

2025-2026

MASTER CONTRACT

TULSA PUBLIC SCHOOLS

And

TULSA CLASSROOM TEACHERS ASSOCIATION

Final Agreement

This certifies that the negotiating teams for TPS and TCTA have reached final agreement on all terms of this Master Contract.

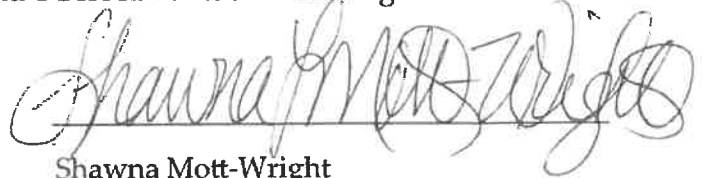


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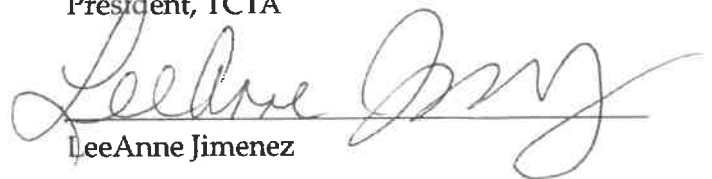
Effectiveness and Professional Learning



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Ratified by the Bargaining Unit: Friday, November 14, 2025

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I. ABSENCES and LEAVES

I(A): Absences And Leave

Independent School District No. 1 of Tulsa County, Oklahoma (the District), provides for days off of work connected with illness, for injury or illness, and for other reasons as detailed in the negotiated agreement or as mandated by federal or state law. Sick leave benefits provided by the District are strongly endorsed by the District Board of Education, Superintendent and Professional organizations, as desirable and necessary to provide a degree of individual and family security during times of illness or injury and at other times that make an absence difficult to avoid. While the District has a strong commitment to providing the leave described herein, when the need for leave is foreseeable and there is flexibility in scheduling, certified staff are encouraged to make their appointments and schedule any necessary leave in a manner that minimizes the impact of their absences on students, colleagues and the District. For example, when and if practicable, certified staff are encouraged to avoid taking leave during instructional time, as well as avoid taking leave on the District's professional learning days and parent/teacher conference days or other days that are otherwise critical to be present. This language is not intended to discourage the taking of leave and does not establish additional conditions or requirements on the taking of leave to which certified staff are entitled.

A teacher is absent when the individual does not report to or spend the major portion of a full or half day at their assigned building. Teachers desiring or requested to be absent should make a request in accordance with the established procedures. All absences under these conditions should be reported on the proper payroll.

Sick Leave and Abuse of Sick Leave are not the same. Utilizing sick leave cannot be considered abuse, nor can the requirements under Abuse of Sick Leave be applied to teachers utilizing sick leave unless or until a justifiable cause to suspect abuse of sick leave exists.

I(B) Sick Leave

A teacher may use accumulated sick leave for personal illness or injury, or illness, injury, pregnancy, or death in the immediate family. A teacher shall not be discouraged from exercising their legal right to use personal leave or legitimate sick leave. A written request is not required nor is prior approval.

I(C) Immediate Family

The term immediate family shall mean husband, wife, spouse and the following relatives: parent, child, sibling, grandchild, grandparents, and corresponding relatives by affinity (marriage/union).

I(D): Absence Arrangements Made in Advance

1. Teachers and/or certified employees using the absence management system must arrange

with principals for absences that may be set up in advance. These must be reported to the absence management system as far in advance as possible.

2. Absences (including professional learning), regardless of reasons, must be reported to the absence management system.

I(E): Reporting an Absence

1. Certified staff shall report all absences directly through the online absence management system. Certified staff must also notify the building principal or designee of all absences by the principal's preferred means of communication, which will be established by the principal, and documented in the staff handbook, to be shared within the first three days of the teacher reporting to the building. The absence management system service will be available to report an absence twenty-four (24) hours a day, seven (7) days a week. To maximize the functionality of the absence management system, all absences should be reported as soon as possible. Teachers shall report an absence as soon as possible following recognition that they will be unable to report to work or will be tardy in reporting to work.
2. Morning absence report deadlines may vary from site to site. Generally this time is one hour prior to the start of the school day. These deadlines will be established by the building administrator, and documented in the staff handbook, to be shared within the first three days of the teacher reporting to the building. Staff will be prompted by the absence management system if it is too late to report the absence.
3. If, for any reason, an employee is unable to report an absence into the absence management system in accordance with the time set by their site administrator, the site administrator or their designee may, in lieu of the teacher, report the absence to the absence management system.
4. All absences must be reported in the absence management system. When accessing the absence management system, the teacher should be prepared to enter the following information:
 - a. The date and times of the absence.
 - b. The reason for the absence.
 - c. Whether or not a substitute is required.
 - d. Any special instructions for the substitute, such as field trips, special needs, etc. This can be added to sub notes when entering the absence.
5. When reporting a multi-day absence, please enter all absence dates for this job under the specific dates and times menu. Entering the absence under one job will increase the likelihood of having the same substitute for all days of the absence.
6. When reporting an absence, always wait for the CONFIRMATION NUMBER. The absence transaction is not complete until the employee receives the confirmation number.
7. Teachers shall report all absences and the anticipated length of such absences directly to

the building principal or their designee. If the teacher's supervisor is a person other than the building principal, then the teacher's absence shall be reported to that individual. Each principal or supervisor shall furnish certified staff members with a written statement of the building administration's requirements for the reporting of absences within three (3) days of the teacher's first report date at a site. At a minimum these instructions shall specify who to contact in the event of any absence and one or more alternative contacts such as an assistant principal or the building secretary.

8. A teacher must notify the principal or their designee as soon as their return date is known.
 - a. A substitute will be requested provided that the principal or their designee is notified by 2:00 p.m. of the school day prior to the intended return date. In the event a teacher fails to notify the principal of an intent to return to work and the teacher and the substitute report on the same day for assignment, the teacher is subject to the loss of a minimum of one-half (1/2) day of substitute deduct pay.
9. Teachers requesting an absence for a personal wellness or business day must notify their supervisor and enter the absence request into the absence management system as early as possible and at least 24 hours in advance of the absence.

I(F): Sick Leave Days

1. The District shall annually provide ten (10) paid sick days to each ten (10) month teacher. The right to those days vests at the beginning of the school year. Full-time twelve (12) month teachers qualify for twelve (12) paid days.
2. Unused sick days accumulate from year to year as long as the teacher remains continuously employed by the District. Any personal business days not used during the school year shall roll into accumulated sick leave days for the upcoming school year if the teacher remains employed by the district for the following school year. Should a teacher be eligible for retirement and notify the District by close of business on May 1 of their intent to retire, their unused personal days will be applied to sick leave for the year in which they are retiring. No other unused days accumulate from one year to the other. Sick days are reduced in increments of not less than two (2) hours for each day, or part thereof, that the teacher is absent for covered reasons.
3. If, after exhausting all sick days provided above, a teacher is absent from their duties due to personal accidental injury, illness or pregnancy, the teacher shall receive their full contract salary less the lowest daily cost of a substitute for an additional period of twenty (20) days. These days also vest at the beginning of the school year.
4. A teacher may use available sick days for the following reasons: personal illness, pregnancy, or injury and illness or injury in the immediate family. When the teacher cannot avoid making medical or dental appointments on work time, the teacher may use sick days for this purpose. Up to fifteen (15) sick days may also be used when additional time is needed for bereavement.

5. Additionally, up to twelve (12) weeks of sick and sub-deduct leave may be allocated to paid Parental leave to allow a teacher to care for the teacher's newborn baby or a child newly placed with the teacher for adoption or foster care within the first year after the birth or placement, or when time off work is needed for appointments or court hearings related to the adoption or permanent foster care process prior to an expected placement. The twelve (12) workweeks of sick and sub-deduct leave that may be allocated to paid parental leave is inclusive of any paid leave time taken by a teacher for childbirth and their own recovery from childbirth or to care for an immediate family member who is recovering from giving birth to the teacher's child. If applicable, State Paid Maternity Leave will be processed before sick or sub-deduct leave per statute as outlined below.
 - a. State Paid Maternity Leave: Up to six (6) weeks of state-paid maternity leave is available to employees who have been employed for at least one (1) year and have worked a minimum of 1,250 hours in the previous 12 months. Pay is only available for times the employee would otherwise be working. Leave is available only for childbirth, immediately following the birth of the child, and only for the birth mother. All other requirements follow the State Paid Maternity Leave statute.
 - b. Teachers who have been employed for at least one (1) year, but do not meet the minimum hour requirements for FMLA or state-paid maternity leave will be granted six (6) weeks of paid maternity leave (as otherwise defined by state statute) if they have worked a minimum of 60% of scheduled hours in the previous 12 months. Pay is only available for times the employee would otherwise be working. Leave is available only for childbirth, immediately following the birth of the child, and only for the birth mother. All other requirements follow the State Paid Maternity Leave statute.

I(G): Abuse of Sick Leave

All of the following statements are to be used within the realm Abuse of Sick Leave, which is not the same as Sick Leave.

1. Each ten (10) month teacher is provided annually ten (10) paid sick days by the District. The right to use those sick days is vested at the beginning of each year, and can, when not used, accumulate in consecutive years. Administrators may not discourage teachers from using their sick days. When an employee is following procedures to utilize their sick days, an administrator shall not consider the absences abusive unless or until the teacher has applied for FMLA and such coverage has been denied or the teacher declines or refuses to apply for FMLA or other qualifying leave.
2. A teacher who abuses the entitlement to sick days is subject to disciplinary action including the possibility of non-reemployment or dismissal. Abuse of sick days includes misrepresentation of the reason for absence or unauthorized purpose, or failure to return to work when the teacher has been released by their physician to return.
3. Only in the event that abuse is suspected:

- a. A request for documentation will be made to the teacher in writing for the next absence for which documentation will be required. The notification will include specific details regarding the type of absence that will require documentation and information about the process for applying for FMLA and/or medical leave.
 - b. A teacher may be required to submit appropriate documentation when there is reason to suspect abuse. Appropriate documentation may include any of the following:
 - i. physician's statement affirmed by the teacher;
 - ii. the teacher's statement reviewed by the Principal or immediate supervisor; and/or
 - iii. such other information as may be indicated by the circumstances.
4. The following types of absences may be suspected to be abuse of sick leave only when a pattern of the behavior exists. These behaviors, without a pattern or an approved FMLA claim, do not constitute abuse of sick leave:
- i. sick days are claimed on days of unusual or inclement weather;
 - ii. sick days are claimed on days immediately preceding or immediately following holidays or non-work days other than weekends; and/or
 - iii. sick days are claimed during the last four weeks of active employment each year.

I(H): Military Leave

For paid military leave, a written request must be submitted to Talent Management after being initialed by principal or other appropriate supervising authority. A copy of official orders must be submitted with request. Prior approval is not required.

I(I): Temporary Leave – Legal Proceedings

The District shall provide temporary leaves, with pay, for the time necessary for appearance in legal proceedings affecting the teacher's employment, the school, the system, or in other legal proceedings as required by law except those in which the teacher is the defendant or plaintiff. Jury duty is included in this category. Written requests must be submitted to Talent Management after initialed by the principal or immediate supervisor. Prior approval will be obtained from the Chief Talent Officer or their designee.

I(J): Full Pay Deduct

Should it become necessary for a teacher to be absent for any reason not applicable or approved according to the Board of Education policies for granting leave beyond the number of working days for which sick leave benefits are provided, for each day of absence there shall be deducted from the teacher's salary the amount of the teacher's daily rate of pay computed as provided in the contractual agreement. Requests will be submitted through the principal to the Chief Talent Officer or their designee. Prior approval must be obtained from the principal and the Chief Talent Officer or their designee.

I(K): Substitute Deduct

Substitute deduct of up to twenty (20) school days will also be used when sick leave is exhausted. An amount not to exceed the lowest daily cost of a substitute teacher shall be deducted from the salary of the regular teacher.

I(L): Bereavement

The District will provide up to five (5) paid leave days to teachers for the death of any immediate family member. This leave is not cumulative or payable on termination. The teacher must notify their supervisor prior to taking the leave. Up to fifteen (15) sick days may also be used when additional time is needed for bereavement.

A teacher, as an expectant parent, spouse, and/or domestic partner who suffers a pregnancy loss, chemical pregnancy, ectopic pregnancy, molar pregnancy, miscarriage, pregnancy Terminated for Medical Reasons (TFMR), stillbirth, or neonatal loss shall receive bereavement leave.

A teacher, as an expectant parent, spouse, and/or domestic partner who suffers a failed fertility treatment [including, but not limited to, intrauterine insemination (IUI), in vitro fertilization (IVF), and surrogacy loss] shall be eligible for bereavement leave.

I(M): Funerals

Teachers may be allowed to attend the funeral of a fellow faculty member or the member's immediate family without loss of sick leave, pay, or personal days, contingent upon their being able to arrange volunteer class cover from within the building at no cost to the school district.

I(N): Jury Duty

All teachers of the District are encouraged to serve jury duty when summoned. If a teacher who is absent on jury duty needs a substitute, this substitute will be paid by the school district. The teacher will incur no loss of salary.

A teacher will be paid by the school district for only the actual number of days of jury duty for which the court has reimbursed them. If the teacher is excused from jury duty for one half day or an entire day, they are expected to be at their assignment.

A teacher who is summoned for jury duty and plans to serve should complete an Employee Absence Request Form; secure the principal's/departments head's signature, and forward the form and jury summons to the Chief Talent Officer as early as possible.

Procedure for Requesting Exemption from Jury Service

Those individuals who feel that jury service would be professionally impractical may request to be excused and their service rescheduled under the following conditions:

1. Teachers may be excused from jury service during:
 - a. The first month of the school term, and
 - b. The last two weeks of the school term.
2. Teachers may be excused from jury service during the nine weeks and semester exams.
3. Special education teachers will normally be excused upon request.
4. Teachers will be excused on an additional basis if jury service would constitute an undue hardship to students. The Jury Chief Judge will make the determination, based on recommendation from the District's Superintendent or their designee. This determination should be made primarily on the basis of whether a substitute is readily available.

Teachers who desire to be excused from jury service under the foregoing guidelines should submit to Talent Management the [Jury Excuse Form](#) which is available on the District's website along with a legible photocopy of the Jury Summons. If the excuse falls under Condition 4, a statement must be placed on the back of the summons that jury service by the teacher would constitute a hardship on the students and specify in one or two sentences the exact reasons why their absence would constitute a hardship to students.

After the principal signs the summons, it will be sent to Talent Management, where the category applicable to the request will be noted on the summons.

The summons will then be mailed to the School Board attorney, who will take necessary legal proceedings to have the individual's request properly processed. A teacher is not excused and their service rescheduled until the court has approved the request. The attorney will notify Talent Management regarding the determination. The Chief Talent Officer will then notify the teacher. An individual who has not been advised that their request for excuse has been approved or denied should call the office of the Chief Talent Officer on the day prior to the reporting day.

Talent Management will maintain records of the persons who serve jury duty and who are excused and furnish this information to the Jury Chief Judge in June of each year.

I(O): Personal Wellness and Business Days

Each teacher will be provided with five (5) personal wellness and business days ("personal days") at no cost to the teacher. Except in the event of an emergency or extenuating circumstances or when a personal day is needed for personal well-being purposes, the teacher shall notify and obtain the approval of their supervisor a minimum of twenty-four (24) hours prior to taking these days. Any personal leave days not used during the school year shall roll

into accumulated sick leave days for the upcoming school year. Should a teacher be eligible for retirement and notify the District by close of business on May 1 of their intent to retire, their unused personal days will be applied to sick leave for the year in which they are retiring.

I(P): Religious Observance Days

Teachers may request up to two (2) days per school year off for the purpose of religious observances with no loss of pay. Beyond these two days, teachers may request additional time off for the purposes of religious observances and use personal business leave, if available, or be charged sub-deduct pay. These days must be approved in advance by the teacher's supervisor. Provided the request meets the criteria stated above, it will not be unreasonably denied.

I(Q): School Business Leave

If the principal or teacher's supervisor determines that a school sponsored activity or professionally related meeting or activity endorsed by the school system requires that the teacher be absent from their regularly assigned duties, the teacher will be given a leave of absence with pay for the necessary period.

Teachers will be permitted to attend two days of educational meetings pertaining to the teacher's assignment during the time classes are in session. Approval must be obtained from the immediate supervisor and attendance at the meeting will be allowed if it will be of benefit to the District. Every effort shall be made to give ten working days notice prior to the approved absence.

I(R): Emergency Leave

Teachers will have up to five (5) days, at no loss of pay, available annually for the purpose of handling emergencies. The purpose of this leave is to allow time off for an unforeseen event requiring the teacher's absence for duties or responsibilities that cannot be handled outside the normal school day. Whenever possible, approval of their immediate supervisor or a designee of the Superintendent, prior to taking any leave is required.

I(S): Extended Leaves of Absence

Extended leaves of absence may be paid or unpaid, depending on the reason for the absence and the teacher's available paid leave. Teachers may be required by the district to apply for a leave of absence or be placed on a leave of absence regardless of the teacher's available paid leave, including when they are or are expected to be absent from work:

1. For more than five (5) consecutive days;
2. For a workers' compensation injury; or
3. For a covered reason under the Family and Medical Leave Act (FMLA).

The purpose of this requirement is not to discourage or interfere with a teacher's right to use

available paid leave but to aid the district in staffing planning and ensure absences are properly designated as FMLA-covered when applicable. Extended leaves of absence without pay may be granted for the reasons stated in this section only after the teacher has been employed by the District for at least three consecutive years as a full time contract teacher, except in cases of military service or where applicable laws entitle the teacher to take leave. Extended leaves of absence will not be granted to teachers who do not meet the conditions or who fail to follow the procedures outlined in this policy. All extended leaves of absence are granted to June 30 of the year in which the leave commences and may be renewed in certain instances upon written request as stated below. Teachers requesting an extended leave of absence or renewal of a previously granted extended leave of absence shall follow leave procedures established by Talent Management. Such request shall designate the reason for such leave, and the beginning and ending dates of the requested leave shall be filed, when possible, not less than one month prior to the beginning of the requested leave of absence. Except where applicable laws entitle a teacher to continued leave, all extended leaves of absence shall expire automatically on June 30 of each year, subject to renewal as herein provided. If the position of the teacher is eliminated during the first calendar year of the extended leave of absence, the teacher shall be returned to a substantially equivalent position. A teacher must be back at work full-time for at least one year before a subsequent unpaid extended leave will be granted, except where applicable law entitles the teacher to take unpaid leave (e.g., FMLA, workers' comp, USERRA, etc.) or otherwise noted in the negotiated contract.

While on an unpaid extended leave of absence, a teacher must pay the District portion of the dental and health insurance premiums as well as any dependent coverage in order to keep this coverage in force.

In granting an extended leave of absence beyond one year or returning from a one-year extended leave of absence under this category the District signifies its intention to reemploy the teacher to a similar position at the end of the leave, provided:

1. There is an existing vacancy for which the individual is qualified, and
 2. The teacher complies with all requirements of re-employment
- Extended leaves of absence are granted in the following situations:

1. *Extended Parental Leave*

During the first twelve (12) weeks of parental leave sick, personal, donated, or sub-deduct days may be used. A teacher may request an extended leave of absence for the remainder of the school year in order to care for a newborn or a child placed with the teacher for permanent foster or adoption within the first year of birth or placement as applicable. Extended parental leave is inclusive of any time taken off for childbirth and recovery from or to care for someone recovering from childbirth. Any remaining extended parental leave is unpaid unless personal business or vacation leave is used. If, following the first twelve (12) weeks of leave, the parent or child is sick, then sick, personal, donated or sub-deduct days may be used (if available). Extended Parental Leave may be renewed for two successive school years. When a teacher on extended parental leave chooses to return prior to the end of the school year, an alternative

placement may be necessary for the remainder of the school year, if the position they left is not available.

2. *Personal Illness*

Requests for leave of absence for personal illness, requests to return from such leaves, or requests to extend such leaves must be accompanied by a physician's statement. Such statements will indicate the nature of the illness and specifically state that the individual is unable to perform their assigned duties or other gainful employment. Statements to return shall indicate that the teacher has sufficiently recovered to resume normal duties. Teachers on leave of absence for personal illness will not be permitted to do substitute teaching. *A leave of absence for personal illness may be renewed for two successive school years.*

Requests to return from extended leaves for personal illness, automatic leaves, or temporary disability must include a statement from a healthcare provider releasing the teacher to return to work, and describing any limitations or restrictions the teacher may have or any reasonable accommodations the teacher may need upon their return to work.

If a request for return or for extension of an extended leave of absence has not been submitted in writing to Talent Management prior to April 25 each year, the leave of absence will lapse and the individual's employment will be deemed to have terminated. When a regular teacher is placed on extended leave of absence, a replacement may be assigned to the position at the regular salary to which the replacement would be entitled as a regular teacher during the year for which the extended leave is granted. The contract services of the replacement teacher will be designated in each such assignment for termination as of the date the regular teacher is able to return. If such leave is extended by written request into the following school year, the above provision shall remain in effect for one calendar year from the effective date of the original leave, after which a permanent teacher may be assigned to the position. The purpose of the above regulation is to enable a teacher to be on a leave for one calendar year and return to the same position.

3. *Caring for Sick Member of Immediate Family*

Request for leave of absence to care for a sick member of the teacher's immediate family must be accompanied by a physician's statement. **This leave of absence may not be renewed** unless the teacher has available paid leave to cover the absence or the FMLA or other applicable laws entitle the teacher to continued leave, or otherwise noted in the master contract.

4. *Further Study*

An extended leave of absence for further study may be granted for approved courses of study for not less than 20 hours of credit for the school year. Teachers failing to comply with this requirement will not be entitled to leave of absence benefits. This

leave of absence may be extended for two successive school years. Requests for leave of absence for further study submitted after June 30 will not be granted.

Requests to return from extended leave for study should be accompanied by an official transcript showing successful completion of 20 hours of college credit during a year's leave or showing such courses in progress.

5. *Public Office*

Teachers will be granted a leave of absence for up to one year in order to become a candidate for public office. If elected, the teacher may return to their employment after the term of office (including any reelection to the same or other public office) has expired. The teacher will be reinstated at the salary step to which they were entitled when leave was granted.

When it is known after a primary election that a teacher has been elected to office, the teacher will begin leave once they are sworn in, generally in November. In the interim between August and swearing in, they will maintain their employment status and be placed on a temporary assignment in the district.

6. *TCTA President and First Vice President*

The TCTA President and First Vice President shall be given an extended leave of absence from their regular teaching assignment concurrent with their term(s) in office. Upon return, the former officers will be restored to their previous assignments. In the event the previous assignment(s) has been eliminated during the leave of absence, they shall be assigned to a similar position.

7. *Extended Military Leave*

A teacher who is called to active duty in the Armed Services of the United States, or who is a member of a reserve component and is ordered to active duty, shall be entitled to a leave of absence during the period of active duty and shall be entitled to reinstatement and benefits to the extent provided by applicable state and federal laws. The first thirty (30) days of such leave of absence shall be fully paid by the District. This category is not intended to apply where the teacher is ordered to active duty for temporary routine training, summer camp, or similar situations involving active duty of less than sixty (60) days.

8. *Sabbatical Leave*

A teacher may request an unpaid leave of absence after seven years to pursue travel, study or employment. Such a leave will only be considered if in the best interest of the District. This leave may be granted once every seven years and cannot be extended.

If the leave of absence is granted and the teacher returns to the District within one year, they may be returned to their former school and previous assignment if available. Teachers shall notify District officials prior to April 25, of their intent to return.

9. Extended Leaves for Reasons Other Than Listed Above

Extended leaves of absence for reasons other than those listed in Sections one (1) through eight (8) may be recommended by the Superintendent to the Board of Education when, in the judgment of the Superintendent, such leave would be in the best interest of the school system and/or the teacher. This leave of absence may not be renewed.

I(T): Leave Verification

Each teacher is responsible for completing an appropriate leave form and supplying information related to the nature and type of leave requested or taken. Whenever possible, the request for leave must be submitted prior to the leave. In instances where prior approval of leave is required, the leave form must be submitted in sufficient time to permit the teacher's supervisor to approve or disapprove the leave. When due to an emergency or other unforeseeable circumstance the teacher is unable to submit a request for leave prior to the leave, they shall be responsible for accurately completing the leave/verification of leave form as soon as this can be accomplished following the teacher's return from leave.

If an extended absence or special circumstances are involved, the teacher may be required by the District to complete and return a leave form during the period of absence. In such an instance, the District will cooperate fully with the teacher by making a leave form available.

In any case in which a leave request or verification of leave is submitted to the District, it shall include the signature of the teacher and the representation that the teacher has truthfully and accurately represented the nature and type of leave and any facts related to the leave.

This provision is not intended to displace other negotiated provisions that designate leave to which teachers are entitled, establish timelines for requesting leave, or specify whether leave requires approval as a condition of leave.

I(U): Family and Medical Leave

The District reserves the right to, in the event of a qualifying reason for leave under the Family and Medical Leave Act of 1993 (Act or FMLA), require the teacher to submit appropriate information consistent with the Act.

It is the intent of the District to comply with the mandatory requirements of the Act in questions which arise with regard to a teacher's entitlement to FMLA. Mandatory provisions of the Act shall control in the event of a dispute.

A teacher may be granted up to twelve work weeks of leave [60 work days, counted as

provided by FMLA regulations] for reasons covered by the Act. The leave may be an unpaid leave or may be unpaid leave combined with applicable accrued vacation, personal business and/or accrued sick leave days. Whether the leave is paid, unpaid, or combination of the two is dependent upon paid leave accrued by the teacher. FMLA leave may be taken on an intermittent or reduced schedule basis only if medically necessary.

To qualify for leave under the Act, a teacher must meet the following conditions:

1. The teacher must be employed at least twelve (12) months by the District;
2. The teacher must have worked at least 1,250 hours during the previous twelve month period; and
3. The teacher must need leave for a reason covered by the Act.

FMLA may be granted for the following reasons:

1. Child care: To care for the teacher's child, after birth;
2. Placement Leave: for adoption or foster care;
3. Family leave: To care for teacher's spouse, child(ren) or parent who has a serious health condition;
4. Personal illness: for a serious health condition that makes the teacher unable to perform the teacher's job;
5. For qualifying military exigencies;
6. To care for a covered servicemember with a serious injury or illness (up to 26 work weeks, counted as provided by FMLA regulations of leave may be taken in a single 12-month period to care for this reason only); and
7. Pregnancy: To receive prenatal care, for incapacity due to pregnancy, and for a serious health condition (including recovery from childbirth) following birth of the teacher's child.

All forms of paid leave available to a teacher will run concurrently with FMLA leave.

To request leave under the provisions of this policy, an eligible teacher must follow the steps below:

1. Submit in writing a request for leave to the Chief Talent Officer or their designee. State the beginning and ending dates of the requested leave and the reason leave is requested. Teachers may also be required to submit a leave request form through Talent Management or a leave management vendor.
2. If the leave is requested for illness, a doctor's statement will be required.

When the Chief Talent Officer or their designee has received a request for leave under this Act, the teacher will be forwarded all necessary forms and instructions to apply for the leave. The District may, in the absence of a teacher's application for leave, place an eligible teacher on FMLA leave and require any necessary documentation.

Additional information regarding the Act shall be available for review by teachers at each school site and in the district's FMLA policy.

I(V): Unused Sick Days

Teachers who leave the District for any reason following completion of a minimum of four (4) years of service to the District shall be paid for accrued sick days at the rate of thirty dollars (\$30.00) per day in accordance with the following schedule:

<u>Years of Consecutive Service in Tulsa Public Schools</u>	<u>Percent of Accrued Sick Days to be Paid to Employee</u>
<u>20 or more</u>	<u>100%</u>
<u>18-19</u>	<u>90%</u>
<u>16-17</u>	<u>75%</u>
<u>10-15</u>	<u>50%</u>
<u>4-9</u>	<u>25%</u>

The amount payable to the teacher shall be remitted to the teacher in a lump sum or the teacher may choose to have the money paid into a tax shelter program. The teacher, in that instance, shall assume personal responsibility for ensuring that the District is furnished, prior to the payout, the information necessary to make the disbursement to the appropriate tax shelter program. The teacher shall also assume responsibility for ensuring that the payment, based on accumulated sick days, is eligible for payment into a tax shelter program. The teacher shall indemnify and hold the District harmless for its payment of the money, at the teacher's direction, to a tax shelter program.

For the purpose of computing payment for unused sick days, a creditable year of service shall be six (6) school months of service during the contract year. This is equivalent to 120 school days or 1080 hours. Records of available sick days shall be maintained, with regard to teachers who terminate employment prior to ten (10) years of service, for use in the event the teacher is employed by another District which shall, by operation of law, accept the transfer of all or a part of the teacher's accumulated sick days. In the event a teacher's employment is terminated by reason of death and the teacher was otherwise eligible for payment related to the accumulated sick days, the amount due the teacher shall be paid to the teacher's estate or otherwise in accordance with the applicable law governing the disbursement of funds following death of a teacher.¹

¹ Attorney General Opinion No. 80-300 provides that if a school district pays employees for unused sick days upon retirement or termination of contract, then the payment shall be limited to those days accumulated in the District. Accordingly, the District, in calculating accumulated sick days which shall be eligible for payment, shall consider those days for payment that were accumulated while employed by Tulsa Public Schools during consecutive years of employment. The same opinion of the Attorney General states that once an employee has been paid for accrued sick days by a local district, then those days are no longer to be considered as unused sick days. Consequently, the District reports an employee's accumulated sick days to other entities such as school districts or the Oklahoma Teachers' Retirement System, the District shall note the days accumulated by the employee and shall also report any days for which it has paid the employee.

I(W): Sick Leave Sharing Program

Pursuant to applicable law, the District and the TCTA agree to the following Sick Leave Sharing Program. Sick leave days may be donated from one District teacher to another within the following guidelines:

1. Permission to receive donations will be granted only for a District teacher who is pregnant or recovering from childbirth or who is suffering from or has a relative or household member suffering from an extraordinary or severe illness, injury, impairment or physical or mental condition that has caused or will cause the teacher to exhaust all accumulated sick leave earned pursuant to law and that has caused or is likely to cause the teacher to take leave without pay or to terminate employment, as determined by the Chief Talent Officer or their designee.
2. For purposes of this provision, the following definitions apply.
 - a. "Relative of the teacher" means a spouse, child, stepchild, grandchild, grandparent, stepparent or parent of the teacher.
 - b. "Household members" means those persons who reside in the same home, who have reciprocal duties to and do provide financial support for one another, including foster children and legal wards, even if they do not live in the household. This term does not include persons merely sharing the same general house.
 - c. "Severe" or "extraordinary" means serious, extreme or life-threatening, including temporary disability resulting from pregnancy, miscarriage, childbirth and recovery therefrom.
 - d. "District teacher" means any full-time certified teacher of the School District.
3. The request for permission to receive donations must be in writing and may be presented to the Chief Talent Officer or their designee by the District teacher, a family member, another teacher (acting with the affected teacher's permission), or TCTA, on their behalf. A District teacher may be eligible to receive donations if the Chief Talent Officer or their designee determines that the teacher meets the criteria described in this provision and the teacher has followed District policies regarding the use of sick leave.
4. To allow the Chief Talent Officer or their designee to determine whether the teacher meets the criteria described in this policy, the teacher must first submit a medical certificate from a licensed physician or health care practitioner verifying the severe or extraordinary nature and expected duration of the condition.
5. A donee may not use any donated sick leave until their sick leave earned pursuant to law has been exhausted. The donee may use donated sick leave only for the purposes specified in this provision.
6. Donated sick leave will be paid at the daily rate of the donee, not the donor. The sick leave received by the donee will be designated as donated sick leave and will be maintained separately from all other sick leave balances.

7. Donated sick leave not used by the donee during an occurrence as determined by the Chief Talent Officer or their designee shall be returned to the donating teacher. The donated sick leave remaining will be divided among the donors on a prorated basis based on its original donated value, returned at its original donor value and reinstated to the annual leave balance of each donor.
8. The maximum total number of days that may be received as donations by any teacher is one hundred (100) during each individual event for which documentation is provided. Provided however, in circumstances in which a teacher or a relative of the teacher has a terminal illness in which the teacher or the relative of the teacher is expected to die within the next twelve (12) months, as certified by a medical practitioner to the Chief Talent Officer or their designee, the teacher may receive up to sixty (60) additional days during the teacher's total District employment for the sole purpose of dealing with the end of life issues faced by the teacher or the teacher's relative. As to a teacher's relative the additional sixty (60) days may be utilized for only one relative.
9. A teacher may donate only days that are earned and accumulated. The donor may donate any amount of sick leave provided the donation does not cause their sick leave balance to fall below ten (10) days.
10. Any contribution of sick leave by one teacher to another is strictly voluntary. No teacher shall be coerced, threatened, intimidated or financially induced into donating sick leave under this provision. Each contribution of sick leave must be confirmed in writing by the donor to the Department of the Chief Talent Officer or their designee.

II. COMPENSATION AND FRINGE BENEFITS

II(A): Salary Schedule

See Schedule I

A teacher will be considered as having had one (1) year of experience if they have taught not less than the equivalent of 120 days for any year. Teachers will be given credit for years of teaching experience equivalent to the amount credited by the Oklahoma State Department of Education (OSDE). Beginning with the 2023-2024 school year, newly hired teachers will be given credit for all in-state and out-of-state years of Oklahoma State Department of Education-verified experience. This credit will not be retroactive earlier than the beginning of the 2023-2024 school year. In the 2023-2024 school year, current TPS teachers were provided an opportunity to have their pay adjusted to include their in-state and/or out-of-state years of experience added to their salary. This was addressed in a one-time Memorandum of Understanding.

Teachers who complete their Masters, Masters plus 30, Masters plus 60, or Doctorate during the first semester will move to the appropriate salary level for the second semester. The salary adjustment will be one-half the amount allowed.

All teachers will be placed on the corresponding step as recognized by the OSDE. In those cases where a teacher is on a higher step than what the state recognizes their step level will not be reduced.

School nurses will receive credit on the salary schedule for all years of experience as a practicing RN.

II(B): Recruitment Incentives

Beginning January 18, 2008, the District will pay a one-time \$2,000 recruitment stipend to teachers accepting employment with the District who are properly certified in the areas listed below and will be teaching in that subject. Former employees will be eligible for the recruitment stipend if they have been gone from the District more than one (1) school year and have not received a recruitment stipend in the past. Any current employee who is certified in and begins teaching one of the below named areas and has not been previously awarded the recruitment stipend will be paid a one-time \$2,000 stipend.

The maximum stipend payable to any new employee will be \$2,000. This stipend must be approved annually by the Board of Education. at its July board meeting for the fiscal year in question:

Special Education - certified in special education and one or more core secondary subjects, elementary education or early childhood education

Secondary Math - Math Analysis (5503, 5550), Algebra (5501, 5550, 5552), Geometry (5511, 5513, 5550, 5552), Calculus (5505, 5550), Trigonometry (5517, 5550), Statistics (5515, 5550), Intermediate Math (5552), Advanced Math (5550)

Secondary Science - Anatomy/Physiology (6001,6050), Biology (6003 or 6050), Botany (6005, 6050), Zoology (6017, 6050), Chemistry (6006), Earth Science (6009), Physical Science (6013, 6015, 6006), Physics (6015)

Foreign Language - French (2003, 3701), German (2005, 3703), Latin (2007, 3705), Russian (2006, 3709), Spanish (2011, 3711), Chinese (provision certification)

II(C): Benefit Payout Following Termination of Employment (Insurance)

July and August fringe benefits are now paid to any teacher who takes a regular payout; that is, receives a paycheck in July and August. That practice will continue until otherwise altered, with notice to TCTA, by the District.

II(D): Career Increment

Definition of Creditable Service Requirement.

Career increments for certain creditable service in the District in the amount of \$1,000.00 will be paid. The reference to creditable service for the purpose of calculating the career increment available to teachers after 15, 20, 25, 30, 34, and 37 years of service shall be defined as service in the District plus years of out-of-district service for which the teacher has received credit on the District salary schedule. This definition of creditable service shall apply to those eligible for career increments as of September 1, 1998, and after that date.

II(E): Military Service

Eligible teachers shall receive credit on the salary schedule for military service as permitted by the State Department of Education.

II(F): Credit for Years of Service

Teachers who move into a role that moves them from the classroom into a role that places them on a non-Tulsa Public Schools Teacher Salary Schedule will be internally credited for their years of service each year that they work in the new position and will be placed on the corresponding step of the salary schedule with full TPS credit for years of service within the district if and when they return to the classroom. This will not impact the State Personnel Report.

Teachers holding a current Oklahoma teaching certificate who move into a Tulsa Public Schools Teacher Salary Schedule role from a TPS sponsored charter or partner school and/or from an accredited private school will be internally credited for their years of service for each year that they worked in a certified teaching position in the charter/partner school and/or accredited private school and will be placed on the corresponding step of the salary schedule with full TPS credit for years of service within the district. This will not impact the State Personnel Report.

II(G): Extra Professional Duties

Any classroom teacher who teaches an in-service (continuing education) course or driver's education course shall be compensated at the rate of \$23.00 per hour.

II(H): Fringe Benefits

See Relevant Listing and Explanation as to Fringe Benefits in Schedule V.

Any contact with the Employee Assistance Program (EAP) is treated confidentially, and is in no way reflected in the personnel record since it is a community service and not company related.

II(I): Pay Periods for New Teachers

For new teachers hired before the school year begins:

Pay periods for all newly hired teachers shall be adjusted to provide for the first paycheck on the first Friday of each September, and a second paycheck on the regularly scheduled pay date. Each September payment shall be based on one-half of the first month's salary. Thereafter, salary payments shall be made on the same schedule as for other certified teachers.

For teachers who start employment after the school year begins:

Newly hired teachers will receive their first paycheck on the first regularly scheduled biweekly payroll date after 10 days of employment. This payment shall be based on one-half of the first month's salary. Thereafter, salary payments shall be made on the same schedule as for other certified teachers.

II(J): Date of Issuance of Pay Warrant

The payday for certified personnel will be on the twentieth day of each month. Should the twentieth fall on a day when school is not in session or on a legal holiday, the payday for that pay period will be on the last work day before the twentieth.

The district will provide a minimum of six (6) months' notice to employees before implementing any changes in paydates.

II(K): Salary Adjustments

When a teacher improves their professional status by acquiring the required number of approved hours or a degree, they will be entitled to move from one education lane to another on the teachers' salary schedule by moving horizontally to the education lane for which they have become eligible.

Fractions of school terms of not less than one (1) month may be combined to make a total of not more than two (2) years of experience.

II(L): Method of Payment

Tulsa Public Schools will utilize the method of payment that is consistent with/based on the US Dollar.

Should TPS desire to switch the method of payment from one based on the US Dollar, a minimum of one year's notice will be provided to employees.

III: EMPLOYMENT

III(A): Review of Annual Employment Contracts (Applicable to Members of the Bargaining Unit)

The District shall make a copy of its annual employment contracts, applicable to members of the TCTA bargaining unit, available to a designated representative of TCTA. TCTA shall be invited to comment regarding changes proposed in the District's annual employment agreements which are issued to individuals within the bargaining unit represented by TCTA. TCTA shall submit written comments to proposed changes in the agreements within five workdays of the receipt of the amended employment agreements. The District will provide all certified teachers with a duplicate copy of their annual contract at the time of signing. Teachers on temporary contracts will receive notification of their employment status by May 1.

III(B): Certification Reminder

In February of each year, TPS will remind all teachers via email to review and, if applicable, renew their certifications with the Oklahoma State Department of Education and to complete their background check. The subject line of this email will read "Teacher Certification Renewal and Background Checks."

III(C): Change of Name or Address

Any teacher whose name is changed by marriage, divorce, or other legal procedures must immediately notify Talent Management of such change. Teachers must also notify the District of a change in address by making such changes through its Employee Self Service located on the Tulsa Public Schools website.

III(D): New Teacher Certification/Licensing

The procedures for all new teacher candidates are as follows:

3. In order to be eligible to be employed by the District, a teacher must be certified for the position for which they are being hired.
4. Contracts are not signed or issued until a certificate or license is on file.
5. Securing the certificate/license is the teacher's responsibility and a condition of their employment.
6. In cases where a teacher candidate meets certification/licensing requirements but has not yet received a certificate/license, the District will allow (according to law) the candidate to work as an apprentice and be paid at the apprentice rate of pay.
7. Since contracts are not signed until after the certificate/license is on file, contract salary payments are retroactive only to the date of the contract signing and not the date of the certificate/license or date of employment.
8. Teacher candidates failing to file a certificate/license within the first twenty (20) working days will be relieved of their duties and any commitment previously made by the District will be null and void.

9. Teacher candidates working on a substitute teacher basis will not be entitled to any fringe benefits during the said period of service.
10. Teacher candidates working on an apprentice teacher basis will be entitled to any fringe benefits during the said period of service.
11. Teachers working toward certification will be excused from teaching and provided school business time to take exams when they are scheduled during a contract day. Teachers may be asked to provide documentation of exam scheduling.

III(E): New Teacher Orientation

A program shall be conducted for the introduction of new teachers into the school system, providing a minimum of two days of orientation prior to the reporting date for all teachers.

Each teacher new to education shall be assigned to an experienced member of the staff of their school to whom the new teacher may turn for advice and guidance during the school year in addition to having the availability of an instructional mentor. Teachers who have returned from retirement or who have prior teaching experience will have made available to them a building level mentor and an instructional mentor to use as resource options.

III(F): Position Upgrades

A position need not be posted as a vacancy when the position has been altered as a result of reallocation of job functions, assigned a higher pay grade, or when following the modifications to the position, it remains a position for which the incumbent teacher is qualified by virtue of training and background. In those instances where the District is not seeking applicants for the position, no posting is required.

TCTA shall be notified, in writing, ten (10) working days prior to the modification of position. Notification shall include pay adjustment, change in responsibilities, organizational structure, and justification for change.

III(G): Probation of Certified Personnel

Any former career teacher who returns to a teaching position after having been away for one (1) to four (4) school years following a resignation will begin a new three-year period of probation unless their final composite weighted average on the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) was 3.75 or higher when they left. Any former teacher who returns to a teaching position after having been away for five (5) or more years following a resignation will begin a new four-year period of probation.

III(H): Promotions of Certified Personnel

1. The following items are among those considered in making promotions:

Evidence of superior scholarship at the undergraduate level.

- a. Graduate work related to the specialized area involved in the promotion and the scholarship in that graduate work.
 - b. Evidence of having distinguished oneself in present or prior assignments.
 - c. Evidence of having demonstrated successful interpersonal skills.
 - d. Extent to which the Superintendent's Personnel Committee has adjudged the applicant for promotion to have potential for educational leadership. Length of service in the District may be considered.
2. Any vacancy in any promotional positions including but not limited to positions as Assistant Superintendents, Directors, Coordinators, Administrative Assistants, Principals, Assistant Principals, Counselors and Teachers on Special Assignment, shall be publicized by a notice posted on the District's website, for at least twenty (20) calendar days, exclusive of holidays. Positions may be filled five (5) work days after publication. Acting positions will be advertised in the same manner as permanent positions during the spring of the year. However, the administration reserves the right to appoint staff members to acting positions on a temporary basis, not to exceed the remainder of the school year, when time does not permit advertising to occur. Posting of vacancies during the summer months shall be on the District's website.
 3. Within twenty (20) calendar days, exclusive of holidays, following the initial posting of the vacancy, any teacher who desires to fill such vacancy shall file their application with the Superintendent in writing on an approved form, which shall be provided by Talent Management upon request.
 4. When vacancies occur in promotional positions, those teachers with written requests on file for such positions will receive first consideration, provided they are certified and otherwise qualified for the position. If a certified person is not available, then one who is willing to obtain certification will be considered upon recommendation by the building principal.
 5. When there is a vacancy in any special assignment within a building, a notice of vacancy shall be posted in the building for a period of not less than five working days before the position is filled.

III(I): Reduction In Force Provisions

CERTIFIED TEACHING PERSONNEL (In Force Beginning July 1, 2012, to Implement SB 2033 Terms)

1. Prompting Oklahoma Legislation

Oklahoma Statutes at Section 6-101.31 of Title 70, provide as follows: - The primary basis

used in determining the retention or reassignment of affected teachers and administrators when a school district implements a reduction in force plan shall be the ratings of the teachers and administrators as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

General

- a. Reasons for a Reduction in Force. Any teacher in the District may be non-reemployed for the following fiscal year when the board decides that due to:
 - i. financial necessity,
 - ii. program change,
 - iii. decline in enrollment, or
 - iv. other business inevitability as determined by the board, a reduction in the teaching staff for the following fiscal year is necessary.

- b. Definitions. For the purpose of this section, the following terms have the stated meanings:
 - i. "Financial necessity" means a reduction in the District's financial resources that in the sole judgment of the board of education will result in a reduction in the District's current or future operating budget.
 - ii. "Program change" means any elimination, curtailment or reorganization of a curricular /instructional offering, program or school operation or a reorganization or closing of a school or a consolidation of two or more individual schools or school districts.
 - iii. "Declining enrollment" means a decrease in the District's total enrollment or enrollment in a particular program or curricular / instructional offering which in the sole judgment of the board of education may adversely affect the District's current or future funding and/or the necessity of maintaining certain current or future class sections or curricular / instructional offerings.

- c. Criteria for Eliminating Positions. The primary standard in implementing any reduction in force shall be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the District. In deciding which positions to eliminate, the superintendent and the board will consider the curriculum, instructional focus and the unique / multidimensional needs of students. Natural attrition will always be used as the first means of reducing the force.

2. Criteria for Non-reemployment of Teachers in Affected Positions

For the purpose of Reduction in Force, a three-year average of the Tulsa Model rankings shall be used. The three-year average shall be defined as rankings from the current school year and the two years immediately preceding the current year. If three years' rankings are not available for said years, then the district shall use the most current years available.

- a. Once a determination has been made as to which positions should be eliminated then the primary basis that will be used in determining which teachers to retain in the affected position(s) will be the Tulsa Model evaluation ranking of the teachers holding such positions as measured (to the nearest hundredth of a decimal point) by the District's Teacher and Leader Effectiveness Evaluation System (TLE). If the rankings of the teachers in the affected positions are identical then the following, in this order, shall control:
 - i. Seniority in the District, and then
 - ii. The number of certifications held, and then
 - iii. Total years of teaching experience, and then
 - iv. A lot drawing made by the Chief Talent Officer or their designee in the presence of an authorized representative of TCTA.

3. "Bumping" Rights

- a. Only those teachers who have an average three year Tulsa Model ranking that falls at the effective rating of 2.80 or above will be given bumping rights. If three years of rankings are not available, the district will use an average of available years, as defined in the opening paragraph of Section III. In order to bump, a teacher must be certified in the position they seek to move into and must meet all state and federal requirements necessary to hold that position.
- b. In the event a teacher eliminated through Reduction in Force is certified to hold a position other than the one being eliminated, said teacher may bump another teacher in that position, as long as the teacher has seniority over that person and has an average composite ranking score that is greater than the other teacher as measured to the nearest hundredth of a decimal point.
- c. If the composite rankings of the teachers in the affected positions are identical then the following, in this order, shall control bumping:
 - i. Seniority in the District as defined above, and then
 - ii. The number of certifications held, and then
 - iii. Total years of teaching experience, and then.
 - iv. A lot drawing made by the Chief Talent Officer or their designee in the presence of an authorized representative of TCTA.

