Association of America/National Association of Social Workers/federal, state, local regulations.	Social worker does not follow established procedures and guidelines.	Social worker does not always follow established time lines and guidelines.	Social worker ensures that all procedures and safeguards are faithfully adhered to.	Social worker selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with the procedural time lines and safeguards.
Critical Attributes	Social worker does not meet with students to determine individual needs. Social worker assumes to have knowledge without gathering necessary data from various sources.	Social worker meets with students and staff to determine needs. Social worker pre-determines the cause of students' difficulty without gathering all of the data.	Social worker obtains necessary data to determine what is interfering with student's learning. Social worker obtains appropriate consent for student's participation in social work activities. Social worker provides student with support to help improve educational outcomes.	In addition to "proficient", social worker collects and interprets family, cultural, socioeconomic and developmental information. Social worker uses a variety of assessment and evaluative tools and procedures appropriate for assessing student needs. Useful information is provided to staff to address behaviors of concern. Social worker promotes positive communication between home, school and community.
3c: Using social work methods in the delivery of service to individuals and groups	Social worker uses a few techniques to help students acquire skills in decision making and problem solving for both interactions with students and future planning.	Social worker uses a narrow range of techniques to help students acquire skills in decision making and problem solving for both interactions with students and future planning.	Social worker uses an range of techniques to help students acquire skills in decision making and problem solving for both interactions with students and future planning.	Social worker uses an extensive range of techniques to help students acquire skills in decision making and problem solving for both interactions with students and future planning.

Critical Attributes	Social worker lacks creativity and insight in applying techniques and interventions with students. Social worker incorrectly applies strategies with students.	Social worker has some creativity in applying techniques and interventions with students. Social worker occasionally correctly applies strategies with students.	Social worker displays creativity in apply techniques and interventions. Social worker correctly applies strategies with students.	In addition to the characteristics of Proficient, social worker exemplifies creativity and flexibility in matching students needs and interactions with appropriate techniques.
3d:Implementing interventions to maximize students' likelihood of success	Social worker fails to implement interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Social worker's implementation of strategies for students is partially suitable for them or is sporadically aligned with identified needs.	Social worker's implementation of strategies for students is suitable for them and is aligned with identified needs.	Social worker implements comprehensive strategies for students, finding ways to creatively meet student needs and incorporate many related elements.
Critical Attributes	Social worker lacks ability to critically examine students and which interventions would work best as well as develop new interventions.	Social worker is occasionally able to appropriately match students and interventions and see successes.	Social worker is able to critically examine students and which interventions would work best and create appropriate interventions.	In addition to the characteristics of proficient, Social worker is attending workshops, reading content specific literature, and continually seeking our ways to ensure student's successes.
3e: Demonstrating Flexibility and Responsiveness	Social worker adheres to the plan or program, in spite of evidence of inadequacy.	Social worker makes modest changes in the treatment program when confronted with evidence of the need for change.	Social worker makes revisions in the treatment program when it is needed.	Social worker is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.
Critical Attributes	Social worker does not accept feedback from team members or teachers regarding	Social worker is somewhat receptive to feedback from team members or teachers.	Social worker is able to self reflect and recognize when changes are needed. Social worker willingly accepts	In addition to the characteristics of proficient, social worker is attending workshops, reading, collaborating with other social workers, and continually

	service. Social worker tends to apply the same interventions to all students. Social worker does not tailor activities or lessons to specific age or cognitive abilities.	Social worker is able to tailor activities or lessons to specific age.	feedback from team members. Social worker is able to tailor lessons and activities so that all students can participate regardless of age or cognitive ability.	seeking ways to enrich the treatment program.
3f: Following District Initiatives	The social worker does not participate in implementation of the RtI program.	The social worker has a limited role in implementation of the RtI program.	The social worker fully participates in the RtI program.	The social worker fully participates in the RtI program and offers additional assistance to ensure its fidelity.

4a. Reflecting on practice	Social worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social worker's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social worker makes some specific suggestions as to how the social work services might be improved.	Social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social worker draws on and repertoire to suggest alternative strategies.

