
**2011-2012
MASTER CONTRACT**

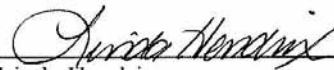
**TULSA PUBLIC SCHOOLS
And
TULSA CLASSROOM TEACHERS ASSOCIATION**

Tentative Agreement:

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



Patricia Williams
Chief Negotiator, TPS



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Chief Negotiator, TCTA

Date: 9/26/11

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ABSENCES and LEAVES

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.

A teacher is absent when the individual does not report to or spend the major portion of a full or half day at his or her 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.

Absence Arrangements Made in Advance

1. Teachers must arrange with principals for absences that may be set up in advance. These must be reported to SubFinder as far in advance as possible.
2. Absences approved for professional reasons must be reported to SubFinder.

Reporting an Absence

1. Teachers are required to report all absences directly to the SubFinder System or by accessing Sub Finder through the web. Some site administrators may require teachers to notify their site as well as SubFinder. This number may be used to report an absence 24 hours a day. In order for SubFinder to work properly, all absences should be reported as soon as possible.
2. Morning absence report deadlines vary from site to site. Please check with your site administrator. SubFinder will not accept any absences reported after 7:00 a.m.
3. If, for any reason, a teacher is unable to report the need for a substitute in SubFinder in accordance with the time set by their site administrator, the site administrator may, in lieu of the teacher, report the need for a substitute to SubFinder.
4. All absences must be reported in SubFinder. When calling SubFinder or accessing SubFinder through the web, the teacher should be prepared to enter the following information:
 - a. Pin number (5 digit payroll number).
 - b. Date (MMDD) and times of the absence.
 - c. Reason for the absence
 - d. Is a substitute required? If a specific substitute is requested, you must have the ID number of that substitute.

- e. Are there any special instructions for the substitute, such as field trips, special needs, etc.?

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 ensure you the continuity of having the same substitute for all days of the absence. When reporting an absence, always wait for the JOB NUMBER before disconnecting or your absence will not be recorded.

Teachers shall be required to report all absences directly to the building principal or his/her 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 (if other than the building principal) shall furnish certified staff members with a written statement of the building administration's requirements for the reporting of leave. 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. The notice shall also specify that in the event none of the individuals designated can be reached the teacher shall phone the substitute hot line regarding his or her absence.

Teachers shall report an absence as soon as possible following recognition that he/she will be unable to report to work or will be tardy in reporting to work.

Teachers are required to notify the principal or his/her designee of an absence or absences. Additionally, teachers are responsible for notifying the principal (or designee) of the anticipated length of an absence. A teacher must notify the principal as soon as his/her return date is known. A substitute will be retained unless the principal or his/her designee is notified by 2:00 p.m. the last 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.

Sick Leave Days

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. Unused sick days accumulate from year to year as long as the teacher remains continuously employed by the District. No other unused days accumulate from one year to the other. Sick days are reduced by one day for each day, or part thereof, the teacher is absent for covered reasons.

If, after exhausting all sick days provided above, a teacher is absent from his/her duties due to personal accidental injury, illness or pregnancy, the teacher shall receive his/her full contract salary less the rate paid to a non-certified substitute for an additional period of twenty (20) days. These days also vest at the beginning of the school year.

A teacher may use available sick days for the following reasons: personal illness or injury and injury or illness in the immediate family. Use of sick days for routine dental or medical appointments is discouraged. However, when the teacher cannot avoid making medical or dental appointments on work time, the teacher may use sick days for this purpose.

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 as well as use of sick days for unauthorized purpose or failure to return to work when the teacher has been released by his/her physician to return.

A teacher may be required to submit appropriate documentation concerning the cause of absence in order to qualify for sick days. Appropriate documentation shall include, at the direction of Human Capital, any of the following:

A physician's statement affirmed by the teacher;

1. The teacher's statement reviewed by the Principal or immediate supervisor;
2. Such other information as may be indicated by the circumstances.

Requested documentation shall be submitted: (1) when requested by the Principal, immediate supervisor or Human Capital; (2) when sick days are claimed on days of unusual or inclement weather; (3) when sick days are claimed in days immediately preceding or immediately following holidays or non-work days other than weekends; and/or (4) when sick days are claimed during the last four weeks of active employment each year.

Sick Leave

A teacher may use accumulated sick leave for personal illness, or illness or death in the immediate family. A teacher shall not be discouraged from exercising his/her legal right to use personal leave or legitimate sick leave.

Written Request – A written request is not required.

Prior Approval – Prior approval is not required.

Immediate Family

The term "immediate family" shall mean husband and wife and the following relatives: father, mother, son, daughter, brother, sister, grandchild, grandparents, and corresponding relatives by affinity (marriage).

Military Leave

Written Request - Written request must be submitted to Human Capital after being initialed by principal or other appropriate supervising authority. A copy of official orders must be submitted with request.

Prior Approval - Prior approval must be obtained from the Chief Human Capital Officer (See Leaves of Absence).

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 Request - Written request must be submitted to Human Capital after initialed by the principal.

Prior Approval - Prior approval will be obtained from the Chief Human Capital Officer.

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.

Written Request - Requests will be submitted through the principal to the Chief Human Capital Officer.

Prior Approval - Prior approval must be obtained from the principal and the Chief Human Capital Officer.

Substitute Deduct

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

Bereavement

The District will provide up to three (3) paid leave days to full-time teachers for the death of any immediate family member. An additional two (2) days leave at no cost shall be granted when out of state travel is required. This leave is not cumulative or payable on termination. The teacher must notify his/her supervisor prior to taking the leave.

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.

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 him or her. If the teacher is excused from jury duty for one half day or an entire day, he or she is expected to be at his or her assignment.

A teacher who is summoned for jury duty and plans to serve should complete an Employee Absence Request Form; secure the principal's/department head's signature, and forward the form and jury summons to the Division for Human Capital 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. All teachers may be excused from jury service during: The first month of the school term, and 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. 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 Human Capital the Jury Excuse Form which is available on the District's internet site 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 his/her absence would constitute a hardship to students.

After the principal signs the summons, it will be sent to the Division for Human Capital, 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 the Division for Human Capital regarding the determination. The Chief Human Capital Officer will then notify the teacher. An individual who has not been advised that his/her request for excuse has been approved or denied should call the office of the Chief Human Capital Officer on the day prior to the reporting day.

The Division for Human Capital 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.

Personal Business Days

Each teacher will be provided with five (5) personal leave days. The first three personal days used shall be at no cost to the teacher. The last two days shall be charged to the teacher at a rate of \$50 per day. When possible, the teacher shall notify and obtain the approval of his/her 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 sick leave days.

Religious Observance Days

Teachers may request time off for the purpose of religious observance and use personal business leave days, if available, or be charged a full day deduct. These days must be approved in advance by the teacher's supervisor. Provided the request meets the criteria as stated above, it will not be unreasonably denied.

School Business Leave

If the principal or teacher's supervisor determines that a school sponsored activity or professionally related meetings or activity endorsed by the school system requires that the teacher be absent from his or her 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.

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 his/her immediate supervisor or a designee of the Superintendent, prior to taking any leave is required.

Extended Leaves of Absence

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 involuntary military service. 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 submit a written request to Human Capital. 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. 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.

While on 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.

Extended leaves of absence are granted in the following situations:

1. Infant Child Care

A teacher may request an extended leave of absence in order to care for a newborn or adopted child. This may be renewed for two successive school years.

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 his/her 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 physician's release to return to work, stating that the teacher has sufficiently recovered to resume normal duties.

If a request for return or for extension of an extended leave of absence has not been submitted in writing to Human Capital Division 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.

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 his or her 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 he or she was entitled when leave was granted.

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 and during the leave be given credit on the salary scale for years in which they serve as President or Vice President. 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 with full credit for the years of service as officers.

7. Extended Military Leave

A teacher who is involuntarily called to active duty in the Armed Services of the United States, or who is a member of a reserve component and is involuntarily 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 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 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, he/she may be returned to his/her 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 1 through 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.

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:

- A. There is an existing vacancy for which the individual is qualified, and
- B. The teacher complies with all requirements of re-employment

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, he/she 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.

Family and Medical Leave

The District reserves the right to, in the event of a qualifying condition under the Family and Medical Leave Act of 1993 (“Act”), require the teacher to submit appropriate medical 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 Family and Medical Leave. Mandatory provisions of the Act shall control in the event of a dispute.

A teacher may be granted up to twelve weeks of leave [60 work days] for conditions 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.

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

1. The teacher must be employed at least one full year 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 request leave for a reason covered by the Act.

Family and/or medical leave 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, son, daughter or parent who has a serious health condition; or
4. Personal illness: for a serious health condition that makes the teacher unable to perform the teacher’s job.

PLEASE NOTE! A teacher’s accrued vacation, sick and personal days will become a part of the 12-week period for placement leave under the Act; and a teacher’s accrued vacation, personal and/or sick leave will apply to the 12-week period for family leave, child care or personal illness under the Act.

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

1. Write a letter requesting the leave to the Chief Human Capital Officer. State the beginning and ending dates of the requested leave and the reason leave is requested.
2. If the leave is requested for illness, a doctor’s statement will be required.

When the Chief Human Capital Officer 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 medical 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 Salary Administration/Insurance Office.

Unused Sick Days

Teachers who leave the District for any reason following completion of a minimum of ten (10) 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:

Years of Consecutive Service in Tulsa Public Schools	Percent of Accrued Sick Days to be Paid to Employee
20 or more	100%
19	90%
18	80%
17	70%
16	60%
10-15	50%

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. 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.¹ 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.

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 Human Capital Officer or his/her designee.

2) For purposes of this provision, the following definitions apply:

"Relative of the teacher" means a spouse, child, stepchild, grandchild, grandparent, stepparent or parent of the teacher.

"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

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 Teacher's 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.

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.

"Severe" or "extraordinary" means serious, extreme or life-threatening, including temporary disability resulting from pregnancy, miscarriage, childbirth and recovery therefrom.

"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 Human Capital Officer or his/her designee by the District teacher or another teacher (acting with the affected teacher's permission) in his or her behalf. A District teacher may be eligible to receive donations if the Chief Human Capital Officer or his/her 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. To allow the Chief Human Capital Officer or his/her 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.

4) A donee may not use any donated sick leave until his/her sick leave earned pursuant to law has been exhausted. The donee may use donated sick leave only for the purposes specified in this provision.

5) 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.

6) Donated sick leave not used by the donee during an occurrence as determined by the Chief Human Capital Officer or his/her 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.

7) The maximum total number of days that may be received as donations by any teacher is one hundred (100) during his/her total District employment. 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 Human Capital Officer or his/her 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.

8) 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 his or her sick leave balance to fall below ten (10) days.

9) 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 office of the Chief Human Capital Officer or his/her designee.

COMPENSATION AND FRINGE BENEFITS

Salary Schedule

See Schedule I

A teacher will be considered as having had one (1) year of experience if he/she has taught not less than 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 2004-2005 school year, in areas of shortage, as defined by the State Department of Education, teachers will be given credit for all in-state and out-of-state years of experience. 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.

Recruitment Incentives

Beginning January 18, 2008, the District will pay a one-time \$2,000 recruitment stipend to teachers accepting employment with the District that are properly certified in the areas listed below and will be teaching in that subject. New teachers who are highly qualified by HOUSSE, but do not have the subject as listed below on their certificate are not eligible for this stipend. Furthermore, 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.

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 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)

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.

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 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.

Military Service

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

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.

Fringe Benefits

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

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.

Pay Periods for New Teachers

Pay periods for all newly hired teachers shall be adjusted to provide for the first pay check on the first Friday of each September, and a second pay check 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.

Date of Issuance of Pay Warrant

The payday for certificated 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.

Salary Adjustments

When a teacher improves his/her professional status by acquiring the required number of approved hours or a degree, he/she 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 he/she has become eligible.

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

EMPLOYMENT

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.

Change of Name or Address

Any teacher whose name is changed by marriage, a divorce or other legal procedures must immediately notify Human Capital of such change. Such immediate notification to Human Capital is also required when the teacher or other teacher changes his/her address.

New Teacher Certification/Licensing

The procedures for all new teacher candidates are as follows:

1. In order to be eligible to be employed by the District, a teacher must be highly qualified for the position for which they are being hired.
2. Contracts are not signed or issued until a certificate or license is on file.
3. Securing the certificate/license is the teacher's responsibility and a condition of his/her employment.
4. 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 a substitute teacher for a period allowed by law at the substitute rate of pay.
5. 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.
6. Teacher candidates failing to file a certificate/license within the first twenty working days will be relieved of their duties and any commitment previously made by the District will be null and void.
7. Teacher candidates working on a substitute teacher basis will not be entitled to any fringe benefits during the said period of service.

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 new teacher shall be assigned to an experienced member of the staff of his or her school to whom the new teacher may turn for advice and guidance during the school year.