4. Procedures For Reduction in Force

- a. Action by Superintendent. The superintendent, upon receipt of the board's preliminary determination of the necessity for a reduction in force, or upon the superintendent's own decision, shall submit to the board the superintendent's written recommendations for eliminating particular teaching positions. In making recommendations, the superintendent shall:

- i. not be limited to considering only positions in the areas or programs designated by the board, and
 - ii. consult with the deputy superintendent, if any, and each relevant principal and administrator in whose school or unit a position elimination is proposed, and
 - iii. take into consideration the criteria set out herein.
- b. Action by Board. In the absence of a recommendation from the superintendent pursuant to this section, or when the board of education chooses not to accept the superintendent's recommendation, the board may initiate action without such recommendation provided that it adheres to the other provisions of this Reduction in Force Agreement.
- c. Applicability; Notice and Hearing Procedures: The parties acknowledge that teachers on temporary contracts have no right of continued employment and that none of the provisions in this agreement relating to reduction in force apply to such teachers. Prior to taking any action to non-reemploy a teacher due to a reduction in force, whether acting on a recommendation of the superintendent or on its own decision, the board shall provide written notice and an opportunity for hearing to the affected teacher. Because the law does not provide nonrenewal hearings for teachers on temporary contracts, no hearing opportunity shall be afforded any teacher on a temporary contract with notice of the expiration of the temporary teacher's contract at the end of the school year being provided to the temporary teacher. The notice and board hearing procedures for teachers other than temporary teachers shall be the same as those provided by Oklahoma law regarding non-reemployment of teachers. Notice of a recommendation of non-reemployment shall be given to the teacher prior to the applicable deadline set by law.
- d. Board Hearing: At the board hearing, evidence may be presented by the administration and the teacher, as to:
 - i. whether a reduction in force is reasonably necessary and is being made in good faith and for the best interests of the District, and
 - ii. whether the recommendation to not renew the specific teacher is being made in good faith under this Reduction in Force Agreement.
- e. Effect of Board Decision. The decision of the board based on the evidence presented at the hearing shall be final and non-appealable.

5. Re-employment or Other Employment After Reduction in Force

- a. Recall. For one school year after the effective date of non-reemployment

due to a reduction in force, the board of education shall not fill positions eliminated through reduction in force without first offering such positions to the non-reemployed and eligible teachers. In order to be an eligible teacher for recall, the teacher, at the time of the reduction in force, must have had an overall composite evaluation ranking, for the time period used, of at least 2.80 on a scale of 5.00 and be certified and qualified to teach in the open position. Recall shall be in the reverse order of the reduction in force. In the event one or more teachers eligible for recall are equal in all criteria used in the reduction procedure, the superintendent / superintendent designee shall have authority to select the teacher believed to best fit the needs of the district.

- b. Recall Procedures. The offer of reemployment shall be made personally and by certified mail, return receipt requested, and the teacher shall be notified in such notice that if the teacher wishes to accept, the teacher must do so in writing within five (5) calendar days of their receipt of notice. It is the responsibility of the teacher to keep full, accurate and current mailing addresses / phone numbers up-to-date with the Talent Management Department of the District. Failure to receive acceptance within five (5) calendar days or rejection of the offer of reemployment eliminates all reemployment rights of the teacher.

- c. Status After Recall. A career teacher who has been non-reemployed and who is then reemployed within one school year shall be reinstated as a career teacher. A probationary teacher who is non-reemployed but is then reemployed within one school year shall be given credit for the time already served as a probationary teacher for the purpose of determining eligibility for career teacher status.

Select Reduction in Force Provisions
 (Read entire agreement for a review of ALL Provisions)

In Force beginning July 1, 2012
<i>Reasons:</i> Financial necessity Program change Decline in enrollment Other business inevitability
<i>Initial Criteria:</i> Natural attrition first

There is no distinction between Probationary and Career under State statute beginning July 1, 2012; therefore, see provisions immediately below that affect ALL teachers (other than teachers on a temporary contract.)

Non-reemployment of teachers:
Positions identified; lowest composite evaluation rating of teacher is first to be RIFFED.
If ratings are tied, then order of seniority, number of certificates, years teaching, lot drawing.

Bumping Rights:
Only teachers at 2.80 or above have rights.
If tied, then order of seniority, number of certificates, years teaching, lot drawing.

Recall:
On list for one (1) year.
Only eligible if 2.80 or higher.
Eligible if certified and qualified to teach in the open position (based upon areas of certification, not previous position held prior to RIFFING).
Recall in the reverse order of the RIF.
Ties result in the superintendent's determination of needs of the district.

III(J): Residency Program

Every beginning teacher will be assigned a Residency Committee as may be required by law.

III(K): Resignations

Any teacher desiring to resign should give to the teacher's principal/supervisor, with a copy to the Chief Talent Officer and the Superintendent, written notice at least thirty (30) days prior to the effective date of resignation. All resignations will be referred to the Talent Management Department for immediate processing.

Individuals who have resigned or otherwise terminated from the District may be reemployed, but will be placed on a temporary contract for up to their first four (4) semesters back with the district, regardless of probationary or career status. Teachers who resign without giving the required notice or following the proper procedures will not be released from the District and may be denied future employment. When a teacher resigns after completing a school year, has a change in plans, and requests that the resignation be rescinded, such request may be approved by the Superintendent and the Board if the teacher has completed the previous school year and is available for the beginning of the following school year without any significant loss of

teaching time. The individual may be continued without loss in salary status and in the same position they filled the previous year if the previous assignment is still available. In case the previous position has been filled, they may then be considered for another assignment if one is available.

Resignations will be effective at 4:30 p.m. of the date requested. All resignations are irrevocable and may be accepted or rejected by the Superintendent of Schools.

IV: GRIEVANCE PROCEDURE

IV(A): Definitions

1. A “grievance” is a dispute, disagreement, or controversy involving a violation, misinterpretation or misapplication of negotiated language or written or well recognized school board or administration policies or practices. The term grievance shall not apply to any matter in which (1) the method of review is prescribed by law, (2) the board is without authority to act, and (3) shall not apply to teacher evaluations, discipline or termination.
2. An “aggrieved person” is any certified teacher asserting a grievance. The bargaining unit may also assert a grievance when the bargaining unit acts on behalf of the members of the bargaining unit or a substitute part of the unit.
3. “Grounds,” when used in this procedure, shall mean the basis upon which a grievance is being presented or appealed.
4. The term “days,” when used in this procedure, shall mean teacher work days during the regular school year. At times other than during the regular school year, the term *days* shall mean those days during which the administrative offices of the District are normally open.
5. A “party of interest” is the person or persons making the grievance and any party who might be required to take action or against whom action might be taken in order to resolve the grievance.

IV(B): Purpose:

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may from time to time arise, affecting the welfare or working conditions of teachers. Both parties agree that grievance proceeding(s) will be kept as informal and confidential as may be appropriate at each level of the procedure.

IV(C): General Procedures:

1. The number of days for processing of grievances indicated at each Level should be

considered as a maximum. The time limit specified may, however, be extended or limited by written mutual consent which will include the revised deadline.

2. Nothing herein contained will be construed as limiting the right of an aggrieved person to discuss the matter informally with any appropriate member of the administration of the school district and have the grievance adjusted, provided the adjustment is consistent with the terms of written or well-recognized school board or administrative policies or practices.
3. An aggrieved person may be represented at any Level of the Grievance Procedure by a statewide professional educators association.
4. Beyond Level One in the Grievance Procedure, the aggrieved person/persons may present written statements of relevant material that would assist in the equitable resolution of the perceived disagreement, controversy and/or complaint, involving a perceived violation of the terms of school board or administrative policies.
5. A grievance initiated by an aggrieved person at a time other than during the regular school year shall commence at Level Three.
6. No grievance shall be considered or processed unless it shall have been presented at the appropriate level within ten (10) days after the aggrieved person knew or should have known of the act or condition on which the grievance is based; and, if not so presented, the grievance shall be considered forever waived.
7. An aggrieved person may withdraw a grievance at any time by notifying, in writing, the Superintendent of Schools. Any such grievance that is withdrawn shall be considered waived.
8. If a grievance affects more than one certified person at more than one school, the aggrieved persons may submit such grievance in writing to the Superintendent, or their designee, and the processing of such grievances shall be commenced at Level Three.
9. When it is necessary at any level beyond Level Two for an aggrieved person and their designated representative to attend a meeting or hearing called by the Superintendent or their designee during the school day, the Superintendent, or their designee, shall notify the principal or immediate supervisor of such persons and they shall be released without loss of pay for such time as their attendance is required in such meeting or hearing.
10. Any aggrieved person or party of interest who is adversely affected by a disposition of a grievance may, within the time limits provided for herein, appeal to the next level.
11. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limits to the aggrieved person shall permit the aggrieved person to proceed to the next level.
12. Failure by an aggrieved person or a party of interest at any level of this procedure to

appeal the grievance to the next level within the specified time limits shall be deemed acceptable of the decision given at that level.

13. All necessary forms and documents for the filing of grievances, making reports and appeals regarding the grievances, shall be maintained in the Master Contract as Appendix H.
14. If an aggrieved person initiates a civil or administrative action in any court or with any agency, the grievance process shall automatically end.
15. All meetings and hearings conducted under the provisions of this Grievance Procedure shall be in private and are limited to the parties of interest and their designated representatives, as defined in Section III, Item C.
16. A grievance file shall be maintained by the Administration to contain all records regarding the processing of grievances filed by the teacher of the District.
17. In the event the time frame applicable to a grievance extends into the next school year, the negotiated Grievance Procedure existing at the time the grievance was filed will be used in exhausting the grievance process.
18. No reprisals will be taken by any party against any aggrieved person, party of interest or any other party involved directly or indirectly in the grievance procedure on the basis of participation or non-participation in the grievance process.

IV(D): Levels of Grievance

1. Level One – Principal or Immediate Supervisor (Prerequisite for Filing a Formal Grievance)

A grievance will first be discussed with the aggrieved person's principal or immediate supervisor with the objective of resolving the matter informally. In the event a grievance is filed against an administrator other than the grievant's immediate supervisor, then the grievant will begin with that person.

2. Level Two – Principal or immediate Supervisor (Formal Grievance)

If a teacher is not satisfied with the disposition of their grievance under Level One above, the grievant may file a written grievance on Grievance Form A with their principal or immediate supervisor within ten (10) days of the Level One meeting. The grievant is responsible for sending informational copies of the grievance to the TCTA office and to the Superintendent. The principal shall communicate their decision, in writing, to the grievant, the TCTA office, and the Superintendent on Grievance Form B within ten (10) days of the receipt of Grievance Form A.

3. Level Three – Superintendent

- a. If the aggrieved person is not satisfied with the disposition of their grievance at Level Two, they or their designated representative may file a written appeal to the Superintendent within five (5) days of the decision at Level Two and a statement as to why the decision is unacceptable, and the requested remedy.
- b. Appeals at this Level shall be heard by the Superintendent within fifteen (15) days of their receipt of the appeal. Written notice of the time and place of the hearing shall be given by the Superintendent no later than three (3) days prior to the hearing to the aggrieved person and any party of interest.
- c. In the event the Superintendent is unable to conduct the hearing, the Superintendent will designate a cabinet-level individual from a department other than the department from which the grievance originated. This individual may serve as the Superintendent's designee. Written notice of the intent to use the Superintendent's designee shall be transmitted to the attention of TCTA at least three (3) days prior to the hearing date.
- d. When an appeal received by the Superintendent involves a dispute, disagreement, or controversy involving a violation, misinterpretation or misapplication of negotiated language, a copy of the grievance will be provided to TCTA within two (2) business days.
- e. The Superintendent or their designee shall communicate their decision, in writing on Grievance Form C, to the grievant, the TCTA office, and other parties of interest within ten (10) days after the hearing.

4. Level Four – Board of Education

- a. If the aggrieved person or party of interest does not receive a satisfactory adjustment of the grievance at Level Three, the aggrieved person may then appeal the issue to the Board of Education. The appeal must be filed within five (5) days of receipt of the report from the Superintendent (or designee). This appeal shall include a copy of the decisions rendered at Level Two and Level Three, and the grounds for regarding the decision and the report unacceptable, and the requested remedy.
- b. Appeal at this Level shall be heard by the Board within fifteen (15) days of receipt of the appeal. The hearing may be during a regularly scheduled meeting or at a special meeting called by the Board. Written notice of the time and place of the hearing shall be given by the Board's designee no later than three (3) days prior to the hearing to the aggrieved person and any party of interest.
- c. The Board shall render its decision in writing, on Grievance Form D, within ten (10) days after the conclusion of the hearing. Copies will be provided to the principal or immediate supervisor, the Superintendent, the grievant, the TCTA office, and other parties of interest. The decision of the Board will be final.

V. PROFESSIONAL LEARNING AND CONTINUING EDUCATION

V(A): Conferences, Workshops

Teachers required to attend professional learning events, such as workshops, seminars, or planning meetings that are held beyond the hours of the contract shall be compensated at the current hourly negotiated rate for time involving attendance of these functions. Teachers who lead district professional learning shall be compensated at the current hourly negotiated rate for time involved facilitating these functions. In instances where the workshops, seminars, or planning meetings are underwritten by federal or state programs or grants which contain stipulations regarding the amount to be paid to the teacher, the teacher shall receive the compensation provided for in the grant.

V(B): Notice of Professional Learning/Training Meetings

Teachers will be given a minimum three-day notice of all professional learning/training meetings.

V(C): Educational Conferences

Teachers, who attend education conferences at the District's expense, shall, if requested, prepare and deliver a presentation to other groups or individuals. Every effort will be made, in advance of the conference, to inform the participant of the expected method and audience.

V(D): Professional Improvement

1. Generally, all undergraduate, with their below described requirements, graduate or continuing education courses will be acceptable. Undergraduate hours allowed for credit will be limited to eighteen (18) on the master's plus 30 scale and an additional eighteen (18) on the master's plus 60 scale. The limit of eighteen hours will be waived when a certificate in a new area requires more than eighteen (18) hours of undergraduate work for the new certification area.

Tulsa Public Schools allows up to twenty-four (24) hours of undergraduate work in Computer Science or Foreign Language to be credited for salary adjustment at both the master's plus 30 and master's plus 60 levels.

If the appropriate Chief Talent Officer or designee determines, in response to a teacher's request, that it would be advantageous to the teacher and/or the District to permit more than twenty-four (24) undergraduate hours to be credited at both the master's plus 30 and master's plus 60 levels, additional hours will be approved.

Correspondence/online courses offered by accredited colleges and universities will be evaluated by the District.

2. Duplication of courses previously taken and credited will not be approved.
3. The maximum number of college and/or continuing education hours that can be taken toward salary adjustment during a Tulsa Public School semester shall not be limited.
4. Continuing Education courses offered by the Oklahoma State Department of Education will be evaluated and considered by the District for salary adjustment.
5. Fifteen (15) continuing education hours are equivalent to one credit hour. Furthermore, continuing education hours must be earned after contract hours, weekends or during the summer. Committee meetings, book studies, trade-out and district wide professional development days are examples of hours that would not be considered continuing education. The teacher also cannot have received a stipend for attending the class.
6. Tuition for continuing education courses will be charged at the following rate: \$2.00 per continuing education hour. Checks are to be payable to Treasurer, Independent School District Number One.

Tuition may be paid when hours are submitted to the Chief Talent Officer or designee, but must be paid in full prior to any salary adjustment. All continuing education courses having any cost to be paid by the District must cover that expense by tuition and/or fees. Continuing education courses that are employee paid outside of the District are not subject to this stipulation.

7. Changes in salary brought about by obtaining an advanced degree or by obtaining a Masters plus 30 or 60 graduate hours are made only once after the school year begins.
8. A Master's degree counts as Masters plus 30 for programs that go 30 hours beyond the standard master's program. Evidence of the changed status must be on file with the Chief Talent Officer or designee by the last day of September. The adjusted salary will be retroactive to the beginning of the school year once the updated teacher's certificate is submitted to Talent Management.
9. Teachers who complete their Masters, Masters+30, Masters+60 or Doctorate during the first semester will move to the appropriate salary level for the second semester. The salary adjustment will be one half of the amount allowed. Evidence must be on file with the Chief Talent Officer or designee by the last day of February. Salary adjustments for degree changes will take place after the updated certificate is submitted.
10. Teachers must notify the Chief Talent Officer or designee in writing, and file evidence of any earned change in salary classification by designated due dates. Inquiries relating to continuing education courses, undergraduate courses, graduate courses, Master's plus 30 or 60 salary adjustments, or accumulated credit must be directed to the Chief Talent Officer or

designee.

VI: STUDENTS

VI(A): Assignments for Absent/Suspended Students

Student work can be found in Canvas, in accordance with language regarding lesson plans, unless the school team determines that an alternative instructional system is more appropriate (i.e. per IEP goals). When using paper-based assignments, teachers will be provided with a twenty-four (24) hour notice of work needed for absent/suspended students. Work shall not be required in more than five (5) day increments, nor more than once per week, and a system will be developed at each site whereby parents will return completed work and pick up the next set of assignments. Subsequent weekly assignments will not be required from teachers until such time as the previous week's assignments have been completed and returned to the teacher.

VI(B): Student Suspension Notification/Return

Teachers will be notified via email when a student in one of their classes or on their roster is suspended. When possible, teachers will be notified via email 48 hours in advance of a suspended student's return to class/school.

VI(C): Pre-Kindergarten Screening and Transition Days

Teachers of Pre-Kindergarten students will have the first two (2) student instructional days for screening and transition activities. Students will be scheduled on a rotational basis for testing.

VI(D): Progress Reports / Report Cards

The District will establish an annual calendar of progress report and report card dates based on contract language, which will include due dates for teachers to enter grades and distribution dates when progress reports and report cards will be available for parents. Teachers will be notified of these dates in writing at the beginning of each year.

For grading purposes, at minimum, teachers will record an average of two (2) grades, but not less than one (1) grade, per instructional week in Powerschool.

There are times in which projects or assignments span a timeframe longer than one week. If that is the case, teachers should have a grade reflecting students' engagement in classroom activities or classroom expectations for progress toward completion of the project/assignment during each week.

At the end of each grading period, teachers will enter a grade for any assignments not submitted. Teachers will give appropriate credit for submitted assignments with a legitimate attempt at completion.

No student should receive a final grade of “F” unless advance notice has been given to the parent(s) or guardian(s). Progress reports must contain notification that excessive absences and/or a grade of “D” shall be considered notification of unsatisfactory work and, if not improved upon, may lead to failure.

No less than two weeks before the end of the semester, the final quarterly progress report will be available with updated grades. Grades will be updated to show all completed work, as well as any missing assignments.

Secondary (6-12):

Grades for secondary teachers will be due in Powerschool no earlier than three (3) full working days following the end of the first grading period. Secondary teachers will be given a reminder in writing five (5) full working days prior to the grade due date.

For the final grading period of the school year, grades will be due by the end of the last teacher work day. With recognition that education will continue, secondary teachers will not be required to record grades for student work completed or submitted during the last five instructional days of the school year to allow time for calculating and entering final grades. Teachers will be given a reminder in writing of the due date for grades five (5) full working days prior to the grade due date. If grades are not complete by the end of the last teacher work day, teachers will still be responsible for completing grades. No additional compensation will be provided.

Elementary:

Grades for elementary teachers will be due in Powerschool no earlier than five (5) full working days following the end of the first three grading periods.

For the final grading period of the school year, grades will be due by the end of the last teacher work day. Elementary teachers will be given a reminder in writing five (5) full working days prior to the grade due date. With recognition that education will continue, elementary teachers will not be required to record grades for student work completed or submitted during the last five instructional days of the school year. If grades are not complete by the end of the last teacher work day, teachers will still be responsible for completing grades. No additional compensation will be provided.

VII: TEACHER CONDUCT AND EVALUATION

VII(A): Right to Representation/Teacher-Administrator Conferences

Any time a member of the Bargaining Unit, which is represented by TCTA, is asked to confer on an issue of professional competency or an issue of concern regarding job performance with an administrator, the member of the bargaining unit shall have the right to have a representative of their choice, from a statewide professional educators association, if requested.

When scheduling a conference for the purpose of issuing an admonishment, personal development plan, or any discipline document to be placed in the teacher's personnel file, the Administrator shall:

1. inform the individual of the specific nature of the subject to be addressed, and
2. allow for a reasonable amount of time for the individual to secure representation, if desired.

VII(B): The Qualitative Teacher Evaluation Process

1. Statement of Purpose

The purpose of teacher evaluation in the District is to improve the quality of instruction. In seeking this goal, two primary objectives are acknowledged. First, the observation and evaluation of teacher performance is intended to identify the teacher's strengths and weaknesses, to agree upon strategies for reinforcing strengths and remediating weaknesses, and to follow through on the steps designed to improve the teacher's performance. The second objective of evaluation is to provide a rational basis for administrative decisions regarding continued employment.

2. Frequency of Qualitative Evaluation

Tulsa teachers will be observed and evaluated in compliance with the timelines negotiated in the TLE Observation & Evaluation Handbook for Evaluators using the Tulsa Model, (See Section 4. The TLE Observation and Evaluation Process and Timeline) except as provided below.

- a. Career teachers receiving a district evaluation rating of "superior" (4.8 - 5.0) or "highly effective" (3.8 - 4.79) under the TLE may be evaluated once every three (3) years based upon the following criteria:
 - i. It shall be assumed that all teachers are evaluated every year.
 - ii. Teachers who meet the qualifications and wish to request an exemption should make this request in writing to their school leader and the program manager for educator effectiveness no later than the last day of the first quarter.
 - a. The District will publicize this option not less than one month prior to the end of the first quarter. This notice shall include the name and contact information of the program manager for educator effectiveness.

- iii. Exemptions will be granted upon verification of qualification
 - iv. Granted exemptions will apply to the current school year only. New requests must be submitted each year a teacher qualifies for consideration.
 - v. Exempted teachers shall still be required to complete a Professional Learning Focus Plan each year.
 - vi. Exemption from the formal evaluation process shall not prohibit an administrator from addressing performance concerns, should they arise, through the methods established in the Tulsa Model, which may include the initiation of a formal evaluation cycle.
 - vii. Exemption from the formal evaluation process shall not prohibit an administrator from conducting informal observations, walk-throughs, feedback, and coaching.
 - viii. A teacher will be ineligible for exemption when moving to a role with a different TLE rubric from that role where they qualified for the exemption. (e.g., from Teacher to Dean or Counselor to Teacher). A teacher may qualify for exemption in the new role with the subsequent evaluation.
- b. A teacher may request a performance evaluation at any time.
- c. The following due dates apply for probationary and career observations and evaluations. These due dates may be adjusted as needed upon mutual agreement between the District and TCTA.
- Due dates for probationary teacher observations and evaluation:
 - Observation 1 – last day of Q1
 - Observation 2 – last day of Q2
 - Observation 3 and Evaluation – last day of Q3
 - Due dates for career teacher observations and evaluation:
 - Observation 1 – the end of the sixth instructional week in the second quarter
 - Observation 2 and Evaluation – the end of the second instructional week in the fourth quarter.

*Note there is an expectation for support to be established for any teachers with performance concerns using the existing guidelines for determining the appropriate response.

3. Method of Qualitative Evaluation

The evaluator is to complete the CONFIDENTIAL EVALUATION by rating the teacher's performance on the agreed upon Evaluation Forms (attached to this document as Schedule III). A PDP or GRF may be appropriate if the teacher's performance would have generated a ranking of 1-Ineffective or 2-Needs Improvement. The evaluator should use his or her

professional judgment to determine whether an alternate approach to a PDP is preferable in light of the situation and context – for example, a brief conference, email or note may be a more appropriate and productive response than an automatic PDP or GRF in some lapses in performance. The Personal Development Plan form is intended primarily to supplement the CONFIDENTIAL EVALUATION, as described above. However, if the evaluator observes a single area of Ineffective or Needs Improvement performance that needs immediate correction, the Growth Reflection Form or the Personal Development Plan may be used to cite the deficiency and give instructions for correcting the problem. Administrators are encouraged, as the performance issues may dictate, to meet informally with a teacher before issuing a Personal Development Plan.

4. Personnel Affected

This provision shall apply to all regular employees defined by law as teachers. Teachers on temporary contracts shall be subject to evaluation, but shall not be afforded job rights unless otherwise specified by state law. Career teachers receiving a district evaluation rating of "superior" (4.8 - 5.0) or "highly effective" (3.8 - 4.79) under the TLE may be evaluated once every three (3) years.

5. Procedure for Qualitative Evaluation

All observations of the classroom teaching performance of any teacher shall be conducted openly and with the full knowledge of the teacher and all evaluations shall be made by a qualified and certified administrator. Observations shall not be conducted on the day immediately following any extended break in the instructional calendar year, within the first two weeks of the school year, nor on a day when there has been an emergency which causes a significant disruption to the school day. Extended breaks include holidays, multiple inclement weather days, etc. Teachers will be provided with a minimum two week period of time during which their observation will be conducted. Additionally, teachers shall be notified no later than the end of the teacher work day if their observation will be conducted the following day. Notification may be written or in the form of an electronic calendar invitation.

No evaluation of any teacher's classroom performance shall be completed and filed unless and until the evaluating administrator shall have observed the teacher at work at least two (2) times, or three (3) times if the teacher shall promptly after the second observation request that they be observed again. No teacher shall receive adverse comments from any observer in the presence of any other person, with the exception of evaluating administrators, Instructional Leadership Directors, TCTA representation chosen by the member, and, if requested by the teacher or administrator, a member of Talent Management.

Because teachers need adequate time to reflect and prepare for their observation and evaluation conferences, the evaluator must provide the teacher with an electronic copy of the form no later than three (3) p.m. the day preceding the conference. If there are any scores of less than effective, the evaluator must provide an electronic copy of the document no less than two (2) instructional days before a conference. In the event that a

teacher is absent or needs additional time to review the form, they are entitled to receive at least another twenty-four (24) hours so long as with regard to the observation conference, the teacher agrees to extend the five (5)-day time period for conducting the conference.

Each teacher shall be given a copy of any written evaluation report intended for their file and shall have the opportunity to discuss such report with the evaluating administrator. After such discussion, the teacher shall sign the report, indicating only that they have read and discussed the evaluation. The teacher's signature does not indicate agreement with the report. The teacher shall have the right to place in their file a response/rebuttal to any written evaluation within twenty (20) work days of receipt of the evaluation. The response/rebuttal shall be attached to the written evaluation. This response/rebuttal shall be submitted by the teacher to the evaluator and the Office of Educator Effectiveness and signed by the person making the original evaluation, as an acknowledgement that it has been called to their attention.

Any adverse evaluation of a teacher's performance placed in their file may be subject to the grievance procedure herein set forth, but only on the ground of bad faith and/or discrimination.

6. Procedure for Filing

The evaluator shall be responsible for submitting to the Office of Educator Effectiveness, as often as required, an evaluation of each teacher to be evaluated. Evaluation records shall be confidential and access to such records shall comply with State and Federal law.

7. Provisions for Amendments

The procedures, criteria, instruments, and process of evaluation shall be subject to review and appraisal as required by law and the negotiations process. Any legislative act, State Department ruling, or court decision which makes any part of this provision unlawful will in no way invalidate the rest of this provision.

8. The Observation and Evaluation Process

The TLE Observation & Evaluation Handbook for Evaluators using the Tulsa Model ("the Tulsa Model Handbook") and the Rubric/Observation Forms delineate the specific steps, timelines and processes that operationalize the Rubric/Observation/Processes and Feedback/Support components. These processes include the Personal Development Plan and Goal Setting Process/Form and the intensive support process relating to the Personal Development Plan.

The Tulsa Model Handbook and the Rubric/Observation Forms (identified as process components, e.g., Sections 2 through 8) are a part of the Master Contract and subject to the negotiation's process. Said documents are incorporated by reference and will be available on the District website.

If the parties agree to modify the Tulsa Model Handbook, forms or rubrics during the term of this Contract, the relevant Memorandum of Understanding describing such changes shall be incorporated into the Tulsa Model Handbook, forms or rubrics, as relevant

VII(C): Causes for Dismissal or Nonrenewal of Teachers

Dismissal and nonrenewal of teachers shall be as provided by law. Subject to the provisions of the Teacher Due Process Act, probationary or career teachers may be dismissed or not reemployed for any reason or cause allowed by law.

VII(D): Standards of Performance and Conduct for Teachers

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and nurture of the democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

Principle I – Commitment to the Students

The teacher must strive to help each student realize their potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning;
2. Shall not unreasonably deny the student access to varying points of view;
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress;
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
5. Shall not intentionally expose the student to embarrassment or disparagement;
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
 - a. exclude any student from participation in any program,
 - b. deny benefits to any student, or

- c. grant an advantage to any student;
7. Shall not use professional relationships with students for private advantage; and
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

Principle II – Commitment to the Profession

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;
2. Shall not misrepresent their professional qualifications;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. Shall not assist an unqualified person in the unauthorized practice of the profession;
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
7. Shall not knowingly make false or malicious statements about a colleague; and
8. Shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

VII(E): Certified Employee Personnel File

Management of Employee Personnel File

The District shall maintain the Official File (File) in the Department of Talent Management. Teachers will be provided a copy of materials placed in the File that are known, at the time of placement, to adversely affect employment. The teacher shall have an opportunity to sign and date the material for the sole purpose of showing that the teacher was provided a copy of the material and the date that the teacher was furnished the material.

Teachers have the right to respond to disciplinary material in the File. The teacher's response

must be submitted to the principal or the Chief Talent Officer within twenty (20) work days of the date the teacher receives the material. The teacher's written response, if received within the designated time, will be included with the discipline material in the File. Disciplinary material includes, but is not limited to, evaluations, plans of improvement, Personal Development Plan, parents/student letters, teacher letters and memos. If, at a future time, the material is removed from the teacher's File, the teacher will be notified in writing and the response will also be removed. In the event a complaint or accusation is placed in the File, the teacher will be given written notice of the complaint/accusation, and will have an opportunity to prepare and attach a response to the complaint/accusation.

Upon written request, each teacher shall have the right to review the contents of their File, excepting, however, any confidential references given at the time of their employment or the time of application for promotion. At the teacher's request, a representative of the Association may accompany the teacher in such review. The review shall be made in the presence of the administrator responsible for the safekeeping of such File. A copying machine shall be available for the teacher to make copies of such contents and records as concern their work or themselves. The cost of such copies may be charged to the teacher.

A TCTA representative may, at the request of the teacher, review the File with or on behalf of the teacher. If a teacher intends to authorize a person to review or copy their File, the teacher must complete and sign a release, which authorizes the holder of the release to review the teacher's File. A release may be obtained, upon request, from Talent Management and shall be valid for three work (3) days following its execution by the teacher.

Evaluation and disciplinary records maintained in digital format on Frontline in accordance with applicable law and/or this agreement are considered official personnel records and a component of the personnel file, but shall not be required to be printed and maintained in hard copy format in the File. Teachers have access to review, sign, acknowledge, print, and respond in writing to these digital records in Frontline. Teachers on leave of absence, suspension, or no longer employed by the district will not be denied access to these records.

Removal of Documentation in Personnel File

Upon written request by an employee, and with approval of the Chief of Talent Management, documentation may be removed from the employee's personnel file.

VIII: CLASSROOM INTERFERENCES/STUDENT DISCIPLINE

VIII(A): General

Every precaution shall be taken to see that the activities of the custodial and the maintenance departments shall in no way interfere with the activities of the classroom. This shall apply to, but in no way be limited to, building repairs, lawn care, and painting.

Teachers will be notified from the principal's office when it is necessary for maintenance

employees to be in their classrooms.

All visitors to teachers' classrooms must have prior approval of the principal and the teacher.

A pupil will be removed from a classroom by a designated authority when, in the judgment of the teacher, the student is interfering with the teaching-learning situation for the majority of the class. The teacher may request that the pupil not be returned to that classroom until a conference is held between the teacher and the designated authority.

At the request of the teacher to the designated authority, a student may be removed from a class and not be allowed to return until a conference is held between the teacher, the parents or guardians, and a representative of the administration. In accordance with the District Behavior Response Plan, tier three (3) and tier four (4) behaviors will automatically require a parent/guardian conference with school administration before the student returns to a classroom.

The decision to exclude the student from class, pending the parental conference, should be based on the student's prior record of misbehavior, documented remedies which have already been tried, and the probable length of time the student will be out of class before the parents or guardians can be available. If the exclusion is likely to be prolonged [more than three (3) days] or the student is a special education student, consideration may need to be given to some other remedy, as may be allowed by law.

In accordance with state law, a student who has been suspended for a violent offense which is directed toward a classroom teacher shall not be allowed to return to that teacher's classroom without the approval of that teacher. The relevant provisions under IDEA and Oklahoma state statute for students with disabilities will continue to apply.

VIII(B): Faculty Discipline Committee

At the request of the faculty or the principal, the entire staff will meet to review and discuss regulations and Board policies relating to student conduct and discipline, including, but not limited to drug abuse, alcohol abuse, possession and/or use of weapons and tobacco related problems.

When changes are needed in a building's discipline plan, the principal will establish a committee to develop specific recommendations. The principal will consult with the TCTA building delegate(s) for teacher representation on the committee. The committee will seek consensus on the rules of conduct to govern student behavior at the local school level, within the provisions of Board Policy. In order to ensure consistency in the treatment of students, the committee will develop procedures for the individual teacher to follow in carrying out their responsibilities in student discipline. If a disagreement occurs concerning discipline rules and regulations and the procedures for following those rules and regulations, the principal will have the final responsibility in resolving the disagreement.

The rules and regulations that have been developed by the committee and approved by the

principal will be distributed annually to students and teachers as early in the school year as possible.

VIII(C): Incident Referral Process

When a teacher finds that it is necessary to refer a student to the principal's or their designee's office, the teacher shall log the incident through Incident Management located on PowerSchool. In urgent situations, when an immediate PowerSchool log is not feasible, incident information will be logged into PowerSchool by the teacher within twenty-four (24) hours, with the understanding that no formal disciplinary action can occur until this step is complete. When it is necessary in the interest of school safety for the administrator to take expedient disciplinary action, coverage will be provided to the referring teacher so they can log the incident into PowerSchool. Should the school administrator handling the incident determine a need to modify the original incident, the submitting teacher will be notified in writing. When a district administrator or the District Review Committee determines a need to modify an incident, the school administrator and the referring teacher shall be notified.

Students who are removed from class for disciplinary reasons will not be allowed to return to the class where the incident originated until the referring teacher has received notification from the principal or their designee of such return and the disciplinary response. This notification will be in writing when possible or, if oral, should be given directly from the principal or their designee authority to the teacher. If a verbal notification is given, a written response regarding the disciplinary action taken is still required within twenty-four (24) hours.

The referring teacher shall be granted a conference with the principal or their designee regarding the disposition of the incident, if requested.

VIII(D): Suspension Review Committee Appeals

Whenever the Superintendent or District designee modifies or rescinds the decision of a school's Suspension Review Committee, the building principal, the referring teacher, and committee chair shall be informed immediately after the final district decision in writing as to the rationale for the reversal.

IX: TEACHING ASSIGNMENTS

IX(A): Assignment of Teachers

When changes occur in a teaching assignment, including a change in content or grade level; building assignment; or room assignment, the principal or principal's designee will discuss such changes with the affected teacher(s). A change of assignment shall mean a new grade level, teaching preparation, content, or subject area. Notification of tentative teaching assignment will be made prior to the end of the school year unless unforeseeable circumstances require a change during the summer. If changes are in order during the summer, the affected

teacher(s) will be notified in writing via email and also verbally via a phone call or in person.

When changes occur in a teaching assignment, building assignment, or room assignment, whether during the school year or during the summer or breaks in the calendar, teachers will be provided equivalent time without students and/or provided compensation at the current professional learning compensated rate, for up to two full days [capped at fifteen (15) hours and 40 minutes], to prepare for the change. Teachers will not be required to use planning periods for this purpose. No other duties or responsibilities shall be assigned for this time. This time shall be in addition to all negotiated Teacher Work Days. An additional day will be granted if needed at the current professional learning compensated rate, for an additional seven (7) hours and fifty (50) minutes.

When a teacher is returning from leave, that teacher will be provided time, without students, to prepare for the return. This will be, at minimum, one full day, to review documents left from any substitutes, to prepare curriculum, and lesson plans, and to review with the school leader any changes in the flow of the building.

When a teacher is hired and starts after the first full instructional day, the teacher will be provided with a minimum of one instructional day without students to prepare for the classroom. No other duties or responsibilities shall be assigned for this time.

Whenever a teacher is required to change rooms or move to a different building, the District will be responsible for moving furniture, equipment, and other materials and supplies.

When a teacher is asked to clear and pack a classroom, the teacher will be provided with ample contract time to pack. Generally, teachers are asked to either “fully pack” their classroom or to “partially pack” their classrooms.

Teachers who are asked to fully pack their classrooms will receive compensation equivalent to two (2) contract days at the current professional learning compensated hourly rate per hour. A classroom will be considered a “full pack” when the teacher is required to empty and pack items in cabinets and drawers.

Teachers who are asked to partially pack their classrooms, will receive compensation equivalent to one (1) contract day at the current professional learning compensated hourly rate per hour. When emptying and packing of cabinets and drawers is not required, the classroom will be considered a “partial pack.”

The district will provide assistance in moving packed district items to designated areas, as needed, and will assist in moving district items back to the assigned classroom when complete. Teachers will not be required to use planning periods for this purpose. No other duties or responsibilities shall be assigned for this time. This time shall be in addition to all negotiated Teacher Work Days. An additional day will be granted if needed.

When it is time for a “fully packed” or “partially packed” room to be unpacked, the teacher responsible will be given an equivalent amount of time for the unpacking as was provided

when the room was packed.

IX(B): Departmental Meetings

Teachers are expected to attend all departmental meetings of instructional assistance of their subject or grade level unless properly excused. If a teacher finds it impossible to attend a meeting due to illness or an emergency, the principal or teacher should contact the coordinator.

When held, district-wide department or grade-level meetings will occur once monthly, normally on the second or fourth Tuesday of the month.

IX(C): Extended School Year for Alternative Education Sites

It is the desire of the District to extend the number of teacher contract days at the following alternative education sites and/or programs:

1. Tulsa Met-Lombard MS/HS
2. TRAICE Academy
3. TRAICE Satellites
4. Project ACCEPT
5. Phoenix Rising
6. Hospital Sites

A total of five additional contract days, or equivalent hours, will be used for continuing professional learning related to the programs. Compensation for the additional days will be based on the daily rate of pay under the current negotiated agreement.

IX(D): Faculty Meetings

Principals are strongly encouraged to utilize building instructional leaders such as department chairpersons and team leaders, in an advisory capacity, to plan the agenda for faculty/school business meetings and to disseminate information.

Teachers are expected to attend a faculty meeting at the school's designated time each week, however, there is no requirement for a school to hold a weekly meeting. Except in an emergency, after-school building faculty/school business meetings will be held on Mondays, if needed, and shall not exceed one hour beyond the teachers' regular contract day. Principals should attempt to seek consensus on the most convenient time for a majority of the staff to meet. Meetings may be held before school, or on days other than Monday, if it is determined through consensus that this best meets the needs of the individual site and the meeting does not exceed one (1) hour beyond the teachers' regular contract day. If the faculty meeting and work associated with the faculty meeting, or tasks assigned during or in lieu of the faculty meeting, ends prior to one (1) hour beyond contract or there is no meeting, teachers are not required to stay for the hour.

Building faculty/school business meetings shall be utilized to inform teachers of significant matters which require considerable explanation or discussion. Professional learning, team meetings and other school committee meetings may also take place during the faculty/school business meetings, as long as the meetings do not extend one (1) hour beyond the teachers' regular contract day. Great care should be taken to conserve time by avoiding discussion of matters relating to only a few staff members. The principal will allow sufficient time for teacher concerns to be addressed, and shall allow teachers to submit items, prior to the meeting, for consideration on the agenda.

IX(E): Mandated Attendance at Special Events

Teachers fulfill a variety of roles in addition to those involving instructional and student supervisory responsibilities. The building principal may designate, prior to special events, the individuals who are required to attend special events involving school activities. When possible, the principal shall make their designation at the beginning of each semester. The principal shall not require any teacher to attend more than three (3) special events. Examples of special events which may be designated as requiring the attendance of selected individuals are: commencement, back-to-school night or similar activities, elementary promotions, spring open house, school orientations, as well as other events which, in the judgment of the administration of the school or the District, require the presence and/or active involvement of teachers and others.

Faculty members, required to attend commencement exercises, shall have caps and gowns provided by the District and at the District's expense. Teachers shall be responsible for the appropriate care and safeguarding of the apparel while it is in the teacher's possession.

With the exception of graduations, the District will not schedule any of the three (3) allowable mandatory events on weekends or holidays.

IX(F): Cover Pay

No teacher shall be asked to cover a class in the absence of another teacher when a substitute is authorized and available. When a classroom teacher is absent for any reason, and a substitute is not available, a certified teacher who covers their class in addition to their own class or loses a planning period shall be paid at the hourly professional learning/development attendance rate for each hour covered. Payment shall be calculated according to the following parameters:

1. For coverage of periods of 60 minutes or less:
 - a. Coverage up to 30 minutes shall be paid half of the hourly professional learning/development rate;
 - b. Coverage between 31-60 minutes shall be paid for the full hour at the hourly professional learning/development attendance rate.
2. Pay for coverage of periods longer than 60 minutes will be calculated in

30-minute increments. For example, a coverage period of 62 minutes would be compensated for 1 hour + one 30-minute increment at the hourly professional learning/development attendance rate.

When a class needs to be split among multiple teachers, each teacher will be paid proportionately based on the hourly professional learning/development attendance rate per hour class period or portion thereof covered.

Observations to be used toward evaluations are discouraged while a teacher is covering a class.

Non-classroom staff, such as deans, counselors, and nurses, shall not receive cover pay. Utilizing a dean, counselor, or nurse to cover a classroom is a last resort and shall not be considered unless or until all other avenues have been attempted. Dean, counselor, and nurse coverage shall not be a solution for long-term vacancies.

Deans, counselors, and nurses will not be asked to cover for more than the equivalent of six full days per semester. Time spent covering each other (deans and counselors covering deans and counselors; and nurses covering other nurses) will not count toward the six days per semester.

Deans, counselors, and nurses will not receive additional compensation for performing training or other duties as assigned during their normal hours of work.

Librarians shall not be used as coverage in the absence of another teacher.

IX(G): Classroom Rotation Coverage System--Secondary Schools

A system will be used in each secondary school to assure that all certified personnel who are assigned to cover classes when a teacher is absent, and no substitute is available, are assigned in an equitable manner. This pool of available personnel may vary from school to school but could include administrators. If the assigned person opts to exchange with another certified employee, it will be the responsibility of both employees to notify the person in charge of the rotation system of the exchange. This rotation list will be available upon request to certified personnel.

IX(H): School Closings

When a decision is made to close a school, meetings shall be held with the appropriate member(s) of the Superintendent's staff and the affected teachers to ensure a smooth transition for those involved.

IX(I): Special Assignments

Special assignments (extracurricular and co-curricular assignments) are defined as additional duties assigned to a certified staff member that are beyond the scope and definition of the

standard teaching contract. Performance of these duties generally takes place outside the contract day as defined in this agreement. A list of current Special Assignments, and the corresponding rate of pay, is included as Schedule II.

Each year, a committee consisting of administrators and teachers will meet to review and make recommendations related to Special Assignments, including their role descriptions and compensation. This committee shall be co-chaired by the Executive Director of Talent Management and the TCTA President. Membership of the committee will consist of six certified administrators and six teachers, with equal representation among elementary and secondary levels. In general Special Assignments will be reviewed for need and compensation on a three-year rotation (athletics, elementary, and secondary). Special Assignments compensation will be evaluated based on the duties of the assignment, level of responsibility, and time required to perform the assignment.

The committee will make their annual recommendation to both the District and TCTA negotiations teams. The recommendation will be negotiated and approved or disapproved by the teams as a single item. During the course of the year if the need arises to establish a new Special Assignment, the District and TCTA will meet and confer to create the Special Assignment and establish pay for the position; provided however, such special assignment shall automatically be reviewed at the next meeting of the committee.

In addition, the following provisions apply:

1. All special assignments (extracurricular and co-curricular assignments), at all levels, except those requiring specific State Department of Education certification will be declared vacant annually. Applications for special assignments must be in writing to the principal who will have the responsibility for filling those positions from the list of applicants, whenever possible. No teacher may be required to accept a special assignment for which they have not applied, unless the Principal is unable to procure an otherwise qualified individual for the special assignment. The Principal shall consider the qualifications as listed in the role descriptions along with the experience, interest, and other related factors when filling positions in an effort to appoint capable and competent individuals. If summer duties are involved, whenever possible, principals shall notify teachers of special assignments for the upcoming year prior to the end of the school year. A current special assignment sheet shall be posted in the building and updated as assignment changes are made. When there is a vacancy in a special assignment within a building, a Notice of Vacancy will be posted not less than five (5) working days before the position is filled. No teacher shall be allowed to begin their duties under a Special Assignment until an Extra Duty Assignment Contract has been fully executed and returned to Talent Management.
2. When revocation of a paid special assignment is to be made during the school year, it will be preceded by a conference between the principal and the individual affected. Revocation of an assignment may be based on any reason which is in the best interest of the District. Special assignment terminations do not require cause and are not accompanied by a hearing. The termination of a special assignment is effective upon

notice to the teacher. Revocation of a special assignment shall automatically terminate payment for the assignment. In the case of special assignments involving school sports, the assignment may be terminated, in addition to other reasons, on the basis of an insufficient number of students to support the activity or team.

3. Acceptance of special assignments with pay does not exempt a person from being asked or required to take additional duties without pay. This is at the discretion of the building principal.
4. All special assignments are subject to the approval of the Superintendent and Board of Education.
5. Extra assignment salary compensation for vocational teachers, librarians, and counselors shall be prorated over twelve (12) months and included in the September warrant, if possible.
6. Special assignments are not required where such positions are not needed. Sites, in consideration of site needs, numbers of students involved in particular activities, and other relevant factors may conclude that one or more positions are not warranted. In this instance, the site may utilize money reserved for one position for an alternative position warranted by the needs of the site. No less than annually, the District and TCTA will review usage data for "Additional Leadership Stipends" and "Elementary School Allocation - Special Duties" to assess the necessity for updates and/or additions to the negotiated stipend list.

When a teacher on special assignment is absent for thirty (30) contract days or more, another teacher may receive compensation for assuming the duties and responsibilities of such an assignment. However, the teacher assuming the duties and responsibilities must request the compensation. The regular teacher on special assignment will receive appropriate deductions in special assignment pay due to the need for a substitute. Upon return from an approved leave of absence, a teacher who previously held a special assignment will have that assignment reinstated.

IX(J): Teacher Rebalancing and Reassignment

When a reduction in the number of teachers in a building is necessary, qualified volunteers shall first be reassigned; then, reassignment shall be made on the basis of years of service in the Tulsa School System, with those teachers most recently appointed to the school system being reassigned first. An exception to these rules will apply only to specific teaching positions or schools with specialized training and District investments identified in an annual agreement between the Parties.

Teachers who are rebalanced will have first priority to return to their building should an opening for which they are qualified become available prior to or during the rebalance period. This time frame is established annually by the District, but generally occurs within the first few weeks of school, when student count numbers are available.

Teachers to be rebalanced will be notified by principals orally and in writing. This notification is to take place by a system-wide deadline. When the Talent Management Department receives names of teachers being rebalanced, not less than three (3) days will occur before a master list is sent to principals.