Critical Attributes	Social worker lacks the ability to critically self evaluate. Social worker is unable to determine if the students are gaining anything from services provided. Social worker is not able to recognize when the students lose focus and are no longer fully invested.	Social worker is able to recognize some level of ineffectiveness. Social worker is able to recognize when the students attention is lost but has minimal insight on means to improve.	Social worker is able to critically reflect on strength and weaknesses. Social worker is also able to identify specific ways to improve.	In addition to the characteristics of "proficient", social worker seeks additional support and strategies to improve.
4b: Communicating with families	Social worker fails to communicate with families and secure necessary consent for social work services or communicates in an insensitive manner.	Social worker communication with families is partially successful; consent for social work services are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Social worker communicates with families and secures consent for social work services and does so in a manner sensitive to cultural and linguistic traditions.	Social worker secures consent for social work services and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Social worker reaches out to families of students to enhance trust.

Critical Attributes	Social worker lacks the interpersonal skills necessary to communicate with families in an effective manner. Families are unaware of children's progress. Communication is culturally inappropriate. Social worker acts superior and as if he/she knows the child better than the family.	Social worker shows the capacity to communicate with families however communication is at times culturally inappropriate. Social worker completes IEP quarterly progress notes but does little else to inform families of student progress.	Social worker shows the capacity to work with a variety of personalities in a mature and professional manner. Social worker shows sensitivities for families cultural differences. Social worker completes IEP quarterly progress notes and communications freely and regularly with parents.	In addition to characteristics of "proficient", social worker communicates strategies that the family can utilize at home to encourage the child's success. Social worker shows the capacity to work with a variety of personalities in a mature and professional manner. Social worker is respectful and supportive of families and their need to express their concerns.
4c: Maintaining accurate records	Social worker's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Social worker's records are accurate and legible and are stored in a secure location.	Social worker's records are accurate and legible, well organized, and stored in a secure location.	Social worker's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
Critical Attributes	There is no formal system for maintaining records. The system in place is not conducive to organization or confidentiality.	The system for maintaining records is tie consuming and cumbersome the system is not conducive to organization.	Social worker has an efficient and effective method for tracking student progress. The system is conducive to organization and confidentiality.	In addition to the characteristics of "proficient", social worker's records are easily understood when shared with team members.

4d: Participating in a professional community	Social worker's relationships with colleagues are negative or self-serving. Social worker avoids being involved in school and district events and projects.	Social worker's relationships with colleagues are cordial, and social worker participates in school and district events and projects when specifically requested.	Social worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Social worker makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Critical Attributes	The social worker's relationships are characterized by negativity. The social worker avoids contributing as well as involvement in school activities and district projects.	Social worker has pleasant relationships. The social worker participates when asked but does not volunteer.	Social worker has supportive and collaborative relationships. Social worker regularly participates and volunteers in school and district activities.	In addition to the characteristics of "proficient", social worker takes a leadership role and oversees events that positively affect school life. The social worker also contributes to district and community projects.
4e: Growing and developing professionally	Social worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Social worker participation in professional development activities is limited to those that are convenient or are required.	Social worker seeks out opportunities for professional development based on an individual assessment of need.	Social worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. Social worker remains up to date regarding current legislative decisions, rules, regulations, policies and procedures that affect school social work practice.
Critical Attributes	Social worker does not attend and lacks interest in participating in professional development workshops or activities. The social	Social worker attends annual PBIS or Social Work conference, however does not express interest in attending other relevant workshops. The social worker	Social worker attends at least one relevant workshop or conference during the school year as required. The social worker regularly seeks opportunities for continued professional development and welcomes	Social worker attends several relevant workshops and conferences during the school year and shares information with colleagues. In addition to the characteristics of "proficient", social worker seeks regular opportunities for professional development including initiating research. The social worker seeks feedback from supervisors and