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, 10 working days prior to the modification of position. Notification shall include pay adjustment, change in responsibilities, organizational structure, and justification for change.

Probation of Certificated Personnel

Any former teacher who returns to a teaching position after having been away for one or more school years following a resignation will begin a new three-year period of probation.

Promotions (Certificated Personnel)

The following items are among those considered in making promotions:

1. Evidence of superior scholarship at the undergraduate level.
2. Graduate work related to the specialized area involved in the promotion and the scholarship in that graduate work.
3. Evidence of having distinguished oneself in present or prior assignments.
4. Evidence of having demonstrated successful interpersonal skills.
5. 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.

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 internet site, 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 internet site. Notices of vacancies in department chairpersonships shall be posted by the principal within the individual building for a like period. Such notice shall clearly set forth the qualifications and compensations of the position. A copy of every such notice, excepting those for department chairpersonships, shall be delivered to the Association at the time of such posting.

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 his or her application with the Superintendent in writing on an approved form, which shall be provided by Human Capital upon request. Applications for department chairpersonships shall be made in writing to the building principal.

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.

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.

REDUCTION IN FORCE PROVISIONS
CERTIFIED TEACHING PERSONNEL

(In Force until July 1, 2012)

I. 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.”

II. General

1. 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 (a) a financial necessity or (b) a program change or (c) a decline in enrollment or (d) other business inevitability as determined by the board, a reduction in the teaching staff for the following fiscal year is necessary.
2. Definitions. For the purpose of this section, the following terms have the stated meanings:
 - a. "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.
 - b. "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.
 - c. "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.
3. 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 / multi-dimensional needs of students. Natural attrition will always be used as the first mean of reducing the force. **Probationary teachers in positions to be eliminated will be non-renewed before career teachers.**

**III. Criteria for Non-reemployment of Probationary Teachers
in Affected Positions.**

1. Once a determination has been made as to which positions should be eliminated then the primary basis that will be used in determining which probationary teachers to retain in the affected position(s) will be the composite evaluation rating of the probationary 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) for each year in which the TLE has been in effect. If the composite ratings of the probationary teachers in the affected positions are identical then the following, **in this order**, shall control:
 - a. Seniority in the District.
 - b. Standard certificate outweighs provisional, emergency or temporary certificates.
 - c. The number of certifications held.
 - d. Total years of teaching experience.
 - e. A lot drawing made by the Chief Human Capital Officer in the presence of an authorized representative of the TCTA.

**IV. Criteria for Non-reemployment of Career Teachers
in Affected Positions.**

1. Once a determination has been made as to which positions should be eliminated, and after all probationary teachers in those positions have been RIFd, then the primary basis that will be used in determining which career teachers to retain in the affected position(s) will be the composite evaluation rating of the career 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) for each year in which the TLE has been in effect. If the composite ratings of the career teachers in the affected positions are identical then the following, **in this order**, shall control:
 - a. Seniority in the District.
 - b. The number of certifications held.
 - c. Total years of teaching experience.
 - d. A lot drawing made by the Chief Human Capital Officer in the presence of an authorized representative of the TCTA.

V. "Bumping" Rights

1. In the event a career teacher eliminated through RIF is certified to hold a position other than the one they are being RIFd from, said teacher may bump a probationary teacher in that position, as long as the career teacher meets all state and federal requirements

necessary to hold that position. If there are no probationary teachers to bump, a career teacher may bump another career 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 for each year in which the TLE has been in effect.

2. Probationary teachers do not have "bumping" rights.
3. If the composite ratings of the career teachers in the affected positions are identical then the following, **in this order**, shall control bumping:
 - a. Seniority in the District.
 - b. The number of certifications held.
 - c. Total years of teaching experience.
 - d. A lot drawing made by the Chief Human Capital Officer in front of an authorized representative of the TCTA.

VI. Procedures For Reduction in Force

1. 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 (a) shall not be limited to considering only positions in the areas or programs designated by the board and (b) shall consult with the deputy superintendent, if any, and each relevant principal and administrator in whose school or unit a position elimination is proposed and (c) shall take into consideration the criteria set out herein.
2. 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.
3. Notice and Hearing Procedures. 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; provided however, 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.

4. Board Hearing. At the board hearing, evidence may be presented by the administration and the teacher, as to (a) whether a reduction in force is reasonably necessary and is being made in good faith and for the best interests of the District and (b) whether the recommendation to not renew the specific teacher is being made in good faith under this Reduction in Force Agreement.
5. Effect of Board Decision. The decision of the board based on the evidence presented at the hearing shall be final and non-appealable.

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

1. 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 rating, 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.
2. 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 his 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 Human Capital 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.
3. 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.

REDUCTION IN FORCE PROVISIONS **CERTIFIED TEACHING PERSONNEL**

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

I. 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.”

II. General

1. **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 (a) a financial necessity or (b) a program change or (c) a decline in enrollment or (d) other business inevitability as determined by the board, a reduction in the teaching staff for the following fiscal year is necessary.

2. **Definitions.** For the purpose of this section, the following terms have the stated meanings:
 - a. "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.

 - b. "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.

 - c. "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.

3. **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 / multi-dimensional needs of students. Natural attrition will always be used as the first means of reducing the force.

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

1. 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 composite evaluation rating 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) for each year in which the TLE has been in effect. If the composite ratings of the teachers in the affected positions are identical then the following, **in this order**, shall control:

- a. Seniority in the District.
- b. The number of certifications held.
- c. Total years of teaching experience.
- d. A lot drawing made by the Chief Human Capital Officer in the presence of an authorized representative of the TCTA.

IV. "Bumping" Rights

1. Only those teachers who have an average three year 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. 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.
2. In the event a teacher eliminated through RIF 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.
3. If the composite ratings of the teachers in the affected positions are identical then the following, **in this order**, shall control bumping:
 - a. Seniority in the District (as stated above).
 - b. The number of certifications held.
 - c. Total years of teaching experience.
 - d. A lot drawing made by the Chief Human Capital Officer in the presence of an authorized representative of the TCTA.

V. Procedures For Reduction in Force

1. 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 (a) shall not be limited to considering only positions in the areas or programs designated by the board and (b) shall consult with the deputy superintendent, if any, and each relevant principal and administrator in whose school or unit a position elimination is proposed and (c) shall take into consideration the criteria set out herein.
2. 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.

3. Notice and Hearing Procedures. 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; provided however, 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.
4. Board Hearing. At the board hearing, evidence may be presented by the administration and the teacher, as to (a) whether a reduction in force is reasonably necessary and is being made in good faith and for the best interests of the District and (b) whether the recommendation to not renew the specific teacher is being made in good faith under this Reduction in Force Agreement.
5. Effect of Board Decision. The decision of the board based on the evidence presented at the hearing shall be final and non-appealable.

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

1. 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 rating, 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.
2. 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 his 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 Human Capital 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.
3. 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 until July 1, 2012	In Force beginning July 1, 2012
<p>Reasons:</p> <ul style="list-style-type: none"> • Financial necessity • Program change • Decline in enrollment • Other business inevitability 	<p>Reasons:</p> <ul style="list-style-type: none"> • Financial necessity • Program change • Decline in enrollment • Other business inevitability
<p>Initial Criteria:</p> <ul style="list-style-type: none"> • Natural attrition first • Probationary teachers will be non-renewed before Career teachers 	<p>Initial Criteria:</p> <ul style="list-style-type: none"> • Natural attrition first
<p>Non-reemployment of Probationary teachers:</p> <ul style="list-style-type: none"> • Positions identified; lowest composite evaluation rating of Probationary teacher is first to be RIFFED. • If ratings are tied, then order of seniority, type of certificate, number of certificates, years teaching, lot drawing. 	<p>NOTE... there is no distinction between Probationary and Career under State statute beginning July 1, 2012; therefore, see provisions immediately below that affect ALL teachers.</p>
<p>Non-reemployment of Career teachers:</p> <ul style="list-style-type: none"> • Positions identified; lowest composite evaluation rating of Career teacher is first to be RIFFED. • If ratings are tied, then order of seniority, number of certificates, years teaching, lot drawing. 	<p>Non-reemployment of teachers:</p> <ul style="list-style-type: none"> • 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.
<p>Bumping Rights:</p> <ul style="list-style-type: none"> • Career teachers may bump Probationary and other Career teachers if no Probationary teachers are left available to be bumped. Probationary teachers do not have bumping rights. • If tied, then order of seniority, number of certificates, years teaching, lot drawing. 	<p>Bumping Rights:</p> <ul style="list-style-type: none"> • Only teachers at 2.80 or above have rights. • If tied, then order of seniority, number of certificates, years teaching, lot drawing.

<p>Recall:</p> <ul style="list-style-type: none"> • 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 superintendent’s determination of needs of the district. 	<p>Recall:</p> <ul style="list-style-type: none"> • 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 superintendent’s determination of needs of the district.
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Residency Program

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

Resignations

Any teacher desiring to resign should give to the teacher’s principal/supervisor, with a copy to the Chief Human Capital 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 Human Capital Division for immediate processing.

Individuals who have resigned or otherwise terminated from the District may be reemployed, but under the same terms and conditions applicable to any new teacher. 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 he or she filled the previous year if the previous assignment is still available. In case the previous position has been filled, he or she 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.

GRIEVANCE PROCEDURE

I. DEFINITIONS

- A. 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.
- B. 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.
- C. *Grounds*, when used in this procedure, shall mean the basis upon which a grievance is being presented or appealed.
- D. 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.
- E. A *party in 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.

II. 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.

III. GENERAL PROCEDURES

- A. 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.
- B. 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.

- C. An aggrieved person may be represented at any Level of the Grievance Procedure by a statewide professional educator's association.
- D. 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.
- E. A grievance initiated by an aggrieved person at a time other than during the regular school year shall commence at Level Three.
- F. 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.
- G. 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.
- H. 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 his/her designee, and the processing of such grievances shall be commenced at Level Three.
- I. When it is necessary at any level beyond Level Two for an aggrieved person and his/her designated representative to attend a meeting or hearing called by the Superintendent or his/her designee during the school day, the Superintendent, or his/her 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.
- J. 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.
- K. 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.
- L. 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.

- M. All necessary forms and documents for the filing of grievances, making reports and appeals regarding the grievances, shall be provided to the teacher upon request to the Superintendent of Schools.
 - N. If an aggrieved person initiates a civil or administrative action in any court or with any agency, the grievance process shall automatically end.
 - O. 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.
 - P. 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.
 - Q. 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.
 - R. No reprisals will be taken by the Board of Education, any member of the administrative staff, the TCTA, or TCTA's officers against any aggrieved person, party in 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. 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.
- V. Level Two – Principal or immediate Supervisor (Formal Grievance)
- A. If a teacher is not satisfied with the disposition of his/her grievance under Level One above, the grievant may file a written grievance on Grievance Form A with his/her principal or immediate supervisor within ten (ten) 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 his/her 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.

VI. Level Three – Superintendent

- A. If the aggrieved person is not satisfied with the disposition of his/her grievance at Level Two, he/she or his/her 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 his/her 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 division other than the division 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 2 business days.

VII. 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 in interest.
- C. The Board shall render its decision in writing within ten (10) days after the conclusion of the hearing with copies to the principal or immediate supervisor, the Superintendent. The decision of the Board will be final.

PROFESSIONAL DEVELOPMENT/CONTINUING EDUCATION

Conferences, Workshops

Teachers required to attend workshops, seminars, or planning meetings that are held beyond the hours of the contract shall be compensated at the rate of \$18.00 per hour for time involving attendance of 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.

Notice of Professional Development/Training Meetings

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

Educational Conferences

Teachers, who attend educational 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.

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 MA+30 and MA+60 levels.

If the appropriate Human Capital Director 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 MA+30 and MA+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 Human Capital, 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.

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. A Masters of Fine Arts degree counts as Masters plus 30 for programs that go 30 hours beyond the standard masters program. Evidence of the changed status must be on file in Human Capital 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 Human Capital.

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 in Human Capital by the last day of February. Salary adjustments for degree changes will take place after the updated certificate is submitted.

Teacher's must notify Human Capital 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 Human Capital.

STUDENTS

Assignments for Absent/Suspended Students

Teachers will be provided with a 24 hour notice of work needed for absent/suspended students. Work shall not be required in more than 5 day increments, nor more than once per week. 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.

Pre-Kindergarten Screening and Transition Days

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

Progress Reports / Report Cards

Progress reports and report cards will be due on a date established by the District. Teachers will be notified of these dates at the beginning of each year.

No student should receive a report of failure 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.

With the exception of the last grading period of the school year, middle and high school teachers will be given three (3) full working days after the end of each grading period for the purpose of calculating and entering grades. For the last grading period of the school year, grades are due on the teachers' last work day.

With the exception of the last nine weeks of the school year, elementary teachers will be given five (5) full working days after the end of each grading period for the purpose of calculating and entering grades. For the last grading period of the school year, elementary teachers will be given five (5) full working days prior to the report card due date established by the District.