When a teacher is placed on the rebalance or transfer request list, at the request of the teacher, all areas in which they are certified will be noted on the rebalance/transfer request list.

A coach who voluntarily leaves a coaching assignment or is removed for unsatisfactorily fulfilling the teaching responsibilities of the coaching assignment may be considered for reassignment without the protection of the provisions of this policy for a period of one (1) year. At the end of one (1) year, the teacher rebalancing/reassignment policy will again be in effect.

Teaching vacancies shall be posted on the District's Website.

IX(K): Voluntary Transfer

Teachers requesting transfers must enter their request into the district's Talent Management system. The Superintendent, principal, teacher, or Talent Management personnel may initiate a teacher/principal interview.

Voluntary transfer requests may be submitted at any time. However, transfers on or after July 1 of each year require the approval of the sending principal, receiving principal, respective instructional leadership directors, and the Chief Talent Officer or designee if the transfer is to take place during the current school year. The transfer list will be purged each year on the first Monday of October.

Teachers on the transfer list will be considered for vacant positions for which they are certified and qualified before new teachers are employed to fill those vacant positions.

Teachers on the transfer list will be given an opportunity to interview for a vacant position for which they are certified and qualified. A list of all current vacant teaching positions will be maintained on the Careers section of the Tulsa Public Schools web page.

Among the factors considered in granting transfer requests are: available vacancies, needs of the school district, certification requirements, grade level or subject area, evaluation of teaching record, balancing experience on staff, seniority, priority of requests, and transportation. Nurses will be under the same teacher balancing and reassignment regulations as all other members of the bargaining unit.

Names and information of those teachers seeking a transfer shall be provided to principals in a similar manner as outside teacher applicants.

IX(L): Administrative Transfer

Administrative transfers, not requested by a teacher, shall be initiated by written Notice of

Administrative Transfer (Notice) directed to the teacher by the building principal or other administrator. The Notice shall state the effective date of the administrative transfer, the reasons for the transfer, and the right of the teacher to schedule a conference to discuss the transfer. The teacher must request a conference for the purpose of considering the notice of administrative transfer within two (2) days of their receipt of the Notice. The initiating administrator shall set the conference within two (2) calendar days of receipt of the request for meeting.

At the meeting, the teacher shall present orally, in writing, or both, the reasons why the transfer should be canceled, set aside, or otherwise modified.

Members of the bargaining unit shall be entitled to have a representative of their choice from a statewide professional educators association, upon request. The transfer shall not be finalized until the teacher requesting a conference has had an opportunity to appear and present reasons why the transfer should not be finalized.

X: TULSA CLASSROOM TEACHERS ASSOCIATION

X(A): Association Privileges

The TCTA shall have the right to use designated areas in school buildings for meetings of teachers provided there is no interference with any scheduled school activities. The use of such designated areas shall be arranged with the principal in advance. All requests for building use shall conform to School Board rules and regulations.

The TCTA shall have the right to bulletin board space of at least nine (9) square feet, but not more than twelve (12) square feet in an area for the purpose of posting materials dealing with proper and legitimate business of the TCTA. Such space shall be provided for the TCTA in each school for the unrestricted and sole use of TCTA. Such board shall be placed in a well-lighted area in the office or teachers' lounge. In school buildings which do not have bulletin boards for this purpose, the TCTA shall have the right to provide them.

Building level administration will meet with the TCTA delegate(s)/building representative(s) at least once monthly. The agenda for each meeting will be co-created by both parties.

Prior to each Board meeting, the TCTA shall be provided with a copy of the board packet less any confidential information which is provided to the School Board Members. This item shall not apply to those recommendations or other materials related to the dismissal or non-reemployment of teachers. Nor shall it apply to other documents, which are, by law, privileged and confidential.

The district shall provide TCTA with teacher level access to the Inside TPS site.

The President of the TCTA, or their authorized designee, who shall be an officer of the TCTA, shall be allowed to visit schools. Upon arrival at the school, they shall notify the office of the principal in order to facilitate the purpose of the visit. Visits, which necessitate extended interruptions of class schedules, shall be arranged in advance with the principal, or in the

principal's absence, the acting administrator.

The District's administration shall, when appropriate and in the best interest of teachers and administration, provide the TCTA with a copy of Central Office administrative memos that affect the following:

1. Teacher allocations
2. Teacher rebalancing
3. Curriculum changes
4. Teacher training or professional learning
5. Site deregulation
6. Other memos deemed appropriate by the administration

Prior to the beginning of negotiations, a meeting(s) will be held between the TCTA Negotiations Team and the District's Chief Negotiator, and others as designated by the District's Chief Negotiator for the purpose of explaining the current financial status of the District and expected changes in the budget for the upcoming fiscal year.

At the meeting, both sides will also agree on:

1. The number of members in the bargaining unit
2. The numbers to be used in determining salary costs of the upcoming year
3. The program(s) to be used to calculate salary costs
4. Other mutually agreed to items that may provide information for monetary negotiations.

Within thirty (30) days after the negotiated agreement has been ratified by the TCTA bargaining unit and approved by the TPS Board of Education, a meeting will be held so that the parties can share updates regarding implementation of ratified items.

X(B): Committees

Teachers shall be represented on district-wide committees, i.e., calendar, curriculum, etc.

X(C):TCTA Dues Deductions

The District will provide for the authorized payroll deduction of TCTA dues.

X(D): TCTA Meetings

All district meetings will be scheduled so as not to conflict with TCTA meetings on the second Wednesday of each month. TCTA Board of Directors will be excused from any meetings held on the first Wednesday of each month. TCTA delegates, officers, and board members shall be excused from their classrooms in sufficient time to arrive at the monthly TCTA Board and Delegates' Assembly meetings.

X(E): Written Notice of TCTA Building Representatives/Lists of Teachers to TCTA

If requested, TCTA shall provide the building principal a list of its elected building representatives by October 1 of each school year and shall promptly advise of any changes in its designation of building representatives.

If requested, the District shall transmit to the TCTA President a list of teachers assigned to District sites and, if other than instructional staff, shall list each staff member's position. The list shall be provided to the TCTA by October 15 of each school year.

Upon request, the Department of Talent Management will provide to the President of the TCTA a list of teachers assigned at each school site showing their most recent date of employment, the number of years taught since that date and each employee number. The district shall provide the TCTA president with the names of all teachers exiting the District, including their hire date and certification / pipeline route (i.e. traditional, emergency, TFA, Tulsa Teacher Corps). This information will be provided at a pre-scheduled meeting between the aforementioned parties.

XI: WORKING CONDITIONS

XI(A): Teacher Work Year

Per Oklahoma State Statute, school districts may opt for an annual instructional calendar based on either days or hours, with local school board and Oklahoma State Department of Education approval.

Beginning with the 2023-2024 school year, the teacher work year shall consist of not more than 180 contract days. The teacher work year shall include six Teacher Professional Learning Days and two Teacher Work Days.

On instructional days, the length of the teacher day will not exceed seven (7) hours and fifty (50) minutes. On professional learning days and work days, the length of the teacher day will not exceed seven (7) hours and thirty-five (35) minutes. In the event that the district adopts a calendar that exceeds 180 required teacher contract days, either for professional or instructional purposes, teachers will be compensated their daily rate of pay for any contract days beyond 180.

The first Teacher Work Day for the school year will be scheduled based on feedback from teachers and school leaders, and in collaboration with TCTA. Should the first teacher contract day be designated as the Teacher Work Day, school leaders may elect to use no more than one (1) hour for a faculty meeting, if needed, provided that time is given back before students return. No additional meetings or professional learning will be scheduled on this day. If any day other than the first contract day is designated as the first Teacher Work Day, then no meetings or professional learning will be scheduled on this day. The second Teacher Work Day shall be on the last teacher contract day of the school year. With the exception of a one-hour (1 hour) faculty meeting, if needed, no other meetings or professional learning will be scheduled on this day. Both Teacher Work Days shall be full days and shall not be divided over more than one contract day, except for the one hour faculty meeting provision herein.

Teachers will be provided with the equivalent of six (6) hours of contract time for working toward the completion of state mandated online compliance courses either in real-time or retroactively over the course of the school year. This time will be designated by school leaders and may occur during district professional learning days, in place of weekly staff meetings, or a combination of both. Teachers are responsible for completing all state-mandated compliance courses each year by district established deadlines, regardless of whether they are able to complete them within the time provided. Based on federal mandates, additional compliance based professional learning may be required, and may require adherence to different completion deadlines and/or completion outside of the designated professional learning time provided.

XI(B): Civic Engagement Day

To ensure that all of our school-based/school-support team members who are not on 12-month contracts are able to exercise their right to vote, to support the candidates and causes that matter to them, and to help other voters at polling places, all schools will be closed the Tuesday next after the first Monday in November for Civic Engagement Day on major state and/or federal election years. This day will be a non-contract day. We will revisit this annually as part of the school calendaring process. Additionally, no meetings or activities, outside the normal school hours will be scheduled on any election days.

XI(C): Contract Day

Teachers, by virtue of their profession, are considered professionals whose time must be apportioned in a variety of areas – the most important of which is direct instruction of students. The parties recognize that the work of educators is not always standard or predictable and acknowledge that educators work many hours outside the contracted school day. Therefore, teachers will not be assigned duties beyond seven hours and thirty-five minutes when the

instructional calendar is based on days. When the instructional calendar is based on hours, teachers will not be assigned duties beyond seven hours and fifty minutes on all instructional days. Professional learning days/teachers workdays, shall not exceed seven hours and thirty-five minutes.

These hours are not intended to circumvent normal contractual obligations, including but not limited to: faculty meetings, departmental meetings, Back-to-School Night, etc.

XI(D): Planning Periods

A minimum of 200 minutes per week, within the instructional day, shall be provided for each elementary teacher for individual planning, preparation, or consultation. A minimum of 225 minutes per week, within the instructional day, shall be provided for each middle and high school teacher for individual planning, preparation, or consultation. Principals shall endeavor to ensure that planning time for teachers will be provided in equivalent blocks of time, when possible, and not divided into increments of less than 40 minutes. No more than one planning period per week, during this designated time, may be required for group/collaborative planning. Teachers will not be required to forfeit minimum plan time for uses other than those agreed upon in the Master Contract.

In collaboration with the principal, teachers will be afforded the flexibility to build transition time into their daily schedules, in order for teachers to have their contractually obligated uninterrupted planning time.

XI(E): Lesson Plans

Lesson plans, inclusive of weekly updates to each Canvas course, shall be due no earlier than teacher report time on the first day of each week that school is in session. Nothing in this language shall prevent individual teachers or teams from providing lesson plans prior to the required time. Teachers can only be required to submit lesson plans once per week, in one location, in accordance with the Master Contract.

XI(F): Lunch Periods

Each teacher shall have no less than twenty-five (25) consecutive minutes each day for lunch during which they shall be given no duties.

In collaboration with the principal, teachers will be afforded the flexibility to build transition time into their daily schedules, in order for teachers to have their contractually obligated uninterrupted duty-free lunch time.

When possible, school counselors and deans will not be assigned to lunch/hall duties that would cause them to be unable to serve students or parents on a continuing basis for an extended period of time.

XI(G): Public Reprimands/Dignity and Respect

The District administration expects that the worth, dignity and rights of the individual shall be paramount in all administrator/teacher relationships.

It is recognized that professional and ethical behavior is expected of all school employees. Therefore, administration will not discipline or reprimand a teacher in the presence of any other person, with the exception of evaluating administrators, Instructional Leadership Directors, TCTA representation chosen by the member, and, if requested by the teacher or administrator, a member of Talent Management. Additionally, teachers will interact with administration, staff, and parents in a positive and professional manner.

XI(H): Assault and Battery

In addition to the benefits extended by operation of state law, District certified teachers receive coordinated benefits which permit a teacher, whose injury is the result of an assault and battery while engaged in the performance of the teacher's duties, to receive their full salary. The Superintendent or designee shall determine the time limit, applicable to the teacher's receipt of full salary, based on individual circumstances applicable to the teacher.

However, no teacher shall receive less than the remainder of the school year or contract year, whichever is applicable.

XI(I): Issues Involving Assault

1. All cases of assault suffered by teachers in connection with their employment shall be reported in writing by the teacher to the principal. The principal shall immediately transmit the report to the Superintendent, the Chief Talent Officer and the District's Police Chief.
The Superintendent shall acknowledge receipt of such report to the principal and the teacher.
2. In any case of an assault upon a teacher or a complaint or suit by third parties as a result of action taken by the teacher while performing their duties, the Board will render all reasonable assistance to the teacher in connection with the handling of the incident by law enforcement and judicial authorities.
3. The administration shall be vigilant to protect teachers from verbal and/or physical assault for reasons connected with their assignment. At the request of the faculty or the principal, the staff will meet to review and discuss procedures for dealing with verbal and/or physical assault from students and/or their parents or guardians. When changes in the procedure are necessary, the principal will establish a committee to develop specific recommendations. The principal will consult with the TCTA building delegate(s) for teacher representation on the committee. The individuals on the committee will seek consensus on the procedures

to be used at their building site to deal with verbal and/or physical assault and the manner in which parent/teacher conferences will be scheduled and conducted. If a disagreement occurs concerning the procedures for dealing with verbal and/or physical assault or the guidelines for parent/teacher conferences, the principal will have the final responsibility in resolving the disagreement.

XI(J): Professional Dress

Teachers occupy a special position within the education community, particularly with respect to their ability to serve as a positive influence for students. Teachers are expected to dress in a professional manner at all times. Dress, including jewelry, and personal grooming, must not offend common standards of decency, distract from the learning environment, contain language which refers directly or indirectly to drugs, alcohol or tobacco, contain direct or indirect sexual references, present health or safety problems, or otherwise constitute inappropriate dress or grooming for the educational process in which the teacher is engaged. While maintaining professionalism remains a priority, it is also recognized that standards for professional dress in the workplace have evolved.

Business casual attire, including clean, non-ripped jeans and school spirit wear, is appropriate throughout the school year depending upon particular classes, activities or circumstances requiring more casual and relaxed dress.

As a general rule, the following items are not considered business casual or appropriate:

Tee shirts (without school logos), tank tops or halter tops

Sweatshirts (without school logos) or sweat pants

Cutoffs or shorts

Gym suits or warm-up suits

Flip flops (shower shoes)

Ripped, stained, soiled clothing or clothing which is too tight or revealing

The exceptions to the above are when a site has designated a day which shall involve a relax dress, a special event, or in the instance where the teacher is engaged in an activity or an assignment in which the wearing of tee shirts, gym suits, jogging suits or similar attire is appropriate to the activity or class.

XI(K): Travel Reimbursement

Teachers such as traveling fine arts teachers, nurses, speech language pathologists, and counselors whose assignments require scheduled travel between two or more buildings or travel between buildings and homes, shall be reimbursed at a rate annually set by the District per mile following federal mileage guidelines for use of personal automobiles.

Teachers (such as subject matter instructional supervisors, counselors, building test coordinators, site techs, etc.) whose assignments require travel, but not on a regularly scheduled basis, shall be reimbursed at the rate annually set by the District per mile following federal mileage guidelines for use of personal automobiles.

Traveling teachers shall work with supervisors to ensure an efficient and effective schedule that meets the needs of the served schools. Traveling teachers shall still receive the minimum weekly plan time and daily twenty-five (25) minute duty-free lunch. Teacher travel time shall be exclusive of plan and lunch.

XI(L): Student Schedules

Principals and teachers at each site should establish a means of communication and input about the schedule building process in the school.

XI(M): Parent-Teacher Conferences

The annual school calendar will include two (2) days designated for parent-teacher conferences. These dates may be altered per site, with teacher input to allow for flexibility. Alternate dates must be within two weeks before or after the designated date, and cannot be scheduled on Wednesdays by the District or by individual sites. The designated parent-teacher conference days will be considered non-contract days at sites that choose alternate dates/times for conferences.

Should a site choose to hold two evening conferences in lieu of the designated contract day, teachers may be required to work up to an additional three and a half (3.5) hours of work per evening beyond the seven (7) hours and fifty (50) minutes on instructional days and/or beyond the seven (7) hours and thirty-five (35) minutes on professional learning days. Alternate dates for evening conferences shall be designated within the first ten days of teacher report time at the beginning of the year.

Principals, Assistant Principals, Counselors, Secretaries, Clerks, etc., shall not schedule conferences with parents outside of the annual designated time period without reasonable notice being given to the teacher(s) concerned. Every effort shall be made to arrange the conference with the teacher(s) at least two (2) contract days in advance of the conference

XI(N): Moving Classrooms

When there are insufficient classrooms in a building for each teacher to be assigned full time to their own room, every effort will be made to hold to a minimum the number of times a teacher has to move to a different room consistent with the subject area(s) of the assignment.

XI(O): Use of Telephone

Adequate telephone service shall be available to teachers with privacy of conversation when desired.

XI(P): Faculty Lounge

The Board shall continue to make available in each school a room or rooms appropriately furnished for use as a faculty lounge.

XI(Q): Special Programs IEP Conferences During School Day

When classroom teachers are to be involved in an IEP conference, the conference should be held, to the extent possible, during the school day.

XI(R): Sign-In Sheets

Teachers shall indicate their arrival and departure to and from the building by a check mark on the sign-in sheet.

XI(S): Emergency Closure Plan

When it is necessary for a building to be closed for an emergency or for lack of staffing, the district will make every effort to notify building staff as soon as possible, prior to media notification.

XI(T): Information on the District's Website

The District shall post updated copies of the Master Contract, Long-Term Disability Plan and related forms, and FMLA forms on the District's website.

XI(U): Posting Information

Statistics identifying individual teachers shall not be posted or distributed to others. (Examples include, but are not limited to, number of referrals written, number of absences, and number of failing grades given.)

Reasons for employee absences shall not be posted or distributed to others.

XI(V): Teacher Allocation Announcement of Building Allocation

Within five (5) working days following the receipt of the statement of the building staff allocations for the following school year, principals will communicate the staff allocation to the entire staff in each building.

XI(W): Assignments – Substitute Location When Work Occurs in a

Classroom

An alternate location will be provided for a teacher whose room is being painted or remodeled during the regular school day.

XI(X): Schedule Changes

Student class schedule changes shall, to the extent possible, be kept to a minimum.

XI(Y): Administration – Substitutes for District-Required Workshops

Where there is a District-required workshop during the school day, the District will, when substitutes are available, attempt to ensure that substitutes are provided, and that coverage will not come from within the building.

SCHEDULES

SCHEDULE I

Salary Schedule

The following box is part of the compensation package and is a permanent attachment to the salary schedule. For purposes of readability, it is transcribed here:

District paid OTRS Retirement - The District pays 4% of the teacher's 7% required contribution on the base salary and district paid benefits to the Oklahoma Teachers' Retirement System (OTRS)
District Paid Benefits - The District pays for employee life insurance with a death benefit of 1.5 times the annual salary, Long Term Disability, and \$132 annually towards dental insurance.
State Flexible Benefit Allowance (FBA) - Employees that elect to participate in the District's health insurance plan will receive the Flexible Benefit Allowance (FBA) as provided by Oklahoma statutes.
Cash in Lieu of Flexible Benefit Allowance - Employees not enrolled in the District's health insurance plan shall receive the state taxable compensation of \$836.52 per year in lieu of health insurance.
Apprentice teachers will start at \$40,000 per year and will move to the appropriate step on the teacher salary schedule for an increase upon receipt of Oklahoma teacher certification. Such teachers will receive pay retroactive to their start date. Adjunct teachers/Aspiring educators will start at \$35,000 per year and will move to the appropriate step on the teacher salary schedule when they have completed their degree and certification requirements.
The School District provides a career increment in the amount of \$1,000 after 15, 20, 25, 30, 34, and 37 years of creditable service. Teachers who complete their 15, 20, 25, 30, 34, and 37 years of service during the first semester will move to the appropriate career increment for the second semester. The salary adjustment will be one-half the amount indicated for the yearly career increment.
Teachers who have topped out of their salary lane will receive a one-time \$500 stipend for the 2025-2026 school year.

Tulsa Public Schools SALARY SCHEDULE

Tulsa Public Schools 2025-2026 SALARY SCHEDULE

Standard Schedule						National Board Schedule					
Step	Bachelors	Masters	Masters +30	Masters +60	Doctorate	Step	Bachelors + NBC*	Masters + NBC*	Masters +30 + NBC*	Masters +60 + NBC*	Doctorate + NBC*
0	43,500	44,775	46,050	47,325	48,600	0	44,658	,933	47,208	48,483	49,758
1	44,153	,447	46,741	48,035	49,329	1	,328	46,622	47,916	49,210	,504
2	44,815	46,128	47,442	48,755	,069	2	46,008	47,321	48,635	49,948	51,262
3	45,487	46,820	48,153	49,487	50,820	3	46,698	48,031	49,364	50,698	52,031
4	46,169	47,523	48,876	50,229	51,582	4	47,398	48,752	50,105	51,458	52,811
5	46,862	48,235	49,609	50,982	52,356	5	48,109	49,483	50,856	52,230	53,603
6	47,565	48,959	50,353	51,747	53,141	6	48,831	,225	51,619	53,013	54,408
7	48,278	49,693	51,108	52,523	53,938	7	49,563	50,979	52,394	53,809	,224
8	49,002	,439	51,875	53,311	54,748	8	,307	51,743	53,179	54,616	56,052
9	49,737	51,195	52,653	54,111	,569	9	51,062	52,519	53,977	55,435	56,893
10	50,484	51,963	53,443	54,923	56,402	10	51,827	53,307	54,787	56,267	57,746
11	51,241	52,743	54,245	55,746	57,248	11	52,605	54,107	55,609	57,110	58,612
12	52,009	53,534	55,058	56,583	58,107	12	53,394	54,918	56,443	57,967	59,492
13	52,790	54,337	55,884	57,431	58,979	13	54,195	5,742	57,289	58,837	60,384
14	53,581	55,152	56,722	58,293	59,863	14	55,008	56,578	58,149	59,719	61,290
15	54,385	55,979	57,573	59,167	60,761	15	55,833	57,427	59,021	60,615	62,209
16	55,201	56,819	58,437	60,055	61,673	16	56,670	58,288	59,906	61,524	63,142
17	56,029	57,671	59,313	60,956	62,598	17	57,520	59,163	60,805	62,447	64,089
18	56,869	58,536	60,203	61,870	63,537	18	58,383	60,050	61,717	63,384	65,051
19	57,722	59,414	61,106	62,798	64,490	19	59,259	60,951	62,643	64,335	66,026
20	58,588	60,305	62,023	63,740	65,457	20	60,148	61,865	63,582	65,300	67,017
21	59,467	61,210	62,953	64,696	66,439	21	61,050	62,793	64,536	66,279	68,022
22	60,359	62,128	63,897	65,666	67,436	22	61,966	63,735	65,504	67,273	69,042
23	61,264	63,060	64,856	66,651	68,447	23	62,895	64,691	66,487	68,282	70,078
24	62,183	64,006	65,829	67,651	69,474	24	63,839	65,661	67,484	69,307	71,129
25	63,116	64,966	66,816	68,666	70,516	25	64,796	66,646	68,496	70,346	72,196
26	64,063	65,941	67,818	69,696	71,574	26	65,768	67,646	69,524	71,401	73,279
27	65,024	66,930	68,836	70,741	72,647	27	66,755	68,661	70,567	72,472	74,378
28	65,999	67,934	69,868	71,803	73,737	28	67,756	69,691	71,625	73,559	75,494

29	66,989	68,953	70,916	72,880	74,843	29	68,772	70,736	72,699	74,663	76,626
30	67,994	69,987	71,980	73,973	75,966	30	69,804	71,797	73,790	75,783	77,776
31	69,014	71,037	73,060	75,082	77,105	31	70,851	72,874	74,897	76,920	78,942
32	70,049	72,102	74,155	76,209	78,262	32	71,914	73,967	76,020	78,073	80,127
33	71,100	73,184	75,268	77,352	79,436	33	72,993	75,077	77,160	79,244	81,328
34	72,167	74,282	76,397	78,512	80,627	34	74,088	76,203	78,318	80,433	82,548
35	73,250	75,396	77,543	79,690	81,836	35	75,199	77,346	79,493	81,639	83,786

- Extra Duty Stipends are addressed in a Memorandum of Understanding and include:
- **Continuation of One-Year Stipends** - these stipends will be reviewed with the 2026-2027 bargaining cycle.
 - o Baseball Head (MS) * - \$1,445
 - o Girls Flag Football Head (HS) * - \$1,250
 - o Girls Flag Football Assistant (HS) * - \$500
 - o JROTC Leadership (MS and Extended 10 days) * - \$1,664
 - o Softball Head (MS) * - \$1,145
- **WIDA Site Testing Coordinator/ELD Lead Stipend** - required at all sites as follows. If a WIDA Site Testing Coordinator/ELD Lead was already appointed for the 2025-2026 school year under the previously negotiated rate, that individual will receive the negotiated rate of \$2,219 for 2025-2026 school year regardless of ML enrollment. Compensation will follow the below tiered scale beginning with the 2026-2027 school year.
 - o 100 or fewer ML students - \$740
 - o 101 - 250- ML students - \$1,480
 - o More than 250 ML students - \$2,219

SCHEDULE II

Tulsa Public Schools

Special Assignment Rates of Pay

The following table contains the complete list of extra duty stipends beginning in the 2025-2026 school year. The table includes any newly established extra duty assignments, relevant adjustments to stipend title, job description and/or compensation amounts.

504 Coordinator	\$1,849.00
Academic Bowl Coach HS	\$4,121.00
Academic Bowl Coach MS	\$1,374.00
Additional Leadership Stipend	\$1,849.00
Advisory Coordinator	\$1,331.00
Alternative Education 10%	10% of salary
Any Given Child Site Coordinator	\$500.00
Athletic Director HS	\$11,000.00
Athletic Director MS	\$4,000.00
Auditorium Manager HS	\$1,331.00
Auditorium Manager MS	\$1,331.00
Baseball Assistant	\$3,000.00
Baseball Head - HS	\$6,500.00
Baseball Head – MS*	\$1,445.00
Basketball - Asst - Boys	\$3,092.00
Basketball - Asst - Girls	\$3,092.00
Basketball - Head - Boys	\$8,097.00
Basketball - Head - Girls	\$8,097.00
Basketball Boys 7th Grade	\$1,317.00
Basketball Boys 8th Grade	\$1,317.00
Basketball Boys 9th Grade	\$2,437.00
Basketball Girls 7th Grade	\$1,317.00
Basketball Girls 8th Grade	\$1,317.00
Basketball Girls 9th Grade	\$2,437.00
Breakfast Program Supervisor	\$1,802.00
Bridge Lead Teacher	\$3,926.00
Building Site Test Coordinator	\$2,219.00
Bus Duty	\$2,197.00
Bus Stop Hub Monitor	\$1,680.00
Career Tech Teacher Mentor	\$2,000.00
Cheerleading Assistant Sponsor Secondary	\$1,500.00
Cheerleading Sponsor HS	\$3,433.00

Cheerleading Sponsor MS	\$2,369.00
Child Study Team Lead	\$2,126.00
Class Sponsor - Freshman	\$1,554.00
Class Sponsor - Junior	\$1,554.00

Class Sponsor - Senior	\$1,997.00
Class Sponsor - Sophomore	\$1,554.00
Competitive Debate Coach	\$2,060.00
Competitive Speech - Secondary	\$2,472.00
Content Cycle Teacher Leader	\$3,749.00
Counselor - Vocational Education	\$1,831.00
Counselor, Elem - Certified	\$1,831.00
Counselor, High - Certified + 10 additional days at daily rate	\$1,831.00
Counselor, MS - Certified + 5 additional days at daily rate	\$1,831.00
Cross Country - Assistant - Boys	\$1,500.00
Cross Country - Assistant - Girls	\$1,500.00
Cross Country - Head - Boys	\$2,800.00
Cross Country - Head - Girls	\$2,800.00
Cross Country MS Boys	\$1,145.00
Cross Country MS Girls	\$1,145.00
Curriculum Writing	\$30/hour
Data and Planning Lead	\$2,126.00
Department Lead	\$2,126.00
Double Section - 1/2	\$1,648.00
Double Section - 8/8	\$2,747.00
Drama - HS	\$2,472.00
Drama - MS	\$1,648.00
Elem School Allocation - Special Duties	\$1,849.00
English Language Development (ELD)	5% of salary
ESL Certification Exam Reimbursement: Title III Funded	\$165.00
ESports Coach	\$2,289.00
Expanded Learning Liaison	\$2,126.00
Extended Leadership Cohort	\$2,126.00
Fine Arts District Chairs	\$2,300.00
Football 9th Gr Asst	\$2,877.00
Football 9th Gr Head	\$3,452.00
Football HS Asst	\$4,169.00

Football HS Head	\$10,578.00
Football MS Asst	\$1,579.00
Football MS Head	\$2,632.00
Future Educators of America Sponsor – HS	\$1,725.00
Girls Flag Football Head – HS*	\$1,250.00
Girls Flag Football Assistant – HS*	\$500.00
Golf - Head - Boys	\$3,800.00
Golf - Head - Girls	\$3,800.00
Guidance Dean HS	\$2,884.00

Guidance Dean MS	\$2,610.00
ICAP Site Manager <OR=600 Students	\$1,000.00
ICAP Site Manager >600 Students	\$1,500.00
Indian Ed Club Sponsor	\$1,000.00
Indian Ed Lead Resource Advisor - 10 additional days	daily rate of pay
Indian Ed Resource Advisor - Tutoring Lead	\$1,000.00
Indian Ed Tulsa Native Youth Board Sponsor	\$1000.00
Instructional Media Spec Hs - Cert	\$925.00
Instrumental Music Assistant - HS	\$3,812.00
Instrumental Music – HS Band Director	\$7,624.00
Instrumental Music – HS Orchestra	\$7,624.00
Instrumental Music - MS Band Director	\$1,374.00
Instrumental Music – MS Orchestra	\$1,374.00
Interpreter Tier 1 - Cert	\$1,440.00
Interpreter Tier 2 - Cert	\$2,880.00
Intramural	\$1,331.00
Jrotc Leadership (Middle School) & Ext. 10 Days*	\$1,664.00
Jrotc Stipend - Certified	\$1,664.00
Librarian Elementary - Certified	\$1,000.00
Librarian Secondary - Certified	\$1,000.00
Marching Band Tech	\$1,886.00
MTSS Champion	\$2,126.00
Multilingual Proficiency Teachers**	\$2,000.00
**Updated to include ASL certification beginning in the 2023-2024 school year	
Multi-Media Coordinator	\$1,110.00
Multi-School Librarian	\$1,849.00
National/State Honor Society Sponsor	\$1,110.00
Pom Sponsor HS	\$3,000.00

Pom Sponsor MS	\$1,725.00
Professional Learning Facilitation	\$30/hr
Professional Learning Participation	\$25/hr
Psychologist I Plus 5% Base Salary	\$5,500.00
Psychometrist Plus 5% Base Salary	\$3,800.00
Rotating Nurse	\$2,500.00
RSA Site Coordinator <OR=500 Students	\$1,000.00
RSA Site Coordinator >500 Students	\$1,500.00
Safety Patrol Sponsor - ES	\$665.00
SAMHSA Mental Health Champion**	\$1,200.00
Secondary Counselor Leadership Board	\$1,200.00
Secondary Extended Day Counselor - 10 additional days	daily rate of pay
Secondary Fine Arts Dance	\$1,717.00
Shared Course Stipend	\$500.00
Site Asset Manager - ES <or=400 Students	\$1,150.00

Site Asset Manager - ES > 700 Students	\$1,725.00
Site Asset Manager - ES 401 - 700 Students	\$1,495.00
Site Asset Manager - HS CN	\$575.00
Site Asset Manager - HS Lead	\$1,725.00
Site Asset Manager - HS Music	\$575.00
Site Asset Manager - MS	\$1,495.00
Site Asset Manager - Sp Programs	\$1,150.00
Site Instructional Resource Coordinator <OR=400 Students	\$1,150.00
Site Instructional Resource Coordinator >700 Students	\$1,725.00
Site Instructional Resource Coordinator 401-700 Students	\$1,495.00
Site Tech Contact - <OR=to 400 Students	\$1,648.00
Site Tech Contact - >700 Students	\$2,472.00
Site Tech Contact - 401 to 700 Students	\$2,060.00
Soccer - Asst - Boys	\$1,500.00
Soccer - Asst - Girls	\$1,500.00
Soccer - Head - Boys	\$4,460.00
Soccer - Head - Girls	\$4,460.00
Soccer MS Boys	\$1,145.00
Soccer MS Girls	\$1,145.00
Softball Assistant – HS	\$3,000.00
Softball – Fastpitch - Head HS	\$6,500.00
Softball Head – MS*	\$1,145.00

Softball – Slowpitch Head – HS	\$3,000.00
Special Education Lead	\$2,219.00
Special Education	10% of Salary
Special Olympics Coordinator	\$2,126.00
Speech Pathologist W/ "C'S Certification Of Clinical	\$5,000.00
Stagecraft - HS	\$1,331.00
Stagecraft - MS	\$1,110.00
Student Council Sponsor - ES	\$665.00
Student Council Sponsor - HS	\$1,775.00
Student Council Sponsor - MS	\$1,775.00
Swimming - Assistant - Boys	\$1,000.00
Swimming - Assistant - Girls	\$1,000.00
Swimming - Head - Boys	\$3,800.00
Swimming - Head - Girls	\$3,800.00
Swimming MS Boys	\$1,317.00
Swimming MS Girls	\$1,317.00
Teacher-in-Charge - ES	\$1,374.00

Team Lead	\$2,126.00
Tennis - Assistant - Boys	\$2,300.00
Tennis - Assistant - Girls	\$2,300.00
Tennis - Head - Boys	\$3,800.00
Tennis - Head - Girls	\$3,800.00
Track - Asst - Boys	\$2,000.00
Track - Asst - Girls	\$2,000.00
Track - Head - Boys	\$3,500.00
Track - Head - Girls	\$3,500.00
Track MS - Boys	\$1,145.00
Track MS - Girls	\$1,145.00
Translator Tier 1 - Cert	\$1,440.00
Translator Tier 2 - Cert	\$2,880.00
Treasurer - Elementary	\$1,786.00
Treasurer - Secondary	\$3,433.00
Vocal Music - HS	\$2,060.00
Vocal Music - MS	\$1,317.00
Vocational Education Dist Paid	\$289.00
Vocational Education Ft Cert	\$2,200.00
Vocational Education, Perkins Fund	\$2,200.00

Volleyball 7th Grade	\$1,145.00
Volleyball HS Assistant	\$1,442.00
Volleyball HS Head	\$3,877.00
Volleyball MS	\$1,842.00
WIDA Site Testing Coordinator/ELD Lead	\$2,219.00
Wrestling - Asst	\$2,570.00
Wrestling - HS Head Boys	\$5,142.00
Wrestling - HS Head Girls	\$5,142.00
Wrestling MS Boys	\$1,602.00
Wrestling MS Girls	\$1,602.00
Yearbook Sponsor - ES	\$1,000.00
Yearbook Sponsor - HS	\$1,727.00
Yearbook Sponsor - MS	\$1,148.00

*Adding for the 2025-2026 school year only at this time. Will revisit adding as a permanent stipend during the 2026-2027 bargaining cycle.

**Adding for the life of the SAMHSA grant (5 years).

Schedule III – A (Confidential Evaluation Forms)

Counselor _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "✓"
 DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

1	2	3	4	5
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Average

COUNSELOR CENTER MANAGEMENT

#DIV/0!

1	The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.					
2	The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.					
3	The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.					

SCHOOL COUNSELING EFFECTIVENESS

#DIV/0!

4	School Counselor monitors student progress to maximize student achievement.					
5	School Counselor demonstrates accountability.					
6	The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in student's emotional, career and academic progress.					
7	School Counselor participates in the school-wide assessment program.					
8	School Counselor exhibits the skills and temperament to manage student's crises.					
9	Exhibits behaviors and efficiencies associated with professionalism.					

NOTE: N/A or N/O cannot be used for Domains with a single Indicator:
 use 1, 2, 3, 4, or 5 ONLY.

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

0.0

10	Uses professional growth as a continuous improvement strategy.					
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INTERPERSONAL SKILLS

#DIV/0!

11	Effective interactions and collaboration with stakeholders.					
12	Counselor participates in Fair Share Duties and Responsibilities.					

LEADERSHIP

#DIV/0!

13	School Counselor leads and participates in school-wide efforts to involve parents.					
14	School Counselor advocates effectively for equity issues affecting the educational progress of students.					

Summary of Effectiveness by DOMAIN:

	Average	Weight of Domain by Percentage
COUNSELOR CENTER MANAGEMENT	#DIV/0!	20%
SCHOOL COUNSELING EFFECTIVENESS	#DIV/0!	30%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	0.0	10%
INTERPERSONAL SKILLS	#DIV/0!	20%
LEADERSHIP	#DIV/0!	20%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!
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NOTE:

From:	To:	Ranking
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Counselor's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The Counselor's Signature is an acknowledgement that the counselor has received the Evaluation on the date indicated.

Dean _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "√"!

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

1	2	3	4	5
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Average

ORGANIZATION and MANAGEMENT

#DIV/0!

1	The Dean clearly defines expected student behavior.					
2	The Dean assures a contribution to building-wide positive climate responsibilities.					
3	The Dean generates and maintains accurate records and analyzes data.					
4	The Dean optimizes the physical environment to assure efficacy.					

INSTRUCTIONAL SUPPORT

#DIV/0!

5	The Dean utilizes the District Behavior Response Plan to ensure building safety and security.					
6	The Dean is visible during the school day and monitors common areas to maintain student safety and security.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

#DIV/0!

7	Uses professional growth as a continuous improvement strategy.					
8	Exhibits behaviors and efficiencies associated with professionalism.					

INTERPERSONAL SKILLS

#DIV/0!

9	Effective Interactions and Communications with Families.					
10	Effective Interactions and Communications with Students.					
11	Effective Interactions and Communications with Staff and Community.					

NOTE: N/A or N/O cannot be used for Domains with only a single Indicator; use 1, 2, 3, 4, or 5 ONLY.

LEADERSHIP

0.0

12	Leadership					
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Summary of Effectiveness by DOMAIN:

	Average	Weight of Domain by Percentage
ORGANIZATION and MANAGEMENT	#DIV/0!	25%
INSTRUCTIONAL SUPPORT	#DIV/0!	25%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	#DIV/0!	30%
LEADERSHIP	0.0	10%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!
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NOTE:

From:	To:	Ranking
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.
 Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.
Evaluator Comments:

Dean's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The Dean's Signature is an acknowledgement that the dean received the Evaluation on the date indicated.

Librarian _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "!"

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

INSERT ONLY ONE NUMBER IN A ROW.

1	2	3	4	5
---	---	---	---	---

Average
#DIV/0!

LIBRARY MANAGEMENT

1	Managing Student Behavior						
2	Creating a Culture for Learning						
3	Managing Library Procedures						
4	Collaborating with Teachers						
5	Administrative Management and Records						
6	Developing Collection						
7	Administering Library Budget						
8	Supervising Personnel						

INSTRUCTIONAL EFFECTIVENESS

9	Demonstrating Knowledge of Curriculum						
10	Supporting Instructional Goals						
11	Demonstrating Knowledge of Traditional / Non-Traditional Literature and Reading Support						
12	Communicating Effectively with Students						
13	Using Quality Questioning Techniques with Students						
14	Assessing Students						
15	Developing Lessons						

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

16	Reflecting on Professional Effectiveness						
17	Growing and Developing Professionally						

INTERPERSONAL SKILLS

18	Communicating with School Staff						
19	Communicating with School Stakeholders						

LEADERSHIP

20	Contributes to School and Professional Communities						
21	Adheres to Professional Ethics						

Summary of Effectiveness by DOMAIN:	Average	Weight of Domain by Percentage
LIBRARY MANAGEMENT	#DIV/0!	35%
INSTRUCTIONAL EFFECTIVENESS	#DIV/0!	40%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	#DIV/0!	10%
LEADERSHIP	#DIV/0!	5%
COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!	

NOTE:

From:	To:	Ranking
Less than 1.8	.....	Ineffective
Equal to or greater than 1.8	..... Less than 2.8	Needs Improvement
Equal to or greater than 2.8	..... Less than 3.8	Effective
Equal to or greater than 3.8 Less than 4.8	Highly Effective
Equal to or greater than 4.8	Superior

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Evaluator Comments:

Librarian's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The Librarian's Signature is an acknowledgement that the teacher has received the Evaluation on the date indicated.

Nurse _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "V"!
 DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

1	2	3	4	5
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Average

PROGRAM MANAGEMENT

1	Establishes a school health program within a goal-based program schedule.					
2	Collaboration is the fundamental key for the successful delivery of health services.					
3	The Nurse optimizes the physical environment to assure efficacy student health and safety advantages in alignment with best practices.					
4	The Nurse clearly defines expected student behavior.					

#DIV/0!

NOTE: N/A or N/O cannot be used for Domains with a single indicator;
 use 1, 2, 3, 4, or 5 ONLY.

INSTRUCTIONAL SKILLS

5	Aligns health education needs with a health education curricula and educational focus.					
---	--	--	--	--	--	--

0.0

PROFESSIONAL SERVICES

6	The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.					
7	Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.					
8	Provides the spectrum of nursing services with consistency and efficacy.					

#DIV/0!

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

9	Uses Professional Growth as a Continuous Improvement Strategy.					
10	Exhibits behaviors and efficiencies associated with professionalism.					

#DIV/0!

NOTE: N/A or N/O cannot be used for Domains with a single indicator;
 use 1, 2, 3, 4, or 5 ONLY.

INTERPERSONAL SKILLS

11	Effective interactions and communications with stakeholders.					
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0.0

LEADERSHIP

12	Leadership					
----	------------	--	--	--	--	--

0.0

Summary of Effectiveness by DOMAIN:

	Average	Weight of Domain by Percent
PROGRAM MANAGEMENT	#DIV/0!	35%
INSTRUCTIONAL SKILLS	0.0	10%
PROFESSIONAL SERVICES	#DIV/0!	35%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	0.0	5%
LEADERSHIP	0.0	5%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!
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NOTE:

From:	To:	Ranking
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.
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Evaluator Comments:

Nurse's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The Nurse's Signature is an acknowledgement that the nurse has received the Evaluation on the date indicated.

Speech-Lang Path / School Psychologist's _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "0"! DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

1	2	3	4	5
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Average

ORGANIZATION and MANAGEMENT

#DIV/0!

1	The Professional optimizes the physical working environment to assure efficacy/ student learning advantage.					
2	The Professional plans and prepares for delivery of services.					
3	The professional will maintain accurate student records.					
4	The Professional clearly defines expected student behavior.					

INSTRUCTIONAL SUPPORT

#DIV/0!

5	Adherence to Professional Responsibilities and Standards.					
6	The professional is able to select and administer individualized assessments.					
7	The professional interprets test data and assessment.					
8	Designs and implements appropriate student plans.					
9	Provides consultation for improvement of student performance.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT

#DIV/0!

10	Uses professional growth as a continuous improvement strategy.					
11	Exhibits Behaviors and Efficiencies Associated with Professionalism.					

NOTE: N/A or N/O cannot be used for Domains with a single Indicator; use 1, 2, 3, 4, or 5 ONLY.

INTERPERSONAL SKILLS

0.0

12	Effective Interactions and Communications with Stakeholders.					
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LEADERSHIP

0.0

13	Leadership					
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Summary of Effectiveness by DOMAIN:

	Average	Weight of Domain by Percentage
ORGANIZATION and MANAGEMENT	#DIV/0!	30%
INSTRUCTIONAL SUPPORT	#DIV/0!	45%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	0.0	10%
LEADERSHIP	0.0	5%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!
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NOTE:

From:	To:	Ranking
Less than 1.8 Less than 2.8	Ineffective
Equal to or greater than 1.8 Less than 2.8	Needs Improvement
Equal to or greater than 2.8	..... Less than 3.8	Effective
Equal to or greater than 3.8	..... Less than 4.8	Highly Effective
Equal to or greater than 4.8	.....	Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.
 Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Speech-Lang. Path./ School Psychologists' Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The Speech-Lang. Path./School Psychologists' Signature is an acknowledgement that they received the Evaluation on the date indicated.

Staff Development Teacher _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "√"
 DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

1 2 3 4 5 Average

MANAGEMENT and ORGANIZATION.....

#DIV/0!

1	Staff Development Teacher plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.					
2	Staff Development Teacher contributes to building-wide positive climate.					
3	Staff Development Teacher optimizes the environment to assure efficacy in professional learning/ support.					
4	Staff Development Teacher generates and maintains accurate records and analyzes data.					

INSTRUCTIONAL EFFECTIVENESS.....

#DIV/0!

5	Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.					
6	Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.					
7	Staff Development Teacher supports District Initiatives.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT.....

#DIV/0!

8	Staff Development Teacher uses professional growth as an improvement strategy.					
9	Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.					

NOTE: N/A or N/O cannot be used for Domains with a single Indicator;
 use 1, 2, 3, 4, or 5 ONLY.

INTERPERSONAL SKILLS.....

0.0

10	Staff Development Teacher promotes a collaborative work environment.					
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LEADERSHIP.....

0.0

11	Staff Development Teacher uses professional growth as evidence of a focus on leadership initiatives.					
----	--	--	--	--	--	--

Summary of Effectiveness by DOMAIN:

	Average	Weight of Domain by Percentage
MANAGEMENT and ORGANIZATION	#DIV/0!	30%
INSTRUCTIONAL EFFECTIVENESS	#DIV/0!	30%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	0.0	15%
LEADERSHIP	0.0	15%

COMPOSITE, WEIGHTED AVERAGE for EVALUATION #DIV/0!

NOTE:

From:	To:	Ranking
Less than 1.8	.....	Ineffective
Equal to or greater than 1.8	..... Less than 2.8	Needs Improvement
Equal to or greater than 2.8	..... Less than 3.8	Effective
Equal to or greater than 3.8	..... Less than 4.8	Highly Effective
Equal to or greater than 4.8	.....	Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Staff Development Teacher's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The Staff Development Teacher's Signature is an acknowledgement that the SDT has received the Evaluation on the date indicated.

Teacher _____ Date(s) of observations _____
 School _____ Assignment _____ Employee Number _____

INSERT A WHOLE NUMBER, NOT AN "X" OR "N/A"!

See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement;
 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed

INSERT ONLY ONE NUMBER IN A ROW.

1	2	3	4	5
---	---	---	---	---

Average

CLASSROOM MANAGEMENT.....

#DIV/0!

1	Teacher plans for delivery of the lesson relative to short-term and long-term objectives.					
2	Teacher clearly defines expected behavior.					
3	Teacher assures a contribution to building-wide positive climate responsibilities.					
4	Teacher develops daily lesson plans designed to achieve the identified objectives.					
5	Teacher acknowledges student progress and uses assessment practices that are fair and based on identified					
6	Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.					

INSTRUCTIONAL EFFECTIVENESS.....

#DIV/0!

7	Teacher embeds the components of literacy into all instructional content.					
8	Teacher understands and optimizes the delivery focus of Common Core State standards and the expectations derived from same on student learning and achievement.					
9	Teacher uses active learning, questioning techniques and / or guided practices to involve all students.					
10	Teacher teaches the objectives through a variety of methods.					
11	Teacher gives directions that are clearly stated and related to the learning objectives.					
12	Teacher demonstrates / models the desired skill or process.					
13	Teacher checks to determine if students are progressing toward stated objectives.					
14	Teacher changes instruction based on the results of monitoring.					
15	Teacher summarizes and fits into context what has been taught.					
16	Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.					

PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT.....

#DIV/0!

17	Uses professional growth as a continuous improvement strategy.					
18	Exhibits behaviors and efficiencies associated with professionalism.					

NOTE: N/A or N/O cannot be used for Indicators 19 and 20:
 use 1, 2, 3, 4, or 5 ONLY.

INTERPERSONAL SKILLS.....

0.0

19	Effective interactions and collaboration with stakeholders.					
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LEADERSHIP.....

0.0

20	Exhibits positive leadership through varied involvements.					
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Summary of Effectiveness by DOMAIN:

	Average	Weight of Domain by Percentage
CLASSROOM MANAGEMENT / PREPARATION	#DIV/0!	30%
INSTRUCTIONAL EFFECTIVENESS	#DIV/0!	50%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT	#DIV/0!	10%
INTERPERSONAL SKILLS	0.0	5%
LEADERSHIP	0.0	5%
COMPOSITE, WEIGHTED AVERAGE for EVALUATION	#DIV/0!	

NOTE:

From:	To:	Ranking
Less than 1.8		Ineffective
Equal to or greater than 1.8	Less than 2.8	Needs Improvement
Equal to or greater than 2.8	Less than 3.8	Effective
Equal to or greater than 3.8	Less than 4.8	Highly Effective
Equal to or greater than 4.8		Superior

Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.

Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.

Evaluator Comments:

Teacher's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The Teacher's Signature is an acknowledgement that the teacher has received the Evaluation on the date indicated.

SCHEDULE III-B

TLE OBSERVATION FORMS

Schedule III — B (Rubrics)



T U L S A

PUBLIC SCHOOLS

TLE Observation Form Counselors

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management	1. Work Area Environment	2
	2. Management of the Counseling Program	3
	3. Building Climate	3
Instructional Support	4. Monitors Student Progress	4
	5. Demonstrates Accountability	4
	6. Consultation and Collaboration	5
	7. Assists with Building-Wide Assessment	5
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	6
	9. Exhibits Professional Behaviors and Efficiencies	6
Professional Growth & Continuous Improvement	10. Uses Professional Growth as an Improvement Strategy	6
Interpersonal Skills	11. Effective Interactions/ Communications with Stakeholders	7
	12. Participates in Fair Share Duties	7
Leadership	13. Leadership Involvements	8
	14. Advocates for Educational Equity	8

Educator Name: _____ School Name _____

Evaluator Name:

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain Indicator	Indicator No.	Observer's Coding: 3, +, -, N/A, or N/O.		
		3 — Effective	Obs. 1	Obs. 2	Obs. 3
	<i>Rubric's description of professional proficiency at a 3-Effective level.</i>				
	Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.				
	Comments:				
	<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

1	Domain: Counselor Center Management		Dimension: Work Area Environment		
The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.					
	3 — Effective	Obs. 1	Obs. 2	Obs. 3	
	The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.				
	Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.				
	Comments:				
	<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

2	Domain: Counselor Center Management Dimension: Comprehensive Counseling Plan			
The Counselor plans for delivery of the school’s counseling plan relative to short term and long term objectives.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

3	Domain: Counselor Center Management		Dimension: Building Climate	
The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>School counselor assesses school’s strengths and deficiencies regarding students’ suspensions, discipline referrals, etc. and designs interventions to address these.</p> <p>School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.)</p> <p>School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school’s areas of concerns.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

4	Domain: School Counseling Effectiveness	Dimension: Monitors Student Progress		
School Counselor monitors student progress to maximize student achievement.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Has a consistent system for ensuring that students meet district promotional criteria.</p> <p>Informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in a consistent and reliable manner.</p> <p>Provide students referrals to summer school programs, tutoring, mentoring, etc. Informs parents of possible retention.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

5	Domain: School Counseling Effectiveness	Dimension: Accountability Reports		
School Counselor demonstrates accountability.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement.</p> <p>School counselor demonstrates accountability for time spent working with students.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

6	Domain: School Counseling Effectiveness		Dimension: Consults and Collaborates		
	The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in students' emotional, career and academic progress.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3	
<p>The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth.</p> <p>School counselor establishes contact with outside agencies and school community partners to respond to student crisis.</p>					
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>					

7	Domain: School Counseling Effectiveness		Dimension: Student Assessment (testing, surveys)		
	School Counselor participates in the school-wide assessment program.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3	
<p>School counselor attends all mandatory meetings required at the building level related to student assessment.</p> <p>School counselor attends district mandatory meetings required for building level assessments.</p> <p>School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.</p>					
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>					

8	Domain: School Counseling Effectiveness Dimension: Skills and Temperament
School Counselor exhibits the skills and temperament to manage students' crises.	
3 — Effective	Obs. 1 Obs. 2 Obs. 3
<p>Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.)</p> <p>School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.</p>	
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>	

9	Domain: School Counseling Effectiveness Dimension: Behaviors and Efficiencies
Exhibits behaviors and efficiencies associated with professionalism.	
3 — Effective	Obs. 1 Obs. 2 Obs. 3
<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.</p>	
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>	

10	Domain: Professional Growth and Continuous Improvement Dimension: Strategy
Uses professional growth as a continuous improvement strategy.	
3 — Effective	Obs. 1 Obs. 2 Obs. 3
<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practice</p>	
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>	

11	Domain: Interpersonal Skills	Dimension: Interactions and Communications		
Effective interactions and communications with stakeholders.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Interacts with families in a timely, consistent, positive and professional manner.				
Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.				
Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.				
Collaborates appropriately and makes decisions that reflect genuine professional consideration.				
Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops				
Comments:				
Insert comments, dates, observation notes, evidence collected to date, etc.				

12	Domain: Interpersonal Skills	Dimension: Fair Share Duties		
Counselor participates in Fair Share Duties and Responsibilities.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.				
Comments:				
Insert comments, dates, observation notes, evidence collected to date, etc.				

13	Leadership	Dimension: Involvements		
School Counselor leads and participates in school-wide efforts to involve parents.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

14	Leadership	Dimension: Advocating Equity		
School Counselor advocates effectively for equity issues affecting the educational progress of students.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				



TLE Observation Form

Deans

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management	1. Discipline	2
	2. Building-wide Climate	3
	3. Record Keeping and Data Assessment	3
	4. Work Area Environment	4
Instructional Support	5. Building Safety and Security	4
	6. Monitors	5
Professional Growth & Continuous Improvement	7. Uses Professional Growth as an Improvement Strategy	5
	8. Exhibits Professional Behaviors and Efficiencies	6
Interpersonal Skills	9. Effective Interactions / Communications with Guardian(s)	6
	10. Effective Interactions / Communications with Students	7
	11. Effective Interactions / Communications with Faculty/Staff and Community Resources	7
Leadership	12. Leadership Involvements	8

Educator Name: _____	School Name _____		
Evaluator Name _____			
:			
	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			

Observer's Initials

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#	Domain Indicator			
		3 — Effective	Obs. 1	Obs. 2
		<i>Rubric's description of professional proficiency at a 3-Effective level.</i>		
			Obs. 3	
		Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.		
		Comments:		
		<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>		

1	Domain: Organization and Management	Dimension: Discipline		
	The Dean clearly defines expected student behavior.			
		3 — Effective	Obs. 1	Obs. 2
				Obs. 3
	Establishes standards of conduct and implements with consistency.			
	Reiterates to ensure that students are aware of behavioral expectations.			
	Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.			
	Comments:			
	<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>			

2	Domain: Organization and Management Climate	Dimension: Building Wide		
The Dean assures a contribution to building-wide positive climate responsibilities.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

3	Domain: Organization and Management Assessment	Dimension: Record Keeping/Data		
The Dean generates and maintains accurate records and analyzes data.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Records are consistent and accurate and are based on the district's discipline policy.</p> <p>Uses data from records to guide intervention strategies.</p> <p>Recognizes student progress or achievement.</p> <p>Is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs and modifies as needed.</p> <p>Provides required feedback to student, roster teacher and/or parent</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

4	Domain: Organization and Management Dimension: Work Area Environment			
The Dean optimizes the physical environment to assure efficacy.				
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>The office is organized for providing order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well place in locations that enhance their functions and do not interfere with other functions.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

5	Domain: Organization and Management and Security	Dimension: School-wide Safety		
The Dean utilizes the District Behavior Response Plan to ensure building safety and security.				
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Ensures all beginning and incoming students receive the Behavior Response Plan and Campus student handbook.</p> <p>Collects validation signatures that all students have received and reviewed the BRP and Student handbook.</p> <p>Administers student discipline consequences in accordance with the BRP</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

6	Domain: Instructional Support	Dimension: Monitors		
The Dean is visible during the school day and monitors common areas to maintain student safety and security.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>When appropriate, moves to all areas of the school to promote and reinforce positive student behaviors.</p> <p>Uses different types of student response techniques, both individual / group.</p> <p>Uses student response techniques to increase positive behaviors.</p> <p>Student's understanding is evaluated by feedback.</p> <p>Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question. This approach helps students formulate more thoughtful response and allows time for the student to consider positive behavior.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

7	Domain: Professional Growth and Continuous Improvement			
Uses Professional Growth as a Continuous Improvement Strategy.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>				
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>				

8	Domain: Professional Growth and Continuous Improvement			
Exhibits behaviors and efficiencies associated with professionalism.				
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.				
Comments:				
Insert comments, dates, observation notes, evidence collected to date, etc.				

9	Domain: Interpersonal Skills			
Effective Interactions and Communications with Families.				
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Interacts with families in a timely, consistent, positive and professional manner.				
Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.				
Uses effective communication skills with families. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.				
Collaborates appropriately and makes decisions that reflect genuine professional consideration.				
Comments:				
Insert comments, dates, observation notes, evidence collected to date, etc				

10	Domain: Interpersonal Skills		
Effective Interactions and Communications with Students.			
3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Interacts with students in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with students and makes an effort to engage students in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>			
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>			

11	Domain: Interpersonal Skills		
Effective Interactions and Communications with Staff and Community.			
3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Interacts with staff and community in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with staff/community and makes an effort to engage staff/community in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>			
<p>Comments:</p> <p>Insert comments, dates, observation notes, evidence collected to date, etc.</p>			

12

Leadership

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Participates in school events when asked.

Participates in school and district projects when asked.

Finds ways to contribute to the profession and follows through.

Assumes a proactive role in addressing student needs.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

TLE Observation Form - Librarians

<i>Domain</i>	<i>Indicator</i>	<i>Page</i>
Classroom Management 35%	1. Managing Student Behavior	2
	2. Creating a Culture for Learning	2
	3. Managing Library Procedures	3
	4. Collaborating with Teachers	3
	5. Administrative Management & Records	3
	6. Developing Collection	3
	7. Administering Library Budget	4
Instructional Effectiveness 40%	8. Supervising Personnel	4
	9. Demonstrating Knowledge of Curriculum	4
	10. Supporting Instructional Goals	5
	11. Demonstrating Knowledge of Traditional / Non-Traditional Literature & Reading Support	5
	12. Communicating Effectively with Students	5
	13. Using Quality Questioning Techniques with Students	6
	14. Assessing Students	6
	15. Developing Lessons	6
Professional Growth & Continuous Improvement 10%	16. Reflecting on Professional Effectiveness	7
	17. Growing and Developing Professionally	7
Interpersonal Skills 10%	18. Communicating with School Staff	7
	19. Communicating with School Stakeholders	8
Leadership 5%	20. Contributing to School and Professional Communities	8
	21. Adhering to Professional Ethics	8

Educator Name: _____

School Name _____

Evaluator Name: _____

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain Indicator	Indicator No.	Observer's Coding: 3, +, -, N/A, or N/O.	
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Rubric's description of professional proficiency at a 3-Effective level.</p> <p>Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.</p>				
Comments:				
Insert comments, dates, observation notes, evidence collected to date, etc.				

1	Domain: Library Management			
	Indicator: Managing Student Behavior			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior as problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p>				
Comments:				

2	Domain: Library Management			
	Indicator: Creating a Culture for Learning			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>The school library environment is inviting and conducive to student learning.</p> <p>Physical resources and space within the librarian's control are organized for various functions considering accessibility and safety.</p>				
Comments:				

3	Domain: Library Management			
	Indicator: Managing Library Procedures			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Procedures for circulation and scheduling have been established providing for adequate access to the library facilities and resources.				
Comments:				

4	Domain: Library Management			
	Indicator: Collaborating with Teachers			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Collaboration occurs with some teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units.				
Promotes project-based learning and transition to CCSS.				
Comments:				

5	Domain: Library Management			
	Indicator: Administrative Management and Records			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.				
Required and requested reports are submitted in full and on time.				
Comments:				

6	Domain: Library Management			
	Indicator: Developing Collection			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
Regularly assesses, acquires resources, and weeds collection to update holdings and ensure curriculum and student / staff needs are met.				
Seeks input from both students and staff.				
Comments:				

7	Domain: Library Management			
	Indicator: Administering Library Budget			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Develops expenditure plan that adequately maintains the library program and supports the mission of the school.</p> <p>Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.</p>				
Comments:				

8	Domain: Library Management			
	Indicator: Supervising Personnel			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Training, supervision, and evaluation of library support staff are thoughtful and consistent.</p>				
Comments:				

Evaluator note regarding Indicators #9 through 15.

Please consider that the Librarian does not always have full control of lessons and assessments when co-planning and co-teaching with peers. Typically, librarians are operating in a give-and-take, cooperative mode. Exemplary Librarians gently guide teaching partners toward highly effective and superior lesson development, delivery and assessment.

9	Domain: Instructional Effectiveness			
	Indicator: Demonstrating Knowledge of Curriculum			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Is knowledgeable of the curriculum and its correlation to the forms of literacy, resources, and a research process.</p> <p>Makes curriculum and learning connections for students.</p>				
Comments:				

10	Domain: Instructional Effectiveness			
Indicator: Supporting Instructional Goals				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Demonstrates basic comprehension of the educational disciplines and diverse school population.</p> <p>Provides adequate resources, technology and services to support instructional goals.</p> <p>Collaborates with teachers to integrate literacy and reading strategies.</p> <p>High expectations for students are present and consistent.</p>				
Comments:				

11	Domain: Instructional Effectiveness			
Indicator: Demonstrating Knowledge of Traditional and Non-Traditional Literature & Reading Support				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Has a sufficient working knowledge of literature and resource materials to help students and staff select the “right” book or other material to match their needs and interests.</p> <p>Encourages reading for pleasure and lifelong learning using both traditional and emerging technological strategies and tools.</p>				
Comments:				

12	Domain: Instructional Effectiveness			
Indicator: Communicates Effectively with Students				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Clearly communicates directions and procedures with students.</p> <p>Technology is used when appropriate.</p>				
Comments:				

13	Domain: Instructional Effectiveness			
	Indicator: Using Quality Questioning Techniques with Students			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Understands and supports core curriculum instruction and assists in the transition to CCSS.</p> <p>Uses inquiry-based strategies to elicit higher level thinking.</p>				
Comments:				

14	Domain: Instructional Effectiveness			
	Indicator: Assessing Students			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Student learning is monitored, using primarily formative assessment tools as appropriate, Ex: teacher or librarian-created rubrics; exit cards to check understanding; observation during student learning activities.</p> <p>Students are aware of the evaluation process and are involved in some self-assessments.</p> <p>Provides timely feedback to students.</p> <p>Assessment data is reviewed to improve teaching.</p>				
Comments:				

15	Domain: Instructional Effectiveness			
	Indicator: Developing Lessons			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are developed to meet the individual learning styles and capacities of a diverse student population.</p>				
Comments:				

16	Domain: Professional Growth & Continuous Improvement			
	Indicator: Reflecting on Professional Effectiveness			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Often reflects on the effectiveness of teaching practices and library services offered.</p> <p>Reflection results in changes in practices and services.</p>				
Comments:				

17	Domain: Professional Growth & Continuous Improvement			
	Indicator: Growing and Developing Professionally			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Participates regularly in required site and professional development activities.</p> <p>Shares learning with others.</p> <p>Accepts performance feedback from both supervisors and fellow librarians.</p> <p>Makes changes as needed.</p>				
Comments:				

18	Domain: Interpersonal Skills			
	Indicator: Communicating with School Staff			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Communication about the school library is positive, ongoing, and consistent.</p>				
Comments:				

19	Domain: Interpersonal Skills			
Indicator: Communicating with School Stakeholders				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Positive and professional communications with families are routine and woven into the culture of all encounters.</p> <p>School procedures for communicating with families are in commonplace evidence.</p> <p>Uses effective communication skills with students (verbal, written, and nonverbal) that are clear, solicitous, helpful, and rarely requiring further explanations.</p> <p>Collaboration and consultation for decision making reflect genuine professional consideration.</p>				
Comments:				

20	Domain: Leadership			
Indicator: Contributing to School and Professional Communities				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Partakes in school events when asked.</p> <p>Joins in school and district projects when asked.</p> <p>Employs appropriate involvement tactics to contribute to the profession.</p> <p>Assumes a preemptive role in addressing student prerequisites.</p>				
Comments:				

21	Domain: Leadership			
Indicator: Adhering to Professional Ethics				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Is knowledgeable of the ethics of librarianship.</p> <p>Follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics.</p> <p>Promotes access to everyone within the school community.</p>				
Comments:				



T U L S A

PUBLIC SCHOOLS

TLE Observation Form Nurses

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Program Management	1. Program Scheduling	2
	2. Collaboration	2
	3. Clinic Environment	3
	4. Discipline Focus	3
Instructional Skills	5. Educational Impact	4
Professional Services	6. Assessment	4
	7. Records	4
	8. Nursing Services	5
Professional Growth & Continuous Improvement	9. Uses Professional Growth as an Improvement Strategy	5
	10. Exhibits Professional Behaviors and Efficiencies	5
Interpersonal Skills	11. Effective Interactions / Communications with Stakeholders	6
	12. Leadership Involvements	6

Educator Name:

School Name _____

Evaluator Name:

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain	Indicator No.	Observer's Coding: 3, +, -, N/A, or N/O.
1	Indicator		
	3 — Effective	Obs. 1	Obs. 2 Obs. 3
<i>Rubric's description of professional proficiency at a 3-Effective level.</i>			
<p>Note: <i>The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.</i></p>			
Comments:			
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>			

1	Domain: Program Management	Dimension: Program Scheduling	
	Establishes a school health program within a goal-based program schedule.		
	3 — Effective	Obs. 1	Obs. 2 Obs. 3
Establish, maintain, and evaluate a comprehensive school health program with monthly goal-based program schedule.			
Comments:			
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>			

2	Domain: Program Management	Dimension: Collaboration	
	Collaboration is the fundamental key for the successful delivery of health services.		
	3 — Effective	Obs. 1	Obs. 2 Obs. 3
Effectively collaborate with members of the school community and stakeholders in the delivery of health services.			
Comments:			
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>			

3	Domain: Program Management	Dimension: Clinic Environment		
The Nurse optimizes the physical environment to assure efficacy / student health and safety advantages in alignment with best practices.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are secured and used appropriately and readily available.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

4	Domain: Program Management	Dimension: Discipline Focus		
The Nurse clearly defines expected student behavior.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Maintain standards of school conduct and implements with consistency.</p> <p>Reiterate to ensure students are aware of behavioral expectations.</p> <p>Monitor the behavior of students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and make referral to appropriate school authority.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

5	Domain: Instructional Skills	Dimension: Educational Impact		
	Aligns health education needs with a health education curricula and educational focus.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participate in the assessment of health education needs and assists in the design, development and evaluation of health curricula.</p> <p>Serve as a resource person regarding health education, materials and services.</p> <p>Participate in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

6	Domain: Professional Services	Dimension: Assessment		
	The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to guide Individualized Health Plans (IHP) and health instruction.</p> <p>Provides adequate and timely feedback from assessment results for accomplishing health goals.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

7	Domain: Professional Services	Dimension: Records		
	Produce, maintain, supervise and appropriately delegate development of Health records based on District and State standards.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

8	Domain: Professional Services	Dimension: Nursing Services		
Provides the spectrum of nursing services with consistency and efficacy.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Consistently offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Consistently offers counseling for health related issues with referrals as appropriate.</p> <p>Consistently offers home visits as necessary to collect data, plan, implement or evaluate care.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

9	Domain: Professional Growth and Continuous Improvement			
Uses Professional Growth as a Continuous Improvement Strategy.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

10	Domain: Professional Growth and Continuous Improvement			
Exhibits behaviors and efficiencies associated with professionalism.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

11	Domain: Interpersonal Skills Effective interactions and communications with stakeholders.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the health program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>				
<p>Comments:</p> <p><i>Insert comments, dates, observation notes, evidence collected to date, etc.</i></p>				

12	Leadership			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
<p>Participate in school events when asked.</p> <p>Participate in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follow through.</p> <p>Assume a proactive role in addressing health needs.</p> <p>Seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>				
<p>Comments:</p> <p><i>Insert comments, dates, observation notes, evidence collected to date, etc.</i></p>				



T U L S A

PUBLIC SCHOOLS

TLE Observation Form

Speech-Lang Path/School Psychologists

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management	1. Work Area	2
	2. Preparation and Delivery	2
	3. Compliance	3
	4. Discipline	3
Instructional Support	5. Skill Knowledge	3
	6. Evaluation and Assessment/Test Administration	4
	7. Evaluation and Assessment/Test Interpretation	4
	8. Delivery of Services/Design and Implement IEPs	4
	9. Delivery of Services/Consultation	5
Professional Growth & Continuous Improvement	10. Uses Professional Growth as an Improvement Strategy	5
	11. Exhibits Professional Behaviors and Efficiencies	5
Interpersonal Skills	12. Effective Interactions / Communications with Stakeholders	6
Leadership	13. Leadership Involvements	6

Educator Name: _____ School Name _____

Evaluator Name: _____

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain	<i>Indicator No.</i>	<i>Observer's Coding: 3, +, -, N/A, or N/O.</i>	Di
#	Indicator			
	3 — Effective		Obs. 1 Obs. 2 Obs. 3	
	<i>Rubric's description of professional proficiency at a 3-Effective level.</i>			
	Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.			
	Comments:			
	<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>			

1	***Domain: Organization and Management	Dimension: Work Area Environment
	The Professional optimizes the physical working environment to assure efficacy/student learning advantage.	
	3 — Effective	Obs. 1 Obs. 2 Obs. 3
	The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow.	
	Physical resources are well placed in locations	
	Comments:	
	<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>	

2	Domain: Organization and Management	Dimension: Preparation and Delivery of Services
	The Professional plans and prepares for delivery of services.	
	3 — Effective	Obs. 1 Obs. 2 Obs. 3
	Ensures materials and equipment are ready at the start of each session.	
	Effectively schedules and prioritizes delivery of services.	
	Comments:	
	<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>	

3	Domain: Organization and Management	Dimension: Compliance		
The professional will maintain accurate student records.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Maintains records that are clear, organized, and reflect delivery of service.</p> <p>Completion of IDEA documents as outlined by district, state, and federal guidelines.</p> <p>Meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Routinely participates in CST process.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

4	Domain: Organization and Management	Dimension: Discipline		
The Professional clearly defines expected student behavior.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations.</p> <p>Monitors the behavior of students in the work environment.</p> <p>Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

5	Domain: Instructional Support	Dimension: Skill Knowledge		
Adherence to Professional Responsibilities and Standards				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Demonstrates knowledge of current district and IDEA policies and procedures.</p> <p>Demonstrates knowledge of child and adolescent development in choice of materials and assessments.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date,</i>				

6	Domain: Instructional Support Dimension: Evaluation and Assessment			
The professional is able to select and administer individualized assessments				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Selects and administers appropriate tests as determined by professional standards.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

7	Domain: Instructional Support Dimension: Evaluation and Assessment			
The professional interprets test data and assessment.				
3— Effective		Obs. 1	Obs. 2	Obs. 3
Accurately interprets test data and provides written documentation to determine IDEA eligibility.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

8	Domain: Instructional Support Dimension: Delivery of Services			
Designs and implements appropriate student plans.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Design and implement appropriate IEP student goals.				
Provide services as stated on the IEP.				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

9	Domain: Instructional Support Dimension: Delivery of Services
Provides consultation for improvement of student performance.	
3 — Effective	Obs. 1 Obs. 2 Obs. 3
Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>	

10	Domain: Professional Growth and Continuous Improvement
Uses professional growth as a continuous improvement strategy.	
3 — Effective	Obs. 1 Obs. 2 Obs. 3
Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>	

11	Domain: Professional Growth and Continuous Improvement
Exhibits Behaviors and Efficiencies Associated with Professionalism.	
3 — Effective	Obs. 1 Obs. 2 Obs. 3
Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>	

12

Domain: **Interpersonal Skills**

Effective Interactions and Communications with Stakeholders.

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Interacts with families in a timely, consistent, positive and professional manner.

Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.

Uses effective communication skills with students and staff.. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.

Collaborates appropriately and makes decisions that reflect genuine professional consideration.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

13

Leadership

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Participates in school events when asked.

Participates in school and district projects when asked.

Finds ways to contribute to the profession and follows through.

Assumes a proactive role in addressing student needs.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.



T U L S A

PUBLIC SCHOOLS

TLE Observation Form Instructional Coaches

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management	1. Preparation	2
	2. Building-wide Climate Responsibilities	3
	3. Work Area Environment	3
	4. Record Keeping and Data Assessment	3
Instructional Effectiveness	5. Establishes and Facilitates PLCs	4
	6. Job-Embedded Professional Development	4
	7. Support of District Initiatives	5
Professional Growth & Continuous Improvement	8. Growing and Developing Professionally	5
	9. Exhibits Professional Behaviors and Efficiencies	5
Interpersonal Skills	10. Effective Interactions / Communication	6
Leadership	11. Leadership Involvements	6

Educator Name: _____ School Name _____

Evaluator Name:

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain	<i>Indicator No.</i>	<i>Observer's Coding: 3, +, -, N/A, or N/O.</i>	Di
1	Indicator			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p><i>Rubric's description of professional proficiency at a 3-Effective level.</i></p> <p>Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

1	***Domain: Organization and Management	Dimension: Preparation		
Staff Development Teacher plans development and delivery of assistance/support/ professional development relative to short and long term objectives.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Plans for assistance/ support/professional development that provides teachers with resources/skills needed for implementation.</p> <p>Ensures materials/resources needed for training/meeting are prepared and available.</p> <p>Creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.</p> <p>Matches staff development opportunities to staff's professional development needs; adapts professional development in response to staff input.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

2	Domain: Organization and Management Responsibilities	Dimension: Building Wide Climate		
Staff Development Teacher contributes to building-wide climate.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

3	Domain: Organization and Management	Dimension: Work Area Environment		
Staff Development Teacher optimizes the environment to assure efficacy in professional learning/ support.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Work area is organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.</p> <p>Materials, resources, and information are available.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

4	Domain: Organization and Management Assessment	Dimension: Record Keeping and Data		
Staff Development Teacher generates and maintains accurate records and analyzes data.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Establishes a process for collecting, managing, and analyzing school data.</p> <p>Uses appropriate school data from assessments to guide professional development.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

5	Domain: Instructional Effectiveness Dimension: Establishes and Facilitates PLCs Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.
3 — Effective	Obs. 1 Obs. 2 Obs. 3
<p>Works with staff to foster a culture of collegiality in which teachers learn from one another and feel comfortable taking intellectual risks.</p> <p>Encourages PLC members to focus on student learning, teacher collaboration, and using data as a guide.</p> <p>Creates staff development opportunities for small or large groups with input from staff and administration.</p>	
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>	

6	Domain: Instructional Effectiveness Dimension: Job-Embedded Professional Development Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.
3 — Effective	Obs. 1 Obs. 2 Obs. 3
<p>Provides instructional strategies.</p> <p>Uses coaching strategies to provide instructional support to professional staff.</p> <p>Supports vertical and horizontal articulation efforts.</p> <p>Supports professional staff in developing and implementing instructional strategies aligned with learning objectives.</p> <p>Assists professional staff in using formal and informal assessment formats to modify instruction.</p> <p>Regularly uses student data to inform instruction with professional staff.</p>	
Comments: <i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>	

7	Domain: Instructional Effectiveness	Dimension: Support of District Initiatives		
	Staff Development Teacher supports District Initiatives.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Demonstrates commitment to TPS priorities for staff development by providing training opportunities for professional staff aimed at student achievement.</p> <p>Supports the goals of the WISE plan with professional development.</p> <p>Uses practices and procedures that align with TPS vision, goals, policies, and regulations.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

8	Domain: Professional Growth and Continuous Improvement	Dimension: Growing and Developing Professionally		
	Staff Development Teacher uses professional growth as an improvement strategy.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Participates in the required hours of professional development updating their content knowledge and current professional practice.</p> <p>Seeks opportunities to enhance professional development through Staff Development Teacher training sessions.</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

9	Domain: Professional Growth and Continuous Improvement	Dimension: Exhibits Professional Behaviors and Efficiencies		
	Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule to make efficient use of time.</p> <p>Meets professional obligations (submits paper work, reports, and responses to requests for information).</p>				
Comments:				
<i>Insert comments, dates, observation notes, evidence collected to date, etc.</i>				

10

Domain: **Interpersonal Skills**

Dimension: **Effective Interactions/ Communications**

Staff Development Teacher promotes a collaborative work environment.

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Complies with school procedures for communicating with professional staff and makes an effort to engage them in PLC and professional development opportunities.

Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.

Collaborates appropriately and makes decisions that reflect genuine professional consideration.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.

11

Domain: **Leadership**

Dimension: **Leadership Involvements**

Staff Development Teacher uses professional growth as evidence of focus on leadership initiatives.

3 — Effective

Obs. 1

Obs. 2

Obs. 3

Participates in school events when asked.

Participates in school and district projects when asked.

Finds ways to contribute to the profession and follows through.

Assumes a proactive role in addressing student needs.

Comments:

Insert comments, dates, observation notes, evidence collected to date, etc.



TLE Observation Form

Teachers

<i>Domain</i>	<i>Dimension</i>	<i>Page</i>
Classroom Management	1. Preparation	2
	2. Discipline	2
	3. Building-Wide Climate Responsibility	3
Instructional Effectiveness	4. Lesson Plans	4
	5. Assessment Practices	4
	6. Student Relations	4
	7. Literacy	4
	8. Common Core Standards	5
	9. Involves All Learners	5
	10. Explains Content	6
	11. Explains Directions	7
	12. Models	7
	13. Monitors	8
	14. Adjusts Based upon Monitoring	8
	15. Establishes Closure	8
	16. Student Achievement	9
Professional Growth & Continuous Improvement	17. Uses Professional Growth as an Important Strategy	9
	18. Exhibits Professional Behaviors and Efficiencies	9
Interpersonal Skills	19. Effective Interactions/ Collaboration with Stakeholders	10
Leadership	20. Leadership Involvements	10

Educator Name: _____ School Name: _____

Evaluator Name: _____

	Obs. 1	Obs. 2	Obs. 3
Date			
Obs. Conf. Date			
Educator's Initials			
Observer's Initials			

#	Domain	Indicator No.	Observer's Coding: 3, +, -, N/A, or N/O.	Dim
	Indicator			
	3 — Effective		Obs. 1 Obs. 2 Obs. 3	
<p>Rubric's description of professional proficiency at a 3-Effective level.</p> <p><i>Note: The observation rating should reflect the evaluator's intentional study and analysis of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation.</i></p>				
Comments:				
<p><i>Insert comments, dates, observation notes, evidence collected to date, etc.</i></p>				

1	Domain: Classroom Management	Dimension: Preparation
Teacher plans for delivery of the lesson relative to short-term and long-term objectives.		
	3 — Effective	Obs. 1 Obs. 2 Obs. 3
<p>Plans for instructional strategies that encourage the development of performance skills.</p> <p>Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).</p>		
Comments:		

2	Domain: Classroom Management	Dimension: Discipline
Teacher clearly defines expected behavior.		
	3 — Effective	Obs. 1 Obs. 2 Obs. 3
<p>Establishes and posts standards of conduct and implements with consistency.</p> <p>Ensures that students are engaged and clear as to the expectations of the classroom with few reminders given.</p> <p>Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.</p> <p>Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.</p>		
Comments:		

5	Domain: Classroom Management	Dimension: Assessment Practices		
Teacher acknowledges student progress and uses assessment practices that are fair and based on identified criteria.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Formative and summative assessments are recorded consistently based on district’s grading policy and are used to guide instruction.</p> <p>Provides adequate and timely feedback from assessment results for students to reflect and set goals.</p> <p>Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success.</p>				
Comments:				

6	Domain: Classroom Management	Dimension: Student Relations		
Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Oral, written and nonverbal communications with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high expectations for most students.</p>				
Comments:				

7	Domain: Instructional Effectiveness	Dimension: Literacy		
Teacher embeds the components of literacy into all instructional content.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Literacy, the practice of reading, writing, spelling, listening and speaking, is embedded in ALL content as an explicit learning objective.</p> <p>Displays basic recognition of the importance of literacy as the “bonding agent” for all learning.</p>				
Comments:				

8	Domain: Instructional Effectiveness	Dimension: Common Core Standards		
Teacher understands and optimizes the delivery focus of Common Core State Standards and the expectations derived from same on student learning and achievement.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Understands and participates in the multi-year conversion process from an emphasis on PASS to an emphasis on CCSS as evidenced by use of alternate instructional strategies and modified content focus aligned with CCSS.				
Comments:				

9	Domain: Instructional Effectiveness	Dimension: Involves All Learners		
Teacher uses active learning, questioning techniques and/or guided practices to involve all students.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Engages most students in active learning experiences 80 percent of the class time.				
Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy. Provides wait time for some student response and does random checking to ensure the involvement of all learners.				
Engages students by incorporating their general skills and interests into the lesson.				
Comments:				

10	Domain: Instructional Effectiveness	Dimension: Explains Content		
Teacher teaches the objectives through a variety of methods.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Uses cooperative learning activities, advance organizers, or other teaching strategies that foster participation and an understanding of the objectives.</p> <p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>				
Comments:				

11	Domain: Instructional Effectiveness	Dimension: Explains Directions		
Teacher gives directions that are clearly stated and relate to the learning objectives.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Provides directions and procedures, in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are clearly stated / presented and relate to the learning objectives.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.</p>				
Comments:				

12	Domain: Instructional Effectiveness	Dimension: Models		
Teacher demonstrates / models the desired skill or process.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.				
Comments:				

13	Domain: Instructional Effectiveness	Dimension: Monitors		
Teacher checks to determine if students are progressing toward stated objectives.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce positive student behaviors.				
Uses different types of student response techniques, both individual / group.				
Uses student response techniques to increase active engagement.				
Student's understanding is evaluated by feedback.				
Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question. Provides opportunity for students formulate more thoughtful responses and allows time for the student to consider supporting evidence.				
Comments:				

14	Domain: Instructional Effectiveness	Dimension: Adjusts Based Upon Monitoring		
Teacher changes instruction based on the results of monitoring.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.</p> <p>Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.</p> <p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>				
Comments:				

15	Domain: Instructional Effectiveness	Dimension: Establishes Closure		
Teacher summarizes and fits into context what has been taught.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Ends the day's learning / activity by summarizing the lesson or asking students to summarize the lesson.</p> <p>Connects what is learned to prior learning.</p>				
Comments:				

16	Domain: Instructional Effectiveness		Dimension: Student Achievement		
	Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3	
<p>Modifies assessments for special education student populations in alignment with the IEP.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to standard / common core / district curriculum.</p> <p>Accepts responsibility for the success of all students.</p>					
Comments:					

17	Domain: Professional Growth and Continuous Improvement				
	Uses Professional Growth as a Continuous Improvement Strategy				
3 — Effective		Obs. 1	Obs. 2	Obs. 3	
<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>					
Comments:					

18	Domain: Professional Growth and Continuous Improvement				
	Exhibits behaviors and efficiencies associated with professionalism.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3	
<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.</p>					
Comments:					

19	Domain: Interpersonal Skills			
Effective Interactions and Collaboration with Stakeholders.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Interacts with families and colleagues in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>				
Comments:				

20	Domain: Leadership			
Exhibits Positive Leadership through Varied Involvements.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Agrees to participate in school or district events when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>				
Comments:				

SCHEDULE III-C

**TLE OBSERVATION AND EVALUATION RUBRIC
FORMS**



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Counselors

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Counselor Center Management 20%	1. Work Area Environment	2
	2. Management of the Counseling Program	2
	3. Building Climate	3
School Counseling Effectiveness 30%	4. Monitors Student Progress	4
	5. Demonstrates Accountability	5
	6. Consultation and Collaboration	6
	7. Assists with Building-Wide Assessment	7
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	8
Professional Growth & Continuous Improvement 10%	9. Exhibits Professional Behaviors and Efficiencies	9
	10. Uses Professional Growth as an Improvement Strategy	10
Interpersonal Skills 20%	11. Effective Interactions/ Communications with Stakeholders	11
	12. Participates in Fair Share Duties	12
Leadership 20%	13. Leadership Involvements	12
	14. Advocates for Educational Equity	13

Indicator No.		Domain: Counselor Center Management			Dimension: Work Area Environment	
1 The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.						
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior		
<p>The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.</p>		

Indicator No.		Domain: Counselor Center Management			Dimension: Comprehensive Counseling Plan	
2 The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.						
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior		
<p>Has no guidance program to support students' academic, career and personal / social development.</p>	<p>Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.</p>	<p>Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis.</p>	<p>Provides all students with a guidance curriculum that is comprehensive, proactive and developmental.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis</p> <p>Creates and distributes an event calendar to meet short and long term programmatic school counseling goals.</p> <p>Has developed curriculum to meet students' academic, career and personal / social development.</p>	<p>Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program.</p> <p>Counselor assesses current comprehensive counseling plan through a formal needs analysis on a yearly basis and constructs a new comprehensive plan for each school year based on the needs analysis.</p>		

3

Domain: **Counselor Center Management**Dimension: **Building Climate**

The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor makes no contribution to the building's climate.</p>	<p>The school counselor's contributions to the building climate are haphazard and random.</p>	<p>School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, etc. and designs interventions to address these.</p> <p>School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.)</p> <p>School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>In addition, collaborates with parents, teachers and staff regarding school's needs.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, as an integral part of a site data team, analyzes building climate data (discipline referrals, attendance of students and staff, suspension data, parent surveys, teacher surveys) and plans interventions to address area of need. Plans collaboratively to celebrate building's strengths.</p>

4

Domain: **School Counseling Effectiveness**Dimension: **Monitors Student Progress****School Counselor monitors student progress to maximize student achievement.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Has no system for ensuring that students meet district promotional criteria.</p> <p>Does not inform parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Does not communicate progress to parents / guardians in a consistent and reliable manner.</p>	<p>Utilizes an inconsistent system for ensuring that students meet district promotional criteria.</p> <p>Rarely informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in an inconsistent and unreliable manner.</p>	<p>Has a consistent system for ensuring that students meet district promotional criteria.</p> <p>Informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in a consistent and reliable manner.</p> <p>Provide students referrals to summer school programs, tutoring, mentoring, etc. Informs parents of possible retention.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, provides student advisement/CST, and short and long term academic planning. Participates in IEPs, CSTs, and 504 plans/ focused on developing an academic plan into the future related to students' needs and interests.</p> <p>Establishes contact with students at risk of failure and collaborates with teachers and parents to address the needs with helping to develop plans of interventions.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, meets weekly to discuss student progress. Meetings at this level are marked by a highly collaborative process that seeks information/intervention ideas from various sources (may include the therapeutic community, the medical community, parents, etc.)</p>

5

Domain: **School Counseling Effectiveness**Dimension: **Accountability Reports****School Counselor demonstrates accountability.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor does not use data to measure program effectiveness.</p>	<p>The school counselor uses data in a random, inconsistent manner.</p>	<p>School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement.</p> <p>School counselor demonstrates accountability for time spent working with students.</p>	<p>School counselor accesses data targeted toward overall school improvement goals to show evidence of program effectiveness and routinely organizes the data to demonstrate the counseling program's impact on student achievement, building climate, student discipline.</p> <p>Reviews interventions in a collaborative way through a data-based team. Monitors program interventions in a collaborative, data-based, systematic manner.</p> <p>Considers school counseling data that affects the achievement gap and plans intentional guidance activities aimed at closing the gap. These interventions might take the form of classroom guidance, small group guidance or individual work with students.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares interventions and results reports throughout the school year with colleagues and publishes cumulative annual result report (OSCAR) Oklahoma School Counseling Accountability Report that is shared with building leadership.</p>

The School Counselor creates a professional receiving/open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in students' emotional, career and academic progress.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor typically works in isolation from faculty, refuses to participate in building-level committees.</p>	<p>The school counselor participates in some school committees, but does not engage fully in collaborative activities.</p>	<p>The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth.</p> <p>School counselor establishes contact with outside agencies and school community partners to respond to student crisis.</p>	<p>Includes the narrative descriptions in performance category 3, plus coordinates a formal advisory team made up of school and community members addressing student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students by proactively consulting and collaborating with faculty, parents and outside agencies to address student social/personal, career – college readiness, and academic growth.</p> <p>School counselor seeks to collaborate with outside agencies and school community partners to address student personal/social needs in a proactive manner.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares advisory team input with building leadership to facilitate any needs as determined.</p> <p>The school counselor facilitates training, workshops, or other events to provide learning opportunities in student personal/social, career – college readiness, and academic growth. For colleagues, parents, etc.</p> <p>School counselor facilitates the involvement of community partners in the school setting to provide learning opportunities to address student personal/social needs.</p>

School Counselor participates in the school-wide assessment program.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>School counselor rarely or never attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor rarely or never attends district mandatory meetings required for building level assessments.</p> <p>School counselor shows no evidence of planning and executing an effective building assessment program.</p>	<p>School counselor inconsistently attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor inconsistently attends district mandatory meetings required for building level assessments.</p> <p>School counselor does not collaborate with other assigned personnel in the planning and execution of the building assessment program.</p>	<p>School counselor attends all mandatory meetings required at the building level related to student assessment.</p> <p>School counselor attends district mandatory meetings required for building level assessments.</p> <p>School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, prepares testing schedule with intentionality by considering individual student's needs and accommodating these through the schedule.</p> <p>As part of a data-based team, reviews student test data to help in the process of planning instruction and interventions.</p> <p>Assists in the organization and delivery of testing results to students, parents, and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>In addition, as an integral collaborator on the school's data team, the school counselor fully understands the requirements of AYP/API and helps lead the school's efforts toward removing student barriers that result in a more equitable education for all student groups and closing the achievement gap.</p> <p>The school counselor participates in data analysis and plans for feedback in a systematic manner to teachers, parents and students.</p>

School Counselor exhibits the skills and temperament to manage students' crises.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor is unable to respond appropriately in a crisis situation. Does not follow board policy.</p>	<p>The counselor does not demonstrate full understanding of crisis situations and doesn't fully follow board policy and procedures.</p>	<p>Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.)</p> <p>School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, the counselor creates an open and receiving climate so as to assure that staff, faculty and building leadership seek the counselor's skill set to provide support in crisis management with students, families, staff and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>School counselor's ability to deal with crisis and interventions serves as a model for other counselors in the district.</p>

Exhibits behaviors and efficiencies associated with professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.</p>	<p>Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests as delineated in category 3-Effective.</p>	<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.</p>	<p>Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports. At the direction of administrators, shows a flexibility to accommodate parents' schedules, makes home visits, meets in vertical teams to discuss student needs, and meets the needs of students in crisis.</p>	<p>Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports.</p> <p>Meets all the categories delineated in category 4, and in addition shows a high degree of initiative in meeting the needs of parents' schedules, making home visits, meeting in vertical teams and meeting the needs of students in crisis.</p>

Uses professional growth as a continuous improvement strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Actively participates in the required hours of professional development and seeks feedback on the need for additional training to update content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of professional development and additional training, the counselor makes a substantial contribution to the profession through activities such as, coaching and mentoring new counselors, teachers and other staff, educating building personnel in professional practices, making presentations conducting action research, and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as “models” may include classroom newsletters, parent / community communications, etc.</p>

Effective interactions and communications with stakeholders.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p> <p>Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops, etc.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of all staff: teachers, support staff and administrators.</p> <p>Willingness to share site -designed parental educational opportunities via multiple venues, e.g., newsletters, parent workshops, etc. with the balance of the counseling staff of TPS.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly and respectfully understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals and agencies beyond the building level before considering collaborative decisions.</p>

12

Domain: **Interpersonal Skills**Dimension: **Fair Share Duties****Counselor participates in Fair Share Duties and Responsibilities.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Left blank by design.	Left blank by design.	School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.	Left blank by design.	Left blank by design.

13

Domain: **Leadership**Dimension: **Involvements****School Counselor leads and participates in school-wide efforts to involve parents.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	Declines becoming involved in school events. Avoids becoming involved in school and district projects. Makes no effort to share knowledge with others or to assume professional responsibilities.	Participates in school events when asked. Participates in school and district projects when asked. Finds ways to contribute to the profession and follows through.	Volunteers to participate in school events making a substantial contribution. Volunteers to participate in school and district projects making a substantial contribution. Participates actively in assisting other educators.	Includes the narrative descriptions in performance category 4. Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life. Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.

School Counselor advocates effectively for equity issues affecting the educational progress of students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.</p>	<p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p> <p>Assumes a proactive role in successfully removing barriers thereby maximizing student success.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students are served in an equitable manner, particularly those traditionally underserved.</p>



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Deans

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 25%	1. Discipline	2
	2. Building-wide Climate	2
	3. Record Keeping and Data Assessment	3
	4. Work Area Environment	4
Instructional Support 25%	5. Building Safety and Security	4
	6. Monitors	5
Professional Growth & Continuous Improvement 10%	7. Uses Professional Growth as an Improvement Strategy	6
	8. Exhibits Professional Behaviors and Efficiencies	7
Interpersonal Skills 30%	9. Effective Interactions / Communications with Guardian(s)	8
	10. Effective Interactions / Communications with Students	9
	11. Effective Interactions / Communications with Faculty/Staff and Community Resources	10
Leadership 10%	12. Leadership Involvements	11

1		Indicator No. 1			Dimension: Discipline				
Domain: Organization and Management									
The Dean clearly defines expected student behavior.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Standards of conduct have not been established.		Standards of conduct have been established with inconsistent implementation.		Establishes standards of conduct and implements with consistency.		Standards of conduct have been established with consistent peer-based implementation.		Standards of conduct have been established with consistent peer monitoring.	
Students are unaware of behavioral expectations.		Students are somewhat aware of behavioral expectations.		Reiterates to ensure that students are aware of behavioral expectations.		All students are aware of behavioral expectations.		All students are aware of behavioral expectations and they follow the procedures.	
Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.		Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.		Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.		Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.		Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self discipline.	

2		Indicator No. 2			Dimension: Building Wide Climate				
Domain: Organization and Management									
The Dean assures a contribution to building-wide positive climate responsibilities.									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.		Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.		Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.		Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.		Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives inspiring others to participate.	
Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.		Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.		Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.		Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.		Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.	