	worker is not involved in any activity that might enhance knowledge or skill. The social worker does not attend conferences or workshops.	participates in professional activities when required. The social worker reluctantly accepts feedback from supervisors and colleagues.	feedback from supervisors and colleagues. The social worker actively participates in professional organizations.	colleagues. The social takes an active role in professional organizations.
4f: Showing professionalism	Social worker displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Social worker is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Social worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Social worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Critical Attributes	Social worker is dishonest, lacks confidentiality, and disregards district regulations	Social worker is honest and maintains confidentiality but is inconsistent in addressing student needs	Social worker is honest and operates with integrity. Social worker actively addresses student needs. Social worker maintains confidentiality.	In addition to the characteristics of "proficient", social worker is considered a leader in terms of honesty integrity, and confidentiality. Social worker is highly proactive in servicing students.
4g: Following District Initiatives	The social worker demonstrates a lack of professionalism through attendance, non-participation in school related activities and/or committees, and only attends mandatory professional development.	The social worker sometimes participates in school related activities, and attends mandatory professional development.	The social worker demonstrates a level of professionalism through attendance, participating in some school related activities and/or committees, and attending professional development opportunities.	The social worker demonstrates a high level of professionalism through attendance, frequently participating in school related activities and/or committees, seeking out and attending professional development opportunities and sharing information with colleagues.

APPENDIX G

TENURED GOAL-SETTING GUIDING QUESTIONS

(Modified from *Talking about Teaching: Leading Professional Conversations* by Charlotte Danielson, 2009)

The Ideas That Shape Professional Self-Assessments and Conversations

These guiding questions are meant to help you focus your reflection on student learning and your teaching practices.

WHAT CONSTITUTES IMPORTANT LEARNING?

- What are the key purposes in your learning activities?
- Does the purpose reflect important learning and a view of content as conceptual understanding rather than rote repetition of facts and procedures?

WHAT CAUSES LEARNING?

- What are students actually doing on a regular basis in your classroom activities?
- What is the level of intellectual rigor?
- What choices do students have?
- What are their opportunities for reflection and closure regarding their learning?

HOW ARE STUDENTS MOTIVATED?

- To what extent have you succeeded in creating a learning community in class?
- To what degree do students assume responsibility for their learning on a daily basis?

Goal Setting Form 1: Self-Assessment Form

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	***Domains/Components***	***Growth Opportunities***
	Domain 1: Planning and Preparation 1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments	
Next Steps:		
	Domain 2 - Classroom Environment 2a. Creating an environment of respect/ rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Arrangement of furniture and use of physical space	
Next Steps:		

SAMPLE
Goal-Setting Form 1: Self-Assessment Form

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

Strengths	***Domains/Components***	***Growth Opportunities***
*Understand the district LA curriculum and have utilized the 3rd Grade Literacy Outcomes for 3 years– sense of where most Ss struggle and where IEP students need more help *Utilize an online lesson planning tool that supports differentiated planning for reading groups *Organized Classroom Leveled Library to support independent reading and targeted reading groups	**Domain 1: Planning and Preparation** 1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f. Designing student assessments	*Would like to increase knowledge of online literacy resources to support Literacy Stations and independent work *Need to become more knowledgeable of how to use Running Records in targeted reading groups *Design or organize use comprehension reading strategy formative assessments
Next Steps: *Check with Literacy Coach to teach me how to take Running Records in the targeted reading groups and ideas for quick, focused comprehension reading strategy checks *Review different examples of formative assessments on comprehension reading strategies in Ellin Keene's resource booklet		
*Student behavior system for classroom procedures; work well in the literacy block time too *Organization of the classroom literacy and math stations	**Domain 2 – Classroom Environment** 2a. Creating an environment of respect/ rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Arrangement of furniture and use of physical space	*Process for Ss to be independent of me in the utilizing clean up procedures in the literacy stations *Make a "Cozy Reading Corner" for one of the stations
Next Steps: *Review *Spaces and Places* book for ideas around developing a cozy reading corner *Utilize a Working/Not Working debriefing process for having the Ss to self-assess how the class is doing on the clean up procedures in literacy stations		