TEACHER CONDUCT AND EVALUATION

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:

- A. Inform the individual of the specific nature of the subject to be addressed.
- B. Allow for a reasonable amount of time for the individual to secure representation, if desired.

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 Evaluation

Teachers with three consecutive complete school years or more of satisfactory service in the District shall be evaluated at least once each school year prior to May 1.

The performance of teachers with less than three years of continuous service to the District will be evaluated at least two (2) times per school year, once prior to November 15 and once prior to February 10 of each year.

A teacher may request a performance evaluation at any time.

3. Method of 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). Each "Ineffective" and/or "Needs Improvement" rating requires that the evaluator complete a Personal Development Plan, specifying what the teacher should do to overcome that particular inadequacy.

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 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.

5. Procedure for 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. 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 he be observed again. No teacher shall receive adverse comments from any observer in the presence of pupils.

Each teacher shall be given a copy of any written evaluation report intended for his 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 he has 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 his 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 Human Capital and signed by the person making the original evaluation, as an acknowledgement that it has been called to his/her attention.

Any adverse evaluation of a teacher's performance placed in his 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 Human Capital, 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. Detailed Specifics of the Observation and Evaluation Process

The Principals' TLE Observation & Evaluation System Handbook 2011-2012 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 Process/Form and the intensive 2-month feedback and support process which complements and follows the Personal Development Plan for select staff members.

The Principals' TLE Observation & Evaluation System Handbook 2011-2012 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.

Changes, additions and/or deletions to the Principals' TLE Observation & Evaluation System Handbook 2011-2012 and the Rubric/Observation Forms shall follow the established procedures of agreed upon Memorandum of Understanding in process, format and design. If such changes, additions and/or deletions occur during the term of this Contract date/time, identified errata documentation will be attached to the Principals' TLE Observation & Evaluation System Handbook 2011-2012.

Causes for Dismissal or Nonrenewal of Teachers

Dismissal and nonrenewal of teachers shall be as provided by law.

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 the 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 his or her 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 his/her 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.

Principle III

Subject to the provisions of the Teacher Due Process Act, a probationary or career teacher may be dismissed or not reemployed for any reason or cause allowed by law.

Certified Employee Personnel File

The District shall maintain the Official File (“File”) in the Human Capital Division. 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 the teacher was furnished the material.

Teachers have the right to respond to disciplinary material placed in the File. The teacher’s response must be submitted to the principal or the Chief Human Capital 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, counseling records, parents/student letters, teacher letters and memos. If, at a future time, the material is removed from the teacher’s File, the response will also be removed. In the event an anonymous complaint or accusation is placed in the File, the teacher will be given notice of the complaint/accusation, and will have an opportunity to prepare and attach a response to the complaint/charge.

Upon written request, each teacher shall have the right to review the contents of his file, excepting, however, any confidential references given at the time of his 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 his work or himself. 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 his/her 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 the Human Capital Office and shall be valid for three work (3) days following its execution by the teacher.

Removal of Documentation in Personnel File

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

TEACHING ASSIGNMENTS

Assignment of Teachers

When changes occur in a teaching assignment or room assignment, the principal or principal's designee will discuss such changes with the affected teacher. Efforts will be made to notify the teacher in writing of his tentative teaching assignment prior to the end of the school year. If changes are in order during the summer, written or email notification will be sent to those teachers required to make changes.

Teachers required to change their initial teaching assignment after the start of school shall be given a day without students. A change of assignment shall mean a new grade level or a new teaching preparation.

Whenever room assignment changes are made, after the start of school, teachers shall be given a day to make the required change. No other duties or responsibilities shall be assigned for that day. This day shall be in addition to the negotiated teacher work day. An additional day will be granted if needed.

When a teacher is reassigned to another building after the school year begins, that teacher will be released from the present assignment one day prior to moving to the new assignment to pack and move personal belongings. Upon the teacher's request, up to two days will be given at the new assignment, without students, to unpack and prepare for the new assignment. If necessary, the school will provide a substitute. Upon request, the District will be responsible for moving the teacher's personal materials.

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.

Classroom Interferences/Student Discipline

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 and the designated authority, the student is interfering with the teaching-learning situation for the majority of the class. At the time of removal, 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.

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 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.

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 his/her 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.

Referral Process

When it is necessary to refer a student to the principal's or designee's office, the teacher shall state the allegations on a referral form provided by the District.

Students who are removed from class for disciplinary reasons will not be allowed to return to the class where the referral originated until the referring teacher has received notification from a designated authority of such return and the action taken as to the student. This notification will be in writing when possible or, if oral, should be given directly from the authority to the teacher. If a verbal response is given, a written response regarding the disciplinary action taken is still required.

The teacher shall be granted a conference with the principal or his/her designee regarding the disposition of the case, if requested.

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 and committee chair shall be informed in writing as to the rationale for the reversal, and the principal will inform the committee chair.

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 call the coordinator.

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

Extended School Year for Alternative Education Sites

Current negotiated language defines the school year as 183 contract days. It is the desire of the District to extend the days at the following alternative education sites and/or programs:

- Tulsa Middle College HS
- Tulsa Met-Lombard HS (New Vision, Big Picture, and Project 12 Programs)
- Tulsa Met-Franklin MS (New Vision, Big Picture Programs)
- TRAICE Academy
- TRAICE Satellites
- Project ACCEPT (Roosevelt ES, Anderson ES, and TBA ES)

This provision begins in the 2009-2010 school year and increases the contract days, while these programs operate, from 183 days to 190 days. This represents a total of seven additional school days to be used for continuing professional development related to the new programs. The salary for the additional days will be based on the negotiated agreement. A teacher's daily rate of pay for contracts extended beyond 183 days will be based on the salary step plus career increments.

Faculty Meetings

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.

Building faculty/school business meetings shall be utilized to inform teachers of significant matters which require considerable explanation or discussion. Staff development, 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 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.

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 meeting.

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 his/her 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 allowable mandatory events on weekends or holidays.

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 teacher who covers his/her class shall be paid at the lowest rate of pay for

certificated substitutes for each hour covered. Any teacher who covers another class, in addition to their own class, shall be paid as follows:

Teachers covering an entire class, meaning those students in attendance that day, shall receive the lowest amount paid to a certificated substitute, for each hour covered.

When a class is split among multiple teachers the cover pay will be prorated among those teachers at the lowest amount paid to a certificated substitute, for each hour covered.

Assignments to cover partial classes are discouraged.

Non-classroom staff, such as deans, counselors, nurses, and others, shall not receive cover pay. Deans and counselors will not be asked to cover vacant classroom positions for more than six 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.

Classroom Rotation Coverage System--Secondary Schools

A system will be used in each secondary school to assure that all certificated 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 certificated 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 certificated personnel.

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 insure a smooth transition for those involved.

Special Assignments - General Information

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 Principals shall consider qualifications, 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.

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. In this instance, the coach will receive one-third (1/3rd) of the pay allocated for the special assignment.
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 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.

When a teacher on special assignment is absent for 30 calendar 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.

Teacher Trims

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.

Teachers trimmed at the end of the year will have first priority to return to their building should an opening for which they are qualified becomes available prior to or during the trim and reassignment period that occurs at the beginning of each school year. 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 trimmed will be notified by principals orally and in writing. This notification is to take place by a system-wide deadline. When the Human Capital Division receives names of teachers being trimmed, not less than three (3) days will occur before a master list is sent to principals.

When a teacher is placed on the trim or transfer request list, at the request of the teacher, all areas in which he/she is certified will be noted on the trim/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 trim-off and reassignment without the protection of the provisions of the trim-off policy for a period of one year. At the end of one year, the teacher trim-off policy will again be in effect.

Teaching vacancies shall be posted on the District's Internet site.

Voluntary Transfer

Teachers requesting transfers should fill out the Certificated Personnel Transfer Request Form. The request forms can be obtained from the Division of Human Capital. Forms should be addressed to the attention of the Chief Human Capital Officer. The Superintendent, principal, teacher, or Human Capital personnel may initiate a teacher/principal interview.

Voluntary transfer requests may be submitted at any time. However, transfers on or after the first teacher work day require the approval of the sending principal, receiving principal, and the Chief of Human Capital, if the transfer is to take place during the current school year.

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 furnished to the TCTA after each placement meeting. These vacancies will also be run on the Tulsa Public Schools' television channel immediately prior to and following school board meetings.

Among the factors considered in making transfer requests by teachers 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 trim and transfer 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.

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 his/her 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 educator's 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.

TULSA CLASSROOM TEACHERS ASSOCIATION

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 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.

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 President of the TCTA, or his authorized designee, who shall be an officer of the TCTA, shall be allowed to visit schools. Upon arrival at the school, he 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 trims
3. Curriculum changes
4. Teacher training or professional development
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.

Committees

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

TCTA Dues Deductions

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

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 and officers shall be excused from their classrooms in sufficient time to arrive at the monthly TCTA Delegates' Assembly meetings.

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 Division of Human Capital 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.

WORKING CONDITIONS

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. The following language identifies an instructional calendar based on days as Option A and an instructional calendar based on hours as Option B.

Option A

The teacher work year shall consist of 183 days, with 177 of those days being for instruction and five days shall be staff development days. The remaining day shall be designated as a teacher work day, which must be scheduled on the day prior to the student start date. No meetings or professional development will be scheduled on the designated teacher work day.

Option B

The teacher work year shall consist of five staff development days, one teacher work day and hours equivalent to 177 instructional days. The teacher work day must be scheduled on the day prior to the student start date. No meetings or professional development will be scheduled on the designated teacher work day.

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 district is using Teacher Work Year Option A. When using Teacher Work Year Option B, teachers will

not be assigned duties beyond seven hours and fifty minutes for all instructional days. Staff development/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.

Planning Periods

A minimum of 200 minutes per week, within the teacher work day, shall be provided for each elementary and middle school teacher for individual planning, preparation, or consultation. A minimum of 225 minutes per week, within the instructional day, shall be provided for each high school teacher for individual planning, preparation, or consultation. 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.

Lunch Periods

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

When possible, school counselors 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.

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 students, parents, or fellow teachers. Additionally, teachers will interact with administration, staff, and parents in a positive and professional manner.

Assault and Battery

In addition to the benefits extended by operation of state law, District certificated 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 his or her 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.

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 Human Capital 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 his or her 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.

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. Large and/or obvious tattoos of any type shall be covered to prohibit their display. Dress, including jewelry, and personal grooming, must not offend common standards of decency, 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. Visible pierced jewelry shall be limited to two piercings in the ear.

Business casual attire is appropriate throughout the school year depending upon particular classes, activities or circumstances requiring more casual and relaxed dress. Business casual attire may include, but is not limited to, the following:

- Casual slacks/pants/skirts
- Casual shirts or blouses (generally shirts with collars)
- Sweaters
- Skirts or dresses

- Casual shoes (loafers, dockers)

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

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

Fridays shall be designated as relaxed dress day when teachers are allowed to wear jeans and school spirit shirts. 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 jeans, tee shirts, gym suits, jogging suits or similar attire is appropriate to the activity or class.

Travel Reimbursement

1. Teachers such as traveling instrumental music teachers, nurses, and speech therapists, 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 for use of personal automobiles.
2. Teachers (such as subject matter instructional supervisors) whose assignments require travel, but not on a regularly scheduled basis, shall be reimbursed at the rate annually set by the District per mile for use of personal automobiles.

Student Schedules

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

Parent-Teacher Conferences

Principals, Assistant Principals, Counselors, Secretaries, Clerks, etc., shall not schedule parent-teacher conferences 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 days in advance of the conference.

Moving Classrooms

When there are insufficient classrooms in a building for each teacher to be assigned full time to his/her 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.

Use of Telephone

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

Faculty Lounge

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

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.

Sign-In Sheets

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

Information on the District's Internet

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

Posting Information

Statistics identifying individual teachers shall not be posted or distributed to others. (Example of statistics includes number of referrals written, number of absences, number of failing grades given, etc.)

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.

Assignments – Substitute Location When Work Occurs on a Classroom

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

Schedule Changes

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

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.