3

Domain: **Organization and Management**Dimension: **Record Keeping/Data Assessment****The Dean generates and maintains accurate records and analyzes data.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Records are inconsistent and insufficient to determine student's overall progress and are not based on the district's discipline policy.</p> <p>There is no evidence that the dean uses data from records to guide intervention strategies.</p> <p>There is no evidence that the dean recognizes student progress or achievement.</p> <p>There is no evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs.</p>	<p>Records are rarely consistent and are not based on the district's discipline policy.</p> <p>There is little evidence that the dean uses data from records to guide intervention strategies.</p> <p>There is little evidence that the dean recognizes student progress or achievement.</p> <p>There is little evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs.</p>	<p>Records are consistent and accurate and are based on the district's discipline policy.</p> <p>Uses data from records to guide intervention strategies.</p> <p>Recognizes student progress or achievement.</p> <p>Is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs and modifies as needed.</p> <p>Provides required feedback to student, roster teacher and/or parent</p>	<p>Includes the narrative descriptions in category 3, plus</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Works with individual students to develop a mutually acceptable plan for "success"</p>	<p>Includes the narrative descriptions in performance category 4, plus</p> <p>Informs student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>Disaggregates data and identifies trends that effect the building-wide climate.</p>

4

Domain: **Organization and Management** Dimension: **Work Area Environment****The Dean optimizes the physical environment to assure efficacy.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The office (as set up by the dean) prohibits order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and intended.</p>	<p>The office lacks organization for order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The office is organized for providing order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>The office is organized for, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the office could serve as an exemplary model for replication</p>

5

Domain: **Organization and Management** Dimension: **School-wide Safety and Security****The Dean utilizes the District Behavior Response Plan to ensure building safety and security.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Fails to distribute Behavior Response Plan and campus student handbook</p> <p>Fails to ensure students sign for copy of BRP or have not reviewed with student.</p> <p>Fails to follow the BRP when administering discipline consequences.</p>	<p>Fails to distribute Behavior Response Plan and campus student handbook to incoming student during the year</p> <p>Fails to ensure incoming students sign for copy of BRP or have not reviewed with student.</p> <p>Fails to consistently follow the BRP when administering discipline consequences.</p>	<p>Ensures all beginning and incoming students receive the Behavior Response Plan and Campus student handbook.</p> <p>Collects validation signatures that all students have received and reviewed the BRP and Student handbook.</p> <p>Administers student discipline consequences in accordance with the BRP</p>	<p>Includes the narrative description in performance category 3 plus:</p> <p>Holds grade/school-wide forums to promote building-wide understanding of behavior expectations</p>	<p>Includes the narrative description in performance category 4 plus:</p> <p>Provides and schedules guest speakers to further educate on bullying, gangs, drug and alcohol abuse, etc.</p>

The Dean is visible during the school day and monitors common areas to maintain student safety and security.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Never moves around the building during the school day.</p> <p>Never uses student response techniques to promote positive behavior.</p> <p>Never uses feedback concerning student's behavior</p> <p>Never uses wait time after voicing a question to the students.</p>	<p>Seldom moves around the building during the school day. When movement happens it is to the same area of building.</p> <p>Seldom uses student response techniques to promote positive behavior</p> <p>Seldom uses feedback concerning student's behavior</p> <p>Seldom uses wait time after voicing a question to the students.</p>	<p>When appropriate, moves to all areas of the school to promote and reinforce positive student behaviors.</p> <p>Uses different types of student response techniques, both individual / group.</p> <p>Uses student response techniques to increase positive behaviors.</p> <p>Student's understanding is evaluated by feedback.</p> <p>Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question. This approach helps students formulate more thoughtful response and allows time for the student to consider positive behavior.</p>	<p>Moves to all areas of the building with efficiency and effectiveness to promote and reinforce positive student behaviors. Makes eye contact with all students often.</p> <p>Routinely uses developmentally appropriate student response techniques to increase active engagement by the students. Uses immediate feedback concerning student's behavior.</p> <p>Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question This approach helps students formulate more thoughtful response and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.</p>	<p>Moves throughout the building to assure optimal impact and to promote and reinforce positive student behaviors. When a problem is observed reviews with the student(s)</p> <p>Delivers upon all of performance category 4 and varied response techniques are used to provide immediate feedback to review expected behavior(s)</p> <p>Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.</p>

7

Domain: Professional Growth and Continuous Improvement

Uses Professional Growth as a Continuous Improvement Strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of professional development and additional training, the dean makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Certification and/or writing articles for department level, internal / school-wide and/or external publication. Writings that could be used as “models”, parent / community communications, etc.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.

Effective Interactions and Communications with Families.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to family misconceptions) and inconsiderate to families, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with families. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse families.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

Effective Interactions and Communications with Students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to students and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with students in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with students and makes an effort to engage students in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with students and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with students and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse students.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

Effective Interactions and Communications with Staff and Community.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to staff/community and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to staff/community, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to staff/community and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with staff and community in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with staff/community and makes an effort to engage staff/community in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with staff/community and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with staff/community and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse staff/community.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>



TLE Observation and Evaluation Rubric Librarian

<i>Domain/Relative Weight</i>	<i>Indicator</i>	<i>Page</i>
Library Management 35%	1. Managing Student Behavior	2
	2. Creating a Culture for Learning	2
	3. Managing Library Procedures	3
	4. Collaborating with Teachers	3
	5. Administrative Management & Records	4
	6. Developing Collection	4
	7. Administering Library Budget	5
	8. Supervising Personnel	5
Instructional Effectiveness 40%	9. Demonstrating Knowledge of Curriculum	6
	10. Supporting Instructional Goals	7
	11. Demonstrating Knowledge of Traditional / Non-Traditional Literature & Reading Support	8
	12. Communicating Effectively with Students	9
	13. Using Quality Questioning Techniques with Students	10
	14. Assessing Students	11
	15. Developing Lessons	12
Professional Growth & Continuous Improvement 10%	16. Reflecting on Professional Effectiveness	13
	17. Growing and Developing Professionally	14
Interpersonal Skills 10%	18. Communicating with School Staff	15
	19. Communicating with School Stakeholders	16
Leadership 5%	20. Contributing to School and Professional Communities	17
	21. Adhering to Professional Ethics	18

1 Domain: Library Management				
Indicator: Managing Student Behavior				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Clear procedures have not been established for student behavior.</p> <p>Does not monitor student behavior.</p> <p>Has a primarily punitive approach to managing student behavior.</p>	<p>Some procedures and standards have been established for student behavior.</p> <p>Is inconsistent in monitoring student behavior.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior as problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior proactively before problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior proactively before problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p> <p>Works with teachers to create consistent, positive procedures.</p>

2 Domain: Library Management				
Indicator: Creating a Culture for Learning				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school library environment is uninviting.</p> <p>Physical resources and space within the librarian's control are poorly organized for various functions.</p>	<p>The school library environment is somewhat organized.</p> <p>Physical resources and space within the librarian's control are arranged more for the convenience of library staff than for students.</p>	<p>The school library environment is inviting and conducive to student learning.</p> <p>Physical resources and space within the librarian's control are organized for various functions considering accessibility and safety.</p>	<p>The school library environment is inviting and conducive to student learning.</p> <p>Physical resources are organized for individual, collaborative and group work.</p> <p>Students are encouraged to engage in learning activities beyond assigned class time.</p>	<p>The school library is a true learning commons where the whole school community feels comfortable to gather, explore and share learning ideas.</p> <p>Physical resources are organized and flexible enough to respond to the needs of the school, groups, and individual students.</p>

3 Domain: Library Management				
Indicator: Managing Library Procedures				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No procedures for circulation and scheduling library facilities and resources have been established resulting in limited access.	Some procedures for circulation and scheduling of library facilities and resources have been established.	Procedures for circulation and scheduling have been established providing for adequate access to the library facilities and resources.	Positive procedures for circulation and scheduling have been established and widely accepted by the school community. Procedures promote access to the library facilities and resources.	Positive procedures are in place for all routine services resulting in optimal access to the library facilities and resources. Flexibility in procedures and scheduling maximizes the availability of the school librarian's expertise and library resources.

4 Domain: Library Management				
Indicator: Collaborating with Teachers				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Collaboration does not occur with teachers. Is not knowledgeable about CCSS.	Limited collaboration exists with teachers. Has limited knowledge about CCSS.	Collaboration occurs with some teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units. Promotes project-based learning and transition to CCSS.	Collaboration occurs with most teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units. Promotes project-based learning and transition to CCSS. Lessons promote research skills and critical thinking.	Initiates collaboration and seeks out teachers for co-planning and co-teaching. Leads in promoting project-based learning and transition to CCSS. Lessons promote research skills and critical thinking.

5 Domain: Library Management				
Indicator: Administrative Management and Records				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Records are not maintained systematically or available in a timely fashion.	Keeps some records accurate and up-to-date including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics. Required and requested reports are submitted in full and on time.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics. Required and requested reports are submitted in full and on time. Data and librarian expertise is sometimes used in decision-making and are always willingly available.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics. Data beyond what is required is gathered, interpreted and communicated to administrators and or stakeholders for planning and improving the library program.

6 Domain: Library Management				
Indicator: Developing Collection				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Acquires resources without careful assessment of current collection. Does not “weed” collection to remove outdated and unattractive materials. Does not seek input from staff and/or students.	Acquires resources with little assessment of current collection. Occasionally weeds to ensure holdings meet curriculum needs. Rarely seeks input from students or staff.	Regularly assesses, acquires resources, and weeds collection to update holdings and ensure curriculum and student / staff needs are met. Seeks input from both students and staff.	Acquires resources based on assessment data and input from stakeholders including staff and students. Continuously weeds the collection to update holdings and meet curriculum needs. Monitors trends to develop a progressive collection.	Advocates for funding needs when necessary (grants, school and community foundations) to maintain a collection of resources and equipment that is responsive to changing instructional needs and student interests. Monitors trends to develop a progressive collection.

7

Domain: **Library Management****Indicator: Administering Library Budget**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not develop an expenditure plan or maintain spending records. Ignores spending deadlines which results in the forfeiture of funds.	Develops an expenditure plan that does not reflect the needs of the library program. Unfamiliar with established policies for managing the budget and has overlooked some spending deadlines.	Develops expenditure plan that adequately maintains the library program and supports the mission of the school. Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.	Develops expenditure plan that extends beyond the current year in order to establish a comprehensive library program that supports the mission of the school. Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.	Using data effectively, develops a comprehensive expenditure plan that allows for a progressive library program that supports the mission of the school. Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.

8

Domain: **Library Management****Indicator: Supervising Personnel**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No training, supervision, or evaluation of library support staff.	Minimal training, supervision, or evaluation of library support staff utilizing district and/or state mandated processes.	Training, supervision, and evaluation of library support staff are thoughtful and consistent.	Delegates tasks and provides adequate training, consistent supervision, and thoughtful evaluation of library support staff.	Expectations are clearly defined promoting an effective library program that includes delegation, training, supervision, and evaluation of library support staff following district and/or state mandated processes. Encourages library support staff to work independently and creatively perform library tasks.

Evaluator note regarding Indicators #9 through 15.

Please consider that the Librarian does not always have full control of lessons and assessments when co-planning and co-teaching with peers. Typically, librarians are operating in a give-and-take, cooperative mode. Exemplary Librarians gently guide teaching partners toward highly effective and superior lesson development, delivery and assessment.

<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 5px;">9</div> <div> <p>Domain: Instructional Effectiveness</p> <p>Indicator: Demonstrating Knowledge of Curriculum</p> </div> </div>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not exhibit awareness of the curriculum and its correlation to the forms of literacy, resources, and a research process.</p>	<p>Is somewhat aware of the curriculum and its correlation to the forms of literacy, resources, and a research process.</p>	<p>Is knowledgeable of the curriculum and its correlation to the forms of literacy, resources, and a research process.</p> <p>Makes curriculum and learning connections for students.</p>	<p>Has a broad knowledge of the curriculum and correlates it to the forms of literacy, resources, and a research process.</p> <p>The connections are effectively articulated and modeled.</p>	<p>Has commendable knowledge of the curriculum and its application to the library program.</p> <p>Actively seeks other resources from agencies, organizations and institutions within the community and beyond for curriculum support.</p>

10

Domain: **Instructional Effectiveness**Indicator: **Supporting Instructional Goals**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not demonstrate comprehension of the educational disciplines, diverse school population, necessary resources, and services to support instructional goals.</p> <p>Has low expectations for students.</p>	<p>Demonstrates limited comprehension of the educational disciplines and diverse school population.</p> <p>Provides some services to support instructional goals.</p> <p>Has limited expectations for students.</p>	<p>Demonstrates basic comprehension of the educational disciplines and diverse school population.</p> <p>Provides adequate resources, technology and services to support instructional goals.</p> <p>Collaborates with teachers to integrate literacy and reading strategies.</p> <p>High expectations for students are present and consistent.</p>	<p>Demonstrates full comprehension of the educational disciplines and diverse school population.</p> <p>Provides the resources, technology and services to support instructional goals.</p> <p>Collaborates with teachers to integrate literacy and reading strategies into core content units of instruction.</p> <p>High expectations for students are present and consistent and nurtured.</p>	<p>Demonstrates exemplary comprehension of the educational disciplines and diverse school population.</p> <p>Expertly provides resources, technology and services to support instructional goals.</p> <p>Consistently collaborates with teachers to create and integrate instruction.</p> <p>High expectations for students are always present as evidenced by highly engaged and productive learners.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Has minimal knowledge of fiction and nonfiction literature, and does not actively encourage reading for pleasure or lifelong learning.	Has limited knowledge of fiction and nonfiction literature, and inconsistently encourages reading for pleasure and lifelong learning.	Has a sufficient working knowledge of literature and resource materials to help students and staff select the “right” book or other material to match their needs and interests. Encourages reading for pleasure and lifelong learning using both traditional and emerging technological strategies and tools.	Has an exceptional knowledge of literature and resource materials. Consistently uses both print and non-print strategies and tools to encourage reading for pleasure and lifelong learning. Creates extra reading activities and opportunities that engage students beyond typical classroom assignments and or traditional book talks and displays.	Has a superior knowledge of literature and resource materials. Consistently uses both print and non-print strategies and tools to encourage reading for pleasure and lifelong learning with students, faculty, and parents. Partners with teachers, school staff and the community to promote reading programs and initiatives.

12

Domain: **Instructional Effectiveness**Indicator: **Communicates Effectively with Students**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not communicate with students. Procedures are not taught and instructional directions are not clear. Technology is not used.</p>	<p>Makes a limited attempt to communicate with students. Directions and procedures are often confusing and inconsistent. Technology is rarely used and/or limited in type and scope.</p>	<p>Clearly communicates directions and procedures with students. Technology is used when appropriate.</p>	<p>Effectively communicates directions and teaches procedures to students. Reinforcement and clarification are provided on an ongoing basis. Various technologies and methods are utilized to demonstrate and model the correct usage of library resources and their use is encouraged.</p>	<p>Effectively communicates directions and procedures in verbal and written format to students. Misunderstandings are anticipated and dealt with in a timely manner. Innovative technologies are used effectively to demonstrate how to use the library in real and virtual environments. Students are active participants in teaching, modeling, and sharing.</p>

13

Domain: **Instructional Effectiveness**Indicator: **Using Quality Questioning Techniques with Students**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not attempt to question or use an inquiry-based approach to learning with students.	Includes some lower level questions in lessons, yet fails in eliciting higher level thinking from students.	Understands and supports core curriculum instruction and assists in the transition to CCSS. Uses inquiry-based strategies to elicit higher level thinking.	Designs and supports CCSS by often using open-ended and probing inquiry-based questions that guide and help students independently formulate their own questions about their research topics.	Takes leadership role in the design and implementation of the CCSS. Consistently uses open-ended and probing questions that guide students in the formulation of relevant questions about their research topics. Encourages students to use various processes to refine their research techniques and extend their own learning and thinking.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Student learning is not monitored.</p>	<p>Student learning is sometimes monitored.</p> <p>Occasionally uses teacher or librarian-created assessment tools.</p> <p>Does not share rubrics or communicate expectations with students.</p>	<p>Student learning is monitored, using primarily formative assessment tools as appropriate. Ex: teacher or librarian-created rubrics; exit cards to check understanding; observation during student learning activities.</p> <p>Students are aware of the evaluation process and are involved in some self-assessments.</p> <p>Provides timely feedback to students.</p> <p>Assessment data is reviewed to improve teaching.</p>	<p>Student learning is monitored, using primarily formative assessment tools as appropriate. Ex: teacher and librarian-created rubrics; exit cards to check understanding; observation during student learning activities.</p> <p>Students often participate in the evaluation process, peer reviews and self-evaluation.</p> <p>Assessment data is reviewed to improve teaching.</p>	<p>Student learning is consistently monitored, using primarily formative assessment tools as appropriate. Ex: teacher and librarian-created rubrics; exit cards to check understanding; observation during student learning activities.</p> <p>Students participate in the development of evaluation tools.</p> <p>Evaluation is authentic, involving students in “real world” applications.</p> <p>Students routinely evaluate themselves and peers.</p> <p>Students reflect on their learning process as well as their work.</p> <p>Assessment data is reviewed to improve teaching.</p>

Domain: Instructional Effectiveness
Indicator: Developing Lessons

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>National and state teaching standards are not consulted.</p> <p>Instructional plans are inadequately developed or nonexistent.</p>	<p>National and state teaching standards are sometimes consulted.</p> <p>Instructional plans are inadequately developed and fail to differentiate to address individual student needs.</p>	<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are developed to meet the individual learning styles and capacities of a diverse student population.</p>	<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are fully developed to meet the learning styles and capacities of a diverse student population.</p> <p>Lessons are altered based upon student responses and behaviors.</p>	<p>National and state teaching standards are addressed when developing lesson plans.</p> <p>Instructional plans are created to meet the learning styles and capacities of a diverse student population.</p> <p>Lessons are continually altered based on student responses and behaviors.</p> <p>Modifications and adjustments occur seamlessly throughout the lesson resulting in student engagement and success.</p>

16

Domain: **Professional Growth & Continuous Improvement****Indicator: Reflecting on Professional Effectiveness**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not reflect on the effectiveness of teaching practices or library services offered.</p> <p>Resists change, and does not meet the needs of the school community.</p>	<p>Occasionally reflects on the effectiveness of teaching practices and library services offered.</p> <p>Minimal change and growth are evident.</p>	<p>Often reflects on the effectiveness of teaching practices and library services offered.</p> <p>Reflection results in changes in practices and services.</p>	<p>Consistently reflects on the effectiveness of teaching practices and library services offered to bring about alignment with school's instructional goals.</p> <p>Reflection results in changes in practices and services with resulting growth in evidence.</p>	<p>Consistently reflects on the effectiveness of teaching practices and library services offered to bring about alignment with school's instructional goals.</p> <p>Proactive in making the necessary changes and adjustments to routine instructional practices.</p> <p>Initiates and implements library learning opportunities for the staff.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely participates in site and departmental professional development opportunities.</p> <p>Resists performance feedback from both supervisors and fellow librarians.</p>	<p>Minimal participation in site and departmental professional development opportunities.</p> <p>Occasionally accepts performance feedback from supervisors or fellow librarians.</p>	<p>Participates regularly in required site and professional development activities.</p> <p>Shares learning with others.</p> <p>Accepts performance feedback from both supervisors and fellow librarians.</p> <p>Makes changes as needed.</p>	<p>Participates regularly in professional development activities beyond minimum requirements and consistently shares learning with others.</p> <p>Welcomes feedback from supervisors, fellow librarians, and learning communities.</p>	<p>Consistently searches for professional development opportunities in order to grow professionally and to share learning received with others.</p> <p>Seeks feedback from supervisors, fellow librarians, and learning communities. Makes changes as needed.</p> <p>Leads training workshops for teachers, administrators, or fellow librarians both inside and outside local</p>

18

Domain: **Interpersonal Skills****Indicator: Communicating with School Staff**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not communicate information about the school library services, resources, and programs.</p>	<p>Rarely communicate information about the school library services, resources and programs.</p> <p>Communication is minimal and intermittent.</p>	<p>Communication about the school library is positive, ongoing, and consistent.</p>	<p>Communication about the school library is positive, ongoing, and consistent.</p> <p>Effectively promotes library resources and services, using multiple formats and communication channels.</p> <p>Communication is often targeted to meet the needs of specific school departments and teams.</p> <p>The librarian actively listens and responds positively to feedback from stakeholders.</p>	<p>Consistently publicizes library programs and services using multiple formats.</p> <p>Communication includes not only school library services, but information about the public library and other entities that support the learning community.</p> <p>Feedback from the stakeholders is solicited and utilized to strengthen the library program.</p>

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>No engagement for family involvement in the education program is existent. In fact, the absence of information preempts and discourages involvement.</p> <p>Communications, may the delivery be written, non-verbal or verbal, is vague. Communication is branded by tactlessness, degrading language, and patronizing posturing.</p> <p>Self-promoted, self-serving interests control the process for decision making. Consultation and collaboration with other staff members is non-existent.</p>	<p>Engagement for family involvement in the education program is inconsistent in offering and application.</p> <p>Regardless of the communication approach, the delivery is being interpreted as inconsiderate. Additional explanations are required to avoid confusion.</p> <p>Decision-making follows the pattern "fire, then take aim." If the target is hit it is simply a matter of chance and luck.</p>	<p>Positive and professional communications with families are routine and woven into the culture of all encounters.</p> <p>School procedures for communicating with families are in commonplace evidence.</p> <p>Uses effective communication skills with students (verbal, written, and nonverbal) that are clear, solicitous, helpful, and rarely requiring further explanations.</p> <p>Collaboration and consultation for decision making reflect genuine professional consideration.</p>	<p>Interacts and communicates with families in a positive, sensitive, professional manner.</p> <p>Complies with school processes and procedures for interconnecting with families.</p> <p>Oral, written, and nonverbal communication is rich, caring, perceptive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Open-mindedness, collaboration and partnership are the keystones of decision-making.</p> <p>Respects and considers the thoughts and ideas of others.</p>	<p>Communicates consistently and sensitively with families, and uses various methods to engage them and invite their support and participation.</p> <p>Verbal, written and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is comprehended and appreciated by diverse stakeholders.</p> <p>Takes a leadership role in sponsoring that all collaborative decisions are based on the highest professional standards of teamwork.</p> <p>Seeks out the expertise and opinion of other professionals before making decisions that may impact others.</p>

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership.</p> <p>Declines becoming involved in school and or district events and projects.</p>	<p>Rarely becomes involved in school events or district projects.</p> <p>Prevents or blocks collegial team growth by refusing to share knowledge with others.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Partakes in school events when asked.</p> <p>Joins in school and district projects when asked.</p> <p>Employs appropriate involvement tactics to contribute to the profession.</p> <p>Assumes a preemptive role in addressing student prerequisites.</p>	<p>Without prompting, volunteers to participate in school activities making a extensive contribution.</p> <p>Participates actively in supporting other educators and staff members of the building.</p> <p>Has internalized the concept and work ethics of TEAM, both at the departmental and building levels, to safeguard that all students receive a just and equal opportunity to do well.</p>	<p>Not only volunteers but leads school events or district projects and initiatives making a substantial impact.</p> <p>Initiates vital activities to contribute to the profession, such as mentoring new staff members, writing articles or curriculum units for use, publication or posting, or creating and sharing presentations.</p> <p>Makes a specific effort to challenge damaging attitudes and perceptions, and assists by ensuring that all students; principally, the underserved, are represented with needs addressed.</p>

21

Domain: **Leadership****Indicator: Adhering to Professional Ethics**

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not adhere to the professional ethics of librarianship.</p> <p>Have no established policies or exhibits behaviors that are unnecessarily restrictive in providing access to resources and services to all or part of the members of the school community.</p>	<p>Is inconsistent in demonstrating library ethics and principals including copyright adherence, and full and equal access to resources and services.</p>	<p>Is knowledgeable of the ethics of librarianship.</p> <p>Follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p>Promotes access to everyone within the school community.</p>	<p>Is knowledgeable of the ethics of librarianship.</p> <p>Informs others of copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p>Promotes access to everyone within the school and the school community.</p>	<p>Through teaching and practice, demonstrates a proficient commitment to the professional ethics of librarianship.</p> <p>Assumes a leadership role relative to training in and adherence to the American Library Association's Code of Ethics.</p> <p>Models ethical sharing of resources within the school and the school community.</p>



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Nurses

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Program Management 35%	1. Program Scheduling	2
	2. Collaboration	2
	3. Clinic Environment	2
	4. Discipline Focus	3
Instructional Skills 10%	5. Educational Impact	4
Professional Services 35%	6. Assessment	5
	7. Records	6
	8. Nursing Services	7
Professional Growth & Continuous Improvement 10%	9. Uses Professional Growth as an Improvement Strategy	8
	10. Exhibits Professional Behaviors and Efficiencies	9
Interpersonal Skills 5%	11. Effective Interactions / Communications with Stakeholders	10
Leadership 5%	12. Leadership Involvements	11

Indicator No.		Domain: Program Management			Dimension: Program Scheduling	
1		Establishes a school health program within a goal-based program schedule.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior		
Does not establish, maintain, and evaluate a comprehensive school health program with monthly goal based program schedule.	Rarely establish, maintain and evaluate a comprehensive school health program with monthly goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with monthly goal-based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with 6 month goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with annual goal based program schedule.		

Indicator No.		Domain: Program Management			Dimension: Collaboration	
2		Collaboration is the fundamental key for the successful delivery of health services.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior		
Does not collaborate with members of the school community and stakeholders in the delivery of health services.	Occasionally collaborate with members of the school community and stakeholders in the delivery of health services.	Effectively collaborate with members of the school community and stakeholders in the delivery of health services.	Provide opportunities for partnerships with members of the school community and stakeholders in the delivery of health services.	Consistently engage in partnership building with members of the school community and stakeholders in the delivery of health services.		

Indicator No.		Domain: Program Management			Dimension: Clinic Environment	
3		The Nurse optimizes the physical environment to assure efficacy / student health and safety advantages in alignment with best practices.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior		
Does not organize clinic to provide health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not secured and used as designed and intended.	Rarely organize clinic for health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are rarely secured and optimized for effective utilization.	Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately and readily available.	Clinic is organized for efficacy in health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately, readily available and not overstocked.	Includes the narrative descriptions in performance category 4 plus the clinic serves as an exemplary model for replication beyond the site level.		

The Nurse clearly defines expected student behavior.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not maintain standards of school conduct and does not implement with consistency.</p> <p>Does not reiterate to ensure students are aware of behavioral expectations.</p> <p>Does not monitor the behavior of students during whole class, small group and health related activities.</p> <p>Does not stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and does not make referral to appropriate school authority.</p>	<p>Occasionally maintain standards of school conduct and occasionally implements with consistency.</p> <p>Occasionally reiterate to ensure students are aware of behavioral expectations.</p> <p>Occasionally monitor the behavior of students during whole class, small group and health related activities.</p> <p>Occasionally stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice and occasionally make referral to appropriate school authority.</p>	<p>Maintain standards of school conduct and implements with consistency.</p> <p>Reiterate to ensure students are aware of behavioral expectations.</p> <p>Monitor the behavior of students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and make referral to appropriate school authority.</p>	<p>Standards of conduct have been established with consistent supporting peer based implementation.</p> <p>All students are aware of behavioral expectations.</p> <p>Monitor the behavior of all students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice, while maintaining the dignity of the student and make referral to appropriate school authority.</p>	<p>Standards of conduct have been established with initiating consistent peer monitoring.</p> <p>All students are aware of behavioral expectations and they follow procedures.</p> <p>Monitor the behavior of all students at all times in health related activities. Standards of conduct extend beyond the school environment.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice while maintaining the dignity of the students and encouraging students to self discipline. Student referrals are made to the appropriate school authority, as needed.</p>

5

Domain: **Instructional Skills**Dimension: **Educational Impact**

Aligns health education needs with a health education curricula and educational focus.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in the assessment of health education needs and does not assist in the design, development and evaluation of health curricula.</p> <p>Does not serve as a resource person regarding health education, materials and services.</p> <p>Does not participate in nor evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Rarely participate in the assessment of health education needs and rarely assist in the design, development and evaluation of health curricula.</p> <p>Rarely serve as a resource person regarding health education, materials and services.</p> <p>Rarely participates in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Participate in the assessment of health education needs and assists in the design, development and evaluation of health curricula.</p> <p>Serve as a resource person regarding health education, materials and services.</p> <p>Participate in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Assess and develop health education to meet the identified needs of the school community and school district.</p> <p>Willingly present health education, materials and services.</p> <p>Initiate evaluation of health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Evaluate and redesign as needed health education to meet the identified needs of the school community and school district.</p> <p>Present health education, materials and services to peers and others in the school community.</p> <p>Evaluate and redesign health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>

The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Records, formative and summative assessments are inconsistent and insufficient to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments provide delayed and inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments are inconsistent to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments frequently provide delayed and or inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to guide Individualized Health Plans (IHP) and health instruction.</p> <p>Provides adequate and timely feedback from assessment results for accomplishing health goals.</p>	<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to develop and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is consistent with the accomplishment of health goals.</p>	<p>Records, formative and summative assessments are recorded consistently based on district policy and or health care provider and used to develop, refine, and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is used to develop and evaluate current and or anticipatory health goals.</p> <p>Health goals are not only designed by the School Nurse (based upon health care provider information/input and district policy) but the student and family have an opportunity to contribute to the development of their health goals.</p>

Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards.</p> <p>Does not comply with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Rarely produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Rarely complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Uses available technology to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Exhibits high degree of consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Technology based enhancement for all records to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Serve as a model and mentor exhibiting consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>

Provides the spectrum of nursing services with consistency and efficacy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not offer health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Does not offer counseling for health related issues with referrals as appropriate.</p> <p>Does not offer home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Rarely offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Rarely offers counseling for health related issues with referrals as appropriate.</p> <p>Rarely offers home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Consistently offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Consistently offers counseling for health related issues with referrals as appropriate.</p> <p>Consistently offers home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Conducts health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Provides counseling for health related issues with referrals as appropriate.</p> <p>Conducts home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Actively attempt to increase number of participants in screenings, with referral and follow up as appropriate.</p> <p>Actively attempt to increase number of participants who can benefit from counseling for health related issues with referrals as appropriate.</p> <p>With appropriate permissions, facilitate information sharing with individuals who have a right and need to know in order to optimize the level of care provided.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of professional development and additional training, the School Nurse makes a substantial contribution to the profession through activities such as mentoring new health personnel, training new health personnel in professional practices, making presentations, conducting action research, working towards higher degree certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as “models” may include classroom newsletters, parent / community communications, etc.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the health program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the health program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the health program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the health program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the health program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in better meeting health needs.</p> <p>Rarely seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Participate in school events when asked.</p> <p>Participate in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follow through.</p> <p>Assume a proactive role in addressing health needs.</p> <p>Seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events making a substantial contribution.</p> <p>Volunteer to participate in school and district projects making a substantial contribution.</p> <p>Participate actively in assisting others in the school community and or district.</p> <p>Work within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteer to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiate important activities to contribute to the profession, such as mentoring new health personnel and/or writing articles for publication and/or making presentations.</p> <p>Initiates and works within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p> <p>Make efforts to challenge negative attitudes and help ensure that everyone, particularly those traditionally underserved, are respected in the school.</p>



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Speech-Lang. Path./School Psychologists

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 30%	1. Work Area	2
	2. Preparation and Delivery	2
	3. Compliance	3
	4. Discipline	4
Instructional Support 45%	5. Skill Knowledge	4
	6. Evaluation and Assessment/Test Administration	5
	7. Evaluation and Assessment/Test Interpretation	5
	8. Delivery of Services/Design and Implement IEPs	5
	9. Delivery of Services/Consultation	6
Professional Growth & Continuous Improvement 10%	10. Uses Professional Growth as an Improvement Strategy	7
	11. Exhibits Professional Behaviors and Efficiencies	8
Interpersonal Skills 10%	12. Effective Interactions / Communications with Stakeholders	9
Leadership 5%	13. Leadership Involvements	10

1

Domain: **Organization and Management** Dimension: **Work Area Environment****The Professional optimizes the physical working environment to assure efficacy/ student learning advantage.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The work environment (as set up by the teacher) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The work environment lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations.</p>	<p>The work environment is organized for efficacy in learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the work environment could serve as an exemplary model.</p>

2

Domain: **Organization and Management**Dimension: **Preparation and Delivery of Services****The Professional plans and prepares for delivery of services.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely ensures materials and equipment are ready at the start of each session.</p> <p>Rarely schedules and prioritizes delivery of services.</p>	<p>Occasionally ensures materials and equipment are ready at the start of each session.</p> <p>Occasionally schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session.</p> <p>Effectively schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session with flexibility for unexpected changes.</p> <p>Effectively schedules, prioritizes and consistently provides for the delivery of services.</p>	<p>Uses all of the characteristics of levels 3 & 4, and creatively adjusts schedule to meet student needs.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely maintains records that are clear, organized, and reflect delivery of service.</p> <p>Rarely meets timelines for IDEA documentation requirements as outlined by district, state, and federal guidelines.</p> <p>Rarely meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Rarely participates in CST process.</p>	<p>Occasionally maintains records that are clear, organized, and reflect delivery of service.</p> <p>Occasionally completes IDEA documents as outlined by district, state, and federal guidelines.</p> <p>Occasionally meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Occasionally participates in CST process.</p>	<p>Maintains records that are clear, organized, and reflect delivery of service.</p> <p>Completion of IDEA documents as outlined by district, state, and federal guidelines.</p> <p>Meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Routinely participates in CST process.</p>	<p>Maintains records that are clear, organized, and accurately reflect delivery of service.</p> <p>Completion of IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness.</p> <p>Meets timelines for IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness</p> <p>Provides a leadership role in the CST process.</p>	<p>Maintains records that are clear, organized, and accurately reflect optimal delivery of service.</p> <p>Uses the performance characteristics of Levels 3 & 4 plus serves as a change agent or presenter/facilitator for other staff members.</p>

4Domain: **Organization and Management**Dimension: **Discipline****The Professional clearly defines expected student behavior.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Standards of conduct have not been established, nor are students aware of behavioral expectations.</p> <p>Does not monitor the behavior of students.</p> <p>Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been inconsistently established and students are only somewhat aware of expectations.</p> <p>Rarely monitors the behavior of students</p> <p>Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations.</p> <p>Monitors the behavior of students in the work environment.</p> <p>Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.</p>	<p>Standards of conduct have been established with consistency and all students are aware of behavioral expectations.</p> <p>Monitors the behavior of all students in a variety of settings.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.</p>	<p>Standards of conduct have been established with consistency, and all students are aware of behavioral expectations and follow established procedures.</p> <p>Monitors the behavior of all students at all times.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self-discipline.</p>

Adherence to Professional Responsibilities and Standards

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely demonstrates knowledge of current district and IDEA policies and procedures. Rarely demonstrates knowledge of child and adolescent development in choice of materials and assessments.</p>	<p>Occasionally demonstrates knowledge of current district and IDEA policies and procedures. Occasionally demonstrates knowledge of child and adolescent development in choice of materials and assessments.</p>	<p>Demonstrates knowledge of current district and IDEA policies and procedures. Demonstrates knowledge of child and adolescent development in choice of materials and assessments.</p>	<p>Demonstrates and implements knowledge of current district and IDEA policies and procedures. Consistently demonstrates knowledge of child and adolescent development in choice of materials and assessments.</p>	<p>Uses all of the characteristics of Levels 3 & 4 plus serves as a training resource. Consistently demonstrates and pragmatically implements knowledge of child and adolescent development in choice of materials and assessments which incorporates students' interests and needs.</p>

6Domain: **Instructional Support**Dimension: **Evaluation and Assessment****The professional is able to select and administer individualized assessments**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely selects and administers appropriate tests as determined by professional standards.	Occasionally selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards, in an efficient manner.	Uses the elements of 3 and 4 in addition to serving as a training resource to other professionals.

7Domain: **Instructional Support**Dimension: **Evaluation and Assessment****The professional interprets test data and assessment.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Inaccurately interprets test data and provides poorly written documentation to determine IDEA eligibility.	Interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility and can clearly explain results.	Uses the elements of 3 and 4 plus gives further recommendations and interventions that support student learning.

8Domain: **Instructional Support**Dimension: **Delivery of Services****Designs and implements appropriate student plans.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely designs and implements appropriate IEP student goals. Rarely provides services as stated on the IEP.	Occasionally designs and implements appropriate IEP student goals. Occasionally provides services as stated on the IEP.	Design and implement appropriate IEP student goals. Provide services as stated on the IEP.	Design and implement appropriate IEP student goals, and provide additional therapeutic opportunities in the general classroom setting. Provide services as stated on the IEP and provides makeup sessions.	Uses elements of 3 and 4 plus provides resources plus provides additional opportunities in the home environment.

9Domain: **Instructional Support**Dimension: **Delivery of Services****Provides consultation for improvement of student performance.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Occasionally provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation and strategies for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Uses elements 3 and 4 plus classroom observations to monitor and adjust strategies.

Domain: Professional Growth and Continuous Improvement
Uses professional growth as a continuous improvement strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the professional makes substantial contribution to the profession through activities such as, coaching and mentoring new staff members, training staff members in professional practices, making presentations, conducting action research and/or writing articles for publication, department level, internal / school-wide and/or external publication.

Exhibits Behaviors and Efficiencies Associated with Professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans.

Effective Interactions and Communications with Stakeholders.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear and inconsiderate to students and staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students and staff..</p> <p>Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Instructional Coaches

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 30%	1. Preparation	2
	2. Building-wide Climate Responsibilities	3
	3. Work Area Environment	4
	4. Record Keeping and Data Assessment	5
Instructional Effectiveness 30%	5. Establishes and Facilitates PLCs	6
	6. Job-Embedded Professional Development	7
	7. Support of District Initiatives	8
Professional Growth & Continuous Improvement 10%	8. Growing and Developing Professionally	9
	9. Exhibits Professional Behaviors and Efficiencies	10
Interpersonal Skills 15%	10. Effective Interactions / Communication	11
Leadership 15%	11. <i>Leadership Involvements</i>	12

1		Domain: Organization and Management			Dimension: Preparation	
Staff Development Teacher plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.						
1		2		3	4	5
Ineffective		Needs Improvement		Effective	Highly Effective	Superior
Does not plan for assistance/ support/professional development that provides teachers with resources/ skills needed for implementation.		Inconsistently plans for assistance/support/professional development that provides teachers with resources/skills needed for implementation.		Plans for assistance/ support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/professional development based on school data that provides teachers with resources/skills needed for implementation.	Plans for assistance/ support/prof. dev. based on school data that provides teachers with resources/skills needed for implementation on various dates/ times to meet the schedules of teachers.
Does not ensure materials/resources needed for training/meeting are prepared and available.		Inconsistently ensures materials/resources needed for training/meeting are prepared and available.		Ensures materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/ materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/ materials/resources needed for training/meeting are prepared and available. Provides follow up materials/ resources as needed.
Does not create staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.		Inconsistently creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.		Creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates and implements staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Uses research to create and implement staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.
Provides random staff development opportunities.		Inconsistently matches staff development opportunities to staff's professional development needs.		Matches staff development opportunities to staff's professional development needs; adapts professional development in response to staff input.	Matches staff development opportunities to staff's professional development needs based on school data; adapts professional development in response to staff input.	Matches staff development opportunities to staff's professional development needs based on school data and the WISE plan; adapts professional development in response to staff input.

2

Domain: **Organization and Management**Dimension: **Building Wide Climate Responsibilities****Staff Development Teacher contributes to building-wide positive climate.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Does not follow the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>	<p>Inconsistently participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>	<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>	<p>Provides professional development on classroom management techniques and methods to promote orderly behavior throughout the school.</p> <p>Follows and models the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>	<p>Provides professional development on classroom management techniques and methods to promote orderly behavior throughout the school and ensures teachers receive ongoing support.</p> <p>Routinely follows and models the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>

3Domain: **Organization and Management**Dimension: **Work Area Environment****Staff Development Teacher optimizes the environment to assure efficacy in professional learning/ support.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Work area is not organized. The area is cluttered, not clean or safe. Traffic flow is poor and meeting opportunities are limited.</p> <p>No materials, resources, and information are available.</p>	<p>Work area is somewhat organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.</p> <p>Minimal materials, resources, and information are available.</p>	<p>Work area is organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.</p> <p>Materials, resources, and information are available.</p>	<p>Work area is attractive and organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.</p> <p>Materials, resources, and information are available and organized.</p>	<p>Work area is attractive and organized for efficacy and providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.</p> <p>Materials, resources and research-based information are organized, available and accessible to teachers.</p>

Staff Development Teacher generates and maintains accurate records and analyzes data.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not collect, manage, or analyze data.</p> <p>Does not plan professional development.</p>	<p>Collects, manages, and analyzes some school data.</p> <p>Plans professional development.</p>	<p>Establishes a process for collecting, managing, and analyzing school data.</p> <p>Uses appropriate school data from assessments to guide professional development.</p>	<p>Establishes a process for collecting, managing, and analyzing school data to guide professional development.</p> <p>Uses appropriate school data to identify and prioritize the areas of need for professional development.</p>	<p>Establishes a process for collecting, managing, and analyzing school data to guide professional development and routinely monitors and adjusts according to staff needs.</p> <p>Analyzes multiple data sources to identify and prioritize the areas of need for professional development based on the WISE plan.</p>

Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Creates an environment in which risk-taking is discouraged and does not know or use the strengths, skills and the knowledge of the school staff as resources for each other and discourages collaboration.</p> <p>Does not encourage PLC members to focus on learning based on student data.</p> <p>Plans staff development opportunities with no regard for staff needs or input. Does not use administrative input.</p>	<p>Creates an environment where professional staff works collaboratively on an inconsistent basis and are hesitant to take intellectual risks.</p> <p>Inconsistently uses data in PLCs.</p> <p>Plans staff development with minimal input from professional staff or administration.</p>	<p>Works with staff to foster a culture of collegiality in which teachers learn from one another and feel comfortable taking intellectual risks.</p> <p>Encourages PLC members to focus on student learning, teacher collaboration, and using data as a guide.</p> <p>Creates staff development opportunities for small or large groups with input from staff and administration.</p>	<p>Promotes a non-threatening environment in which professional staff feels comfortable taking intellectual risks and sharing ideas at PLCs.</p> <p>Assists professional staff, using PLCs, to collaborate on their learning objectives using student data.</p> <p>Using professional staff and administrative input, creates a variety of professional development opportunities for small or large groups.</p>	<p>Fosters a professional climate promoting openness, collaboration, mutual respect, support and analysis in support of student learning and well-being and encourages and provides opportunities for professional staff to present in PLCs.</p> <p>Professional staff will work collaboratively using student data to inform their teaching with the facilitation and input of the SDT.</p> <p>Using input from professional staff and administration creates a variety of professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.</p>

Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not provide instructional strategies.</p> <p>Does not use coaching.</p> <p>Does not support vertical or horizontal articulation of curriculum.</p> <p>Does not support professional staff in developing and implementing instructional strategies.</p> <p>Does not support or assist professional staff in using assessments.</p> <p>Does not use student data to inform instruction with professional staff.</p>	<p>Provides vague instructional strategies.</p> <p>Minimally uses coaching strategies.</p> <p>Inconsistently supports vertical and horizontal articulation efforts.</p> <p>Minimally supports professional staff in developing and implementing instructional strategies.</p> <p>Minimally assists professional staff in using assessments.</p> <p>Minimally uses student data to inform instruction with professional staff.</p>	<p>Provides instructional strategies.</p> <p>Uses coaching strategies to provide instructional support to professional staff.</p> <p>Supports vertical and horizontal articulation efforts.</p> <p>Supports professional staff in developing and implementing instructional strategies aligned with learning objectives.</p> <p>Assists professional staff in using formal and informal assessment formats to modify instruction.</p> <p>Regularly uses student data to inform instruction with professional staff.</p>	<p>Provides clear instructional strategies that support professional staff.</p> <p>Coaching strategies are used on a regular basis to inform teaching.</p> <p>Supports vertical and horizontal articulation across content areas and grade configurations.</p> <p>Supports professional staff in developing, implementing, and adjusting instructional strategies aligned with learning objectives.</p> <p>Assists professional staff in using a variety of formal and informal assessment formats, before instruction (pre-assessment), during instruction (formative assessment), and after instruction (summative assessment) to modify instruction.</p> <p>Uses student data to inform instructional strategies and assessments that support professional development and growth of professional staff.</p>	<p>Provides clear explanations of research-based instructional strategies supporting professional staff as they implement them.</p> <p>Uses differentiated coaching strategies to provide instructional support to professional staff.</p> <p>Supports and facilitates vertical and horizontal articulation across content areas and grade level configurations.</p> <p>Supports and facilitates professional staff in developing, implementing, and adjusting instructional strategies aligned with CCSS learning objectives that promote student success.</p> <p>Assists professional staff in using and creating a variety of formal and informal assessment formats, before instruction (pre-assessment), during instruction (formative assessment), and after instruction (summative assessment) to modify instruction.</p> <p>Uses student data to differentiate instructional strategies and assessments that support professional development and growth of professional staff.</p>

7

Domain: **Instructional Effectiveness**Dimension: **Support of District Initiatives****Staff Development Teacher supports District Initiatives.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not demonstrate commitment to the TPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at student achievement.</p> <p>Does not support the goals of the WISE plan with professional development.</p> <p>Does not use practices and procedures that align with TPS vision, goals, policies, and regulations.</p>	<p>Demonstrates commitment to TPS priorities.</p> <p>Inconsistently uses the WISE Plan to support professional development.</p> <p>Inconsistently uses practices and procedures that align with the TPS vision, goals, policies and regulations.</p>	<p>Demonstrates commitment to TPS priorities for staff development by providing training opportunities for professional staff aimed at student achievement.</p> <p>Supports the goals of the WISE plan with professional development.</p> <p>Uses practices and procedures that align with TPS vision, goals, policies, and regulations.</p>	<p>Demonstrates commitment to TPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at student achievement.</p> <p>Supports the goals of the WISE plan with job-embedded professional development.</p> <p>Models and practices the procedures that align with TPS vision, goals, policies, and regulations.</p>	<p>Demonstrates commitment to TPS priorities for staff development by providing appropriate training opportunities for professional staff based on input aimed at student achievement.</p> <p>Supports the goals of the WISE plan with differentiated job-embedded professional development.</p> <p>Models and encourages the use of practices and procedures that align with TPS vision, goals, policies, and regulations.</p>

Staff Development Teacher uses professional growth as an improvement strategy.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in any ongoing professional development.	Only participates in inconsistent or unintentional professional development.	<p>Participates in the required hours of professional development updating their content knowledge and current professional practice.</p> <p>Seeks opportunities to enhance professional development through Staff Development Teacher training sessions.</p>	<p>Participates above required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p> <p>Reflects on own strengths and weaknesses.</p> <p>Seeks opportunities to enhance professional development through Staff Development Teacher training sessions, information from specialists, conferences, professional organizations, etc.</p>	<p>In addition to participating in the required hours of professional development and additional training, the Staff Development Teacher makes a substantial contribution to the profession through activities such as training teachers in professional practices, making presentations, conducting action research, writing articles for grade level, department level, internal/school-wide and/or external publication. Writings that could be used as “models” may include newsletters, informational resources for teachers, etc.</p> <p>Reflects on own strengths and weaknesses and modifies professional activities accordingly.</p> <p>Seeks opportunities to enhance professional development through Staff Development Teacher training sessions, information from specialists, conferences, professional organizations, etc. and brings ideas back to the school and models the use of these strategies in his/her own practice.</p>

Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3-Effective.</p> <p>Does not manage his/her own schedule to make efficient use of time.</p> <p>Does not meet professional obligations (does not submit paper work, reports, and responses to requests for information).</p>	<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other sensitive information/compliance requests.</p> <p>Inconsistently manages his/her own schedule to make efficient use of time.</p> <p>Inconsistently meets professional obligations in (paper work, reports, and responses to requests for information in an untimely manner).</p>	<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule to make efficient use of time.</p> <p>Meets professional obligations (submits paper work, reports, and responses to requests for information).</p>	<p>Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule proactively to make efficient/flexible use of time.</p> <p>Promptly meets professional obligations (submits paper work, reports, and responses to requests for information).</p>	<p>Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.</p> <p>Manages his/her own schedule both proactively and in response to the needs of professional staff.</p> <p>Proactively and promptly meets professional obligations (submits paper work, reports, and responses to requests for information).</p>