Strengths	*Domains/Components*	*Growth Opportunities*
*Have four leveled reading groups and know individual S reading comprehension and fluency level based upon beginning of the year AIMSWEB testing *Utilize a wide variety of writing, reading, and communication activities in the literacy centers	**Domain 3 - Instruction** 3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	*Use of formative assessments in Small Reading Groups (Running Records) *Use of student self-assessment on comprehension strategy checks using bookmarks or simple formative assessment tools
Next Steps: *Ask Literacy Coach to model the Running Record recording collection process in small literacy groups *Introduce one at a time the key Student Self-Assessment Comprehension Strategy Checks in whole group read alouds and then link to independent literacy group work time		
*Have good recording/grade systems use online grading system *Weekly news updates on my classroom webpage *Facilitator of my grade level literacy book study *Participate in district Boot Camp summer courses each year	**Domain 4: Professional Responsibilities** 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	*Want to increase my knowledge of effective literacy strategies and supports for Ss who have low comprehension scores
Next Steps: ***Work with my grade level team, literacy coach, and speech therapist to develop a "What Works" online reading strategy back for struggling readers		

Goal Setting Form 2: Individual Growth Goal Form

Directions: Based upon IGP Form 1, use the Domain/Component Reflection to determine and develop a SMART Goal Individual Professional Growth Plan (IGP) Goal by using SMART Goal Criteria and the Word Formula.

SMART Professional Growth Goal Criteria		
S	**Specific Standards-Based**	○ Clearly focused on what is to be accomplished and why this is important ○ Based on the *Framework for Teaching* (or *Framework for Specialist Practice*)
M	**Measurable**	○ Can this goal be measured? ○ Will I be able to collect evidence of achievement? ○ Is this goal based upon multiple sources of data?
A	**Aligned and Attainable**	○ Is this goal aligned to district and school improvement goals? ○ Will resources be available to achieve this goal?
R	**Relevant**	○ How will this goal enhance teaching/professional practice/craft? ○ How will this goal enhance learning opportunities for students?
T	**Time Bound**	○ Can this goal be attained within the required timeframe?

Use the SMART Professional Growth Goal criteria to guide the development of your Individual Professional Growth goal using the following word formula:

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check sheets, tests, etc.

Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning: During 2009-10 **(WHEN),** the 6th Grade Cross-Disciplinary Team **(WHO)** will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) "high interest" Core Content bell work **(WHAT),** as measured by number of 25 or less tardy yellow slips and 90% student bell work completion **(DATA SOURCE).**

My Individual Growth Plan's SMART Goal (include when, what, who, data source):

SAMPLE

Goal Setting Form 2: Individual Growth Goal Form

Directions: Based upon Goal Setting Form 1, use the Domain/Component Reflection to determine and develop a SMART Goal Individual Professional Growth Plan (IGP) Goal by using SMART Goal Criteria and the Word Formula.

SMART Professional Growth Goal Criteria		
S	**Specific Standards-Based**	○ Clearly focused on what is to be accomplished and why this is important ○ Based on the *Framework for Teaching* (or *Framework for Specialist Practice*)
M	**Measurable**	○ Can this goal be measured? ○ Will I be able to collect evidence of achievement? ○ Is this goal based upon multiple sources of data?
A	**Aligned and Attainable**	○ Is this goal aligned to district and school improvement goals? ○ Will resources be available to achieve this goal?
R	**Relevant**	○ How will this goal enhance teaching/professional practice/craft? ○ How will this goal enhance learning opportunities for students?
T	**Time Bound**	○ Can this goal be attained within the required timeframe?

Use the SMART Professional Growth Goal criteria to guide the development of your Individual Professional Growth goal using the following word formula:

- **When:** Provide time frame for goal process.
- **Who:** List the staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check sheets, tests, etc.

Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning: During 2009-10 **(WHEN),** the 6th Grade Cross-Disciplinary Team **(WHO)** will increase instructional learning time and student engagement at the beginning of class **(WHAT)** through 1) improved student transitions between core classes and 2) "high interest" Core Content bell work as measured by number of 25 or less tardy yellow slips and 90% student bell work completion **(DATA SOURCE).**

My Individual Growth Plan's SMART Goal (include when, what, who, data source):

My 2011-12 IGP Goal **(when)** is to increase 100% of my students' reading fluency and comprehension ability **(what)** as measured by .75 to 1 year of growth on end of year AIMSWEB **(data source)** by 1) developing and utilizing differentiated literacy comprehension assessments with the building literacy coach **(who)** that include Running Records and Comprehension Strategy Checks, and 2) working with grade level team **(who)** to develop "What Works" Literacy Instructional Strategies to be used in the 3rd Grade Literacy block

Goal Setting Form 3 Goal Action Plan	**Year: 2015-2016**	**School: Mae Jemison**
Teacher Name: Mr. Jones		**Certified Position:**
SMART Professional Growth Goal Statement (refer to Goal Setting Form 2)**:**		**What Framework for Teaching Domains/ Component(s) are addressed in this IGP:**
Which School and/or District Improvement Goal(s) are addressed by this IGP?:		
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?)**:**		

Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	**Timelines (Timeframe that Action Steps/Activities will be completed)**	**Resources (Staff, PD, or Materials)**

I have reviewed the above Individual Growth Plan:

Evaluator's Signature: _____

Date: _____

Sample #1 Goal Setting Action Plan	**Year: 2015-2016**	**School: Markham Park**
Teacher Name: 7th Grade Math Team		**Certified Position: Math Teacher**
SMART Professional Growth Goal Statement (refer to Goal Setting Form 2)**:** During the 2011-2012 school year the 7th grade math team will increase student proficiency by 25% in geometry/number sense, as measured by the Aimsweb spring benchmark assessment.		**What Framework for Teaching Domains/ Component(s) are addressed in this IGP:** Domain 3 Instruction (all components)
Which School and/or District Improvement Goal(s) are addressed by this IGP?: ISAT scores / AYP goal – improve student scores		
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?)**:** Aimsweb Tier Transition Reports, Aimsweb results of progress monitoring, student work, lesson plans		

Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	**Timelines (Timeframe that Action Steps/Activities will be completed)**	**Resources (Staff, PD, or Materials)**
• Hold common, weekly collaboration meetings • Study, gather resources, and implement math centers • Design and implement common pre-post monthly assessments • Attend workshop on best practices in mathematics instruction • Consult with district technology facilitator to learn new uses of available technology to support student learning in math • Identify and collaborate with in-building resource personnel for supplemental support.	Ongoing	Staff agendas Student manipulatives Staff assessment tools Aimsweb probes Workshop funds

Sample #2 Goal Setting Action Plan	**Year: 2015-2016**	**School: Highlands**
Teacher Name: Mrs. Martin		**Certified Position: 3rd Grade Teacher**
SMART Professional Growth Goal Statement (refer to Goal Setting Form 2)**:** My 2011-12 IGP Goal **(when)** is to increase 100% of my students' reading fluency and comprehension ability **(what)** as measured by .75 to 1 year of growth on end of year AIMSWEB **(data source)** by 1) developing and utilizing differentiated literacy comprehension assessments with the building literacy coach **(who)** that include Running Records and Comprehension Strategy Checks, and 2) working with grade level team **(who)** to develop "What Works" Literacy Instructional Strategies to be used in the 3rd Grade Literacy block		**What Framework for Teaching Domains/ Component(s) are addressed in this IGP:** **Domain 1:** 1e and 1f **Domain 2:** 2b and 2c **Domain 3:** 3c and 3d **Domain 4:** 4b, 4d and 4e
Which School and/or District Improvement Goal(s) are addressed by this IGP?: District Goal – All Students will read and comprehend at or above grade level by the end of third grade.		
Indicators of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?)**: Development and implementation of literacy formative assessments (my practice) and AIMSWEB scores (student learning)**		

Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	**Timelines (Timeframe that Action Steps/Activities will be completed)**	**Resources (Staff, PD, or Materials)**
1) Meet as 3rd Grade Literacy Team to determine weekly schedule for meeting/sharing "What Works" online Literacy Strategy Resource Bank	October; Ongoing	3rd Grade Literacy Team; School-based online literacy resource bank (check with Library Media Teacher)
2) Work with Literacy Coach to develop knowledge of how to do Running Records; Have Literacy Coach model process in Small Reading Group	October	Literacy Coach; Running Record Materials
3) Review different student comprehension strategy assessment; select best one; implement one comprehension literacy student self-assessment tool one per month with total of 5 comprehension self-assessment tools	November – March	Literacy Resources from PD Library; Student Comprehension Tools Literacy Coach
4) Use Literacy Block to implement the literacy strategies and formative assessments by a) modeling in whole group sessions, b) practicing with students in small reading groups, c) having students use in their literacy station work time, and d) debriefing as a whole class "What is working? What is hard or confusing?" as we implement comprehension checks	Ongoing	Student Data Folders with Running Records progress charts and student comprehension strategy self-reflection
5) Have Students keep track on their Reading Level Score based upon Running Records (IEP students provide a monthly Running Record); Have students record how comprehension checks help them improve their reading	November, February, and April-May	

Goal Setting Form 4

Goal Setting Summary Form

Teacher's Name_____
Position_____
School_____
Date_____

Evidence submitted to support completion of action plan:
Administrator's comments:

Evaluator's Signature_____ Date_____

Teacher's Signature_____ Date_____

Goal Setting Form 5

GOAL SETTING SUMMARY REFLECTION FORM

Teacher's Name_____

Position_____
School_____
Date_____

1. As I reflect on this process, to what extent did I complete the activities listed in my action plan?

2. Did this process help me improve my professional practices?

3. Were the collaborative meetings with my administrator beneficial in this process?

4. Please give any suggestions or comments for improvement in the goal setting process.

Guidesheet for Developing Goal Setting Plans

Goal Setting Plans should be developed to address an identified need related to student learning and Teacher skill improvement. Professional goals should represent new learning for the Teacher and go beyond implementation of district curriculum or initiatives. Both forms in the Goal Setting Plan represent a critical component for developing new learning skills and supporting improvement in student learning.

Goal Setting Form 1 focuses upon reflecting on professional strengths and growth opportunities and helps to select one key area to target for improvement. Goal Setting Form 2 is the Action Plan that supports certified staff in implementation and improvement of the targeted Teacher effectiveness area.

Goal Setting Form 1: To develop a professional goal, certified staff are encouraged to **reflect on data regarding past professional skills and student needs,** i.e., past evaluations, self-assessment based on Framework for Teaching, School Improvement Goals, District Goals, grade level data, classroom assessments (both formative and summative) and feedback from others. Using the Goal Setting Form 1 will support certified staff to determine an area of new learning to be used in Goal Setting Form 2.

Goal Setting Form 2: Develop IGP Action Plan. Complete the following parts of the action plan:

- **Professional Growth Goal:** Decide on the goal, how the goal will be measured, and the documentation needed.
- **District or School Improvement Goal:** List any district and/or school goal that links to your Individual Growth Plan goal in "District/School Improvement Goal" Box.
- **Indicators of Success:** Please describe what will change in your professional practice and how this goal will improve student learning. Indicators should describe the anticipated change in student performance if the goal is successfully completed. **Examples:** changes in students' transition behaviors; decreases in student misbehavior; increases in formative assessment results or student proficiency.
- **Action Steps/Activities:** Describe specific, aligned action steps that will be implemented to support the Goal.
- **Timelines:** Align timelines to the specific actions listed in Action Steps
- **Resources:** Brainstorm resources that align to the activities.
- **Signatures:** Evaluator should review and sign the Goal Setting Plan to confirm that they have read and conferenced with the individual Teacher about the plan.