SCHEDULE I

**Due to salary freezes in the 2010 – 2011 School Year, Teachers remain 1 step
in arrears.**

Tulsa Public Schools

2011 - 2012 SALARY SCHEDULE*

Step	Bachelors'	Masters	M+30	M+60	Doctorate
0	32,900	33,956	34,964	36,005	37,105
1	33,300	34,366	35,384	36,605	37,705
2	33,700	34,776	35,794	37,015	38,115
3	34,100	35,176	36,194	37,415	38,515
4	34,500	35,576	36,694	37,825	38,925
5	34,900	35,976	37,094	38,235	39,335
6	35,300	36,376	37,494	38,635	39,735
7	35,700	36,796	37,914	39,045	40,145
8	36,300	37,406	38,524	39,645	40,745
9	36,800	37,916	39,034	40,155	41,255
10	37,200	38,326	39,444	40,555	41,655
11	37,610	38,986	40,614	42,255	43,335
12	38,020	39,476	41,114	42,725	43,825
13	38,660	40,286	41,914	43,545	44,645
14	39,370	41,206	42,834	44,455	45,555
15	40,190	42,216	43,844	45,475	46,575
16	40,800	42,936	44,864	46,485	47,585
17	42,220	44,406	46,434	48,085	49,161
18	43,430	45,016	47,154	48,785	49,881
19	43,930	45,526	47,714	49,335	50,441
20	44,430	46,736	48,374	49,995	51,101
21	45,130	47,236	49,134	50,755	51,861
22	45,630	47,736	50,344	51,975	53,071
23	46,130	48,436	50,844	52,475	53,571
24		48,936	51,544	53,175	54,271
25		49,436	52,044	53,675	54,771
26			52,544	54,175	55,271
27			53,044	54,675	55,771

Benefits: 11.00/mo dental
Life insurance- 1 ½ times employee's annual salary
Long Term Disability

Health Ins.: Oklahoma statutes provide that the District shall pay health insurance premiums not to exceed the "Health Choice High" individual premium amount for each teacher (certified) who elects coverage. Teachers not electing to take health insurance through the District (provided other coverage is in force) shall be paid a taxable case "in-lieu" payment in the amount set by statute.

Note: The School District's existing agreement provides a career increment in the amount of \$1,000.00 after 20, 25, 30, 34, 37 years of creditable service.

Beginning with the 1995-96 school year, teachers who complete their 20, 25, 30, and 34 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.

A maximum of five years will be granted on the salary schedule for prior active military service.

SCHEDULE II
TULSA PUBLIC SCHOOLS
SPECIAL ASSIGNMENT RATES OF PAY

<u>Special Assignment</u>	<u>Amount</u>	
Academic Bowl Coach - High School	3,434	
Academic Bowl Coach - Middle School	1,145	
Assembly Coordinator - High School	1,109	
Assembly Coordinator - Middle School	1,109	
Breakfast Program Supervisor	1,502	
Building Site Test Coordinator	1,000	
Bus Duty (Early Arrival/Late Departure)	1,831	
Class Sponsor - Freshman	1,295	
Class Sponsor - Sophomore	1,295	
Class Sponsor - Junior	1,295	
Class Sponsor - Senior	1,664	
Community School Principal	1,109	
Competitive Speech	2,060	
Department Chairperson - (Minimum)	357	*Must Submit <u>Worksheet</u>
Department Chairperson - Split (Maximum)	1,849	
Dietitian - Supervisor	1,860	
Double Section (1) - 1/8	687	
Double Section (2) - 1/4	916	
Double Section (3) - 3/8	1,145	
Double Section (4) - 1/2	1,373	
Double Section (5) - 5/8	1,602	
Double Section (6) - 3/4	1,831	
Double Section (7) - 7/8	2,060	
Double Section (8) - 8/8	2,289	
Drama - High School	2,060	
Drama - Middle School	1,373	
Elementary School Allocation - Special Duties	1,145	
Elementary Special Education Lead**	1,050	
**Applies to elementary schools with 3 or more special education teachers		
Future Teachers of America Sponsor - High School	1,500	
Home Base Advisory Coordinator	1,109	
ID Team Leader - Middle School - (Minimum)	357	*Must Submit <u>Worksheet</u>
ID Team Leader - Middle School - (Maximum)	1,849	
Instrumental Music - 1/2 -High School	962	
Instrumental Music - High School	6,353	
Instrumental Music - Middle School	1,145	
Instrumental Music Assistant - High School	1,572	
Intramural (1)	1,109	
Intramural (2)	554	
Intramural (3)	370	
Intramural (4)	277	
Multi-school Librarian	1,849	
National/State Honor Society Affiliate Sponsor	925	

Newspaper Sponsor - Elementary	462
Newspaper Sponsor - High School	925
Newspaper Sponsor - Middle School	687
Nurse - Supervisor	1,849
Safety Patrol Sponsor - Elementary	554
Site Asset Manager - High School Music	500
Site Asset Manager - High School Child Nutrition	500
Site Asset Manager - High School Lead	1,500
Site Asset Manager - Elementary < 400 Students	1,000
Site Asset Manager - Elementary 401 - 700 Students	1,300
Site Asset Manager - Elementary > 700 Students	1,500
Site Asset Manager - Middle School	1,300
Site Asset Manager - Special Program	1,000
Site Technology Contact - School <or=to 400 Students	1,373
Site Technology Contact - School 401 to 700 Students	1,717
Site Technology Contact - School >700 Students	2,060
Stagecraft - High School	1,109
Stagecraft - Middle School	925
Student Council Sponsor - Elementary	554
Student Council Sponsor - High School	1,479
Student Council Sponsor - Middle School	1,109
Teacher-in-Charge - Elementary	1,145
Team Leader	1,849
Treasurer - Elementary	1,488
Treasurer - High School	1,488
Treasurer - Middle School	2,861
Vocal Music - Middle School	1,145
Vocal Music - High School	1,717
Yearbook Sponsor - High School	1,502
Yearbook Sponsor - Middle School	998

Junior High Sports

JH Site Athletic Director	1,575
JH boys basketball—8th grade	1,145
JH boys basketball—7 th grade	1,145
JH girls basketball—8 th grade	1,145
JH girls basketball—7 th grade	1,145
JH cheerleading sponsor	2,060
JH football—head	2,289
JH football—Assistant 1	1,373
JH football—Assistant 2	1,373
JH girls volleyball	1,602

6TH Grade Sports

6 th grade football assistant	1,373
6 th grade boys basketball	1,145
6 th grade girls basketball	1,145

6th grade girls volleyball 1,145

High School Sports

Athletic Director - Boys/Girls (& Ext 5 days*)	4,006
*Extended Time Pay is determined by Daily Rate and listed as a separate pay item	
Baseball - Assistant	1,387
Baseball - Head	2,667
Basketball - Head - Boys	5,152
Basketball - Head - Girls	5,152
Basketball - Assistant - Boys	2,577
Basketball - Assistant - Girls	2,577
Basketball - Ninth Grade Coach - Boys	2,119
Basketball - Ninth Grade Coach - Girls	2,119
Cheerleading Sponsor - High School	2,861
Cross Country - Head - Boys	1,008
Cross Country - Head - Girls	1,008
Cross Country - Assistant - Boys	504
Cross Country - Assistant - Girls	504
Football - Head	6,671
Football - Assistant	3,335
Football - Ninth Grade Coach	2,877
Golf - Head - Boys	713
Golf - Head - Girls	713
Golf - Assistant - Boys	357
Golf - Assistant - Girls	357
Pompom Sponsor - High School	2,289
Soccer - Head - Boys	2,171
Soccer - Head - Girls	2,171
Soccer - Assistant - Boys	1,202
Soccer - Assistant - Girls	1,202
Softball - Head - Girls	2,667
Softball - Assistant - Girls	1,387
Swimming - Head - Boys	1,391
Swimming - Head - Girls	1,391
Swimming - Assistant - Boys	696
Swimming - Assistant - Girls	696
Tennis - Head - Boys	713
Tennis - Head - Girls	713
Tennis - Assistant - Boys	357
Tennis - Assistant - Girls	357
Track - Head - Boys	2,400
Track - Head - Girls	2,400
Track - Assistant - Boys	1,200
Track - Assistant - Girls	1,200
Volleyball - Head - Boys	2,171
Volleyball - Head - Girls	2,171
Volleyball - Asst - Boys	1,202

Volleyball - Asst - Girls	1,202
Wrestling - Head	4,285
Wrestling - Assistant	2,142

Do not enter on Stipend Reporting website

Counselor - Elementary	1,831
Counselor - Middle School & Ext. 5 days*	1,831
Counselor - High School & Ext. 10 days*	1,831
Counselor - Vocational Education	1,831
Guidance Dean - Middle School & Ext. 5 days*	2,175
Guidance Dean - High School & Ext. 10 days*	2,403
Instructional Media Specialist - High School & Ext. 5 days*	925
JROTC - Certified	1,664
JROTC Leadership (Middle School) & Ext. 10 days*	1,664
Librarian - Middle & High School & Ext. 5 days*	925
Psychologist I	5,093
Psychometrist	3,413
Resource, Pathwise, Instructional Specialist/Facilitator	1,831
Special Education	5%
Vocational Education, Full Time	2,000
Vocational Education, Dist Paid	289
Vocational Education, Perkins Fund	2,000
Alternative Education	5%
MS Hub Monitors - must be approved through the "Safe & Drug Free Schools" Dept	1,680
Speech Pathologist w/ "C's Certification of Clinical Competence"	5,000
Bilingual teachers (must teach an average daily caseload of at least 75 ELL students in their non-English/native language and have demonstrated proficiency in that language) or Immersion teacher (Eisenhower, Newcomer or Zarrow). All must pass ACTFL test.	2,000

*Extended Time Pay is determined by Daily Rate and listed as a separate pay item

SCHEDULE III-A

CONFIDENTIAL EVALUATION FORMS

**Counselor's Confidential Evaluation
2011-2012**



TEMPLATE

UNSAVED

Eval No.
1

Counselor: First Name
 Employee ID
 Status

Principal: First Name
 Employee ID

Evaluator: First Name
 Employee ID

HC Partner: First Name

Last Name
 Assignment 1
 Assignment 2
 Last Name
 School
 Last Name
 Eval. Date
 Last Name

Select Ranking: 1 = Ineffective 2; = Needs Improvement
 3 = Effective; 4 = Highly Effective; 5 = Superior;
 N/A = Not Applicable; N/O = Not Observed

Average

Counselor Center Management

Work Area Environment

1. Optimizes the physical learning environment to assure efficacy/student learning advantage in alignment with counseling management best practices.....

Select Ranking

Comprehensive Counseling Plan

2. Plans for delivery of the school's counseling plan relative to short-term and long-term objectives.....

Select Ranking

Building Climate

3. Contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.....

Select Ranking

School Counseling Effectiveness

Monitors Student Progress

4. Monitors student progress to maximize student achievement.....

Select Ranking

Accountability Reports

5. Demonstrates accountability.....

Select Ranking

Consults and Collaborates

6. Creates a professional receiving/open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in a student's emotional, career and academic progress.....

Select Ranking

Student Assessment (testing, surveys)

7. Participates in the school-wide assessment program.....

Select Ranking

Skills and Temperment

8. Exhibits the skills and temperament to manage students' crises.....

Select Ranking

Behaviors and Efficiencies

9. Exhibits behaviors and efficiencies associated with professionalism.....

Select Ranking

Professional Growth and Continuous Improvement

Strategy

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

Select Ranking

Interpersonal Skills

Interactions and Communications

11. Effective interactions and communications with stakeholders.....

Select Ranking

Fair Share Duties

12. Participates in fair share duties and responsibilities.....

Select Ranking

Leadership

Involvements

13. Leads and participates in school-wide efforts to involve parents.....

Select Ranking

Advocating Equity

14. Advocates effectively for equity issues affecting the educational progress of students.....

Select Ranking

Summary of Effectiveness by Domain:

	<u>Average</u>	<u>Domain Weight by Percent</u>
Counselor Center Management		20%
School Counseling Effectiveness		30%
Professional Growth and Continuous Improvement		10%
Interpersonal Skills		20%
Leadership		20%

Composite Weighted Average for Evaluation

#VALUE!

Notes:

1. Any ranking of 1.0 and 2.0 on any component of this evaluation requires a Personal Development Plan to be uploaded in the counselor's folder.
2. Any ranking of 4.0 or 5.0 on any component of this evaluation requires narrative comment under Evaluator Comments (below).
3. For the 2011-2012 school year the following will define **Composite, Weighted Average for Evaluation**.

<u>From</u>	<u>To</u>	<u>Ranking</u>
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

Evaluator Comments: Narrative comments in support of 4's / 5's and other comments.

If comments exceed the space designated in the comment box below, create a Word file with additional commentary, save the Word file in the appropriate folder and list the file name and date in the comment box below.

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.

Tulsa Public Schools - Counselor's Confidential Evaluation 2011 - 2012

**Dean's Confidential Evaluation
2011-2012**



TEMPLATE

UNSAVED

Eval No.