Staff Development Teacher promotes a collaborative work environment.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to professional staff and makes no attempt to engage them in Professional Learning Community (PLC) and professional development opportunities.</p> <p>Oral, written and nonverbal communication is unclear (without regard to staff misconceptions) and inconsiderate to professional staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to professional staff and engaging them in Professional Learning Community (PLC) and professional development opportunities.</p> <p>Oral, written and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Complies with school procedures for communicating with professional staff and makes an effort to engage them in PLC and professional development opportunities.</p> <p>Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with professional staff and engages them in PLC and professional development opportunities.</p> <p>Interacts with professional staff and administration in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of others.</p>	<p>Communicates consistently and sensitively with professional staff and uses diverse methods to engage them in PLC and professional development opportunities.</p> <p>Effectively interacts with all members of the school community in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive, and encourages professional staff inquiries and responds in a timely and articulate manner.</p> <p>Works collaboratively with faculty and staff, soliciting input and acting on that input to plan professional development and to establish a professional learning community with a sense of teacher ownership.</p>

Staff Development Teacher uses professional growth as evidence of a focus on leadership initiatives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the professional and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Provides professional staff the knowledge and resources needed to work within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school and district projects making a substantial contribution/ and taking on a leadership role.</p> <p>Initiates important activities to contribute to the profession such as mentoring new teachers, writing articles, and/or making district-level presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all professional staff is respected in the school.</p>



TLE Observation and Evaluation Rubric

Teachers

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Classroom Management 30%	1. Preparation	2
	2. Discipline	3
	3. Building-Wide Climate	4
	Responsibility	5
	4. Lesson Plans	6
	5. Assessment Practices	7
Instructional Effectiveness 50%	6. Student Relations	
	7. Literacy	8
	8. Current State Standards	9
	9. Involves All Learners	10
	10. Explains Content	11
	11. Clear Instruction & Directions	12
	12. Models	13
	13. Monitors	14
	14. Adjusts Based upon Monitoring	15
	15. Establishes Closure	16
	16. Student Achievement	17
Professional Growth & Continuous Improvement 10%	17. Professional Development	18
	18. Professional Accountability	19
Interpersonal Skills 5%	19. Effective Interpersonal Skills	19
Leadership 5%	20. Professional Involvement & Leadership	20

1	Domain: Classroom Management				Dimension: Preparation
Teacher plans for and executes a lesson relating to short-term and long-term objectives.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>Does not plan for or execute instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Only develops a brief outline of the daily schedule, which shows little or no alignment with most current state standards.</p> <p>Plans rarely address student diversity nor describe how instruction will be differentiated.</p> <p>Materials and equipment are not ready at the start of the lesson or instructional activity.</p>	<p>Occasionally plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are not consistently in alignment with most current state standards.</p> <p>Plans inconsistently address student diversity and inconsistently describe how instruction will be differentiated.</p> <p>Materials and equipment are usually ready at the start of the lesson or instructional activity.</p>	<p>Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides.</p> <p>Plans consistently address student diversity and describe how instruction will be differentiated.</p> <p>Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).</p>	<p>Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are in alignment with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.</p> <p>Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time.</p> <p>Materials and equipment are ready at the start of the lesson or instructional activity.</p>	<p>Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.</p> <p>Has long and short-term instructional plans that are aligned with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade-levels.</p> <p>Plans consistently and expertly address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time and foster self-directed learning.</p> <p>Materials and equipment are ready at the start of the lesson or instructional activity and enhance learning.</p>	

2

**Domain: Classroom Management
Discipline**

Dimension:

Teacher clearly defines and effectively manages student behavior.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Standards of conduct have not been established.</p> <p>Students are almost always disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.</p> <p>Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Usually ignores misbehavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been established with inconsistent implementation.</p> <p>Students are often disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.</p> <p>Does not consistently monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Does not consistently address misbehavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct.</p> <p>Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students.</p> <p>Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students.</p> <p>Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.</p> <p>Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, while maintaining the dignity of the student in a manner</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students constructively monitor their peers and intervene to implement standards.</p> <p>Students are engaged and are clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.</p> <p>Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, in a manner that promotes positive</p>

			that promotes positive behavior and relationships.	behavior and relationships and encourages students to self-discipline.
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3

Domain: **Classroom Management Responsibilities**Dimension: **Building-Wide Climate****Teacher assures a contribution to building-wide positive climate responsibilities.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.</p> <p>Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.</p>	<p>Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives, inspiring others to participate.</p> <p>Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.</p>

4

Domain: **Classroom Management**Dimension: **Lesson Plans****Teacher develops daily lesson plans designed to achieve the identified objectives.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Plans are rarely or never completed.</p> <p>Never plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are not consistently completed.</p> <p>Rarely plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time based upon an analysis of data.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).</p> <p>Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time, or in advance, based upon an analysis of data.</p> <p>Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building.</p> <p>Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time, or in advance, based upon an analysis of data.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus or based upon collegial decision-making).</p> <p>Revises plans according to student data and performance, sharing same with fellow staff members to the benefit of the grade level, curricular area or building.</p> <p>Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>

5

Domain: **Classroom Management Practices**

Dimension: **Assessment**

Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is arbitrary and not in accordance with district's grading policies.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is no evidence that the teacher recognizes student progress or achievement.</p>	<p>Inconsistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is not consistently fair or in accordance with district's grading policies.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.</p>	<p>Consistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is fair and in accordance with district's grading policies.</p> <p>Provides adequate and timely feedback from assessment results for students to reflect and set goals.</p> <p>Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.</p>	<p>Consistently uses assessments to evaluate student learning and guide and support differentiated instruction.</p> <p>Grading is fair, transparent to students and in accordance with district's grading policies.</p> <p>Assessments provide useful and immediate feedback—separate and apart from grades—that assists students in assessing themselves in meeting their learning goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.</p>	<p>Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.</p> <p>Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students.</p> <p>Assessments provide useful and immediate feedback—separate and apart from grades—that assists students in assessing themselves to develop and evaluate their progress with their learning goals.</p> <p>Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.</p>

6

Domain: **Classroom Management**Dimension: **Student Relations**

Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communication may not be considerate or respectful.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written and nonverbal communications with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.</p> <p>Consistently displays a genuine enthusiasm for the curriculum and high academic expectations for all students</p>	<p>Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students.</p> <p>Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high academic expectations for them.</p>

7		Domain: Instructional Effectiveness			Dimension: Literacy
Teacher embeds the components of literacy into all instructional content.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is not embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.</p> <p>Instruction is rarely provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is rarely embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.</p> <p>Instruction is occasionally provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding.</p> <p>As appropriate for the content area, instruction is provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. Its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to support answers.</p>	<p>Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to support analysis, inference, or arguments.</p>	

Note One: Examples of literacy strategies include, but are not limited to, students: (1) using graphic organizers to cement/understand information; (2) presenting/explaining their learning, thinking or examples (“turn and talk”); (3) summarizing information into written notes; (4) using primary source documents (receipts, tickets, bills, advertisements, logs, game/sport statistics and rules, etc.) to glean information; (5) writing for communication; and (6) choral/echo

reading, (7) researching and reporting.

Note Two: A teacher embeds literacy into the lesson when she/he plans for and implements a literacy strategy for delivering content and expects students to use one or more specific literacy strategies as a means for learning the content and literacy skills. In such cases, literacy is the “bonding agent” or “glue” for the content.

Note Three: Literacy is a stand-alone event when (1) there is no expectation or need for students to use literacy strategies within the lesson to learn the content objectives and demonstrate their understanding of the same, or (2) students’ use of literacy strategies is random, isolated or has no connection to the lesson objectives.

8 Domain: Instructional Effectiveness Standards		Dimension: Current State		
Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Neither understands nor participates (at even the “conversation / awareness” level) in discussions about current state standards.	Neither understands nor participates (at even a minimal implementation level) in discussions about current state standards	Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.	Has participated in available learning opportunities to assure a strong foundation of understanding the current state standards and regularly and routinely uses alternate instructional strategies and modified content focus aligned with current state standards.	Includes the narrative descriptions in performance category 4, plus serves as a “change agent” and/or grade level, curricular area, building-wide, or departmental presenter / facilitator for the implementation of current state standards. This participation level could be initiated via volunteering or being asked.

9

Domain: **Instructional Effectiveness**Dimension: **Involves All Learners**

Teacher uses active learning, questioning techniques and/or guided practices to involve all students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not require student participation or the teacher discourages student involvement.</p> <p>Students are not mentally engaged in active learning experiences during any significant portion of the class.</p> <p>Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.</p>	<p>A few students dominate the lesson, or only a few students are engaged in the class. For example, typically calls only on students who raise their hands first or who blurt out answers.</p> <p>Students are engaged in active learning around 50 percent of the class time.</p> <p>All or most questions used are recall questions.</p>	<p>Routinely uses strategies to ensure engagement of all students.</p> <p>Engages most students in active learning experiences 80 percent of the class time.</p> <p>Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.</p>	<p>Routinely uses strategies to ensure engagement of all students.</p> <p>Engages an overwhelming majority of students in active learning 80 percent of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes.</p> <p>Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy. Skillfully uses wait time as a tool to engage students in active learning.</p>	<p>Routinely uses strategies to ensure engagement of all students.</p> <p>Engages all students in active learning 80 percent of the class time, and students initiate or develop their own activities to enhance their learning.</p> <p>Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions.</p> <p>Skillfully uses wait time as a tool to engage students in active learning.</p>

Displays no knowledge of students' interests and skills.	Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.	Provides adequate wait time for student response and engagement. Engages students by incorporating their general skills and interests into the lesson.	Engages students by incorporating their individual skills and interests into the lesson.	Engages students by incorporating and expanding their individual skills and interests.
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Note: Active learning is learning that requires student to attain knowledge by participating or contributing. When students are active in their learning, they are involved in gathering information, questioning, thinking and problem solving. (Adapted from Collins & O'Brien, *The Greenwood Dictionary of Education*, 2011.) Examples of active learning are: cooperative learning activities, advance organizers, researching and reporting out, or other teaching strategies that foster participation and an understanding of the objectives.

10

Domain: **Instructional Effectiveness**Dimension: **Explains Content****Teacher teaches the objectives through a variety of methods.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences.</p> <p>Technology is not used as designed and not used as an instructional tool.</p>	<p>Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.</p>	<p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>	<p>Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.</p> <p>Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.</p>	<p>Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.</p>

11	Domain: Instructional Effectiveness		Dimension: Clear Instruction & Directions		
Teacher provides clear instruction and direction.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	

<p>Instruction, directions and procedures are not provided or are confusing. When instruction/directions are initially inaccurate or confusing to students, does not offer clarifying instruction or directions.</p> <p>Does not give students directions for transitions and does not plan for transitions.</p> <p>Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.</p>	<p>When instruction, directions or procedures are inaccurate or initially confusing to students, teacher does not appropriately or successfully correct and clarify.</p> <p>Attempts to give students directions for transitions but does not plan for transitions.</p> <p>Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated / presented and relate to the learning objectives.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear.-</p> <p>Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.</p> <p>Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.</p> <p>Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.</p>	<p>Uses all of the characteristics of Levels 3 and 4.</p> <p>Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.</p> <p>Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.</p> <p>Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.</p>
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12

Domain: **Instructional Effectiveness**Dimension: **Models****Teacher demonstrates / models the desired skill or process.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate or model the desired skill or process.	Demonstration or modeling of the desired skill or process is infrequent and unclear to students.	Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, most students demonstrate the skill or process relating to the lesson's stated objective.

13	Domain: Instructional Effectiveness			Dimension:	
Monitors					
Teacher checks to determine if students are progressing toward stated objectives.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	

Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When movement happens it is to the same area of classroom.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed reviews / re-teaches it to the whole class.
Never uses student response techniques to check for understanding.	Seldom uses student response techniques to check for understanding.	Uses different types of student response techniques, both individual / group. Uses student response techniques to check for understanding.	Routinely uses developmentally appropriate student response techniques to check for understanding.	Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.
Never uses feedback from students regarding their understanding.	Seldom uses feedback from students regarding their understanding.	Uses feedback from students regarding their understanding.	Immediately and adeptly uses immediate feedback concerning student's understanding.	
Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.	Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.	Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.

Teacher changes instruction based on the results of monitoring.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.</p>	<p>Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.</p>	<p>Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.</p>	<p>Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.</p>	<p>Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.</p>
<p>Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.</p>	<p>Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.</p>	<p>Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.</p>	<p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs.</p>	<p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to reteach. Uses peer tutoring to facilitate mastery of skills.</p>
<p>There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.</p>	<p>There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.</p>	<p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>	<p>Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.</p>	<p>Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.</p>

15

Domain: **Instructional Effectiveness**Dimension: **Establishes Closure****Teacher summarizes and fits into context what has been taught.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The teacher rarely summarizes the main points of the instruction into the lesson. Students disengage at the end of the class with no teacher direction.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>The teacher does not consistently summarize the main points of the instruction into the lesson.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Connects what is learned to prior learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Students summarize in a variety of ways and reflect on their own learning.</p> <p>Relates instruction to prior and future learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Students connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.</p>

16

Domain: **Instructional Effectiveness
Achievement**Dimension: **Student**

Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Gives up, blames the student, or blames the student's home environment if the student has difficulty learning</p> <p>There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.</p>	<p>When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.</p> <p>There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.</p>	<p>Accepts responsibility for the success of all students</p> <p>Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to current state standards/district curriculum.</p>	<p>When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.</p> <p>Modifies assessments for special student populations as appropriate and as indicated in any IEP, working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, teacher or parent.</p> <p>Assures that all students have access and modifications to current state standards/district curriculum.</p>	<p>Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class.</p> <p>Modifies assessments and curriculum for special student populations as appropriate and as indicated in any IEP (as relevant), working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The teacher consistently advocates for all special needs students to have direct access to current state standards/district curriculum.</p>

17

Domain: **Professional Growth and Continuous Improvement** Dimension: **Professional Learning**

Uses Professional Growth as a Continuous Improvement Strategy

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of prof. development and add'l training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.</p>

Accountability
professionalism.

Exhibits behaviors and efficiencies associated with

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.

19

Domain: **Interpersonal Skills**Dimension: **Effective Interpersonal Skills****Effective Interactions and Collaboration with Stakeholders.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program.</p> <p>Does not consult or collaborate with other staff members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program.</p> <p>Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.</p>	<p>Interacts with families and colleagues in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and colleagues and engages them in the educational program.</p> <p>Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.</p>	<p>Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

Exhibits Positive Leadership through Varied Involvements.

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Consistently declines becoming involved in school or district events when asked.	Avoids becoming involved in school or district events.	Agrees to participate in school or district events when asked.	Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.	Develops or leads important school or district events.
Impedes colleagues' efforts to share their knowledge or assume professional responsibility.	Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.	Finds ways to contribute to the profession and follows through.	Actively participates in assisting other educators in their growth as professionals.	Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.
Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	Rarely contributes to the modification of school practices that would result in students being better served by the school.	Assumes a proactive role in addressing student needs.	Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.	Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.

Schedule III –C (Tulsa Model Handbook)



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Counselors

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Counselor Center Management 20%	1. Work Area Environment	2
	2. Management of the Counseling Program	2
	3. Building Climate	3
School Counseling Effectiveness 30%	4. Monitors Student Progress	4
	5. Demonstrates Accountability	5
	6. Consultation and Collaboration	6
	7. Assists with Building-Wide Assessment	7
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	7
	9. Exhibits Professional Behaviors and Efficiencies	8
Professional Growth & Continuous Improvement 10%	10. Uses Professional Growth as an Improvement Strategy	9
Interpersonal Skills 20%	11. Effective Interactions/ Communications with Stakeholders	10
	12. Participates in Fair Share Duties	11
Leadership 20%	13. Leadership Involvements	11
	14. Advocates for Educational Equity	12

[]				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.</p>

2				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Has no guidance program to support students' academic, career and personal / social development.</p>	<p>Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.</p>	<p>Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis.</p>	<p>Provides all students with a guidance curriculum that is comprehensive, proactive and developmental.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis</p> <p>Creates and distributes an event calendar to meet short and long term programmatic school counseling goals.</p> <p>Has developed curriculum to meet students' academic, career and personal / social development.</p>	<p>Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program.</p> <p>Counselor assesses current comprehensive counseling plan through a formal needs analysis on a yearly basis and constructs a new comprehensive plan for each school year based on the needs analysis.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor makes no contribution to the building's climate.</p>	<p>The school counselor's contributions to the building climate are haphazard and random.</p>	<p>School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, etc. and designs interventions to address these.</p> <p>School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.)</p> <p>School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>In addition, collaborates with parents, teachers and staff regarding school's needs.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, as an integral part of a site data team, analyzes building climate data (discipline referrals, attendance of students and staff, suspension data, parent surveys, teacher surveys) and plans interventions to address area of need. Plans collaboratively to celebrate building's strengths.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Has no system for ensuring that students meet district promotional criteria.</p> <p>Does not inform parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Does not communicate progress to parents / guardians in a consistent and reliable manner.</p>	<p>Utilizes an inconsistent system for ensuring that students meet district promotional criteria.</p> <p>Rarely informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in an inconsistent and unreliable manner.</p>	<p>Has a consistent system for ensuring that students meet district promotional criteria.</p> <p>Informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in a consistent and reliable manner.</p> <p>Provide students referrals to summer school programs, tutoring, mentoring, etc. Informs parents of possible retention.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, provides student advisement/CST, and short and long term academic planning. Participates in IEPs, CSTs, and 504 plans/ focused on developing an academic plan into the future related to students' needs and interests.</p> <p>Establishes contact with students at risk of failure and collaborates with teachers and parents to address the needs with helping to develop plans of interventions.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, meets weekly to discuss student progress. Meetings at this level are marked by a highly collaborative process that seeks information/intervention ideas from various sources (may include the therapeutic community, the medical community, parents, etc.)</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor does not use data to measure program effectiveness.</p>	<p>The school counselor uses data in a random, inconsistent manner.</p>	<p>School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement.</p> <p>School counselor demonstrates accountability for time spent working with students.</p>	<p>School counselor accesses data targeted toward overall school improvement goals to show evidence of program effectiveness and routinely organizes the data to demonstrate the counseling program's impact on student achievement, building climate, student discipline.</p> <p>Reviews interventions in a collaborative way through a data-based team. Monitors program interventions in a collaborative, data-based, systematic manner.</p> <p>Considers school counseling data that affects the achievement gap and plans intentional guidance activities aimed at closing the gap. These interventions might take the form of classroom guidance, small group guidance or individual work with students.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares interventions and results reports throughout the school year with colleagues and publishes cumulative annual result report (OSCAR) Oklahoma School Counseling Accountability Report that is shared with building leadership.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor typically works in isolation from faculty, refuses to participate in building-level committees.</p>	<p>The school counselor participates in some school committees, but does not engage fully in collaborative activities.</p>	<p>The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth.</p> <p>School counselor establishes contact with outside agencies and school community partners to respond to student crisis.</p>	<p>Includes the narrative descriptions in performance category 3, plus coordinates a formal advisory team made up of school and community members addressing student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students by proactively consulting and collaborating with faculty, parents and outside agencies to address student social/personal, career – college readiness, and academic growth.</p> <p>School counselor seeks to collaborate with outside agencies and school community partners to address student personal/social needs in a proactive manner.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares advisory team input with building leadership to facilitate any needs as determined.</p> <p>The school counselor facilitates training, workshops, or other events to provide learning opportunities in student personal/social, career – college readiness, and academic growth. For colleagues, parents, etc.</p> <p>School counselor facilitates the involvement of community partners in the school setting to provide learning opportunities to address student personal/social needs.</p>

7

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>School counselor rarely or never attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor rarely or never attends district mandatory meetings required for building level assessments.</p> <p>School counselor shows no evidence of planning and executing an effective building assessment program.</p>	<p>School counselor inconsistently attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor inconsistently attends district mandatory meetings required for building level assessments.</p> <p>School counselor does not collaborate with other assigned personnel in the planning and execution of the building assessment program.</p>	<p>School counselor attends all mandatory meetings required at the building level related to student assessment.</p> <p>School counselor attends district mandatory meetings required for building level assessments.</p> <p>School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, prepares testing schedule with intentionality by considering individual student's needs and accommodating these through the schedule.</p> <p>As part of a data-based team, reviews student test data to help in the process of planning instruction and interventions.</p> <p>Assists in the organization and delivery of testing results to students, parents, and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>In addition, as an integral collaborator on the school's data team, the school counselor fully understands the requirements of AYP/API and helps lead the school's efforts toward removing student barriers that result in a more equitable education for all student groups and closing the achievement gap.</p> <p>The school counselor participates in data analysis and plans for feedback in a systematic manner to teachers, parents and students.</p>

8

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor is unable to respond appropriately in a crisis situation. Does not follow board policy.</p>	<p>The counselor does not demonstrate full understanding of crisis situations and doesn't fully follow board policy and procedures.</p>	<p>Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.)</p> <p>School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, the counselor creates an open and receiving climate so as to assure that staff, faculty and building leadership seek the counselor's skill set to provide support in crisis management with students, families, staff and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>School counselor's ability to deal with crisis and interventions serves as a model for other counselors in the district.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.</p>	<p>Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests as delineated in category 3-Effective.</p>	<p>Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.</p>	<p>Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports.</p> <p>At the direction of administrators, shows a flexibility to accommodate parents' schedules, makes home visits, meets in vertical teams to discuss student needs, and meets the needs of students in crisis.</p>	<p>Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports.</p> <p>Meets all the categories delineated in category 4, and in addition shows a high degree of initiative in meeting the needs of parents' schedules, making home visits, meeting in vertical teams and meeting the needs of students in crisis.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Actively participates in the required hours of professional development and seeks feedback on the need for additional training to update content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of professional development and additional training, the counselor makes a substantial contribution to the profession through activities such as, coaching and mentoring new counselors, teachers and other staff, educating building personnel in professional practices, making presentations conducting action research, and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p> <p>Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops, etc.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of all staff: teachers, support staff and administrators.</p> <p>Willingness to share site -designed parental educational opportunities via multiple venues, e.g., newsletters, parent workshops, etc. with the balance of the counseling staff of TPS.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly and respectfully understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals and agencies beyond the building level before considering collaborative decisions.</p>

12				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Left blank by design.	Left blank by design.	School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.	Left blank by design.	Left blank by design.

13				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.</p>	<p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p> <p>Assumes a proactive role in successfully removing barriers thereby maximizing student success.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students are served in an equitable manner, particularly those traditionally underserved.</p>



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Deans

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 25%	1. Discipline	2
	2. Building-wide Climate	2
	3. Record Keeping and Data Assessment	3
	4. Work Area Environment	3
Instructional Support 25%	5. Building Safety and Security	4
	6. Monitors	5
Professional Growth & Continuous Improvement 10%	7. Uses Professional Growth as an Improvement Strategy	6
	8. Exhibits Professional Behaviors and Efficiencies	7
Interpersonal Skills 30%	9. Effective Interactions / Communications with Guardian(s)	8
	10. Effective Interactions / Communications with Students	9
	11. Effective Interactions / Communications with Faculty/Staff and Community Resources	10
Leadership 10%	12. Leadership Involvements	11

1

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Standards of conduct have not been established.</p> <p>Students are unaware of behavioral expectations.</p> <p>Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been established with inconsistent implementation.</p> <p>Students are somewhat aware of behavioral expectations.</p> <p>Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Establishes standards of conduct and implements with consistency.</p> <p>Reiterates to ensure that students are aware of behavioral expectations.</p> <p>Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.</p>	<p>Standards of conduct have been established with consistent peer-based implementation.</p> <p>All students are aware of behavioral expectations.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.</p>	<p>Standards of conduct have been established with consistent peer monitoring.</p> <p>All students are aware of behavioral expectations and they follow the procedures.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self discipline.</p>

2

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>	<p>Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.</p> <p>Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>	<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.</p>	<p>Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.</p>	<p>Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives inspiring others to participate.</p> <p>Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.</p>

3

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Records are inconsistent and insufficient to determine student's overall progress and are not based on the district's discipline policy.</p> <p>There is no evidence that the dean uses data from records to guide intervention strategies.</p> <p>There is no evidence that the dean recognizes student progress or achievement.</p> <p>There is no evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs.</p>	<p>Records are rarely consistent and are not based on the district's discipline policy.</p> <p>There is little evidence that the dean uses data from records to guide intervention strategies.</p> <p>There is little evidence that the dean recognizes student progress or achievement.</p> <p>There is little evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs.</p>	<p>Records are consistent and accurate and are based on the district's discipline policy.</p> <p>Uses data from records to guide intervention strategies.</p> <p>Recognizes student progress or achievement.</p> <p>Is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs and modifies as needed.</p> <p>Provides required feedback to student, roster teacher and/or parent</p>	<p>Includes the narrative descriptions in category 3, plus</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Works with individual students to develop a mutually acceptable plan for "success</p>	<p>Includes the narrative descriptions in performance category 4, plus</p> <p>Informs student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>Disaggregates data and identifies trends that effect the building-wide climate.</p>

4

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The office (as set up by the dean) prohibits order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and intended.</p>	<p>The office lacks organization for order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The office is organized for providing order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well place in locations that enhance their functions and do not interfere with other functions.</p>	<p>The office is organized for, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the office could serve as an exemplary model for replication</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Fails to distribute Behavior Response Plan and campus student handbook</p> <p>Fails to ensure students sign for copy of BRP or have not reviewed with student.</p> <p>Fails to follow the BRP when administering discipline consequences.</p>	<p>Fails to distribute Behavior Response Plan and campus student handbook to incoming student during the year</p> <p>Fails to ensure incoming students sign for copy of BRP or have not reviewed with student.</p> <p>Fails to consistently follow the BRP when administering discipline consequences.</p>	<p>Ensures all beginning and incoming students receive the Behavior Response Plan and Campus student handbook.</p> <p>Collects validation signatures that all students have received and reviewed the BRP and Student handbook.</p> <p>Administers student discipline consequences in accordance with the BRP</p>	<p>Includes the narrative description in performance category 3 plus:</p> <p>Holds grade/school-wide forums to promote building-wide understanding of behavior expectations</p>	<p>Includes the narrative description in performance category 4 plus:</p> <p>Provides and schedules guest speakers to further educate on bullying, gangs, drug and alcohol abuse, etc.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Never moves around the building during the school day.</p> <p>Never uses student response techniques to promote positive behavior.</p> <p>Never uses feedback concerning student's behavior</p> <p>Never uses wait time after voicing a question to the students.</p>	<p>Seldom moves around the building during the school day. When movement happens it is to the same area of building.</p> <p>Seldom uses student response techniques to promote positive behavior</p> <p>Seldom uses feedback concerning student's behavior</p> <p>Seldom uses wait time after voicing a question to the students.</p>	<p>When appropriate, moves to all areas of the school to promote and reinforce positive student behaviors.</p> <p>Uses different types of student response techniques, both individual / group.</p> <p>Uses student response techniques to increase positive behaviors.</p> <p>Student's understanding is evaluated by feedback.</p> <p>Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question. This approach helps students formulate more thoughtful response and allows time for the student to consider positive behavior.</p>	<p>Moves to all areas of the building with efficiency and effectiveness to promote and reinforce positive student behaviors. Makes eye contact with all students often.</p> <p>Routinely uses developmentally appropriate student response techniques to increase active engagement by the students. Uses immediate feedback concerning student's behavior.</p> <p>Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question This approach helps students formulate more thoughtful response and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.</p>	<p>Moves throughout the building to assure optimal impact and to promote and reinforce positive student behaviors. When a problem is observed reviews with the student(s)</p> <p>Delivers upon all of performance category 4 and varied response techniques are used to provide immediate feedback to review expected behavior(s)</p> <p>Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of professional development and additional training, the dean makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Certification and/or writing articles for department level, internal / school-wide and/or external publication. Writings that could be used as "models", parent / community communications, etc.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to family misconceptions) and inconsiderate to families, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with families. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse families.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to students and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with students in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with students and makes an effort to engage students in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with students and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with students and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse students.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to staff/community and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to staff/community, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to staff/community and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with staff and community in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with staff/community and makes an effort to engage staff/community in the educational program.</p> <p>Uses effective communication skills with students.</p> <p>Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with staff/community and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with staff/community and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse staff/community.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>

TLE Observation and Evaluation Rubric

Gifted Education and Talent Development TEACHER

Domain/Relative Weight	Dimension
Service 20%	1. Direct
	2. Indirect
	3. Interactions and Communications
Instructional Effectiveness 25%	4. Learning Environment
	5. Instruction
	6. Research-based Strategies
Identification & Testing 25%	7. Identification
	8. Testing
	9. Communication and Documentation
Compliance 15%	10. Professional Ethics
	11. Documentation
	12. Communication
Professional Growth & Continuous Improvement	13. Professional Learning

<p>Does not serve as an advocate or consultant.</p>	<p>Provides some consultation regarding academic success.</p>	<p>Provides consultation for students, parents, and teachers regarding academic success and placement decisions.</p>	<p>Serves as an advocate for GT students regarding discipline issues, academic success, and identification and placement decisions.</p>	<p>Actively participates with grade level department placement decision-making to advocate for GT students.</p>
<p>Does not provide appropriate guidance regarding differentiating curriculum.</p>	<p>Provides some guidance for differentiation only when asked.</p>	<p>Collaborates with classroom teachers to appropriately differentiate curriculum and assignments.</p>	<p>Actively engages with grade level department meetings to suggest differentiation for GT students.</p>	<p>Provides resources and materials for appropriate differentiation in the regular classroom.</p>
<p>Does not provide Professional Learning Opportunities for faculty and staff regarding GT students</p>	<p>Provides few Professional Learning Opportunities, or is not effective in increasing understanding about GT services or students.</p>	<p>Provides site faculty and staff with Professional Learning Opportunities to increase understanding of how GETD services are implemented.</p> <p>Disseminates handouts and/or information via email.</p>	<p>Provides site faculty and staff with Professional Learning Opportunities regarding Characteristics of GT students and classroom implications.</p>	<p>Provides site faculty and staff with Professional Learning Opportunities on topics such as:</p> <p>Meeting the needs of different types of GT students in the regular classroom</p> <p>Designing instruction to meet the needs of GT students in the regular classroom</p>

				Modifying assignments for demonstration of mastery
Does not provide opportunities for families to learn about characteristics and needs of GT students.	Provides information about GETD services available at the site	Promotes GETD department provided learning opportunities for families regarding the characteristics and needs of GT students.	Provides information about characteristics and needs of GT students through the newsletter.	Participates in leading GETD department provided learning opportunities for families. Provides families with opportunities to attend seminars at the site to learn about the characteristics and needs of GT students.

3. Domain: Service Communications		Dimension: Interactions and		
GETD teacher demonstrates effective interactions and communications with stakeholders.				
1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior

<p>Provides minimal or no information to families and makes no attempt to engage them in GETD services.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Does not consult with other staff or team members.</p> <p>Does not provide parental educational opportunities for families.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in GETD services.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p> <p>Only provides parental educational opportunities for families upon request, or via limited communication methods.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p> <p>Providing parental educational opportunities i.e. emails, newsletters, flyer in backpacks etc.</p>	<p>Communicates frequently and sensitively with families and engages them in GETD services.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive. Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of site GT committee, teachers, parents, and administrators.</p> <p>Willingness to share GETD department designed parental educational opportunities via multiple venues, i.e., newsletters, parent workshops, flyers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation.</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions, considerate, sensitive and positive.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before enacting decisions.</p> <p>Anticipates and seeks out appropriate</p>
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				educational opportunities and communicates them with families
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<p>4. Domain: Instructional Effectiveness Environment Dimension: Learning</p> <p>GETD teachers will create and maintain a cognitively and emotionally safe, positive learning environment to meet the cognitive, emotional, social, and creative needs of gifted and talented students.</p>				
1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior

<p>Room lacks GT focus.</p> <p>GETD department provided posters and teaching aids are not displayed.</p> <p>Learning objectives are not posted.</p>	<p>There are few indicators that the classroom supports GT learners.</p> <p>GETD department provided teaching aids are displayed to little or no effect; materials do not aid in teaching.</p> <p>Learning objectives displayed but are not are written in student-friendly language</p>	<p>It is obvious the learning environment supports GT learners.</p> <p>Displays GETD department provided posters and teaching aids.</p> <p>Learning objectives are written in student-friendly language and clearly displayed in the classroom</p>	<p>Creates a flexible organization of space and furniture for an inviting atmosphere and positive environment that accommodates diverse teaching and learning styles.</p> <p>Student-friendly learning objectives are referenced during lessons.</p>	<p>Integrated use of technology and multimedia resources to authentically facilitate student instruction and enhance learning.</p> <p>Students can demonstrate understanding of learning objectives.</p> <p>GT appropriate, standards-based learning stations are utilized in the GT classroom.</p> <p>Student products that reflect the use of critical and creative thinking processes are prominently displayed.</p>
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<p>No behavioral or procedural expectations are established.</p>	<p>Some behavioral and procedural norms are in evidence.</p>	<p>Establishes clear behavioral expectations for:</p> <ul style="list-style-type: none"> ● Entering and exiting the GT classroom ● Accessing materials ● Classroom behaviors (communicating, staying in work area, etc) ● Active Listening <p>Learning agenda is posted</p> <p>Students demonstrate understanding of daily routines</p>	<p>Establishes clear behavioral expectations for:</p> <ul style="list-style-type: none"> ● Academic discourse ● Group Work (Roles for collaborative learning, ways to demonstrate learning) ● Maintaining work in progress (ie; folders, notebooks, mailboxes) 	<p>Provides GT classroom procedure playbook in multiple formats for student reference that detail behavioral expectations.</p> <p>Students can articulate procedures and behavioral expectations.</p>
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<p>No evidence of community building.</p> <p>Growth mindset is not a focus.</p> <p>No evidence of cultural responsiveness.</p>	<p>Some evidence of community building.</p> <p>Growth mindset is somewhat encouraged, but no teaching aids are evident.</p> <p>Little focus on cultural responsiveness.</p>	<p>Teacher builds community, including team building activities</p> <p>Growth mindset development is encouraged as part of the curriculum.</p> <p>Demonstrates cultural responsiveness by:</p> <ul style="list-style-type: none"> ● Building relationships ● Activating students' prior knowledge ● Using materials reflecting diversity 	<p>Teacher builds community, including development of community agreements and the Gifted Bill of Rights.</p> <p>Growth mindset development is integrated in the environment and in classroom materials.</p> <p>Demonstrates cultural responsiveness by making learning contextual.</p>	<p>Teacher builds community, including establishing that the GT room is a safe space for GT students.</p> <p>Growth mindset development is a regular part of classroom interactions.</p> <p>Demonstrates cultural responsiveness by encouraging students to leverage their cultural capital, connecting their lived experiences to what they are learning.</p>
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5. Domain: **Instructional Effectiveness**

Dimension: **Instruction**

GETD teachers will use appropriate, research based instructional materials and strategies to meet the cognitive, emotional, social, and creative needs of gifted and talented students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Teacher does not use the district provided curriculum.	Teacher does not use the district provided GT curriculum with fidelity.	Teacher uses the district provided GT curriculum to meet the unique needs of GT students.	Teacher uses district-provided extension activities to enrich student learning.	Teacher specifically plans lessons beyond the district provided curriculum to support GT students in the areas of leadership, creativity, specific strength areas, and visual/performing arts.

6. Domain: **Instructional Effectiveness**

Dimension: **Research-based strategies**

GETD teachers will use appropriate, research based instructional strategies to meet the cognitive, emotional, social, and creative needs of gifted and talented students.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior

<p>Questions asked require only a yes or no response, or are derivative of materials (ie; straight from text answers).</p>	<p>Teacher misses opportunities to expand learning through higher order questioning; most questions stay in the lowest levels of Bloom's Taxonomy.</p>	<p>Teacher uses active learning and questioning techniques to involve all GT students.</p>	<p>Depth & Complexity is integrated into most lessons to increase rigor.</p> <p>Lessons created by the teacher consistently include specific higher-order Bloom's Taxonomy questions.</p>	<p>Learning stations and individual student projects include Depth & Complexity integration to increase rigor.</p> <p>Teacher acts as a facilitator and encourages students to critically engage with each other and the topic.</p>
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<p>7. Domain: Identification and Testing</p>		<p>Dimension: Identification</p>		
<p>GETD teacher upholds the GETD mission and vision by appropriately identifying students for gifted services using the GT testing and identification process.</p>				
<p>1</p> <p>Ineffective</p>	<p>2</p> <p>Needs Improvement</p>	<p>3</p> <p>Effective</p>	<p>4</p> <p>Highly Effective</p>	<p>5</p> <p>Superior</p>

Does not have a GT Site Committee	Does not follow GT Site Committee guidelines	Follows the GT Site Committee guidelines	Actively leads the GT site committee through clear communication with all members.	Holds monthly meetings of the GT committee towards better services at the site.
Neither solicits nor follows up on nominations	Does not follow up with solicited nominations	Follows up with solicited and unsolicited nominations	Educates staff about characteristics of gifts and talents in students from various populations.	Mentors teachers to help them grow in their ability to identify students with gifts and talents from underrepresented populations.
Does not use data other than tests of intellectual ability to identify students	Doesn't demonstrate a clear understanding of how to use data to identify Category 2 students	Interprets assessment results to apply district regulations for gifted service eligibility with achievement scores, application of CEI/ Advocacy Indicators	Monitors achievement data (MAP, Exact Path, etc.) for the entire school to identify students with potential need for GETD services.	Helps classroom teachers interpret assessment data to identify students in need of GETD services.
Does not test (Elementary: no testing except Universal Screener)	Chooses test based on teacher comfort level with test	Chooses test based on achievement scores	Chooses appropriate test by pre-screening, in addition to using achievement scores.	Chooses test based on achievement scores, prescreening, previous testing, ELL status, and developmental appropriateness

8. Domain: **Identification and Testing**

Dimension: **Testing**

GETD teacher upholds the GETD mission and vision by following protocols for testing students for identification of need for GETD services.

1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior

<p>Rarely or never attends mandatory training required by the GETD department related to GT assessment.</p> <p>Does not submit test requests</p> <p>Does not use testing platforms</p> <p>Does not process test results</p>	<p>Inconsistently attends mandatory meetings required by the GETD department related to GT assessment.</p> <p>Test requests do not include minutes from a committee meeting</p> <p>Does not independently access and utilize all GETD testing platforms</p> <p>Does not consistently process test results independently, or is inaccurate</p>	<p>Participates in mandatory meetings required by the GETD department related to GT assessment.</p> <p>Follows test request procedures.</p> <p>Uses all GETD testing platforms with minimal coaching</p> <p>adding students</p> <p>creating test sessions</p> <p>administering tests</p> <p>Processes results</p> <p>runs reports</p> <p>adds SEM</p> <p>updates percentile</p> <p>applies results to G3</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, prepares testing schedule with intentionality by considering individual student's needs and accommodating these through the schedule.</p> <p>Test requests include rationale.</p> <p>Demonstrates proficiency with utilizing all GETD testing platforms</p> <p>Processes results accurately, and is able to communicate the purpose of the SEM</p>	<p>Supports other GETD teachers regarding the process of GT testing.</p> <p>Test requests include detailed rationale for test choice.</p> <p>Mentors GETD teachers in developing skills to access all GETD testing platforms.</p> <p>Mentors GETD teachers in developing skills to process results of testing</p>
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9. Domain: **Testing and Identification** Dimension: **Communication and Documentation**

GETD teacher upholds the GETD mission and vision by documenting all aspects of testing and identification and communicating results and educational implications.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
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<p>Does not identify students for GETD services.</p> <p>No G3 Identification forms are submitted to district GETD coordinator</p> <p>Does not upload Permission to Place documents to PowerSchool</p> <p>Does not communicate with parents about testing procedures, or tests a student without parent permission</p> <p>Does not communicate assessment results</p>	<p>Processes G3s only for students in Category 1, OR demonstrates a lack of understanding of the G3 eligibility matrix</p> <p>Submits incomplete or inaccurate G3 and documentation to district GETD coordinator</p> <p>Uploads incorrectly labeled Permission to Place documents to Powerschool or serves students without a PTP.</p> <p>Provides minimal or unclear information about testing procedures before their child is tested</p> <p>Provides minimal or unclear information about assessment results to parents only, or communicates results to parents, students or teachers without G3 approval from district GETD Coordinator</p>	<p>Documents the identification process appropriately using G3 qualification matrix, including tests of intellectual ability, achievement, Advocacy/CEI, G2, G1 checklists</p> <p>Submits G3 with appropriately filed and labelled documentation to district GETD coordinator for all newly identified students</p> <p>Uploads Permission to Place documents to Powerschool.</p> <p>Communicates testing procedures with parents before their child is to be tested.</p> <p>Communicates assessment results to students, teachers, and parents/guardians in a timely manner</p>	<p>Educates site GT committee about the details of the testing and identification process, including the use of scores from intellectual ability assessments, achievement tests, Advocacy/CEI, G2, G1 checklists</p> <p>Submits well-organized, appropriately formatted G3 documentation to district GETD coordinator.</p> <p>Uploads Permission to Place documents to Powerschool in a timely manner.</p> <p>Clearly communicates testing procedures with parents before their child is to be tested</p> <p>Communicates identification and testing results with parents and teachers, including next steps for services</p>	<p>Mentors GETD teachers in developing skills regarding communication and documentation of the testing and identification process.</p> <p>Mentors GETD teachers regarding correct submission of documentation.</p> <p>Mentors GETD teachers in proper procedures for acquiring, labeling, and uploading Permission to Place documents</p> <p>Mentors GETD teachers in developing skills for communicating testing procedures to parents</p> <p>Clearly communicates identification and testing results with parents and</p>
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				teachers, including next steps for services and differentiation in the regular classroom
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10. Domain: Compliance		Dimension: Professional Ethics		
GETD teacher demonstrates professional ethics regarding test fidelity and GT student files.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not sign the Testing Fidelity Agreement.	Signs Testing Fidelity Agreement late. GETD Test materials are not secured.	Signs Testing Fidelity Agreement on time. Secures paper and pencil tests before and after use. Follows test fidelity procedures such as adhering to testing times, appropriately spacing students, and following the administration guidelines for each GETD test.	Clearly communicates processes to ensure test fidelity with the GT site committee.	Provides leadership and guidance to other GETD teachers for testing fidelity across all GETD testing platforms.

Does not keep files on students recommended for testing.	Keeps files for students who qualified for GETD services and/or the files are not secured.	Maintains secure confidential GT files on students recommended for testing, in process of identification, or identified for GETD services on site and digitally.	+3 Effective Files are secure, and organized; including maintenance of files for students who are identified, in the process of identification, or have not qualified for services.	+3 Effective and 4 Highly Effective Clearly communicates how and where files are kept with the GT site committee and district GETD office.
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11. Domain: Compliance		Dimension: Documentation		
GETD teacher completes annual state and district required compliance tasks.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior

<p>No compliance tasks are completed, or the tasks are completed by District staff</p>	<p>Few compliance tasks are completed</p>	<p>Compliance tasks are completed on time</p> <p>*Site GT committee submitted and updated annually</p> <p>*Site plan with goals for improvement</p> <p>*State Oct 1 site report completed</p> <p>Teaching Schedule in compliance with GETD department recommended service times</p> <p>Inventory of GETD provided resources updated annually</p>	<p>Site GT committee includes members from different grade levels or content areas</p> <p>Site plan goals are developed and implemented each year.</p>	<p>Site GT committee reflects diversity and broad representation across content areas/grades</p> <p>Site plan goals are in a SMART format</p>
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<p>No records of site committee minutes, GETD site plan, test requests, test results, and placement decisions are kept.</p>	<p>Few records of site committee minutes, GETD site plan, test requests, test results, and placement decisions are kept.</p>	<p>Maintains all compliance records:</p> <p>Site committee minutes/test requests submitted to the district office.</p> <p>GETD site plan</p> <p>Test results</p> <p>Next steps for service (ie; placement in GT classes, services, etc.)</p>	<p>Site committee minutes/test requests are detailed with test requests, results of testing, identification, and next steps for service are well-defined and implementable.</p>	<p>Provides leadership and guidance to other GETD teachers regarding how to maintain records.</p>
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<p>12. Domain: Compliance Dimension: Communication</p>				
<p>GETD teacher communicates GT services with parents and teachers.</p>				
<p style="text-align: center;">1 Ineffective</p>	<p style="text-align: center;">2 Needs Improvement</p>	<p style="text-align: center;">3 Effective</p>	<p style="text-align: center;">4 Highly Effective</p>	<p style="text-align: center;">5 Superior</p>

No compliance tasks are completed	Some compliance tasks are completed	<p>Compliance tasks are completed on time:</p> <p>Child Find Notice posted each semester</p> <p>Site brochure outlining site service created and distributed to newly identified GT students.</p> <p>Quarterly parent newsletters</p> <p>Semester progress reports</p>	<p>Child Find Notice posted physically at site each semester as well as sent out to parents via various methods.</p> <p>Monthly Parent Newsletter that explains curriculum being covered</p> <p>For pull-out programs, quarterly communication with teachers that explains curriculum being covered</p>	Provides leadership and guidance to other GETD teachers for developing newsletters and other communication.
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<p>13. Domain: Professional Growth & Continuous Improvement</p> <p>Dimension: Professional Learning</p> <p>Gifted education is a specialized field of study. Teaching gifted and talented learners reflects particular knowledge and competencies.</p>				
1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior

<p>Does not participate in GETD required professional learning</p> <p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in some GETD required professional learning</p> <p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Builds personal capacity through participation in district required GETD professional learning to develop skills to support GT education</p> <p>Attends the state gifted education conference.</p> <p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Builds personal capacity through participation in GETD professional learning beyond required offerings.</p> <p>Attends the state gifted education conference and applies learning to classroom practice.</p> <p>Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p>	<p>Builds personal capacity through increasing expertise through advanced coursework in gifted education</p> <p>Attends the state GT conference and shares information gained with site faculty and staff.</p> <p>Presents at the state GT, NAGC, SENG conference, etc.</p> <p>In addition to participating in the required hours of prof. development and add'l training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations,</p>
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				conducting action research, working towards OGES certification, and/or writing articles for grade level, department level, internal / school-wide and/or external publication such as OAGCT.
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<p>14. Domain: Professional Growth & Continuous Improvement Dimension:</p> <p>Leadership</p> <p>GETD teachers are expected to act as agents of change regarding societal and educational bias against the unique needs of this population.</p>				
1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior

<p>Consistently declines to participate in GETD school or district events when asked.</p>	<p>Avoids participating in GETD school or district events.</p>	<p>Agrees to participate in school or district related GETD events when asked.</p>	<p>Leads or contributes to a GETD related school or district events.</p>	<p>Develops or leads staff presentations to support identification of potential GT students as well as meeting the needs of GT students in the regular classroom.</p>
<p>Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve GT students.</p>	<p>Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.</p>	<p>Shares information learned through district, state, or national professional development regarding GT students with the school or district.</p>	<p>Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve GT students.</p>	<p>Initiates important activities contributing to the profession, such as mentoring new GT teachers, writing articles about GT education for publication.</p>
	<p>Rarely contributes to the modification of school practices that would result in GT students being better served by the school.</p>	<p>Assumes a proactive role in addressing GT student needs.</p> <p>Creates and completes a PLF that addresses gifted topics</p>	<p>Creates and completes a PLF that addresses gifted topics that ensure GT students have a fair and equal opportunity to learn and succeed in school.</p>	<p>Serves as a GETD Lead; actively participates in assisting other educators in their growth as professionals in understanding</p>

				<p>the needs of GT students.</p> <p>Actively brings GETD perspectives to district initiatives (ie; Equity Explorers, other district initiatives).</p> <p>Serves on the Executive Board for OAGCT.</p>
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TLE Observation and Evaluation Rubric

INSTRUCTIONAL COACH

**For the purpose of this rubric, Instructional Mentors are defined as Instructional Coaches.*

Domain/Relative Weight	Indicator
Instructional Coaching Effectiveness 50%	<ol style="list-style-type: none">1. Instructional Planning2. Coaching Strategies3. Planning & Creation of Professional Development4. Support of District Initiatives
Interpersonal Skills and Continuous Improvement 50%	<ol style="list-style-type: none">5. Growing and Developing Professionally6. Leadership Involvement7. Collaborative and Professional Partnerships8. Exhibits Professional Behaviors and Efficiency

Indicator 1: Instructional Planning

	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
1.1	Does not work with teachers in the design of lessons.	Assists teachers and staff in the design of lesson plans or units.	Assists teachers in the design of lessons or units that are developmentally appropriate, culturally responsive, and align to the current state standards and district curriculum maps.	Collaborates with teachers in the design of lessons, units, and long-range plans that are developmentally appropriate, culturally responsive, and align to the current state standards and district curriculum maps.	Collaborates with teachers in the design of lessons, units, and long-range plans that are integrated, developmentally appropriate, culturally responsive, and align to the current state standards and district curriculum maps.
1.2	Does not consider student background knowledge and experiences in instructional planning.	Makes the teachers aware of the importance of students' background knowledge and experiences but does not provide procedures to obtain this information.	Assists teachers with the creation of procedures that can be used to determine or identify students' background knowledge and experiences.	Collaborates with teachers to create procedures and incorporate tools to determine or identify students' background knowledge and experiences.	Including the creation of procedures and incorporating tools, the Instructional coach collaborates with teachers to make meaningful and relevant connections

					between the lesson content and student background knowledge and experiences.
1.3	Does not consider Students' development, readiness for learning, preferred learning styles, and backgrounds, and prior experiences.	Assists in building an understanding of students' development, readiness for learning, preferred learning modalities, and background knowledge, and developmental readiness but does not link it to instructional planning.	Assists in instructional planning that draws upon an analysis of the students' preferred learning modalities, background knowledge, and developmental readiness.	Collaborates to develop specific strategies, content, and delivery that meets the needs of individual students based on the accurate analysis of the students' preferred learning modalities, background knowledge, and developmental readiness.	Guides the certified teaching staff to differentiate instructional plans to meet students' preferred learning modalities, background knowledge, and developmental readiness.
1.4	Does not assist in data interpretation.	Assists in interpreting data, but does not assist the certified teaching staff in linking analysis to instructional planning.	Assists certified teaching staff in interpreting data and its use in assessments and standards-based instruction.	Collaborates with certified teaching staff in developing and analyzing a variety of formal and informal student assessment formats, including pre-assessment, formative assessment, and summative assessment to	Including all previous elements as well as guides certified teaching staff to revise plans according to multiple data sources.

				improve instruction.	
1.5	Does not provide instructional strategies.	Provides non-specific instructional strategies, but does not provide ways to increase the overall effectiveness of teacher practice.	Provides a variety of specific instructional strategies to increase student engagement, student differentiation, and student achievement.	Provides clear and specific instructional strategies to increase student engagement, student differentiation, and student achievement. Monitors the effectiveness of and models strategies that apply to a variety of classroom situations, including independent, whole group, and small group instruction.	Including all previous elements, assists certified teaching staff with and models tools to enhance active learning, questioning techniques, and/or guided practice to involve all learners, as well as monitoring and making adjustments based on the monitoring.