Dean	First Name <input type="text"/>	Last Name <input type="text"/>
	Employee ID <input type="text"/>	Assignment 1 <input type="text"/>
	Status <input type="text"/>	Assignment 2 <input type="text"/>
Principal:	First Name <input type="text"/>	Last Name <input type="text"/>
	Employee ID <input type="text"/>	School <input type="text"/>
Evaluator:	First Name <input type="text"/>	Last Name <input type="text"/>
	Employee ID <input type="text"/>	Eval. Date <input type="text"/>
HC Partner	First Name <input type="text"/>	Last Name <input type="text"/>

Select Ranking: 1 = Ineffective 2 = Needs Improvement
3 = Effective; 4 = Highly Effective; 5 = Superior;
N/A = Not Applicable; N/O = Not Observed

Average

Organization and Management

<u>Discipline</u>	
1. Clearly defines expected student behavior.....	<input type="text"/> Select Ranking
<u>Building-Wide Climate</u>	
2. Assures a contribution to building-wide positive climate responsibilities.....	<input type="text"/> Select Ranking
<u>Record keeping / Data Assessment</u>	
3. Generates and maintains accurate records and analyzes data.....	<input type="text"/> Select Ranking
<u>Work Area Environment</u>	
4. Optimizes the physical environment to assure efficacy.....	<input type="text"/> Select Ranking

Instructional Support

<u>School-wide Safety and Security</u>	
5. Utilizes the District Behavior Response Plan to ensure building safety and security.....	<input type="text"/> Select Ranking
<u>Monitors</u>	
6. Is visible during the school day and monitors common areas to maintain student safety and security.....	<input type="text"/> Select Ranking

Professional Growth and Continuous Improvement

7. Uses professional growth as a continuous improvement strategy.....	<input type="text"/> Select Ranking
8. Exhibits behaviors and efficiencies associated with professionalism.....	<input type="text"/> Select Ranking

Interpersonal Skills

9. Effective interactions and communications with families.....	<input type="text"/> Select Ranking
10. Effective interactions and communications with students.....	<input type="text"/> Select Ranking
11. Effective interactions and communications with staff and community.....	<input type="text"/> Select Ranking

Leadership

12. Leadership.....	<input type="text"/> Select Ranking
---------------------	-------------------------------------

<u>Summary of Effectiveness by Domain:</u>	<u>Average</u>	<u>Domain Weight by Percent</u>
Organization and Management		25%
Instructional Support		25%
Professional Growth and Continuous Improvement		10%
Interpersonal Skills		30%
Leadership		10%

Composite Weighted Average for Evaluation **#VALUE!**

Notes:

1. Any ranking of 1.0 and 2.0 on any component of this evaluation requires a Personal Development Plan to be uploaded in the dean's folder.
2. Any ranking of 4.0 or 5.0 on any component of this evaluation requires narrative comment under Evaluator Comments (below).
3. For the 2011-2012 school year the following will define **Composite, Weighted Average for Evaluation**.

<u>From</u>	<u>To</u>	<u>Ranking</u>
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

Evaluator Comments: Narrative comments in support of 4's / 5's and other comments.

If comments exceed the space designated in the comment box below, create a Word file with additional commentary, save the Word file in the appropriate folder and list the file name and date in the comment box below.

Dean's Signature _____

Date _____

Evaluator's Signature _____

Date _____

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

Tulsa Public Schools - Dean's Confidential Evaluation 2011 - 2012

**Librarian's Confidential Evaluation
2011-2012**



TEMPLATE

UNSAVED

Eval No.

Teacher:	First Name	<input type="text"/>	Last Name	<input type="text"/>
	Employee ID	<input type="text"/>	Assignment 1	<input type="text"/>
	Status	<input type="text"/>	Assignment 2	<input type="text"/>
Observation Dates:	Observation 1	<input type="text"/>	Observation 2	<input type="text"/>
	MM/DD/YY	<input type="text"/>	MM/DD/YY	<input type="text"/>
Principal:	First Name	<input type="text"/>	Last Name	<input type="text"/>
	Employee ID	<input type="text"/>	School	<input type="text"/>
Evaluator:	First Name	<input type="text"/>	Last Name	<input type="text"/>
	Employee ID	<input type="text"/>	Eval. Date	<input type="text"/>
HC Partner:	First Name	<input type="text"/>	Last Name	<input type="text"/>

1

Select Ranking: 1 = Ineffective 2 = Needs Improvement
3 = Effective; 4 = Highly Effective; 5 = Superior;
N/A = Not Applicable; N/O = Not Observed

Average

Library Management

Managing Student Behavior

- | | | |
|--|----------------------|----------------|
| 1. Expectations; Monitoring of student behavior; Response to misbehavior..... | <input type="text"/> | Select Ranking |
| <u>Establishing a Culture for Learning</u> | | |
| 2. Atmosphere; Safety; Organization within physical space..... | <input type="text"/> | Select Ranking |
| <u>Managing Library Procedures</u> | | |
| 3. Circulation procedures; Scheduling procedures..... | <input type="text"/> | Select Ranking |
| <u>Collaborating in the Design of Instructional Experiences</u> | | |
| 4. Collaborative skills; Instructional materials and resources; Research process; Information, media, digital and technology literacy..... | <input type="text"/> | Select Ranking |
| <u>Maintaining Accurate Records</u> | | |
| 5. Catalog; Circulation; Statistics; Inventory; Using Data..... | <input type="text"/> | Select Ranking |
| <u>Collection Development and Maintenance</u> | | |
| 6. Assessment; Selection; Weeding..... | <input type="text"/> | Select Ranking |
| <u>Managing the Library Budget</u> | | |
| 7. Data driven decisions; Budget development; Record keeping..... | <input type="text"/> | Select Ranking |
| <u>Managing Personnel</u> | | |
| 8. Motivating leadership; Delegating responsibility; Training; Supervision; Evaluation..... | <input type="text"/> | Select Ranking |

Instructional Effectiveness

Demonstrating Knowledge of Content Curriculum and Process

- | | | |
|---|----------------------|----------------|
| 9. Knowledge of curriculum; Knowledge of information, media, and digital literacy; Knowledge of the research process..... | <input type="text"/> | Select Ranking |
| <u>Supporting Instructional Goals</u> | | |
| 10. Instructional resources and technology in multiple formats; Instructional services..... | <input type="text"/> | Select Ranking |
| <u>Demonstrating Knowledge of Literature and Lifelong Learning</u> | | |
| 11. Children's and young adult literature; Reading..... | <input type="text"/> | Select Ranking |
| <u>Communicates Clearly and Accurately</u> | | |
| 12. Directions and procedures; Use of different Methods..... | <input type="text"/> | Select Ranking |
| <u>Using Questioning and Research Techniques</u> | | |
| 13. Quality of questions; Research techniques; Student inquiry..... | <input type="text"/> | Select Ranking |
| <u>Assessment in Instruction</u> | | |
| 14. Assessment criteria; Monitoring of students learning; Quality feedback; Student self assessment and monitoring of progress..... | <input type="text"/> | Select Ranking |
| <u>Demonstrating Flexibility and Responsiveness</u> | | |
| 15. Teaching strategies; Lesson adjustments; Response to students; Persistence..... | <input type="text"/> | Select Ranking |

Professional Growth and Continuous Improvement

Reflecting on Practice

16. Reflection; Vision; Change.....

Select Ranking

Growing and Developing Professionally

17. Enhancement of professional knowledge; Receptivity to feedback from colleagues; Service to the profession.....

Select Ranking

Interpersonal Skills

Communicating with School Staff and Community

18. Information about the library program; Advocacy.....

Select Ranking

Effective Interactions and Communications with Stakeholders

19. Effective interactions and communications with stakeholders.....

Select Ranking

Leadership

Leadership

20. Contributes to school & professional communities.....

Select Ranking

Professional Ethics

21. Library Bill of Rights; Copyright law; Ethical use of information; Intellectual freedom; Privacy; Confidentiality.....

Select Ranking

Summary of Effectiveness by Domain:

Library Management
Instructional Effectiveness
Professional Growth and Continuous Improvement
Interpersonal Skills
Leadership

Average

Domain Weight by Percent

35%
40%
10%
10%
5%

Composite Weighted Average for Evaluation

#VALUE!

Notes:

1. Any ranking of 1.0 and 2.0 on any component of this Evaluation requires a Personal Development Plan to be uploaded in the teacher's folder.
2. Any ranking of 4.0 or 5.0 on any component of this Evaluation requires narrative comment under Evaluator Comments (below).
3. For the 2011-2012 school year the following will define the **Composite, Weighted Average for Evaluation**.

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

Evaluator Comments: Narrative comments in support of 4's / 5's and other comments.

If comments exceed the space designated in the comment box below, create a word file with additional commentary, save the word file in the appropriate folder and list the file name and date in the comment box below.

Teacher Signature _____

Date _____

Evaluator Signature _____

Date _____

The Librarian's Signature is an acknowledgement that the Librarian has received the Evaluation on the date indicated.
Tulsa Public Schools - Librarian's Confidential Evaluation 2011 - 2012

**Nurse's Confidential Evaluation
2011-2012**



TEMPLATE

UNSAVED

Eval No.
1

Nurse: First Name
 Employee ID
 Career

Principal: First Name
 Employee ID

Evaluator: First Name
 Employee ID

HC Partner First Name

Last Name
 Assignment 1
 Assignment 2
 Last Name
 School
 Last Name
 Eval. Date
 Last Name

Circle the ranking for each dimension below.

Select Ranking: 1 = Ineffective; 2 = Needs Improvement
 3 = Effective; 4 = Highly Effective; 5 = Superior;
 N/A = Not Applicable; N/O = Not Observed

Average

Program Management

Program Scheduling

1. Establishes a school health program within a goal-based program schedule.....

Select Ranking

Collaboration

2. Collaboration is the fundamental key for the successful delivery of health services.....

Select Ranking

Clinic Environment

3. Optimizes the physical environment to assure efficacy / student health and safety advantages in alignment with best practices.....

Select Ranking

Discipline Focus

4. Clearly defines expected student behavior.....

Select Ranking

Instructional Skills

Educational Impact

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

Select Ranking

Professional Services

Assessment

6. Utilizes assessment patterns that are fairly administered and based on identified criteria.....

Select Ranking

Records

7. Produces, maintains, supervises and appropriately delegates development of health records based on District and State standards.....

Select Ranking

Nursing Services

8. Provides the spectrum of nursing services with consistency and efficacy.....

Select Ranking

Professional Growth and Continuous Improvement

9. Uses professional growth as a continuous improvement strategy.....

Select Ranking

10. Exhibits behaviors and efficiencies associated with professionalism.....

Select Ranking

Interpersonal Skills

11. Effective interactions and communications with stakeholders.....

Select Ranking

Leadership

12. Leadership.....

Select Ranking

Summary of Effectiveness by Domain:

	<u>Average</u>	<u>Domain Weight by Percent</u>
Program Management		35%
Instructional Skills		10%
Professional Services		35%
Professional Growth and Continuous Improvement		10%
Interpersonal Skills		5%
Leadership		5%

Composite Weighted Average for Evaluation

#VALUE!

Notes:

1. Any ranking of 1.0 and 2.0 on any component of this evaluation requires a Personal Development Plan to be uploaded in the nurse's folder.
2. Any ranking of 4.0 or 5.0 on any component of this evaluation requires narrative comment under Evaluator Comments (below).
3. For the 2011-2012 school year the following will define **Composite, Weighted Average for Evaluation**.

<u>From</u>	<u>To</u>	<u>Ranking</u>
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

Evaluator Comments: Narrative comments in support of 4's / 5's and other comments.

If comments exceed the space designated in the comment box below, create a Word file with additional commentary, save the Word file in the appropriate folder and list the file name and date in the comment box below.

Print Blank Evaluation Form

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.

Tulsa Public Schools - Nurse's Confidential Evaluation 2011 - 2012

Speech-Lang.Path./School Psychologists' Confidential Evaluation



TEMPLATE

SplgPath/Psych: First Name
 Employee ID
 Status

Principal: First Name
 Employee ID

Evaluator: First Name
 Employee ID

HC Partner: First Name

UNSAVED

Last Name
 Assignment 1
 Assignment 2
 Last Name
 School
 Last Name
 Eval. Date
 Last Name

Eval No.
1

Select Ranking: 1 = Ineffective 2; = Needs Improvement
 3 = Effective; 4 = Highly Effective; 5 = Superior;
 N/A = Not Applicable; N/O = Not Observed

Average

Organization and Management

Work Area Environment

1. Optimizes the physical working environment to assure efficacy/student learning advantage.....

Select Ranking

Preparation and Delivery of Services

2. Plans and prepares for delivery of services.....

Select Ranking

Compliance

3. Maintains accurate student records.....

Select Ranking

Discipline

4. Clearly defines expected student behavior.....

Select Ranking

Instructional Support

Skill Knowledge

5. Adheres to professional responsibilities and standards.....

Select Ranking

Evaluation and Assessment

6. Selects and administers individualized assessments.....

Select Ranking

7. Interprets test data and assessment.....

Select Ranking

Delivery of Services

8. Designs and implements appropriate student plans.....

Select Ranking

9. Provides consultation for improvement of student performance.....

Select Ranking

Professional Growth and Continuous Improvement

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

Select Ranking

11. Exhibits behaviors and efficiencies associated with professionalism.....

Select Ranking

Interpersonal Skills

12. Effective interactions and communications with stakeholders.....

Select Ranking

Leadership

13. Leadership.....

Select Ranking

Summary of Effectiveness by Domain:

Organization and Management
Instructional Support
Professional Growth and Continuous Improvement
Interpersonal Skills
Leadership

Average

Domain Weight by Percent

30%
45%
10%
10%
5%

Composite Weighted Average for Evaluation

#VALUE!