Indicator 2: Coaching Strategies					
	1	2	3	4	5
	Ineffective	Needs Improvement	Effective	Highly Effective	Superior

<p>2.1</p>	<p>Instructional Coach does not use coaching strategies when working with a teacher.</p>	<p>Inconsistently uses coaching strategies when working with teachers.</p> <p>Coaching is primarily limited to providing resources and consultation.</p>	<p>Instructional Coach consistently uses appropriate coaching language while utilizing coaching strategies such as lesson preparation, observations, analyzing student work, and reflective thinking.</p>	<p>Instructional Coach consistently uses appropriate coaching language while utilizing coaching strategies such as lesson preparation, observations, analyzing student work, and reflective thinking.</p> <p>Occasionally includes additional coaching strategies such as modeling, co-teaching, goal setting, real-time coaching, peer teacher observations, etc.</p>	<p>Instructional Coach consistently uses appropriate coaching language while utilizing coaching strategies such as lesson preparation, observations, analyzing student work, and reflective thinking.</p> <p>Consistently includes additional coaching strategies such as modeling, co-teaching, goal setting, real-time coaching, peer teacher observations, etc.</p>
<p>2.2</p>	<p>Instructional Coach does not align coaching strategies to the needs of the teachers.</p>	<p>Instructional Coach inconsistently aligns coaching strategies to the needs of the teacher.</p>	<p>Instructional Coach consistently aligns coaching strategies to the needs of the teacher and individual circumstances.</p>	<p>The Instructional Coach analyzes previous interactions and coaching data to determine appropriate coaching strategies to meet individual teacher needs.</p>	<p>Instructional Coach analyzes previous interactions and creates a long-term plan of action that will enhance teacher practice through the use of various coaching strategies.</p>

<p>2.3</p>	<p>Instructional Coach does not use observation cycles when working with teachers.</p>	<p>Instructional Coach inconsistently uses portions of observation cycles.</p> <p>Primarily conducts informal observations with no or vague feedback when working with teachers.</p>	<p>Instructional Coach routinely uses complete observation cycles that include determining the area of focus to provide targeted feedback when working with teachers.</p> <p>Post-observation conversations provide opportunities for teacher and coach to co-analyze observation data to determine the level of practice and identify the next steps.</p>	<p>Instructional Coach routinely uses complete observation cycles that include determining the area of focus to provide targeted feedback when working with teachers.</p> <p>Post-observation conversations provide opportunities for teacher and coach to co-analyze observation data to determine the level of practice and identify the most strategic next steps.</p>	<p>Instructional Coach routinely uses complete observation cycles that include determining the area of focus to provide targeted feedback when working with teachers.</p> <p>Post-observation conversations provide opportunities for teacher and coach to co-analyze observation data to determine the level of practice and identify the most strategic next steps and assists teachers in the development and action plan.</p>
<p>2.4</p>	<p>Instructional Coach does not align teacher/coach interactions with teacher evaluation and assessment tools.</p>	<p>Instructional Coach sometimes aligns teacher/coach interactions with teacher evaluation and assessment tools.</p>	<p>Instructional Coach aligns teacher/coach interactions with teacher evaluation and assessment tools.</p>	<p>Instructional Coach aligns teacher/coach interactions with teacher evaluation, assessment tools and includes strategies specific to</p>	<p>Instructional Coach not only aligns teacher/coach interactions with evaluation and assessment strategies specific to aligned dimension it supports growth</p>

				aligned dimension.	that moves teachers practice forward.
2.5	Does not demonstrate a commitment to notice, name, or disrupt inequitable practices, beliefs, or behaviors in coaching practices.	Inconsistently demonstrates a commitment to notice or name inequitable practices, beliefs, or behaviors in coaching practices.	Demonstrates a commitment to notice and name inequitable practices, beliefs, and behaviors in coaching conversations.	Demonstrates a commitment to notice and name inequitable practices, beliefs, and behaviors in coaching conversations and actively coaches to disrupt inequitable practices in beliefs and behaviors.	Demonstrates a commitment to notice and name inequitable practices, beliefs, and behaviors in coaching conversations and actively coaches to disrupt inequitable practices in beliefs and behaviors. Provides ongoing coaching to disrupt inequitable practice including modeling for culturally responsive teaching in the teachers' specific classroom.

Indicator 3: Planning & Creation of Professional Development

	N/A *If the area of the indicat or is Not Applica ble , provide a short explan ation.	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
3 .1		Does not plan for assistance/support/ professional development that provides teachers with resources/ skills needed for implementation.	Inconsistently plans for assistance/support/ professional development that provides teachers with resources/skills needed for implementation.	Assists/sup ports or delivers professiona l developme nt that provides teachers with knowledge/ skills needed for implementa tion.	Plans for assistance/ support/professi onal development based on school or district initiatives that provide teachers with knowledge/skills needed for implementation.	All previous elements plus delivers and follows up with attendees to ensure effectiveness or need for additional support.

<p>3 · 2</p>		<p>Does not ensure materials/resources needed for training/meeting are prepared and available.</p>	<p>Inconsistently ensures materials/resources needed for training/meeting are prepared and available.</p>	<p>Consistently ensures materials/resources including an agenda and objectives needed for training/meeting are prepared and available.</p>	<p>Consistently ensures an agenda/materials/resources needed for training/meeting are prepared and communicated prior to deadline including any required pre-work is sent.</p>	<p>All previous elements plus provides follow-up materials/resources as needed.</p>
<p>3 · 3</p>		<p>Does not design and deliver professional development for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.</p>	<p>Inconsistently designs and delivers professional development for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.</p>	<p>Designs and delivers professional development for individuals, small groups, or large groups that model the use of effective planning and</p>	<p>Designs and delivers professional development for individuals, small groups, or large groups that model the use of effective planning and instructional techniques and is aligned to organizational priorities.</p>	<p>Designs and delivers professional development that is grounded in research-based, adult learning practices for individuals, small groups, or large groups that model the</p>

				instructional techniques.		use of effective planning and instructional Techniques and is aligned to organizational priorities.
3 · 4		Provides random professional development opportunities.	Inconsistently matches professional development opportunities to teachers' professional development needs.	Matches professional development opportunities to teachers' professional development needs.	Matches professional development opportunities to teachers' professional development needs based on school data.	Matches professional development opportunities to teachers' professional development needs based on school data and district data dashboards.

Indicator 4: Support of District Initiatives

	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
4.1	Does not demonstrate a commitment to the district priorities for professional development and provides misaligned coaching and professional development opportunities.	Inconsistently demonstrates a commitment to the district priorities for professional development by providing coaching and professional development opportunities that are sometimes aligned.	Demonstrates commitment to district priorities by providing aligned coaching and professional development opportunities.	<p>Demonstrates commitment to district priorities by providing strategically aligned coaching and professional development opportunities targeting student success.</p> <p>Collaborates with other departments when required to ensure alignment to district initiatives.</p>	<p>Demonstrates a strong commitment to district priorities for professional development by consistently communicating the vision and mission of the organization and by supporting others to provide strategically aligned coaching and professional development opportunities targeting student success.</p> <p>Initiates opportunities to collaborate with other departments to ensure alignment with district initiatives.</p>

4.2	Does not use practices and procedures that align with district vision, goals, policies, and regulations. policies, and regulations.	Inconsistently uses practices and procedures that align with the district vision, goals, policies, and regulations.	Uses practices and procedures that align with district vision, goals, policies, and regulations.	Models and practices the procedures that align with district vision, goals, policies, and regulations.	Models and supports others with the use of practices and procedures that align with district core values, vision, goals, policies, and regulations.
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Indicator 5: Growing and Developing Professionally

	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
5.1	Does not participate in any ongoing professional development.	Inconsistently participates or engages in professional development.	Participates in the required hours of professional development updating their content knowledge and current professional practice.	Participates above required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the Instructional Coach volunteers and pursues leadership opportunities to support the development of others.

5.2	Does not participate in any reflective practice processes such as peer coaching cycles, In-Field Coaching cycles, data analysis, or Individual Learning Plan.	Inconsistently participate in reflective practice processes such as peer coaching cycles, In-Field Coaching cycles, data analysis, or Individual Learning Plan.	Participates in reflective practice processes when prompted such as peer coaching cycles, In-Field Coaching cycles, data analysis, or Individual Learning Plan.	Participates in reflective practice processes such as peer or In-Field coaching cycles, using defined pre-observation strategies to determine areas of focus during observations and follows through on identified action steps. Actively utilizes coaching data to inform coaching practice.	Consistently participates in reflective practice processes such as one peer coaching cycle per semester, using defined pre-observation strategies to determine areas of focus during observations and follows through on identified action steps. Actively utilizes coaching data to inform and measure coaching practice and tracks growth using tools such as the Individual Learning Plan.

5.3	Does not demonstrate a commitment to equity or engage in conversations that support personal growth.	Inconsistently demonstrates a commitment to equity or engages in conversations that support personal growth.	Demonstrates a commitment to equity and engages in conversations that support personal growth.	Demonstrates a commitment to equity and pursues conversations and professional learning that support personal growth and the growth of others.	Demonstrates a high commitment to equity by designing and facilitating professional learning opportunities to further the development of others.
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Indicator 6: Leadership Involvement						
	N/A <i>*If the area of the indicator is Not Applicable, provide a short explanation.</i>	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
6.1		Does not engage or participate in required professional development opportunities.	Inconsistently engages and participates in required professional development opportunities.	Consistently engages and participates in required professional development opportunities.	Engages and participates in required and elective professional development opportunities.	Shares learning from professional development opportunities with others as a contribution to the organization's success.

6.2		Does not demonstrate a willingness to take on leadership responsibilities to support program goals and initiatives when asked.	Inconsistently demonstrates a willingness to take on leadership responsibilities to support program goals and initiatives when asked.	Consistently demonstrates a willingness to take on leadership responsibilities to support program goals and initiatives when asked.	Demonstrates willingness to take on additional leadership responsibilities to support program goals and initiatives without being prompted.	Demonstrates willingness to take on additional leadership responsibilities to support program goals and initiatives without being asked and supports others to develop their own leadership capacity.
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Indicator 7: Collaborative and Professional Partnerships					
	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
7.1	Provides no evidence of collaborative and professional partnerships as described in the performance category 3 - Effective.	Inconsistently builds trusting and confidential relationships among colleagues	Builds trusting and confidential relationships among colleagues and certified teaching staff	Fosters trusting and confidential relationships among colleagues and certified teaching staff that create a safe environment for certified teaching staff to	Sustains a trusting and confidential relationship among colleagues and certified teaching staff based on honesty and respect. The relationship allows certified

				request assistance.	teaching staff to openly reflect on individual practices to increase student learning.
7.2	Does not participate or support development of collaborative protocols.	Encourages the participation in collaborative protocols among teachers.	Assists in the development of a collaborative group, utilizing protocols that meet the needs of teachers.	Assists in the development of a teacher-driven collaborative group utilizing protocols that meet the needs of teachers. Provides follow-up to maintain sustainability.	Actively participates in protocols to encourage equitable voice to all.
7.3	Makes decisions based on self-serving interests. Rarely consults other staff or team members.	Makes decisions assuming the result will be positive for everyone. Rarely checks to see if it is or will be.	Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of others.	Works collaboratively with teachers, colleagues, other departments administrators etc. soliciting input and acting on that input to plan professional development and to promote professional learning communities with a sense of teacher ownership.

Indicator 8: Exhibits Professional Behaviors and Efficiencies

	1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
8.1	Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3-Effective.	Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other sensitive information/compliance requests.	Exhibits reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time-sensitive information/compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time-sensitive information/compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time-sensitive information/compliance requests.
8.2	Does not manage their own schedule to make efficient use of time.	Inconsistently manages their own schedule to make efficient use of time.	Manages their own schedule to make efficient use of time.	Manages their own schedule proactively to make efficient/flexible use of time.	Manages their own schedule both proactively and in response to the needs of their teachers and the team.

<p>8.3</p>	<p>Does not meet professional obligations.</p> <p>Such as submitting paperwork, completing intellectual prep, reports, or responding to requests for information including email.</p>	<p>Inconsistently meets professional obligations.</p> <p>Such as submitting paperwork, completing intellectual prep, reports, or responding to requests for information including email.</p>	<p>Meets professional obligations.</p> <p>Such as submitting paperwork, completing intellectual prep, reports, or responding to requests for information including email.</p>	<p>Promptly meets professional obligations.</p> <p>Such as submitting paperwork, completing intellectual prep, reports, or responding to requests for information including email.</p>	<p>Proactively and promptly meets professional obligations.</p> <p>Such as submitting paperwork, completing intellectual prep, reports, or responding to requests for information including email.</p>
<p>8.4</p>	<p>Instructional Coach does not utilize the required data tracking tool.</p>	<p>Instructional Coach sporadically completes the required coaching tool with meeting information.</p>	<p>Instructional Coach completes the required data tracking tool with daily meeting information.</p>	<p>Instructional Coach completes required data tracking tool on a daily basis.</p>	<p>Instructional Coach completes required data tracking tools on a daily basis and uses data to reflect on and improve practice.</p>

<p>8.5</p>	<p>Provides minimal or no information to teachers and makes no attempt to communicate professional development opportunities available.</p> <p><i>For example:</i> Oral, written and nonverbal communication is unclear (without regard to staff misconceptions) and inconsiderate to professional staff, as characterized by insensitivity, demeaning language, and condescension.</p>	<p>Inconsistently and/or inaccurately provides information to teachers and makes minimal attempts to communicate professional development opportunities available.</p> <p><i>For example:</i> Oral, written, and nonverbal communication may not be considerate, timely, or consistent and usually requires further explanations to avoid confusion.</p>	<p>Complies with school procedures for communicating with certified teaching staff and makes an effort to support them in professional development opportunities.</p> <p><i>For example:</i> Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely require further explanations.</p>	<p>Communicates frequently and sensitively with certified teaching staff and supports them in professional development opportunities.</p> <p><i>For example:</i> Interacts with certified teaching staff in a timely, consistent, positive, and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive.</p>	<p>Communicates consistently and sensitively with certified teaching staff and uses multiple methods to support them in professional development opportunities.</p> <p><i>For example:</i> Effectively interacts with all members of the school community in a timely, consistent, positive, and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive, and encourages certified teaching staff inquiries and responds in a timely and articulate manner.</p>
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TLE Observation and Evaluation Rubric

LIBRARIAN

Domain/Relative Weight	Dimension
Library Management 45%	1. Managing Student Behavior
	2. Creating a Culture for Learning
	3. Collaboration
	4. Administrative Management & Records
	5. Developing Collection
	6. Administering Library Budget
Instructional Effectiveness 30%	7. Demonstrating Knowledge of Curriculum and Supporting Instructional Goals
	8. Supporting Student Achievement
	9. Knowledge of Literature, Resources & Reading Encouragement
	10. Clear Instruction and Directions
	11. Promotes Student Self-Assessment
Professional Growth & Continuous Improvement 10%	12. Professional Accountability

	13. Growing and Developing Professionally
Interpersonal Skills 10%	14. Communicating and Building Relationships
Leadership 5%	15. Contributing to School and Professional Communities
	16. Adhering to Professional Ethics

1	Domain: Library Management		Dimension: Managing Student Behavior	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Clear procedures have not been established for student behavior.	Some procedures have been established for student behavior.	Clear procedures have been established for student behavior.	Clear procedures have been established for student behavior and occasionally consults with teachers to create consistent positive procedures.	Clear procedures have been established for student behavior and regularly consults with teachers to create consistent, positive procedures.

Does not monitor student behavior.	Is inconsistent in monitoring student behavior.	Monitors student behavior as problems arise.	Monitors student behavior proactively before problems arise.	Monitors student behavior proactively before problems arise and uses a variety of methods to redirect student behavior.
Uses a negative approach to managing student behavior.	Occasionally uses a negative approach to managing student behavior.	Consistently demonstrates respect for students in handling any behavior issues.	Demonstrates respect for students in handling any behavior issues.	Demonstrates empathy and respect for students in handling any behavior issues.

2	Domain: Library Management		Dimension: Creating a Culture for Learning	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior

The school library environment is uninviting.	The school library environment is somewhat organized.	The school library environment is inviting and conducive to student learning.	The school library environment is inviting and conducive to student learning and students are encouraged to engage in learning activities beyond the assigned class time.	The school library environment is a learning hub where the whole school community feels comfortable to gather, explore and share learning ideas and students are encouraged to engage in learning activities beyond the assigned class time.
Physical resources and space within the librarian's control are poorly organized for various functions.	Physical resources and space within the librarian's control are arranged more for the convenience of library staff than for students	Physical resources and space within the librarian's control are organized for various functions considering accessibility and safety	Physical resources and space within the librarian's control are organized for individual, collaborative and group work.	Physical resources and space within the librarian's control are organized and flexible enough to respond to the needs of the school, groups, and individual students.

3	Domain: Library Management		Dimension: Collaboration	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior

Collaboration does not occur.	Limited collaboration exists.	Works effectively with others to broaden perspectives and work toward common goals.	Leads others to broaden perspectives and work toward common goals.	Leads and models for others to broaden perspectives and work toward common goals.
Is not knowledgeable about district, state and national library standards.	Has limited knowledge about district, state and national library standards.	Promotes project-based learning that aligns to district, state and national library standards.	Promotes project-based learning that aligns to district, state and national library standards and promotes research skills and critical thinking.	Leads in promoting project-based learning that aligns to district, state and national library standards and promotes research skills and critical thinking.

4	Domain: Library Management		Dimension: Administrative Management and Records	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior

Records are not maintained systematically (could include catalog holdings, circulation statistics, library equipment inventory, library usage statistics etc.)	Keeps some records (could include catalog holdings, circulation statistics, library equipment inventory, library usage statistics etc.)	Keeps accurate and up-to-date records (could include catalog holdings, circulation statistics, library equipment inventory, library usage statistics etc.)	Keeps accurate and up-to-date records, Data and librarian expertise is used in decision-making	Data beyond what is required is gathered, interpreted and communicated to administrators and or stakeholders for planning and improving the library program.
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5	Domain: Library Management		Dimension: Developing Collection	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Acquires resources without assessment of current collection. Does not weed collection to update holdings representing diverse perspectives equitably and instructional needs.	Acquires resources with limited assessment of current collection. Occasionally weeds collection to update holdings representing diverse perspectives equitably and instructional needs.	Acquires resources with assessment of current collection. Regularly weeds collection to update holdings representing diverse perspectives equitably and instructional needs.	Acquires resources with critical assessment of current collection. Continually weeds collection to update holdings representing diverse perspectives equitably and instructional needs.	Acquires resources based on critical assessment and input from stakeholders including staff and students. Monitor trends to weed collection to update holdings representing diverse perspectives equitably and instructional needs.

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6	Domain: Library Management		Dimension: Administering Library Budget	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Unfamiliar with established policies for managing the budget. Does not maintain spending records.</p> <p>Ignores spending deadlines which results in the forfeiture of funds.</p>	<p>Familiar with district guidelines for budget management but has overlooked some spending deadlines.</p>	<p>Follows district guidelines for budget management and record maintenance that meets spending deadlines.</p>	<p>Follows district guidelines for budget management and record maintenance that meets spending deadlines.</p> <p>Develops an expenditure plan that extends beyond the current year in order to establish a comprehensive library program that supports the mission of the school.</p>	<p>Follows district guidelines for budget management and record maintenance that meets spending deadlines.</p> <p>Using data effectively, develops a comprehensive expenditure plan that allows for a progressive library program that supports the mission of the school.</p>

7	Domain: Instructional Effectiveness		Dimension: Demonstrating Knowledge of Curriculum and Supporting Instructional Goals	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not exhibit awareness of the curriculum and its correlation to the forms of literacy, resources, and a research process	Is somewhat aware of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is knowledgeable of the curriculum and its correlation to the forms of literacy, resources, and a research process and attempts to draw connections for students.	Has a broad knowledge of the curriculum and correlates it to the forms of literacy, resources, and a research process and draws effective connections for students.	Has commendable knowledge of the curriculum and its application to the library program and actively seeks other resources to support the curriculum and student connections.

8	Domain: Instructional Effectiveness		Dimension: Supporting Student Achievement	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior

Does not curate resources and/or services to support instructional goals	Curates some resources and/or services to support instructional goals.	Curates resources and/or services to support instructional goals.	Frequently curates resources and/or services to support instructional goals beyond the classroom.	Consistently curates resources and/or services to support instructional goals beyond the classroom.
Has low expectations for students.	Has limited expectations for students.	High expectations for students are present and consistent.	High expectations for students are present and consistent and nurtured.	High expectations for students are always present as evidenced by highly engaged and productive learners.

9	Domain: : Instructional Effectiveness			Dimension: Knowledge of Literature, Resources & Reading Encouragement	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Has minimal knowledge of literature and resources, and does not actively encourage reading for pleasure and	Has limited knowledge of literature and resources and inconsistently encourages reading for pleasure and	Has a working knowledge of literature and resources and occasionally encourages reading for pleasure and	Has a strong knowledge of literature and resources and consistently encourages reading for pleasure and	Has exemplary knowledge of literature and resources and always encourages reading for pleasure and	

self-directed learning.	self-directed learning.	self-directed learning.	self-directed learning.	self-directed learning.
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10	Domain: Instructional Effectiveness		Dimension: Clear Instructions and Directions	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instructions and directions are not provided or are confusing. Librarian does not clarify.	When instructions and directions are inaccurate or initially confusing to students, the librarian does not appropriately or successfully correct and clarify.	Provides instructions and directions that are accurate, clearly stated/presented and relate to the learning objectives and successfully clarifies any misunderstandings.	Provides instructions and directions in a variety of methods that are accurate and clear. Librarian anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.	Uses all of the characteristics of levels 3 and 4. Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.

11	Domain: Instructional Effectiveness	Dimension: Promotes Student Self-Assessment
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1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Students are unaware of the self-assessment process and do not participate in self-assessment.	Students are aware of the self-assessment process however it is unclear.	Students are aware of the self-assessment process	Students are aware of the self-assessment process and are involved in some self-assessments	Students are aware of the self-assessment process and are involved in self-assessments and students routinely assess themselves and peers.

12	Domain: Professional Growth & Continuous Improvement		Dimension: Professional Accountability	
1	2	3	4	5
Ineffective	Needs Improvement	Effective	Highly Effective	Superior
Shows documentable patterns of repeated inconsistent reliability.	Shows inconsistent reliability.	Shows consistent reliability and dependability.	Shows highly consistent reliability and dependability.	Serves as a model of consistent reliability and dependability.

13	Domain: Professional Growth & Continuous Improvement		Dimension: Growing and Developing Professionally	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required professional development updating their current knowledge and current professional practices. Occasionally shares learning with others.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required. Consistently shares learning with others.	In addition to participating in the required hours of professional development and additional training, the librarian leads training workshops for teachers, administrators, or fellow librarians within the learning community.

14	Domain: Interpersonal Skills		Dimension: Communicating and Building Relationships	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior

Does not communicate information about the library to the school community.	Rarely communicates information about the library to the school community.	Occasional communication about the school library using one or more sources is positive.	Communication about the school library is positive, and ongoing.	Communication about the school library is exemplary and uses a variety of methods.
No engagement for family involvement in the education program is existent.	Engagement for family involvement in the education program is inconsistent.	Engages in positive and professional relationships with families and the community.	Engages, Interacts and communicates with families and the community in a positive, professional manner.	Communicates consistently with families, and uses various methods to engage them and invite their support and participation.

15	Domain: Leadership			Dimension: Contributing to School and Professional Communities	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Provides no evidence of leadership.	Rarely becomes involved in school events or district projects.	Participates in school events, and school and district projects.	Contributes, volunteers, and participates in school activities, and projects.	Through collaboration, teaching, and instructional design, the librarian is committed to professional ethics, volunteering, and encouraging project initiatives that will impact student learning.	

Does not contribute to the modifications of school practices that would result in students being equitably served by the school	Rarely contributes to the modification of school practices that would result in students being equitably served by the school.	Contributes to the modification of school practices that would result in students being equitably served by the school.	Leads in development of school practices that result in students being equitably served by the school.	Leads and models the development of school practices that result in students being equitably served by the school.
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16	Domain: Leadership		Dimension: Adhering to Professional Ethics	
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not adhere to the professional ethics of librarianship.	Is inconsistent in demonstrating library ethics and principles including copyright adherence, and full and equal access to resources and services.	Is knowledgeable in demonstrating library ethics, and principles including copyright adherence, and full and access to resources and services.	Is knowledgeable in teaching and practicing library ethics, principles including copyright adherence, and access to resources and services.	Models teaching practices and demonstrates a commitment to library ethics, principles including copyright adherence, and access to resources and services.



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Nurses

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Program Management 35%	1. Program Scheduling	2
	2. Collaboration	2
	3. Clinic Environment	2
	4. Discipline Focus	3
Instructional Skills 10%	5. Educational Impact	4
Professional Services 35%	6. Assessment	5
	7. Records	6
	8. Nursing Services	6
Professional Growth & Continuous Improvement 10%	9. Uses Professional Growth as an Improvement Strategy	7
	10. Exhibits Professional Behaviors and Efficiencies	7
Interpersonal Skills 5%	11. Effective Interactions / Communications with Stakeholders	8
Leadership 5%	12. Leadership Involvements	9

1				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not establish, maintain, and evaluate a comprehensive school health program with monthly goal based program schedule.	Rarely establish, maintain and evaluate a comprehensive school health program with monthly goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with monthly goal-based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with 6 month goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with annual goal based program schedule.

2				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not collaborate with members of the school community and stakeholders in the delivery of health services.	Occasionally collaborate with members of the school community and stakeholders in the delivery of health services.	Effectively collaborate with members of the school community and stakeholders in the delivery of health services.	Provide opportunities for partnerships with members of the school community and stakeholders in the delivery of health services.	Consistently engage in partnership building with members of the school community and stakeholders in the delivery of health services.

3				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not organize clinic to provide health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not secured and used as designed and intended.	Rarely organize clinic for health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are rarely secured and optimized for effective utilization.	Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately and readily available.	Clinic is organized for efficacy in health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately, readily available and not overstocked.	Includes the narrative descriptions in performance category 4 plus the clinic serves as an exemplary model for replication beyond the site level.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not maintain standards of school conduct and does not implement with consistency.</p> <p>Does not reiterate to ensure students are aware of behavioral expectations.</p> <p>Does not monitor the behavior of students during whole class, small group and health related activities.</p> <p>Does not stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and does not make referral to appropriate school authority.</p>	<p>Occasionally maintain standards of school conduct and occasionally implements with consistency.</p> <p>Occasionally reiterate to ensure students are aware of behavioral expectations.</p> <p>Occasionally monitor the behavior of students during whole class, small group and health related activities.</p> <p>Occasionally stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice and occasionally make referral to appropriate school authority.</p>	<p>Maintain standards of school conduct and implements with consistency.</p> <p>Reiterate to ensure students are aware of behavioral expectations.</p> <p>Monitor the behavior of students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and make referral to appropriate school authority.</p>	<p>Standards of conduct have been established with consistent supporting peer based implementation.</p> <p>All students are aware of behavioral expectations.</p> <p>Monitor the behavior of all students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice, while maintaining the dignity of the student and make referral to appropriate school authority.</p>	<p>Standards of conduct have been established with initiating consistent peer monitoring.</p> <p>All students are aware of behavioral expectations and they follow procedures.</p> <p>Monitor the behavior of all students at all times in health related activities. Standards of conduct extend beyond the school environment.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice while maintaining the dignity of the students and encouraging students to self discipline. Student referrals are made to the appropriate school authority, as needed.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in the assessment of health education needs and does not assist in the design, development and evaluation of health curricula.</p> <p>Does not serve as a resource person regarding health education, materials and services.</p> <p>Does not participate in nor evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Rarely participate in the assessment of health education needs and rarely assist in the design, development and evaluation of health curricula.</p> <p>Rarely serve as a resource person regarding health education, materials and services.</p> <p>Rarely participates in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Participate in the assessment of health education needs and assists in the design, development and evaluation of health curricula.</p> <p>Serve as a resource person regarding health education, materials and services.</p> <p>Participate in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Assess and develop health education to meet the identified needs of the school community and school district.</p> <p>Willingly present health education, materials and services.</p> <p>Initiate evaluation of health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	<p>Evaluate and redesign as needed health education to meet the identified needs of the school community and school district.</p> <p>Present health education, materials and services to peers and others in the school community.</p> <p>Evaluate and redesign health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Records, formative and summative assessments are inconsistent and insufficient to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments provide delayed and inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments are inconsistent to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments frequently provide delayed and or inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to guide Individualized Health Plans (IHP) and health instruction.</p> <p>Provides adequate and timely feedback from assessment results for accomplishing health goals.</p>	<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to develop and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is consistent with the accomplishment of health goals.</p>	<p>Records, formative and summative assessments are recorded consistently based on district policy and or health care provider and used to develop, refine, and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is used to develop and evaluate current and or anticipatory health goals.</p> <p>Health goals are not only designed by the School Nurse (based upon health care provider information/input and district policy) but the student and family have an opportunity to contribute to the development of their health goals.</p>

7

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards.</p> <p>Does not comply with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Rarely produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Rarely complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Uses available technology to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Exhibits high degree of consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Technology based enhancement for all records to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Serve as a model and mentor exhibiting consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>

8

Domain: **Professional Services**Dimension: **Nursing Services**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not offer health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Does not offer counseling for health related issues with referrals as appropriate.</p> <p>Does not offer home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Rarely offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Rarely offers counseling for health related issues with referrals as appropriate.</p> <p>Rarely offers home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Consistently offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Consistently offers counseling for health related issues with referrals as appropriate.</p> <p>Consistently offers home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Conducts health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Provides counseling for health related issues with referrals as appropriate.</p> <p>Conducts home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Actively attempt to increase number of participants in screenings, with referral and follow up as appropriate.</p> <p>Actively attempt to increase number of participants who can benefit from counseling for health related issues with referrals as appropriate.</p> <p>With appropriate permissions, facilitate information sharing with individuals who have a right and need to know in order to optimize the level of care provided.</p>

9

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the School Nurse makes a substantial contribution to the profession through activities such as mentoring new health personnel, training new health personnel in professional practices, making presentations, conducting action research, working towards higher degree certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

10

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the health program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the health program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the health program.</p> <p>Uses effective communication skills with students.</p> <p>Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the health program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the health program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in better meeting health needs.</p> <p>Rarely seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Participate in school events when asked.</p> <p>Participate in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follow through.</p> <p>Assume a proactive role in addressing health needs.</p> <p>Seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events making a substantial contribution.</p> <p>Volunteer to participate in school and district projects making a substantial contribution.</p> <p>Participate actively in assisting others in the school community and or district.</p> <p>Work within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteer to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiate important activities to contribute to the profession, such as mentoring new health personnel and/or writing articles for publication and/or making presentations.</p> <p>Initiates and works within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p> <p>Make efforts to challenge negative attitudes and help ensure that everyone, particularly those traditionally underserved, are respected in the school.</p>



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Speech-Lang. Path./School Psychologists

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Organization and Management 30%	1. Work Area	2
	2. Preparation and Delivery	2
	3. Compliance	3
	4. Discipline	3
Instructional Support 45%	5. Skill Knowledge	4
	6. Evaluation and Assessment/Test Administration	4
	7. Evaluation and Assessment/Test Interpretation	4
	8. Delivery of Services/Design and Implement IEPs	5
	9. Delivery of Services/Consultation	5
Professional Growth & Continuous Improvement 10%	10. Uses Professional Growth as an Improvement Strategy	6
	11. Exhibits Professional Behaviors and Efficiencies	6
Interpersonal Skills 10%	12. Effective Interactions / Communications with Stakeholders	7
Leadership 5%	13. Leadership Involvements	7

Indicator No.

1				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The work environment (as set up by the teacher) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The work environment lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations.</p>	<p>The work environment is organized for efficacy in learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the work environment could serve as an exemplary model.</p>

2				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely ensures materials and equipment are ready at the start of each session.</p> <p>Rarely schedules and prioritizes delivery of services.</p>	<p>Occasionally ensures materials and equipment are ready at the start of each session.</p> <p>Occasionally schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session.</p> <p>Effectively schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session with flexibility for unexpected changes.</p> <p>Effectively schedules, prioritizes and consistently provides for the delivery of services.</p>	<p>Uses all of the characteristics of levels 3 & 4, and creatively adjusts schedule to meet student needs.</p>

3

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely maintains records that are clear, organized, and reflect delivery of service.</p> <p>Rarely meets timelines for IDEA documentation requirements as outlined by district, state, and federal guidelines.</p> <p>Rarely meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Rarely participates in CST process.</p>	<p>Occasionally maintains records that are clear, organized, and reflect delivery of service.</p> <p>Occasionally completes IDEA documents as outlined by district, state, and federal guidelines.</p> <p>Occasionally meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Occasionally participates in CST process.</p>	<p>Maintains records that are clear, organized, and reflect delivery of service.</p> <p>Completion of IDEA documents as outlined by district, state, and federal guidelines.</p> <p>Meets timelines for IDEA documents as outlined by district, state, and federal guidelines</p> <p>Routinely participates in CST process.</p>	<p>Maintains records that are clear, organized, and accurately reflect delivery of service.</p> <p>Completion of IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness.</p> <p>Meets timelines for IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness</p> <p>Provides a leadership role in the CST process.</p>	<p>Maintains records that are clear, organized, and accurately reflect optimal delivery of service.</p> <p>Uses the performance characteristics of Levels 3 & 4 plus serves as a change agent or presenter/facilitator for other staff members.</p>

4

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Standards of conduct have not been established, nor are students aware of behavioral expectations.</p> <p>Does not monitor the behavior of students.</p> <p>Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been inconsistently established and students are only somewhat aware of expectations.</p> <p>Rarely monitors the behavior of students</p> <p>Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations.</p> <p>Monitors the behavior of students in the work environment.</p> <p>Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.</p>	<p>Standards of conduct have been established with consistency and all students are aware of behavioral expectations.</p> <p>Monitors the behavior of all students in a variety of settings.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.</p>	<p>Standards of conduct have been established with consistency, and all students are aware of behavioral expectations and follow established procedures.</p> <p>Monitors the behavior of all students at all times.</p> <p>Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self-discipline.</p>

5				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely demonstrates knowledge of current district and IDEA policies and procedures. Rarely demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Occasionally demonstrates knowledge of current district and IDEA policies and procedures. Occasionally demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates knowledge of current district and IDEA policies and procedures. Demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates and implements knowledge of current district and IDEA policies and procedures. Consistently demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Uses all of the characteristics of Levels 3 & 4 plus serves as a training resource. Consistently demonstrates and pragmatically implements knowledge of child and adolescent development in choice of materials and assessments which incorporates students' interests and needs.

6				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely selects and administers appropriate tests as determined by professional standards.	Occasionally selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards, in an efficient manner.	Uses the elements of 3 and 4 in addition to serving as a training resource to other professionals.

7				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Inaccurately interprets test data and provides poorly written documentation to determine IDEA eligibility.	Interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility and can clearly explain results.	Uses the elements of 3 and 4 plus gives further recommendations and interventions that support student learning.

8

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely designs and implements appropriate IEP student goals. Rarely provides services as stated on the IEP.	Occasionally designs and implements appropriate IEP student goals. Occasionally provides services as stated on the IEP.	Design and implement appropriate IEP student goals. Provide services as stated on the IEP.	Design and implement appropriate IEP student goals, and provide additional therapeutic opportunities in the general classroom setting. Provide services as stated on the IEP and provides makeup sessions.	Uses elements of 3 and 4 plus provides resources plus provides additional opportunities in the home environment.

9

Domain: **Instructional Support**Dimension: **Delivery of Services**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Occasionally provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation and strategies for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Uses elements 3 and 4 plus classroom observations to monitor and adjust strategies.

10

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the professional makes substantial contribution to the profession through activities such as, coaching and mentoring new staff members, training staff members in professional practices, making presentations, conducting action research and/or writing articles for publication, department level, internal / school-wide and/or external publication.

11

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear and inconsiderate to students and staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students and staff.. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership as described in performance category 3 – Effective.</p>	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>



TLE Observation and Evaluation Rubric Teachers

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Classroom Management 30%	1. Preparation	2
	2. Discipline	3
	3. Building-Wide Climate Responsibility	4
	4. Lesson Plans	5
	5. Assessment Practices	6
	6. Student Relations	7
Instructional Effectiveness 50%	7. Literacy	8
	8. Current State Standards	9
	9. Involves All Learners	10
	10. Explains Content	11
	11. Clear Instruction & Directions	12
	12. Models	13
	13. Monitors	14
	14. Adjusts Based upon Monitoring	15
	15. Establishes Closure	16
	16. Student Achievement	17
Professional Growth & Continuous Improvement 10%	17. Professional Development	18
	18. Professional Accountability	19
Interpersonal Skills 5%	19. Effective Interpersonal Skills	19
Leadership 5%	20. Professional Involvement & Leadership	20

1

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not plan for or execute instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Only develops a brief outline of the daily schedule, which shows little or no alignment with most current state standards.</p> <p>Plans rarely address student diversity nor describe how instruction will be differentiated.</p> <p>Materials and equipment are not ready at the start of the lesson or instructional activity.</p>	<p>Occasionally plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are not consistently in alignment with most current state standards.</p> <p>Plans inconsistently address student diversity and inconsistently describe how instruction will be differentiated.</p> <p>Materials and equipment are usually ready at the start of the lesson or instructional activity.</p>	<p>Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides.</p> <p>Plans consistently address student diversity and describe how instruction will be differentiated.</p> <p>Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).</p>	<p>Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.</p> <p>Develops instructional plans that are in alignment with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.</p> <p>Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time.</p> <p>Materials and equipment are ready at the start of the lesson or instructional activity.</p>	<p>Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.</p> <p>Has long and short-term instructional plans that are aligned with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.</p> <p>Plans consistently and expertly address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time and foster self-directed learning.</p> <p>Materials and equipment are ready at the start of the lesson or instructional activity and enhance learning.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Standards of conduct have not been established.</p> <p>Students are almost always disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.</p> <p>Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Usually ignores misbehavior and uses an inappropriate voice level / word choice when correction is attempted.</p>	<p>Standards of conduct have been established with inconsistent implementation.</p> <p>Students are often disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.</p> <p>Does not consistently monitor the behavior of students during whole class, small groups, seat work activities and transitions.</p> <p>Does not consistently address misbehavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct.</p> <p>Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students.</p> <p>Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students.</p> <p>Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.</p> <p>Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.</p>	<p>Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students constructively monitor their peers and intervene to implement standards.</p> <p>Students are engaged and are clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.</p> <p>Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.</p> <p>As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, in a manner that promotes positive behavior and encourages students to self-discipline.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.</p> <p>Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.</p>	<p>Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives, inspiring others to participate.</p> <p>Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Plans are rarely or never completed.</p> <p>Never plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are not consistently completed.</p> <p>Rarely plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time based upon an analysis of data.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).</p> <p>Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time, or in advance, based upon an analysis of data.</p> <p>Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).</p> <p>Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building.</p> <p>Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>	<p>Plans are developed consistently and on time, or in advance, based upon an analysis of data.</p> <p>Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus or based upon collegial decision-making).</p> <p>Revises plans according to student data and performance, sharing same with fellow staff members to the benefit of the grade level, curricular area or building.</p> <p>Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is arbitrary and not in accordance with district's grading policies.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is no evidence that the teacher recognizes student progress or achievement.</p>	<p>Inconsistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is not consistently fair or in accordance with district's grading policies.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p> <p>There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.</p>	<p>Consistently uses assessments to evaluate student learning and guide instruction.</p> <p>Grading is fair and in accordance with district's grading policies.</p> <p>Provides adequate and timely feedback from assessment results for students to reflect and set goals.</p> <p>Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.</p>	<p>Consistently uses assessments to evaluate student learning and guide and support differentiated instruction.</p> <p>Grading is fair, transparent to students and in accordance with district's grading policies.</p> <p>Assessments provide useful and immediate feedback – separate and apart from grades—that assists students in assessing themselves in meeting their learning goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.</p>	<p>Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.</p> <p>Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students.</p> <p>Assessments provide useful and immediate feedback— separate and apart from grades—that assists students in assessing themselves to develop and evaluate their progress with their learning goals.</p> <p>Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals.</p> <p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communication may not be considerate or respectful.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written and nonverbal communications with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.</p> <p>Consistently displays a genuine enthusiasm for the curriculum and high academic expectations for all students</p>	<p>Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students.</p> <p>Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high academic expectations for them.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/speaking) is not embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.</p> <p>Instruction is rarely provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/speaking) is rarely embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.</p> <p>Instruction is occasionally provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding.</p> <p>As appropriate for the content area, instruction is provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. Its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to support answers.</p>	<p>Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to support analysis, inference, or arguments.</p>

Note One: Examples of literacy strategies include, but are not limited to, students: (1) using graphic organizers to cement/understand information; (2) presenting/explaining their learning, thinking or examples (“turn and talk”); (3) summarizing information into written notes; (4) using primary source documents (receipts, tickets, bills, advertisements, logs, game/sport statistics and rules, etc.) to glean information; (5) writing for communication; and (6) choral/echo reading, (7) researching and reporting.

Note Two: A teacher embeds literacy into the lesson when she/he plans for and implements a literacy strategy for delivering content and expects students to use one or more specific literacy strategies as a means for learning the content and literacy skills. In such cases, literacy is the “bonding agent” or “glue” for the content.

Note Three: Literacy is a stand-alone event when (1) there is no expectation or need for students to use literacy strategies within the lesson to learn the content objectives and demonstrate their understanding of the same, or (2) students’ use of literacy strategies is random, isolated or has no connection to the lesson objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Neither understands nor participates (at even the “conversation / awareness” level) in discussions about current state standards.	Neither understands nor participates (at even a minimal implementation level) in discussions about current state standards	Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.	Has participated in available learning opportunities to assure a strong foundation of understanding the current state standards and regularly and routinely uses alternate instructional strategies and modified content focus aligned with current state standards.	Includes the narrative descriptions in performance category 4, plus serves as a “change agent” and/or grade level, curricular area, building-wide, or departmental presenter / facilitator for the implementation of current state standards. This participation level could be initiated via volunteering or being asked.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not require student participation or the teacher discourages student involvement.	A few students dominate the lesson, or only a few students are engaged in the class. For example, typically calls only on students who raise their hands first or who blurt out answers.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.
Students are not mentally engaged in active learning experiences during any significant portion of the class.	Students are engaged in active learning around 50 percent of the class time.	Engages most students in active learning experiences 80 percent of the class time.	Engages an overwhelming majority of students in active learning 80 percent of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes.	Engages all students in active learning 80 percent of the class time, and students initiate or develop their own activities to enhance their learning.
Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.	All or most questions used are recall questions.	Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions.
Displays no knowledge of students' interests and skills.	Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.	Provides adequate wait time for student response and engagement.	Skillfully uses wait time as a tool to engage students in active learning.	Skillfully uses wait time as a tool to engage students in active learning.
		Engages students by incorporating their general skills and interests into the lesson.	Engages students by incorporating their individual skills and interests into the lesson.	Engages students by incorporating and expanding their individual skills and interests.