Notes:

- 1. Any ranking of 1.0 and 2.0 on any component of this evaluation requires a Personal Development Plan to be uploaded in the appropriate folder.
- 2. Any ranking of 4.0 or 5.0 on any component of this evaluation requires narrative comment under Evaluator Comments (below).
- 3. For the 2011-2012 school year the following will define **Composite, Weighted Average for Evaluation**.

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

Evaluator Comments: Narrative comments in support of 4's / 5's and other comments.

If comments exceed the space designated in the comment box below, create a Word file with additional commentary, save the Word file in the appropriate folder and list the file name and date in the comment box below.

Print Blank Evaluation Template

Speech-Lang. Path./ Sch Psychologists' Signature _____ Date _____

Evaluator's Signature _____ Date _____

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

Tulsa Public Schools - Speech-Lang. Path./School Psychologists' Confidential Evaluation 2011 - 2012

**Staff Development Teacher's
Confidential Evaluation
2011-2012**



TEMPLATE

UNSAVED

Eval No.

SDT	First Name	<input type="text"/>	Last Name	<input type="text"/>	1
	Employee ID	<input type="text"/>	Assignment 1	<input type="text"/>	
	Status	<input type="text"/>	Assignment 2	<input type="text"/>	
Principal:	First Name	<input type="text"/>	Last Name	<input type="text"/>	
	Employee ID	<input type="text"/>	School	<input type="text"/>	
Evaluator:	First Name	<input type="text"/>	Last Name	<input type="text"/>	
	Employee ID	<input type="text"/>	Eval. Date	<input type="text"/>	
HC Partner	First Name	<input type="text"/>	Last Name	<input type="text"/>	

Select Ranking: 1 = Ineffective 2; = Needs Improvement
3 = Effective; 4 = Highly Effective; 5 = Superior;
N/A = Not Applicable; N/O = Not Observed

Organization and Management

Average

Preparation

1. Staff Development Teacher plans development and delivery of assistance, support and professional development

Select Ranking

Building Wide Climate Responsibilities

2. Staff Development Teacher contributes to building-wide positive climate.

Select Ranking

Work Area Environment

3. Staff Development Teacher optimizes the environment to assure efficacy in professional learning/support.

Select Ranking

Record Keeping and Data Assessment

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

Select Ranking

Instructional Effectiveness

Establishes and Facilitates PLCs

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

Select Ranking

Job-Embedded Professional Development

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

Select Ranking

Support of District Initiatives

7. Staff Development Teacher supports District Initiatives.

Select Ranking

Professional Growth and Continuous Improvement

Growing and Developing Professionally

8. Staff Development Teacher uses professional growth as an improvement strategy.

Select Ranking

Exhibits Professional Behaviors and Efficiencies

9. Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.

Select Ranking

Interpersonal Skills

Effective Interactions/Communications

10. Staff Development Teacher promotes a collaborative work environment.

Select Ranking

Leadership

Leadership Involvements

11. Staff Development Teacher uses professional growth as an improvement strategy.

Select Ranking

- Organization and Management
- Instructional Support
- Professional Growth and Continuous Improvement
- Interpersonal Skills
- Leadership

<u>Domain Weight by Percent</u>	
Organization and Management	30%
Instructional Support	30%
Professional Growth and Continuous Improvement	10%
Interpersonal Skills	15%
Leadership	15%

Composite Weighted Average for Evaluation

#VALUE!

Notes:

1. Any ranking of 1.0 and 2.0 on any component of this evaluation requires a Personal Development Plan to be uploaded in the dean's folder.
2. Any ranking of 4.0 or 5.0 on any component of this evaluation requires narrative comment under Evaluator Comments (below).
3. For the 2011-2012 school year the following will define **Composite, Weighted Average for Evaluation**.

<u>From</u>	<u>To</u>	<u>Ranking</u>
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

Evaluator Comments: Narrative comments in support of 4's / 5's and other comments.

If comments exceed the space designated in the comment box below, create a Word file with additional commentary, save the Word file in the appropriate folder and list the file name and date in the comment box below.

Staff Development Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____

The Staff Development Teacher's signature is an acknowledgement that the dean has received the Evaluation on the date indicated.

**Teacher's Confidential Evaluation
2011-2012**



TEMPLATE

UNSAVED

Eval No.
1

Teacher: First Name
 Employee ID
 Tenure Status

Observation Dates: Observation
 1 MM/DD/YY

Principal: First Name
 Employee ID

Evaluator: First Name
 Employee ID

HC Partner: First Name

Last Name
 Assignment 1
 Assignment 2
 Observation
 2 MM/DD/YY
 Last Name
 School
 Last Name
 Eval. Date
 Last Name

Select Ranking: 1 = Ineffective 2; = Needs Improvement
 3 = Effective; 4 = Highly Effective; 5 = Superior;
 N/A = Not Applicable; N/O = Not Observed

Average

Classroom Management

Preparation

1. Plans for delivery of the lesson relative to short-term and long-term objectives.....

Select Ranking

Discipline

2. Clearly defines expected student behavior.....

Select Ranking

Building-Wide Climate Responsibilities

3. Assures a contribution to building-wide positive climate responsibilities.....

Select Ranking

Lesson Plans

4. Develops daily lesson plans designed to achieve the identified objectives.....

Select Ranking

Assessment Patterns

5. Utilizes assessment patterns that are fairly administered / based on identified criteria.....

Select Ranking

Work Area Environment

6. Optimizes the physical learning environment to assure efficacy in student learning advantage.....

Select Ranking

Instructional Effectiveness

Literacy

7. Embeds the components of literacy into all instructional content.....

Select Ranking

Common Core Standards

8. Understands and optimizes the delivery focus of Common Core Standards and the expectations derived from same on student learning and achievement.....

Select Ranking

Involves All Learners

9. Uses questioning techniques and/or guided practices/technology to involve students in active learning.

Select Ranking

Explains Content

10. Teaches the objectives through a variety of methods.....

Select Ranking

Explains Directions

11. Gives directions that are clearly stated and related to the learning objectives.....

Select Ranking

Models

12. Demonstrates the desired skill or process.....

Select Ranking

Monitors

13. Checks to determine if students are progressing toward stated objectives.....

Select Ranking

Adjusts Based Upon Monitoring

14. Changes instruction based on the results of monitoring.....

Select Ranking

Establishes Closure

15. Summarizes and fits into context what has been taught.....

Select Ranking

Student Achievement Indicators

16. Use of common / varied assessments, tracking of student progress, use of data from various assessments, recognition of student achievement, appropriately modifying assessments.....

Select Ranking

Professional Growth and Continuous Improvement

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

	Select Ranking
	Select Ranking

Interpersonal Skills

- 19. Effective interactions and communications with stakeholders.....

	Select Ranking
--	----------------

Leadership

- 20. Leadership.....

	Select Ranking
--	----------------

Summary of Effectiveness by Domain:

Classroom Management
Instructional Effectiveness
Professional Growth and Continuous Improvement
Interpersonal Skills
Leadership

Average

Domain Weight by Percent

30%
50%
10%
5%
5%

Composite Weighted Average for Evaluation

#VALUE!

Notes:

1. Any ranking of 1.0 and 2.0 on any component of this Evaluation requires a Personal Development Plan to be uploaded in the teacher's folder.
2. Any ranking of 4.0 or 5.0 on any component of this Evaluation requires narrative comment under Evaluator Comments (below).
3. For the 2011-2012 School year the following will define the **Composite, Weighted Average for Evaluation**.

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

Evaluator Comments: Narrative comments in support of 4's / 5's and other comments.

If comments exceed the space designated in the comment box below, create a word file with additional commentary, save the word file in the teacher's folder and list the file name and date in the comment box below.

Teacher Signature _____

Date _____

Evaluator 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



T U L S A
PUBLIC SCHOOLS

TLE Observation Form Counselors 2011-2012

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

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.	Dimension
		3 — Effective	Obs. 1 Obs. 2 Obs. 3	
Rubric's description of professional proficiency at an 3-Effective level.				

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.		

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
Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students.		
Coordinates ongoing systemic activities to help students on an individual and small group basis.		

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
School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, etc. and designs interventions to address these.		
School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.)		
School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.		

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>				

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>				

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>				

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
School counselor attends all mandatory meetings required at the building level related to student assessment.				
School counselor attends district mandatory meetings required for building level assessments.				
School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.				

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
Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.).				
School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.				

9	Domain: School Counseling Effectiveness Dimension: Behaviors and Efficiencies			
	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.				

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
Participates in the required minimum hours of professional development updating their content knowledge and current professional practice.				

11	Domain: Interpersonal Skills	Dimension: Interactions and Communications		
	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 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.</p>				

12	Domain: Interpersonal Skills	Dimension: Fair Share Duties		
	Counselor participates in Fair Share Duties and Responsibilities.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.</p>				

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>				

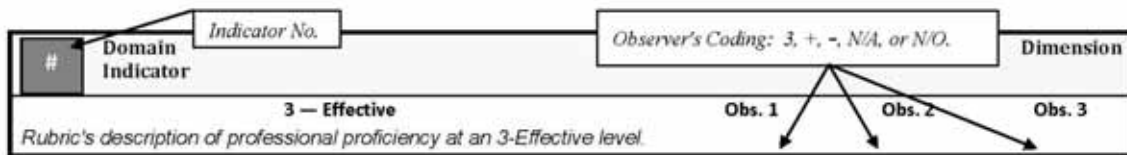
14	Leadership	Dimension: Advocating Equity		
	School Counselor advocates effectively for equity issues affecting the educational progress of students.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing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



TLE Observation Form Deans 2011-2012

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

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



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.		

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

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

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
The office is organized for providing 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.				

5	Domain: Instructional Support	Dimension: School-wide Safety and Security		
The Dean utilizes the District Behavior Response Plan to ensure building safety and security.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3
Ensures all beginning and incoming students receive the Behavior Response Plan and Campus student handbook.				
Collects validation signatures that all students have received and reviewed the BRP and Student handbook.				
Administers student discipline consequences in accordance with the BRP.				

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
When appropriate, moves to all areas of the school to promote and reinforce positive student behaviors.				
Uses different types of student response techniques, both individual / group.				
Uses student response techniques to increase positive behaviors.				
Student's understanding is evaluated by feedback.				
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.				

7	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.				

8	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 information / compliance requests.</p>				

9	Domain: Interpersonal Skills			
Effective Interactions and Communications with Families.				
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 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>				

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>				

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>				

12	Leadership			
	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>Assumes a proactive role in addressing student needs.</p>				



T U L S A
PUBLIC SCHOOLS

TLE Observation Form Librarians 2011-2012

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Library Management	1. Managing Student Behavior	2
	2. Establishing a Culture for Learning	2
	3. Managing Library Procedures	2
	4. School Librarian Collaborates in the Design of Instructional Experiences	2
	5. Maintaining Accurate Records	3
	6. Collection Development and Maintenance	3
	7. Managing the Library Budget	3
	8. Managing Personnel	3
Instructional Effectiveness	9. Demonstrating Knowledge of Content Curriculum and Process	4
	10. Supporting Instructional Goals	4
	11. Demonstrating Knowledge of Literature and Lifelong Learning	4
	12. Communicates Clearly and Accurately	4
	13. Using Questioning and Research Techniques	5
	14. Assessment in Instruction	5
	15. Demonstrating Flexibility and Responsiveness	5
Professional Growth & Continuous Improvement	16. Reflecting on Practice	5
	17. Growing and Developing Professionally	6
Interpersonal Skills	18. Communicating with School Staff and Community	6
	19. Effective Interactions and Communications with Stakeholders	6
Leadership	20. Leadership	6
	21. Professional Ethics	7

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.	Dimension
		3 — Effective	Obs. 1 Obs. 2 Obs. 3	
	Rubric's description of professional proficiency at an 3-Effective level.			

1	Domain: Library Management Managing Student Behavior: Expectations; Monitoring of student behavior; response to misbehavior.	Indicator No.		
		3 — Effective	Obs. 1 Obs. 2 Obs. 3	
	School librarian has established and communicated clear standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.			

2	Domain: Library Management Establishing a Culture for Learning: Atmosphere; Safety; Organization within physical space.			
		3 — Effective	Obs. 1 Obs. 2 Obs. 3	
	School librarian maintains an environment that is attractive with expectations that students use the library appropriately. Physical resources and spaces within the librarian's control are organized for individual, collaborative and group work, considering accessibility, functionality and safety.			