Note: Active learning is learning that requires student to attain knowledge by participating or contributing. When students are active in their learning, they are involved in gathering information, questioning, thinking and problem solving. (Adapted from Collins & O'Brien, *The Greenwood Dictionary of Education*, 2011.) Examples of active learning are: cooperative learning activities, advance organizers, researching and reporting out, or other teaching strategies that foster participation and an understanding of the objectives.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences.</p> <p>Technology is not used as designed and not used as an instructional tool.</p>	<p>Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.</p>	<p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p> <p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>	<p>Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.</p> <p>Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.</p>	<p>Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Instruction, directions and procedures are not provided or are confusing. When instruction/directions are initially inaccurate or confusing to students, does not offer clarifying instruction or directions.</p> <p>Does not give students directions for transitions and does not plan for transitions.</p> <p>Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.</p>	<p>When instruction, directions or procedures are inaccurate or initially confusing to students, teacher does not appropriately or successfully correct and clarify.</p> <p>Attempts to give students directions for transitions but does not plan for transitions.</p> <p>Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated / presented and relate to the learning objectives.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear. Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.</p> <p>Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.</p> <p>Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.</p>	<p>Uses all of the characteristics of Levels 3 and 4.</p> <p>Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.</p> <p>Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.</p> <p>Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate or model the desired skill or process.	Demonstration or modeling of the desired skill or process is infrequent and unclear to students.	Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, most students demonstrate the skill or process relating to the lesson's stated objective.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When movement happens it is to the same area of classroom.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed reviews / re-teaches it to the whole class.
Never uses student response techniques to check for understanding.	Seldom uses student response techniques to check for understanding.	Uses different types of student response techniques, both individual / group. Uses student response techniques to check for understanding.	Routinely uses developmentally appropriate student response techniques to check for understanding.	Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.
Never uses feedback from students regarding their understanding.	Seldom uses feedback from students regarding their understanding.	Uses feedback from students regarding their understanding.	Immediately and adeptly uses immediate feedback concerning student's understanding.	
Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.	Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.	Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.</p> <p>Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.</p> <p>There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.</p>	<p>Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.</p> <p>Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.</p> <p>There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.</p>	<p>Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.</p> <p>Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.</p> <p>Reviews data from assessments to modify instruction and guide intervention strategies.</p>	<p>Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.</p> <p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs.</p> <p>Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.</p>	<p>Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.</p> <p>Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to reteach. Uses peer tutoring to facilitate mastery of skills.</p> <p>Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The teacher rarely summarizes the main points of the instruction into the lesson. Students disengage at the end of the class with no teacher direction.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>The teacher does not consistently summarize the main points of the instruction into the lesson.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Connects what is learned to prior learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Students summarize in a variety of ways and reflect on their own learning. Relates instruction to prior and future learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Students connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Gives up, blames the student, or blames the student's home environment if the student has difficulty learning</p> <p>There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.</p>	<p>When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.</p> <p>There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.</p>	<p>Accepts responsibility for the success of all students</p> <p>Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to current state standards/district curriculum.</p>	<p>When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.</p> <p>Modifies assessments for special student populations as appropriate and as indicated in any IEP, working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Assures that all students have access and modifications to current state standards /district curriculum.</p>	<p>Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class.</p> <p>Modifies assessments and curriculum for special student populations as appropriate and as indicated in any IEP (as relevant), working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The teacher consistently advocates for all special needs students to have direct access to current state standards/district curriculum.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in professional development that updates their content knowledge and professional practices.</p>	<p>Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.</p>	<p>Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.</p>	<p>Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p>	<p>In addition to participating in the required hours of prof. development and add'l training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.</p>

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program. Does not consult or collaborate with other staff members.	Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program. Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.	Interacts with families and colleagues in a timely, consistent, positive and professional manner. Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program. Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Communicates frequently and sensitively with families and colleagues and engages them in the educational program. Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.	Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation. Communication is clearly understood by diverse stakeholders. Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Consistently declines becoming involved in school or district events when asked.	Avoids becoming involved in school or district events.	Agrees to participate in school or district events when asked.	Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.	Develops or leads important school or district events.
Impedes colleagues' efforts to share their knowledge or assume professional responsibility.	Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.	Finds ways to contribute to the profession and follows through.	Actively participates in assisting other educators in their growth as professionals.	Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.
Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	Rarely contributes to the modification of school practices that would result in students being better served by the school.	Assumes a proactive role in addressing student needs.	Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.	Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.

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SCHEDULE IV

NEGOTIATIONS PROCEDURAL AGREEMENT

This Negotiations Procedural Agreement (the "Procedural Agreement") is made and entered into by and between Independent School District No. 1 of Tulsa County, Oklahoma and its Board of Education (Board), and the Tulsa Classroom Teachers Association (TCTA).

ARTICLE I: PURPOSE

- a. The purpose of the Procedural Agreement is to strengthen methods of administering employer/employee relations through the establishment of an orderly process of communications pursuant to OKLA. STAT. tit. 70, § 509.1 et seq. also known as The School Employees Negotiations Act.
- b. The Board and the TCTA recognize their responsibilities toward each other in seeking agreement upon matters within the scope of this Procedural Agreement and pledge to conduct professional negotiations in good faith.

ARTICLE II: DEFINITIONS

The following definitions govern the use of these terms in this Procedural Agreement:

- a. The term "Administrator" refers to employees of the School District having the following positions: Superintendent, Assistant or Associate Superintendent, Program Director, Executive Directors, Principal, Assistant Principal, Teaching Principal and Chief Financial Officer.
- b. The term "Procedural Agreement" means this Negotiations Procedural Agreement.
- c. The term "Negotiated Agreement" shall mean all items agreed to by the TCTA and the Board with the exception of the Procedural Agreement. The Negotiated Agreement will remain in effect until modified or amended through the negotiations process or as otherwise required by law.
- d. The term "TCTA" means the Tulsa Classroom Teachers Association.
- e. The term "Board" means the Board of Education of Independent School District No. 1 of Tulsa County, Oklahoma.
- f. The term "Negotiator" means the person or persons appointed by the Board to represent it or the person or persons appointed by the TCTA to represent the Bargaining Unit.
- g. The terms "Party" or "Parties" means the Board of Education or its representatives acting on its behalf, and the TCTA, or its representatives acting on its behalf.
- h. The term "School District" means Independent District No. I-1 of Tulsa County, Oklahoma.

- i. The term “Superintendent” means the Superintendent of Schools of Independent District No. 1 of Tulsa County, Oklahoma.
- j. The term “Teacher” or “Teachers” refers to all District employees who are required by the position for which they are employed or assigned to be certified, licensed or entry teachers as those terms are defined by OKLA. STAT. tit. 70, § 1-116 (Supp. 1996) and who do not hold supervisory authority over other teachers in the School District. This definition shall be controlling unless the parties, in connection with a particular item, establish an alternative definition.
- k. The term “Bargaining Unit” means and is comprised of all teachers defined in paragraph --j above.

ARTICLE III: RECOGNITION

- a. The Board hereby recognizes TCTA as the sole and exclusive negotiating representative of the bargaining unit.
- b. The provisions in this Procedural Agreement are binding solely on the Board and the TCTA, as the collective bargaining agent for teachers.
- c. The Board recognizes the TCTA as the representative of the teachers in the negotiation of matters pertaining to wages, hours, fringe benefits, and other terms and conditions of employment.

ARTICLE IV: SCOPE

- a. The Board agrees to negotiate with TCTA on wages, hours, fringe benefits and other terms and conditions of employment for teachers in the bargaining unit and any other matters required by law or mutually agreed to by the parties.
- b. The Board, on its own behalf and on behalf of the electors of the District, hereby retains and reserves unto itself, without limitations, all powers, rights, authority, duties, responsibilities, and obligations conferred upon and vested in it by the laws and Constitution of the State of Oklahoma and the laws of the United States.
- c. The Board and the TCTA recognize that the Board is not permitted to negotiate its non-delegable duties.

ARTICLE V: PROCEDURES

- a. Prior to the time set for entering into the process of negotiating, the Board, through the Superintendent, and the TCTA, through its President, shall each designate, in writing, the names of not more than six (6) persons who shall serve on their respective negotiating teams and be responsible for negotiations pursuant to the provisions of this Agreement. Each party may designate alternates for its negotiating team who shall serve in the absence of other team members. Each party shall also designate the person on their team who shall serve as chief negotiator.
- b. Negotiation meetings shall be closed to all with the exception of the Board and TCTA negotiations team members and those consultants who may be requested to attend by either team. No more than one consultant may be present for each team without the agreement of the other team. The consultant’s presence is limited to the time during which an item is being discussed which involves

the consultant's special expertise for which his/her presence was required. No recordings or transcription of any negotiation meeting shall be made unless agreed upon by a majority of each team.

- c. The Board, through its designated representatives shall meet with the representatives designated by the TCTA to negotiate on wages, hours, fringe benefits and other terms and conditions of employment and any other matters required by law or mutually agreed to by the parties.
- d. Negotiations shall be conducted at the times, places and dates mutually agreeable to the negotiators of each party. The time, place and dates of subsequent meetings shall be mutually agreed upon by both parties prior to the close of each negotiations session. If needed, other meetings can be called by mutual consent of the chief negotiators of both teams.
- e. The notice for negotiations by the TCTA must be in writing. The Superintendent or his/her designee will respond by acknowledging in writing the receipt of the notice for negotiations, within five (5) school days.
- f. The first session will be held at a date, time and place mutually agreeable to both parties.
- g. All items for negotiation shall be submitted by each party at the first negotiations session unless a change is mutually agreed to by the parties. The items shall be sufficiently specific to allow both sides to understand the item and the intent of the item. The parties to this Procedural Agreement acknowledge that it may be difficult to present a precise proposal regarding salary items until sufficient information regarding School District revenues is available to permit the submission of an informed proposal. Accordingly, with respect to salary items, it shall be sufficient at the initial meeting of the parties for TCTA to identify that it is seeking salary and/or fringe benefit increases for its membership.
- h. At such time as the District has furnished TCTA with information available to the District regarding local, state, and federal revenues it anticipate receiving, and the impact on the District's General Fund, TCTA shall have fifteen (15) calendar days in which to submit its salary proposal to the Board's negotiations team. This time line may be changed by mutual agreement of both teams. At such time as the District has submitted a statement of its revenue picture to TCTA, it shall inform TCTA's representatives of any material change to the revenue information within five (5) calendar days of its verification of the revised information. A material change is defined as a net change of 10,000 or more dollars.
- i. Any tentative negotiations agreement reached as a result of negotiations shall be reduced to writing and presented for initialing or signatures by each chief negotiator and presented to the TCTA for ratification. Tentative negotiations agreements between negotiators are not binding on the Board or the TCTA but merely indicate the negotiators' willingness to recommend ratification of the item or items tentatively agreed on by the Board and the TCTA membership. The Association shall submit as soon as possible the final tentative negotiations agreement to the bargaining unit for ratification and shall notify the Superintendent of the results. If ratified by a majority of the bargaining unit, the tentative negotiations agreements shall be presented to the Board for its ratification. The Board shall act upon the agreement within fifteen (15) calendar days following

written notice of ratification by the bargaining unit. Upon ratification and after necessary action by the Board, the agreement shall be binding on the parties and shall be implemented.

- j. No further negotiations shall take place for that fiscal year unless mutually agreed to by both parties.
- k. In the event impasse is declared, the parties by mutual agreement may submit one or more items tentatively agreed upon to the members of the bargaining unit and the Board for ratification.
- l. Joint media releases during negotiations and excluding impasse resolution will be the exclusive vehicle for public information dissemination. All releases will be composed, approved and released with the approval of both chief negotiators.

ARTICLE VI: IMPASSE RESOLUTION

- a. If negotiations on all proposed items are not successfully concluded by the first day of school or other mutually agreeable date, an impasse shall exist as to any items remaining that have not been tentatively agreed to by the negotiators. At any earlier time following initial negotiations either party may declare an impasse.
- b. If an impasse is declared by either party the parties may, by mutual agreement, seek mediation services provided by the Federal Mediation and Conciliation Service (FMCS), or, by other organizations or persons offering mediation services. All costs related to mediation services shall be shared equally by the parties.
- c. If an impasse is declared by either party, the issue or issues in dispute shall be submitted to fact finding. In the event the parties agree to mediation, the fact finding process shall follow mediation. Fact finding shall proceed as follows:

The fact finding committee shall consist of three members. One member shall be selected by representatives of the TCTA within five (5) days after reaching impasse. One member shall be selected by the Board within five (5) days after reaching impasse. The third member shall be selected in accordance with OKLA. STAT. tit. 70, §509.7 (Supp. 1996) or as otherwise required by law. The third member shall serve as chairperson of the committee.

In accordance with applicable law, the committee shall meet with the Board or its duly designated representatives and the duly designated representatives of the TCTA for the purpose of fact finding.

- d. Within five (5) days after the selection of a chairperson, the representatives of the parties shall meet to exchange written proposals on each item at impasse. The exchanged proposals shall be furnished to the chairperson and other members of the committee. Each item being submitted to fact finding shall show the last position taken by each negotiating team.
- e. The cost for the services of the fact finding committee, including per diem expenses, if any, and actual and necessary travel expenses shall be equally divided between the parties.

- f. The fact finding committee shall have authority to establish procedural rules, conduct investigations and hold hearings during which each party to the dispute shall be given an opportunity to present its case with supporting evidence.
- g. All hearings by the fact finding committee shall be conducted in closed session and no news releases shall be made by either party or the fact finding committee concerning the progress of such hearings.
- h. The chairperson shall convene the committee for fact finding. The committee shall meet with the representatives of both parties and, within twenty (20) days after selection of the chairperson, shall present its written recommendations to the Board and TCTA. The report shall set forth findings of fact and recommendations on the issues submitted. The parties may by mutual agreement extend the time line for issuance of written communications.
- i. If either party decides it must reject one or more of the committee's recommendations, said party must, within seven (7) days after the committee has presented its recommendations, request a meeting of the representatives who have been negotiating for the Board and the TCTA. The parties shall meet within seven (7) days of the request, unless both parties deem it unnecessary. At such meeting the parties shall exchange written statements expressing each party's rationale for rejecting each recommendation found unacceptable and shall attempt to clarify any remaining differences. The representatives shall then resume a good faith effort to resolve the remaining differences; provided, after fourteen (14) days after the exchange of written statements as provided for by this section either party may discontinue all negotiation efforts.
- j. The Board shall file a copy of the fact finding report with the office of the State Superintendent of Public Instruction. If the effort to resolve differences is successful, the parties shall prepare a written agreement and present the agreement to both parties for ratification, and such agreement shall be forwarded to the State Superintendent of Public Instruction. If the effort to resolve differences is unsuccessful, the Board shall forward to the State Superintendent of Public Instruction, in writing, its final disposition of the negotiations impasse process within thirty (30) days of the effective date of implementation.
- k. Should no notice be given by either party, this Procedural Agreement shall automatically renew itself for another fiscal year and the parties hereto, by failure to give such notice, shall be deemed to be bound by each and all of the provisions of this Procedural Agreement.
- l. The Procedural Agreement shall not be modified except by mutual agreement of the parties or as required by law.
- m. Should the school district be annexed, consolidated or closed this Procedural Agreement shall be null and void upon the effective date of such annexation, consolidation or closure.
- n. Should TCTA disband or otherwise cease to exist or lose bargaining rights, this Procedural Agreement shall be null and void upon the effective date of such disbanding or cessation of existence or loss of bargaining rights.

ARTICLE VII: DURATION OF PROCEDURAL AGREEMENT

- a. This Procedural Agreement shall become effective immediately after receipt by TCTA from the Board of written notice to the effect that the Procedural Agreement has been ratified by the Board. The Board, however, shall take no action upon the ratification of the Procedural Agreement until it has received written notice from the TCTA that a majority of the bargaining unit have ratified the Procedural Agreement.
- b. This Procedural Agreement shall continue in effect for successive fiscal year periods, unless notice is given, in writing, no later than 120 days prior to the end of the fiscal year, by either the President of TCTA or by the Board, through the Superintendent, to the other party in accordance with the provisions of the Procedural Agreement of its desire to modify, amend, or terminate the Procedural Agreement.

ARTICLE VII: GENERAL

- a. In case of any direct conflict between the expressed provisions of this Procedural Agreement and any Board or TCTA policy and procedure currently in effect and not incorporated in this Procedural Agreement, the provisions of this Procedural Agreement shall control.
- b. If any provision of this Procedural Agreement or application of this Procedural Agreement to any teacher covered hereby shall be found to be contrary to law then all other provisions or application of this Procedural Agreement shall continue in full force and effect.

This Procedural Agreement shall be governed and construed according to the laws of the State of Oklahoma.

SCHEDULE V

FRINGE BENEFITS

Fringe Benefits

- Health care coverage
- Dental care coverage
- Life Insurance
- Sick Leave
- Teacher retirement (See Appendix C)
- Social Security
- Long-term Disability
- Immediate Assistance Program (See Schedule V)
- Tax sheltered annuity
- Payroll deductions for professional dues, salary protection insurance
- Free activity card privileges

Flexible Benefit/Cafeteria Plan

The District acknowledges the interest of TCTA in the District's flexible benefits/cafeteria plan document, the plan's administrative services provider designation, and in any other volunteer benefit plans which are provided for the benefit of District teachers.

The District will make every effort to avoid any reductions in benefits provided through the flexible benefits/cafeteria plan. When changes in the plan will result in a reduction in benefits, TCTA's President will be notified of the nature of the reduction prior to the effective date. Additionally, when the District elects, for whatever reason, to alter the plan's administrative services provider, the TCTA leadership will be given an opportunity to comment and will be given a written explanation of the reasons for the alteration of the plan administrative services provider.

Group Dental Insurance

Participation is on a voluntary basis. New teachers eligible for participation may enroll during the first 30 days of employment unless otherwise stipulated.

For those eligible teachers working twenty-five (25) hours or more per week, the District will pay \$11.00 per month on the individual premium.

If Medical Insurance is not provided through the District, proof of other medical coverage is required to be eligible for dental coverage.

To be eligible for dental insurance, teachers who work between 20 hours and 25 hours a week must pay on half ($\frac{1}{2}$) of what the District pays for the cost of dental premiums

Group Health Insurance

The District will contribute to the health insurance premiums for eligible teachers. It is the responsibility of the individual to inform the Insurance Administration Office if he or she wishes to participate in the health care program and have the District pay the scheduled premiums.

Participation is on a voluntary basis.

If an eligible teacher does not enroll during the first thirty (30) days of employment, evidence of insurability is required.

Questions regarding enrollment or other health insurance matters should be directed to the Insurance Administration Office.

A copy of the plan document for the Oklahoma State and Education Employees Group Insurance Program is available in the Insurance Administration Office.

For those eligible teachers who choose health insurance, the state allocates the amount of Health Choice High Member Only cost to be applied to the teacher's individual premium. For those eligible teachers who do not choose health insurance, the state allocates money to be paid to the teacher.

Life Insurance

Life insurance is available to eligible teachers at 1.5 times the teacher's annual salary. The premium for eligible teachers is paid in full by the District.

To be eligible for life insurance programs, teachers who work between 20 hours and 25 hours a week must pay one half ($\frac{1}{2}$) of what the District pays for the premiums.

The District will make available to all teachers the opportunity to purchase additional group life insurance through payroll deduction at a reduced group rate when a carrier is selected.

**WITH THE EXCEPTION OF
ATTACHMENTS A AND B,
ALL APPENDICES ARE
FOR INFORMATION ONLY
AND ARE
NOT PART OF THE MASTER CONTRACT.**

APPENDIX A

(For Information Only and Not Part of the Master Contract)

WORKERS' COMPENSATION

The District provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. It is subject to applicable legal requirements.

Employees who sustain work-related injuries or illnesses are required to inform their immediate supervisor as soon as possible of the injury or illness. In addition, employees are required to complete a statement related to the illness or injury at the time of the employee's first awareness of the injury or illness or as soon after as the employee's condition will permit him/her to provide a comprehensive statement. In the case of an injury, the employee should submit an Employee's Report of Injury form (#PS-5) with-in twenty-four (24) hours of the occurrence resulting in injury. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

The employee's statement related to injury or illness shall, at a minimum, include the following; date and time of injury; location in the workplace where injury occurred; nature of the injury (body part, sprain, cut, broken limb, etc.); what caused the injury; to whom the original report of the injury was made; the name, address and telephone number of any medical provider, doctor or hospital used following the injury, and names of all persons who witnessed the injury.

At the beginning of each school year, the District shall make available to employees a description of the procedure applicable to claim for work-related injuries or illness.

On the job injuries should be reported immediately to the supervisor in charge. Board of Education insurance consultants recommend that employees injured on the job go to one of the following locations:

North Tulsa Location:
CONCENTRA
1541 N. Sheridan
Tulsa, Oklahoma 74115
Phone #836-5406
Hours: 8am-7pm

South Tulsa Location:
CONCENTRA
9515 E. 51st Street
Phone #622-7488
Hours: 8am-5pm

West Tulsa Location:
CONCENTRA
5682 W. Skelly Drive
Phone #446-1891
Hours: 8am-5pm

If the clinics are closed, or in case of emergency, it is recommended that employees report to one of the following hospitals:

ST. FRANCIS HOSPITAL - 6161 South Yale
ST. JOHN MEDICAL CENTER - 1923 South Utica
TULSA REGIONAL MEDICAL CENTER - 9th and Jackson
HILLCREST MEDICAL CENTER - 1120 South Utica

Prescriptions may be charged at: GETMAN DRUGS, 1725 E. 19th, 742-7305, 7 days a week, 7:30 a.m. to 11 p.m. or any Walgreen's location.

An employee who is temporarily disabled within the meaning of the Workers' Compensation Act will be placed on an indefinite leave of absence. An employee who ceases to receive temporary total disability compensation shall have thirty (30) days from the date of the temporary total disability or right to receive temporary total disability compensation ceases, whichever is later, to request reinstatement.

A request for reinstatement shall be made in writing to Human Capital. Failure to submit a written request for reinstatement within the thirty (30) day period will result in termination of the employee who will no longer have the right to return to work. A request for reinstatement must be accompanied by a release to return to work signed by a qualified physician.

Workers' Compensation: Questions and Answers

1. What exactly is workers' compensation?

The Workers Compensation Act is a law requiring employers to provide medical and income benefits to employees who have work-related injury or illness.

2. Where does the money come from to pay for these benefits?

The District is self-insured. This means the District pays all work related injury expenses from its budget. The District uses an outside firm, JI Specialty Services, Inc. to administer its workers' compensation benefits, but they are not an insurance company. (JI Specialty Services, Inc. 10535 Boyer Blvd., Suite 100, Austin, TX 78759, (800) 580-5477).

3. Who can receive workers' compensation?

Everyone who is employed by the District is eligible to receive workers' compensation benefits for work-related injuries/illnesses. The only exception is independent contractors, who must carry their own workers' compensation coverage.

4. How long do I have to be employed by the District before I can receive workers compensation benefits?

Workers' compensation coverage begins the first day of employment. There is no waiting period.

5. If I am injured who do I notify?

You must immediately report any job-related injury or illness to your supervisor. Your supervisor will then refer you to the proper clerical staff member who will direct and assist you in obtaining proper

medical care and completion of the required paperwork. Site-based health clinics, staffed by Health Services personnel, can provide assistance to employees who become ill or are injured on the job. Established protocols provide guidelines for management, including medical referrals when indicated.

6. How long do I have to report an injury?

Again, you must report any injury, regardless of severity, immediately to your supervisor. If you do not report the injury immediately, you should do so within 24 hours. If you wait longer than 30 days, however, you can lose all of the benefits to which you may be entitled.

7. If I am injured, am I required to go to the District's doctors?

Initially you should be evaluated and treated at the appropriate medical services designated by the District. (Injuries after hours are handled in designated Emergency Rooms.) Quick evaluation and treatment is not only the key to a quick recovery, but also helps in avoiding further injury. Following this procedure will also allow your progress to be closely monitored so you can return to work with full pay as soon as possible. You do retain the right, however, to select any doctor you wish to provide reasonable and necessary medical care. If you choose a doctor outside of the District's recommended providers, he or she is required to send a report on the injury and treatment to the District within seven (7) calendar days of the first treatment. You must still notify your supervisor and work through JI Specialty, Inc. even if you are seeing your own physician.

8. If the doctor takes me off work, when would I be able to collect compensation (income) benefits?

If you must take time off due to an on-the-job injury, under Oklahoma law you are not eligible to receive compensation benefits until three (3) calendar days have passed. Benefits will begin on the 4th calendar day.

9. How much of my normal salary would I get if I was injured and could not work?

Currently workers' compensation benefits provide for 70% of your normal weekly salary not to exceed \$426.00 per week. Remember, you do not receive compensation benefits until three (3) calendar days have passed after your injury. Both the benefits and the waiting period are set by Oklahoma state law, and change periodically.

10. How would I receive my compensation payments?

Compensation checks are normally mailed to your home. JI Specialty, Inc. will be in contact with you to answer any questions you may have as soon as possible after the accident.

11. How long would I be eligible for weekly income benefits?

If medically necessary, you may receive income benefits for as long as 150 weeks. An extension may be granted, upon court approval, for an additional 150 weeks.

12. Do I have to use my vacation or sick leave for the first few days that I am injured and not receiving payment through Workers' Compensation?

No, you do not. By state law, those first three (3) days are initially unpaid, but you may use your vacation or sick leave time for those three (3) days if you wish. In addition, after you are receiving temporary total disability benefits, you may supplement those benefits with accumulated sick and personal leave which may be available to you.

13. How would I go about paying my medical bills?

If you have followed correct procedures, and the injury involved qualifies for Workers' Compensation, the District through JI Specialty, Inc. will handle payment of your bills for all authorized treatments, appointments, and prescriptions related to your injury/illness.

14. Are there any agencies that can offer assistance to help me pay my personal bills?

The District provides an Employee Assistance Program (EAP) as part of your benefits. This service is designed to offer you counseling and to refer you to agencies that can work with you in handling your specific needs.

15. What benefits am I eligible for if an injury results in a permanent disability?

If you suffer some disability as a result of an on-the-job injury, your benefits are awarded by the Workers' Compensation court based on the type and extent of your disability as outlined in the Workers' Compensation Act schedule. If you have suffered a permanent disability not specifically listed on the schedule, the Guidelines for the Evaluation of Permanent Impairment published by the American Medical Association will be used.

16. Will there be any disciplinary action due to an on-the-job injury?

No disciplinary action will be taken as a result of missing work due to being injured on-the-job. The normal investigative process will be followed, however, for safety violations or unsafe acts that contributed to your injury.

17. If I return to work and have to go for further treatment, must I do so on my own time?

You are encouraged to make appointments outside of your normal work hours. If you are unable to do so, you will be allowed necessary time off during your work day. You will receive wages for this time without loss of your sick leave benefits.

18. What if the doctor releases me to light duty?

You must notify your supervisor immediately and provide the doctor's release to return to work to your supervisor. The District will work closely with the physician in attempting to return you to a level of work you can perform safely. There are occasions when the level of activity approved by your physician is not available in any positions provided by the District. In this instance, you will be advised of the District's efforts on your behalf and of the basis for its conclusions.

19. What will happen if I am not physically able to return to my job after my recovery?

The District will make every effort to place you in an alternate position. Depending on your physical condition, your skills, and the physician's recommendations the District may provide a vocational

evaluation to explore options for your retraining. The District will work with you in every way possible to assist you in returning to work.

20. Who will know about my injury and workers' compensation situation?

The District keeps your injury and benefit information confidential unless you request otherwise. Within the District, only your supervisor, Payroll and Human Capital will know of your situation unless you volunteer that information to others.

21. Do I need an attorney?

It's your right to employ an attorney at any time. The District and JI Specialty, Inc. are committed to provide to you every benefit to which you are entitled. It is our intent to answer any questions you may have about your claim and to provide the assistance you need to return to work. The benefits to which you are entitled are set out very clearly in the law and will not change whether or not you hire an attorney. **Additionally, you should be aware that an attorney takes 20% of the total amount directly from any settlement of which you may receive.**

22. What if I know of someone who is collecting workers' compensation from the District and is not really injured and/or is working another job?

Illegal collection of workers' compensation is a fraud and is classified as a felony under Oklahoma law. If convicted, it is punishable by prison time and/or a fine. If you know of someone who is committing fraud, please report it to the Human Capital Division at the Education Service Center. You will remain anonymous and the District will investigate your information to the fullest.

TULSA PUBLIC SCHOOLS
DIVISION OF HUMAN CAPITAL
WORKERS' COMPENSATION

(For Information Only and Not Part of the Master Contract)

The Tulsa Public Schools shall provide the benefits established under the Oklahoma Workers' Compensation Act to all School District employees who are injured in on-the-job accidents.

All regular employees who are injured in on-the-job accidents shall receive statutory benefits including medical expenses, temporary compensation and benefits for permanent disability or death.

Certificated Support Personnel

I suffered an on-the-job injury on (month, day, year) _____, while working for the Tulsa Public School District. As a result of the injury, I am entitled to receive temporary disability compensation according to the Workers' Compensation laws of Oklahoma. I understand that I am entitled to receive such compensation for a period of time as may be provided for by law. I have accumulated certain sick leave/personal leave benefits, because of my employment, which are available to me when I am unable to work because of illness or injury.

PLACE AN X IN THE APPROPRIATE ELECTION BLANK OR BLANKS

_____1. I would prefer only to have:
Sick Leave Compensation/Personal Leave Supplementation Compensation—
Number of days _____ (To be filled in by a Human Capital representative)
I understand that by choosing to be paid my accumulated sick leave/personal leave in addition to the temporary disability provided by law, I will be paid my sick leave/personal leave on a prorated basis to the extent that I will receive my full wages until I return to work or the number of sick leave/personal leave days I have are exhausted.

I understand that after the number of specified sick leave/personal leave days are exhausted, I will receive temporary disability compensation for a period of time as may be provided for by law.

I understand that my accrued sick leave/personal leave benefits will be decreased on a prorated basis by those days I use as a result of making this election.

OR

_____2. I would prefer only to have:
Under the Workers' Compensation Act, temporary benefits begin the fourth day off work
due
to an on-the-job injury. The first three days are considered a waiting period during which time temporary benefits are not paid, but I request that I be paid my accrued but unused sick leave/personal leave to cover these three days. I understand that by making this

election, I will **NOT** be paid any sick leave/personal leave benefits beyond the first three days of the waiting period.

(IF YOU PREFER TO RECEIVE YOUR SUPPLEMENTAL BENEFITS UNDER NUMBER 1 ABOVE AND YOUR SICK LEAVE/PERSONAL LEAVE FOR THE FIRST THREE DAYS OF YOUR DISABILITY AS PROVIDED FOR IN NUMBER 2 ABOVE, CHECK BOTH 1 AND 2 ABOVE.)

OR

_____3. I would prefer to not use any of my sick leave/personal leave benefits while I am off work due to my on-the-job injury.

Name _____ Social Security # _____
Last First Middle

Address _____
Number & Street City State Zip Code

Job Title _____ School or Department _____

Dated this _____ day of _____

Employee _____ Witness: _____
Please return this form and the Form 2 (Employers' First Notice of Injury) to the Division for Human Capital.

APPENDIX B

(For Information Only and Not Part of the Master Contract)

TULSA PUBLIC SCHOOLS

REGULATION 4406-R1

USE OF ALCOHOL AND ILLEGAL CHEMICAL SUBSTANCE BY EMPLOYEES

TESTING EMPLOYEES AND APPLICANTS FOR EMPLOYMENT

(OTHER THAN BUS DRIVERS)

The District, with the intent all employees have notice and knowledge of the ramifications concerning alcohol or illegal chemical substance use, possession, purchase, sale or distribution when the employee is on duty or on school property, or while attending a school event does hereby adopt the following on testing employees and applicants for employment (other than bus drivers) with regard to the use of alcohol and illegal chemical substances.

Definitions

Alcohol – Ethyl alcohol or ethanol, or any alcoholic beverage or beer.

Applicant – A person who has applied for a position with the employer and has received a conditional offer of employment.

Bus Driver – A District employee required to have a commercial driver's license (COL) to perform the employee's duties; employees of independent contractors required to have a COL; owner-operators; leased drivers; and occasional drivers.

Conditional Offer of Employment – An offer of employment conditioned, among other conditions, on a negative illegal chemical use test.

Confirmation Test – An alcohol or illegal chemical substance test on a sample to substantiate the result of a prior illegal chemical substance or alcohol test on the same sample and uses different chemical principles and is of equal or greater accuracy than the prior alcohol or illegal chemical substance test.

District Property – Any property owned, leased or rented by the District, including, but not limited to, school buildings, parking lots and motor vehicles.

Drug or Alcohol Test – A chemical test administered for the purpose of determining the presence or absence of alcohol or illegal chemical substances or their metabolites in a person's bodily tissue, fluids or products. Adulteration of a specimen or of a drug or alcohol test shall be considered as a refusal to test.

Illegal Chemical Substances "Drugs" – Any substances an individual may not sell, possess, use, distribute or purchase under either federal or Oklahoma law. "Illegal chemical substance" includes, but is not limited to, all scheduled drugs as defined by the Oklahoma Uniform Controlled Dangerous Substance Act, all prescription drugs obtained without authorization, and all prescribed drugs and over-the-counter drugs being used for an abusive purpose. By this regulation, applicants and employees are placed on notice that the district may test individuals for drugs and alcohol.

By way of example only, the "illegal chemical substances" for which employees will be tested are: amphetamines; cannabinoids; cocaine; phencyclidine (PCP); hallucinogens; methaqualone; opiates; barbiturates; benzodiazepines; synthetic narcotics; designer drugs; or any metabolite of any of these substances.

On Duty – Any time an employee is acting in an official capacity for the District or performing tasks within the employee's job description, including taking of an annual physical examination.

Positive – When referring to an alcohol or drug use test administered under this regulation means a toxicological test result considered to demonstrate the presence of alcohol or an illegal chemical substance or the metabolites thereof using the cutoff standards or levels determined by the State Board of Health, or in the absence of such State Board of Health or in the absence of such State Board cutoff levels, the cutoff levels customarily established by the testing laboratory administering the drug use test.

Sample – Tissue, fluid or product of the human body chemically capable of revealing the presence of alcohol or illegal chemical substances in the human body.

Under the Influence – Any employee of the District or applicant for employment with the District having alcohol or illegal chemical substances or the metabolites thereof present in his or her body in any amount considered to be 'positive' for alcohol, drug or drug metabolites using any scientifically substantiated alcohol, drug or drug use screen test and alcohol or drug use confirmation test.

To the extent not specifically defined herein, the definition of any term, word or phrase found in this regulation shall be as set forth in the Oklahoma Standards for Workplace Drug and Alcohol Testing Act.

Procedures for Alcohol or Illegal Chemical Substance Testing

Any alcohol or drug use test administered under the terms of this regulation will be administered by or at the direction of a professional laboratory licensed by the Oklahoma State Department of Health Department and using scientifically validated toxicological methods that comply with rules promulgated by the Department. The professional laboratory shall be required to have detailed written specifications to assure chain of custody of the samples, proper labeling, proper laboratory control and scientific testing. All aspects of the alcohol and drug use testing program, including the taking of samples, will be conducted, so as to safeguard, the personal and privacy rights of applicants and employees to the maximum degree possible and shall be conducted under reasonable sanitary conditions. The test sample shall be obtained in a manner minimizing its intrusiveness.

In the case of urine samples, the samples must be collected in a restroom or other private facility behind a closed stall or as otherwise permitted by the Department. A sample shall be collected in sufficient quantity for splitting into two separate samples, pursuant to rules of the Department, to provide for any subsequent independent analysis in the event of a challenge of the test results of the main sample. The test monitor shall not observe any employee or applicant while the sample is being produced, but the test monitor may be present outside the stall to listen for the normal sounds of urination in order to guard against tampered samples and to ensure an accurate chain of custody. The test monitor may verify the normal warmth and appearance of the sample. If at any time during the testing procedure, the test monitor has reason to believe or suspect employee/applicant is tampering with the sample, the test monitor may stop the procedure and Inform the test coordinator. the test monitor shall be of the same gender as the applicant/employee giving the sample.

The test monitor shall give each employee or applicant a form on which the employee or applicant may, but shall not be required to, list any medications taken, or any other legitimate reasons for having been in recent contact with alcohol or illegal chemical substances.

If the initial drug use test is positive for the presence of an illegal chemical substance or the metabolites thereof, the initial test result will be subject to confirmation by a second and different test of the same sample. The second test will use an equivalent scientifically accepted method of equal or greater accuracy as approved by rules of the State Board of Health, at the cutoff levels determined by Board rules. An applicant for employment will not be denied employment or an employee will not be subject to disciplinary procedures unless the second test is positive for the presence of illegal chemical substances or the metabolites thereof.

If an initial alcohol use test is positive for the presence of alcohol, the initial test result will be subject to confirmation by a second and different test using any scientifically accepted method approved by rules of the State Board of Health, at the cutoff levels determined by Board rules.

A written record of the chain of custody of the sample shall be maintained from the time of the collection of the sample until the sample is no longer required.

Upon written request, the applicant for employment or the employee will be furnished with a free copy of all test results performed under this regulation. All test records and results will be confidential and kept in files separate from the employee or applicant's personnel records.

The district shall not release such records to any person other than the applicant, employee or the district's review officer unless the applicant or employee, in writing following receipt of the test results, has expressly granted permission for the district to release such records in order to comply with a valid judicial or administrative order.

The testing facility, of any agent, representative or designee of the facility, or any review officer, shall not disclose to any employer, based on the analysis of a sample collected from an applicant or

employee for the purpose of testing for the presence of drugs or alcohol, any information relating to the general health, pregnancy, or other physical or mental condition of the applicant or employee.

The testing facility shall release the results of the drug or alcohol test, and any analysis and information related thereto, to the individual tested upon request.

This regulation does not preclude the district, when contracting with another employer, from sharing drug or alcohol testing results of any tested person who works pursuant to a contractual agreement.

Any applicant for employment or employee subject to disciplinary action as a result of being under the influence of alcohol or an illegal chemical substance, as and for an appeal procedure, will be given a reasonable opportunity, in confidence, to explain or rebut the alcohol or drug use test results. If the applicant or employee alleges positive test results are caused by other than consumption of alcohol or an illegal chemical substance, then the applicant or employee will be given an opportunity to present evidence the positive test result was produced by other than consumption of alcohol or an illegal chemical substance. The District will rely on the opinion of the District's laboratory performing the tests in order to determine whether the positive test result was produced by other than consumption of alcohol or an illegal chemical substance.

In the case of drug use testing, the employee or applicant will have a right to have a second test performed on the same test sample at the expense of the employee or applicant. In the case of alcohol testing, the employee or applicant will have the right to have a second test performed on the same test sample using any scientifically accepted method approved by rules of the State Board of Health, at the cutoff levels determined by Board rules. The request for the second test must be made within twenty four (24) hours after the date the positive test result is communicated to the employee or applicant and subject to the approval by the District's consulting laboratory: (1) the facility selected by the applicant or employee for the second test, meets the qualifications required for a testing facility under the Oklahoma Standards for Workplace Drug and Alcohol Testing Act; and (2) the testing methodology used by the facility selected by the employee or applicant conforms to scientifically accepted analytical methods and procedures, including the cutoff levels, as determined by the State Board of Health. If the retesting reverses the findings of the challenged positive result, the District will reimburse the applicant or employee for the costs of the retest. A proper chain of custody shall be maintained at all times in transmitting the sample to and from a second laboratory.

The laboratory reports and results of alcohol and drug testing will be maintained on a confidential basis, except as otherwise required by law. The laboratory performing alcohol or drug tests for the District will not report on or disclose to the District any physical or mental condition affecting an employee or employment applicant that may be discovered in the examination of a sample other than the presence of alcohol or illegal chemical substances or the metabolites thereof. The use of samples to test for any other substances will not be permitted.

Employee Alcohol and Drug Use Test Requirements

The district is authorized to conduct drug and alcohol testing in accordance with the Standards for Workplace Drug and Alcohol Testing Act. The district has chosen to conduct drug or alcohol testing

under the following circumstances:

Applicant testing: The district will require an applicant, as defined above, to undergo drug or alcohol testing and may use a refusal to undergo testing or a positive test result as a basis for refusal to hire;

For-cause testing: The district will require an employee to undergo drug or alcohol testing at any time the superintendent, or designee, reasonably believes that the employee may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances:

- A. drugs or alcohol on or about the employee's person or in the employee's vicinity,
- B. conduct on the employee's part that suggests impairment or influence of drugs or alcohol,
- C. a report of drug or alcohol use while at work or on duty,
- D. information that an employee has tampered with drug or alcohol testing at any time,
- E. negative performance patterns, or
- F. excessive or unexplained absenteeism or tardiness.

Post-accident testing: The district will require an employee to undergo drug or alcohol testing if the employee or another person has sustained an injury while at work or the employer's property has been damaged, including damage to equipment. For purposes of workers' compensation, no employee who tests positive for the presence of substances defined and consumed pursuant to Section 465.20 of Title 63 of the Oklahoma Statutes, alcohol, illegal drugs, or illegally used chemicals, or refuses to take a drug or alcohol test required by the employer, shall be eligible for such compensation;

Random testing: As determined appropriate by the board of education, the district may require an employee or all members of an employment classification or group to undergo drug or alcohol testing at random and may limit its random testing programs to particular employment classifications or groups, except that the district will require random testing only of employees who:

- A. are police or peace officers, have drug interdiction responsibilities, or are authorized to carry firearms, or

B. are engaged in activities which directly affect the safety of others, including but not limited to school vehicle mechanics.

Scheduled, periodic testing: The district will require an employee to undergo drug or alcohol testing as a routine part of a routinely scheduled employee fitness-for-duty medical examination of employees who:

A. are police or peace officers, have drug interdiction responsibilities, or are authorized to carry firearms, or

B. are engaged in activities which directly affect the safety of others, including but not limited to school vehicle mechanics.

Post-rehabilitation testing: The district may request or require an employee to undergo drug or alcohol testing for a period of up to two (2) years commencing with the employee's return to work, following a positive test or following participation in a drug or alcohol dependency treatment program.

Employee Use, Sale, Possession, Distribution, Purchase or Being Under the Influence of Alcohol or Illegal Chemical Substances

Any employee possessing, using, distributing, purchasing, selling or is confirmed by alcohol or drug use tests to be under the influence (as defined by this regulation) of alcohol or an illegal chemical substance while on duty, while on school property or as a result of alcohol or drug use tests conducted under this regulation, will be subject to disciplinary action, including termination.

Drug Use Tests of Applicants for Employment-- When Required

All applicants for employment will be required to submit to drug use testing after a conditional offer of employment has been made to the applicant. All applicants will be notified drug use testing will occur if they are offered a conditional offer of employment. Any applicant refusing to submit to a drug use test after a conditional offer of employment will not be hired.

Applicants under the Influence of an Illegal Chemical Substance

Any applicant confirmed by drug use tests to be under the influence (as defined by this regulation) of alcohol or an illegal chemical substance will not be hired.

Person Authorized to Order Alcohol or Drug Testing

The following persons have the authority to require alcohol or drug use testing of employees under this regulation:

- The Superintendent.
- Any employee designated for such purposes by the Superintendent or the School Board.

Circulation of Regulation

This regulation shall be given broad circulation to all employees and shall include prominent posting at various places in the District. Each employee shall be given a copy of this regulation at the beginning of each school year and each applicant shall be given a copy of this regulation upon the tender of a conditional offer of employment.

The Standards for Workplace Drug and Alcohol Testing Act

This regulation is subject to and supplemented by the Oklahoma Standards for Workplace Drug and Alcohol Testing Act (the "Act"). To the extent any provision of this regulation is in contravention to the Act, then the Act shall control. To the extent this regulation is silent as to any matter covered by the Act, the Act shall control. This regulation shall be interpreted by the Board of the District and its employees consistent with the Act.

**Issued: July 1994
Revised: April 2005
Revised: January 2012
Legal References:
Public Law 101-226
OKLA. STAT. tit. 40 § 551**

APPENDIX C

RETIREMENT

(For Information Only and Not Part of the Master Contract)

For a teacher entering the public schools in Oklahoma after July 1, 1943, membership in the retirement system is compulsory, except for those beyond age fifty-five years at the time of employment. The 1970 Retirement Act provides the following:

Additional Information

Upon request, further details regarding Oklahoma teachers' retirement laws may be secured through the Executive Secretary of the Teachers' Retirement System of Oklahoma, 2801 N. Lincoln Blvd., Oklahoma City, Oklahoma, 73105 (P. O. Box 53524, 73152).

All full-time regular contract employees of the District have Social Security protection as well as the protection afforded by membership in the Teachers' Retirement System of Oklahoma.

The maximum 120 days of unused sick leave may be counted as an additional year of creditable service toward retirement by the Teachers' Retirement System of Oklahoma provided that the total number of sick leave days is acceptable to the Teachers' Retirement System.

Contributions

Members are required to contribute a percentage determined by law of their gross annual salary. State law provides that every teacher employed by a school district who qualifies for a minimum salary pursuant to the State's minimum salary schedule shall have a specific amount credited against the teacher's contribution to the Teachers' Retirement System.

APPENDIX D

(For Information Only and Not Part of the Master Contract)

Employee Assistance Program (EAP)

The District's Employee Assistance Program (EAP) is specifically designed to help people with some of life's toughest problems. Through intervention, professional consultation, and referral services, the EAP helps people find solutions.

This program is available to all teachers and members of their immediate families. Its purpose is to assist those teachers or family members who have or may develop personal problems that interfere with their ability to lead a productive life. Problems can stem from any one or a combination of different areas:

- Marital
- Legal
- Drug abuse
- Alcoholism
- Financial
- Emotional
- Stress-related

At the District, our goal is to help resolve the problems before the teacher becomes unemployable or the family dysfunctional.

Any contact with the EAP is treated *confidentially*, and is in no way reflected in the personnel record since it is a community service and not company related.

APPENDIX E

(For Information Only and Not Part of the Master Contract)

COBRA

(Consolidated Omnibus Budget Reconciliation Act of 1986)

Under federal law, the District is required to offer covered teachers and covered family members the opportunity for a temporary extension of health coverage (called —continuation coverage) at group rates when coverage under the plan would otherwise end due to certain qualifying events. This notice is intended to inform teachers (and covered dependents, if any) in a summary fashion of the options and obligations under the continuation coverage provisions of the law. Contact the Human Capital Division for more information.

APPENDIX F

(For Information Only and Not Part of the Master Contract)

TULSA TEACHERS AND EMPLOYEES IMMEDIATE ASSISTANCE CLUB

The TTEIAC is a group organized to provide financial assistance to a beneficiary upon the death of the member. TTEIAC was organized in 1941 and has provided assistance to members for 65 years. In 65 years there have been 118 assessments for an average yearly cost of \$3.73. Subject to qualifications, membership is available to full-time employees of Tulsa Public Schools, spouses and unmarried children.

The way it works upon the death of a member:

An amount equal to \$2.00 times the number of members, at the time of the death, is paid to the beneficiary.

Each member is assessed \$2.00 to reimburse the fund.

Assessments are collected through payroll deduction the month following the death of a member.

Qualifications to become a member:

An individual in good health who is also:

A full time TPS employee

A spouse of a full time TPS employee

An unmarried, dependent child who has not reached the age of 25 and is covered by the health insurance (employee must be a member).

Apply for membership today!

Complete an application form;

Complete a payroll deduction authorization form;

Pay \$2.00 for each assessment since January of the year you became 50;

Pay \$4.00 enrollment fee (Check, cash or money order) which becomes part of the reserve fund.

Return all forms to the TCTA office

Upon acceptance, you will be issued a certificate of membership

a designated group of employees who have made advance contributions to assist their fellow employees in case of death. Furthermore, I understand that this Club does not promise to pay any stipulated amount of benefits. I hereby swear that I have no disease or ailment of a serious nature that prompts me to seek membership, that I am in good health on this date and that the information given above is correct.

Signature of Applicant _____ Date _____

Signature of TPS Employee's Relative _____ Date _____

ATTACH CHECK FOR \$4.00 PAYABLE TO TTEIAC

TTEIAC EXECUTIVE BOARD REPORT

FAVORABLE _____ UNFAVORABLE _____ TTEIAC Certificate Number: _____
(Supplied by TTEIAC Secretary)