3	Domain: Library Management Managing Library Procedures: Circulation procedures; Scheduling procedures.			
		3 — Effective	Obs. 1 Obs. 2 Obs. 3	
	Library guidelines and procedures have been established in the areas of circulation and scheduling for library use and usually provide for adequate access to the resources, equipment, facility and the expertise of the school librarian.			

4	Domain: Library Management School Librarian Collaborates in the Design of Instructional Experiences: Collaborative skills; Instructional materials and resources; Research process; Information, media, digital and technology literacy.			
		3 — Effective	Obs. 1 Obs. 2 Obs. 3	
	School librarian collaborates with some teachers to coordinate the use of the library and its resources and provides learning experiences that support the unit. Librarian promotes project based learning and transition to CCSS.			

5	Domain: Library Management			
	Maintaining Accurate Records: Catalog; Circulation; Statistics; Inventory; Using Data.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>The school librarian maintains accurate, fairly current, and accessible records including: a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.</p> <p>Records are reported at the end of the year.</p>				

6	Domain: Library Management			
	Collection Development and Maintenance: Assessment; Selection; Weeding.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>School librarian regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.</p>				

7	Domain: Library Management			
	Managing the Library Budget: Data driven decisions; Budget development; Record keeping.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>School librarian develops budget proposals necessary to maintain the library program.</p> <p>School librarian follows department and/or district policies for managing the budget and maintains records and meets spending deadlines.</p>				

8	Domain: Library Management			
	Managing Personnel: Motivating leadership; Delegating responsibility; Training; Supervision; Evaluation.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>School librarian provides training and supervision and uses district tools to evaluate support staff.</p>				

9	Domain: Instructional Effectiveness Demonstrating Knowledge of Content Curriculum and Process: Knowledge of curriculum; Knowledge of information, media, and digital literacy; Knowledge of the research process.
3 — Effective	Obs. 1 Obs. 2 Obs. 3
School librarian is knowledgeable of the curriculum, resources, various literacies, the research process, and is able to make curriculum and learning connections.	

10	Domain: Instructional Effectiveness Supporting Instructional Goals: Instructional resources and technology in multiple formats; Instructional services.
3 — Effective	Obs. 1 Obs. 2 Obs. 3
School librarian displays a basic understanding of the instructional goals for the different disciplines and diverse student population, and provides some of the necessary resources, technology and instructional services to support these goals. Librarian collaborates with teachers to integrate literacy and reading strategies into core content units of instruction. Expectations for students are present and consistent.	

11	Domain: Instructional Effectiveness Demonstrating Knowledge of Literature and Lifelong Learning: Children’s and young adult literature; Reading.
3 — Effective	Obs. 1 Obs. 2 Obs. 3
School librarian has a working knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning using both traditional and emerging technological strategies and tools.	

12	Domain: Instructional Effectiveness Communicates Clearly and Accurately: Directions and procedures; Use of different Methods
3 — Effective	Obs. 1 Obs. 2 Obs. 3
School librarian is usually clear in communicating directions and procedures. Technology is used when appropriate.	

13	Domain: Instructional Effectiveness			
Using Questioning and Research Techniques: Quality of questions; Research techniques; Student inquiry.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
School librarian understands and supports core curriculum instruction and the transition to CCSS. The use of inquiry and project-based learning are evident.				

14	Domain: Instructional Effectiveness			
Assessment in Instruction: Assessment criteria; Monitoring of students learning; Quality feedback; Student self assessment and monitoring of progress.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated.</p> <p>The school librarian monitors a class of students as a whole, but elicits no diagnostic information.</p> <p>The school librarian provides some feedback to students when working with them on a one-to-one basis or with small groups.</p> <p>Students occasionally assess the quality of their own work.</p>				

15	Domain: Instructional Effectiveness			
Demonstrating Flexibility and Responsiveness: Teaching strategies; Lesson adjustments; Response to students; Persistence.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
The school librarian adjusts the instructional plan to accommodate student learning styles, needs, abilities, interests and questions through the use of diverse strategies.				

16	Domain: Professional Growth & Continuous Improvement			
Reflecting on Practice: Reflection; Vision; Change.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3
The school librarian reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are aligned with the instructional goals of the school.				

17	Domain: Professional Growth & Continuous Improvement			
	Growing and Developing Professionally: Enhancement of professional knowledge ; Receptivity to feedback from colleagues; Service to the profession.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
	<p>School librarian participates in professional activities.</p> <p>School librarian accepts feedback on performance from both supervisors and professional colleagues.</p> <p>School librarian attends and participates in required district and school meetings.</p>			

18	Domain: Interpersonal Skills			
	Communicating with School Staff and Community: Information about the library program; Advocacy.			
	3 — Effective	Obs. 1	Obs. 2	Obs. 3
	<p>The school librarian communicates with the school staff and community to keep them informed and to promote the use of the library program, resources, and services.</p>			

19	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 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>			

20	Domain: Leadership			
	Contributes to school & professional communities.			
	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>Assumes a proactive role in addressing student needs.</p>			

21	Domain: Leadership Professional Ethics: Library Bill of Rights; Copyright law; Ethical use of information; Intellectual freedom; Privacy; Confidentiality.								
	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">3 – Effective</td> <td style="text-align: center; width: 16.6%;">Obs. 1</td> <td style="text-align: center; width: 16.6%;">Obs. 2</td> <td style="text-align: center; width: 16.6%;">Obs. 3</td> </tr> <tr> <td colspan="4" style="padding-top: 10px;"> School librarian is knowledgeable of the ethics of librarianship, and follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics. </td> </tr> </table>	3 – Effective	Obs. 1	Obs. 2	Obs. 3	School librarian is knowledgeable of the ethics of librarianship, and follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics.			
3 – Effective	Obs. 1	Obs. 2	Obs. 3						
School librarian is knowledgeable of the ethics of librarianship, and follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association’s Code of Ethics.									



T U L S A
PUBLIC SCHOOLS

TLE Observation Form

Nurses

2011-2012

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

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.	Dimension
		3 — Effective	Obs. 1 Obs. 2 Obs. 3	
Rubric's description of professional proficiency at an 3-Effective level.				

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.		

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.		

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
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.		

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

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>				

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>				

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>				

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>				

9	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.				

10	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.				

11	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 health 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.				

12	Leadership			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
Participate in school events when asked.				
Participate in school and district projects when asked.				
Finds ways to contribute to the profession and follow through.				
Assume a proactive role in addressing health needs.				
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.				



T U L S A
PUBLIC SCHOOLS

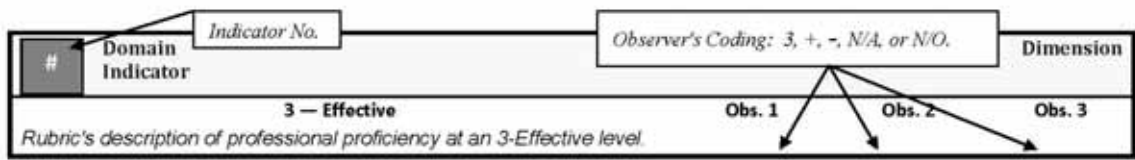
TLE Observation Form
Speech-Lang. Path./School Psychologists
2011-2012

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

Educator Name: _____ School Name _____

Evaluator Name: _____

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



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				

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.				

3	Domain: Organization and Management	Dimension: Compliance		
	The professional will maintain accurate student records.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Maintains records that are clear, organized, and reflect delivery of service.				
Completion of IDEA documents as outlined by district, state, and federal guidelines.				
Meets timelines for IDEA documents as outlined by district, state, and federal guidelines.				
Routinely participates in CST process.				

4	Domain: Organization and Management	Dimension: Discipline		
	The Professional clearly defines expected student behavior.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations.				
Monitors the behavior of students in the work environment.				
Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.				

5	Domain: Instructional Support	Dimension: Skill Knowledge		
	Adherence to Professional Responsibilities and Standards			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
Demonstrates knowledge of current district and IDEA policies and procedures.				
Demonstrates knowledge of child and adolescent development in choice of materials and assessments.				

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.				

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.				

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.				

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.				

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.				

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.			

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.			

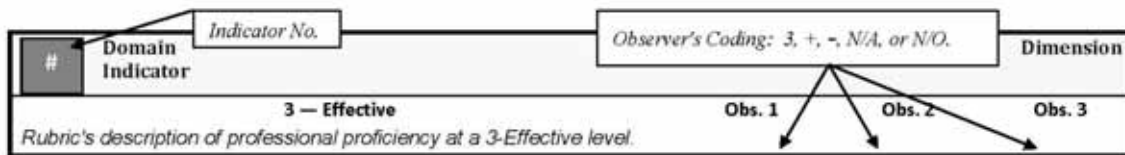
13	Leadership			
	3 – Effective	Obs. 1	Obs. 2	Obs. 3
	Participates in school events when asked.			
	Participates in school and district projects when asked.			
	Finds ways to contribute to the profession and follows through.			
	Assumes a proactive role in addressing student needs.			



TLE Observation Form
Staff Development Teachers
 2011-2012

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

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



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	
Plans for assistance/ support/professional development that provides teachers with resources/skills needed for implementation.					
Ensures materials/resources needed for training/meeting are prepared and available.					
Creates staff development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.					
Matches staff development opportunities to staff's professional development needs; 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 climate.				
3 — Effective		Obs. 1	Obs. 2	Obs. 3	
Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.					
Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.					

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	
Work area is organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.					
Materials, resources, and information are available.					

4	Domain: Organization and Management Dimension: Record Keeping and Data Assessment
Staff Development Teacher generates and maintains accurate records and analyzes data.	
3 — Effective	Obs. 1 Obs. 2 Obs. 3
Establishes a process for collecting, managing, and analyzing school data.	
Uses appropriate school data from assessments to guide professional development.	

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
Works with staff to foster a culture of collegiality in which teachers learn from one another and feel comfortable taking intellectual risks.	
Encourages PLC members to focus on student learning, teacher collaboration, and using data as a guide.	
Creates staff development opportunities for small or large groups with input from staff and administration.	

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
Provides instructional strategies.	
Uses coaching strategies to provide instructional support to professional staff.	
Supports vertical and horizontal articulation efforts.	
Supports professional staff in developing and implementing instructional strategies aligned with learning objectives.	
Assists professional staff in using formal and informal assessment formats to modify instruction.	
Regularly uses student data to inform instruction with professional staff.	

7	Domain: Instructional Effectiveness Dimension: Support of District Initiatives
Staff Development Teacher supports District Initiatives.	
3 — Effective	Obs. 1 Obs. 2 Obs. 3
Demonstrates commitment to TPS priorities for staff development by providing training opportunities for professional staff aimed at student achievement.	
Supports the goals of the WISE plan with professional development.	
Uses practices and procedures that align with TPS vision, goals, policies, and regulations.	

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>					

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>					

10	Domain: Interpersonal Skills		Dimension: Effective Interactions/ Communications		
	Staff Development Teacher promotes a collaborative work environment.				
3 – Effective		Obs. 1	Obs. 2	Obs. 3	
<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>					

11	Domain: Leadership		Dimension: Leadership Involvements		
	Staff Development Teacher uses professional growth as an improvement strategy.				
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>Assumes a proactive role in addressing student needs.</p>					



T U L S A
PUBLIC SCHOOLS

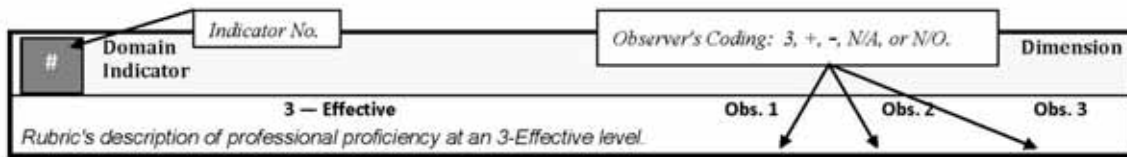
TLE Observation Form Teachers 2011-2012

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



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
Plans for instructional strategies that encourage the development of performance skills.		
Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).		

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

3	Domain: Classroom Management	Dimension: Building-Wide Climate Responsibilities
Teacher assures a contribution to building-wide positive climate responsibilities.		
	3 — Effective	Obs. 1 Obs. 2 Obs. 3
Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.		
Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.		

4	Domain: Classroom Management	Dimension: Lesson Plans
Teacher develops daily lesson plans designed to achieve the identified objectives.		
	3 — Effective	Obs. 1 Obs. 2 Obs. 3
Develops instructional plans that are in alignment with State / common core standards including an amount of strategies that address student diversity and learning styles.		
Plans are developed consistently and on time based upon an analysis of data.		
Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).		
Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.		

5	Domain: Classroom Management	Dimension: Assessment Patterns
Teacher utilizes assessments patterns that are fairly administered 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>		

6	Domain: Classroom Management	Dimension: Work Area Environment
Teacher optimizes the physical learning environment to assure student learning advantage in alignment with classroom management best practices.		
3 — Effective		
	Obs. 1	Obs. 2
		Obs. 3
<p>The classroom is organized for providing 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>		

7	Domain: Instructional Effectiveness	Dimension: Literacy
Teacher embeds the components of literacy into all instructional content.		
3 — Effective		
	Obs. 1	Obs. 2
		Obs. 3
Literacy is embedded in ALL content.		

8	Domain: Instructional Effectiveness	Dimension: Common Core
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
<p>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.</p>		

9	Domain: Instructional Effectiveness	Dimension: Involves All Learners
Teacher uses questioning techniques and/or guided practices to involve all students in active learning.		
3 — Effective		
	Obs. 1	Obs. 2
		Obs. 3
<p>Engages most students in active learning experiences 80 percent of the class time.</p> <p>Uses questioning strategies throughout the lesson that are primarily at a lower or mid level of Bloom's taxonomy. Provides wait time for some student response and does random checking for understanding. Lesson progresses at a pace that accommodates most student questions and interests.</p> <p>Recognizes the value of understanding students' skills and interests.</p> <p>Asks critical thinking questions throughout the lesson and uses questioning techniques to involve all learners.</p>		

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>Explains content appropriately and connects with students' knowledge and experience.</p> <p>Uses cooperative learning activities, advance organizers and teaching strategies that foster participation of students. Uses some activities that address a variety of learning styles / multiple intelligences to involve all learners.</p> <p>Provides differentiated tasks to meet the varied learning styles and needs of students. An understanding of the concepts, tools of inquiry and structures of the discipline is evidenced through research-based strategies that support the standards and promote student engagement.</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>Uses a variety of techniques to make content clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).</p>				

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>				

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

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
<p>When appropriate, moves to all areas of the room while students are working on guided practice 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 active engagement.</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. Provides opportunity for students formulate more thoughtful responses and allows time for the student to consider supporting evidence.</p>				

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>				

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 and teaches students to summarize new learning.</p> <p>Connects what is learned to prior learning.</p>				

16	Domain: Instructional Effectiveness	Dimension: Student Achievement		
	Use of common / varied assessments, tracking of student progress, use of data from various assessments, recognition of student achievement, appropriately modifying assessments.			
3 — Effective		Obs. 1	Obs. 2	Obs. 3
<p>Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success.</p> <p>Modifies assessments for special 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>				

17	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.				

18	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 info./compliance requests.				

19	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. 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.				

20	Domain: 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.				

SCHEDULE III-C

TLE OBSERVATION AND EVALUATION RUBRIC FORMS



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Counselors

2011-2012

<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

Indicator No.

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.				
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	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.				
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
The school counselor makes no contribution to the building's climate.	The school counselor's contributions to the building climate are haphazard and random.	<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	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	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	
The school counselor does not use data to measure program effectiveness.	The school counselor uses data in a random, inconsistent manner.	<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>	

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.					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
The school counselor typically works in isolation from faculty, refuses to participate in building-level committees.	The school counselor participates in some school committees, but does not engage fully in collaborative activities.	<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		Domain: School Counseling Effectiveness			Dimension: Student Assessment (testing, surveys)	
School Counselor participates in the school-wide assessment program.						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
School counselor rarely or never attends mandatory meetings required at the building level related to student assessment.	School counselor inconsistently attends mandatory meetings required at the building level related to student assessment.	School counselor attends all mandatory meetings required at the building level related to student assessment.	Includes the narrative descriptions in performance category 3. Additionally, prepares testing schedule with intentionality by considering individual student's needs and accommodating these through the schedule.	Includes the narrative descriptions in performance categories 3 and 4. 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.		
School counselor rarely or never attends district mandatory meetings required for building level assessments.	School counselor inconsistently attends district mandatory meetings required for building level assessments.	School counselor attends district mandatory meetings required for building level assessments.	As part of a data-based team, reviews student test data to help in the process of planning instruction and interventions.	The school counselor participates in data analysis and plans for feedback in a systematic manner to teachers, parents and students.		
School counselor shows no evidence of planning and executing an effective building assessment program.	School counselor does not collaborate with other assigned personnel in the planning and execution of the building assessment program.	School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.	Assists in the organization and delivery of testing results to students, parents, and faculty.			

8		Domain: School Counseling Effectiveness			Dimension: Skills and Temperament	
School Counselor exhibits the skills and temperament to manage students' crises.						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
The school counselor is unable to respond appropriately in a crisis situation. Does not follow board policy.	The counselor does not demonstrate full understanding of crisis situations and doesn't fully follow board policy and procedures.	Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.). School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.	Includes the narrative descriptions in performance category 3. 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.	Includes the narrative descriptions in performance categories 3 and 4. School counselor's ability to deal with crisis and interventions serves as a model for other counselors in the district.		

9		Domain: School Counseling Effectiveness		Dimension: Behaviors and Efficiencies	
Exhibits behaviors and efficiencies associated with professionalism.					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	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 as delineated in category 3-Effective.	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, 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.	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. 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.	

10		Domain: Professional Growth and Continuous Improvement			Dimension: Strategy
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 feedback on the need for additional training to update content knowledge and professional practices beyond what is required.	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.	

11		Domain: Interpersonal Skills		Dimension: Interactions and Communications	
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	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.	

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



**TLE Observation and Evaluation Rubric
Deans
2011-2012**

<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

Indicator No.

1	Domain: Organization and Management				Dimension: Discipline
	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. Students are unaware of behavioral expectations. Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.	Standards of conduct have been established with inconsistent implementation. Students are somewhat aware of behavioral expectations. Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.	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.	Standards of conduct have been established with consistent peer-based implementation. All students are aware of behavioral expectations. Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.	Standards of conduct have been established with consistent peer monitoring. All students are aware of behavioral expectations and they follow the procedures. 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	Domain: Organization and Management				Dimension: Building Wide Climate
	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. Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time. Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school. Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods. 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.	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. 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 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>	

5 Domain: Instructional Support		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>

6 Domain: Instructional Support		Dimension: Monitors		
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
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 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.

8 Domain: Professional Growth and Continuous Improvement 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.

9 Domain: Interpersonal Skills				
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>

10 Domain: Interpersonal Skills				
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>

11 Domain: Interpersonal Skills				
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.</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>

12 Leadership				
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>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 Librarians 2011-2012

<i>Domain/Relative Weight</i>	<i>Indicator</i>	<i>Page</i>
Library Management 35%	1. Managing Student Behavior	2
	2. Establishing a Culture for Learning	2
	3. Managing Library Procedures	3
	4. School Librarian Collaborates in the Design of Instructional Experiences	3
	5. Maintaining Accurate Records	4
	6. Collection Development and Maintenance	4
	7. Managing the Library Budget	5
	8. Managing Personnel	5
Instructional Effectiveness 40%	9. Demonstrating Knowledge of Content Curriculum and Process	6
	10. Supporting Instructional Goals	6
	11. Demonstrating Knowledge of Literature and Lifelong Learning	7
	12. Communicates Clearly and Accurately	7
	13. Using Questioning and Research Techniques	8
	14. Assessment in Instruction	9
	15. Demonstrating Flexibility and Responsiveness	10
Professional Growth & Continuous Improvement 10%	16. Reflecting on Practice	10
	17. Growing and Developing Professionally	11
Interpersonal Skills 10%	18. Communicating with School Staff and Community	12
	19. Effective Interactions and Communications with Stakeholders	13
Leadership 5%	20. Leadership	14
	21. Professional Ethics	15

Indicator No.

1 Domain: Library Management Managing Student Behavior: Expectations; Monitoring of student behavior; response to misbehavior.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian has not established clear standards of conduct, does not monitor student behavior, and responds inappropriately to student misbehavior.	School librarian has established standards of conduct, inconsistently monitors student behavior, and inconsistently responds to student misbehavior in ways that are appropriate and respectful to the students.	School librarian has established and communicated clear standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.	School librarian has established and communicated clear standards of conduct, monitors student behavior, and consistently responds to student misbehavior in ways that are appropriate and respectful to the students.	School librarian has established and communicated clear standards of conduct, is proactive in monitoring student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students.

2 Domain: Library Management Establishing a Culture for Learning: Atmosphere; Safety; Organization within physical space.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian maintains a oppressive, controlled and stifling environment not conducive to learning. Physical resources and space within librarian's control are not organized for safety, have poor traffic flow, or optimal learning is not possible because of poorly organized space for various functions.	While acknowledging any physical and resource limitations of the space, the school librarian fails to create an attractive and inviting learning environment that is conducive to learning.	School librarian maintains an environment that is attractive with expectations that students use the library appropriately. Physical resources and spaces within the librarian's control are organized for individual, collaborative and group work, considering accessibility, functionality and safety.	School librarian maintains an environment that is inviting, flexible and attractive with expectations that students be productively involved.	School librarian maintains an environment that is inviting, flexible and attractive with expectations that students are curious, creative, on-task and value the library.

3 Domain: Library Management Managing Library Procedures: Circulation procedures; Scheduling procedures.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library and the expertise of the school librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library use, but many times function inconsistently resulting in unreliable access to the resources, equipment, facility and the expertise of the school librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library use and usually provide for adequate access to the resources, equipment, facility and the expertise of the school librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library use to provide for adequate access to the resources, equipment, facility and the expertise of the school librarian.	Library guidelines and procedures have been established in the areas of circulation and scheduling for library to provide for optimal, flexible access to the resources, equipment, facility and the expertise of the school librarian.

4 Domain: Library Management School Librarian Collaborates in the Design of Instructional Experiences: Collaborative skills; Instructional materials and resources; Research process; Information, media, digital and technology literacy.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian does not collaborate with teachers in planning or implementing learning activities.	School librarian occasionally collaborates with teachers in planning or implementing learning activities.	School librarian collaborates with some teachers to coordinate the use of the library and its resources and provides learning experiences that support the unit. Librarian promotes project based learning and transition to CCSS.	School librarian collaborates with teachers in planning and implementing learning activities that integrate the use of multiple resources, and the development of research skills and various literacies.	School librarian collaborates with teachers in most disciplines in designing, planning, implementing, and assessing meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.

5 Domain: Library Management				
Maintaining Accurate Records: Catalog; Circulation; Statistics; Inventory; Using Data.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school librarian attempts to maintain accurate or current records.	The school librarian maintains some records including a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use.	The school librarian maintains accurate, fairly current, and accessible records including: a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use. Records are reported at the end of the year.	The school librarian maintains accurate, current, and easily accessible records including: a current catalog of resources; circulation records; an inventory of equipment and; statistics of library use. Records are assembled and reported in a timely manner throughout the year when requested, and at the end of the year.	The school librarian maintains accurate, current, and easily accessible records including: a current catalog of resources, circulation records, an inventory of equipment, and statistics of library use. Records are assembled, effectively interpreted and reported in a timely manner throughout the year when requested, and at the end of the year. Interpretation of data is communicated and used to make effective changes.

6 Domain: Library Management				
Collection Development and Maintenance: Assessment; Selection; Weeding.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian makes new purchases of resources and equipment without weeding and assessing the collection of resources and equipment.	School librarian inconsistently assesses, makes new purchases, and occasionally weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	School librarian regularly assesses, makes new purchases, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	Soliciting input from members of the staff, students, and community, the school librarian constantly and consistently assesses, makes new purchases based on assessment data, and weeds the collection of resources and equipment to keep holdings current and to meet the needs of the curriculum.	School librarian advocates for necessary increases in funds and in technology when necessary to maintain a collection that is responsive to changing instructional needs.

7 Domain: Library Management Managing the Library Budget: Data driven decisions; Budget development; Record keeping.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian does not develop an expenditure plan or keep spending records and or ignores spending deadlines which results in the forfeiture of funds.	<p>School librarian develops a budget proposal that inadequately reflects the needs of the library program.</p> <p>School librarian is unfamiliar with departmental and/or district guidelines for managing the budget and has missed some spending deadlines.</p>	<p>School librarian develops budget proposals necessary to maintain the library program.</p> <p>School librarian follows department and/or district policies for managing the budget and maintains records and meets spending deadlines.</p>	<p>School librarian develops a budget expenditure plan for a comprehensive library program.</p> <p>School librarian follows department and/or district guidelines for managing the budget and maintains accurate records.</p>	<p>Using data effectively, the school librarian develops a budget expenditure plan necessary for a progressive and comprehensive library program.</p> <p>School librarian follows department and/or district guidelines for managing the budget and maintains accurate records.</p>

8 Domain: Library Management Managing Personnel: Motivating leadership; Delegating responsibility; Training; Supervision; Evaluation.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian provides insufficient training and supervision and does not use district tools to evaluate support staff.	School librarian provides minimal training and supervision and inconsistently uses district tools to evaluate support staff.	School librarian provides training and supervision and uses district tools to evaluate support staff.	<p>School librarian effectively delegates responsibility and provides training, and the necessary supervision and support.</p> <p>Using district evaluation tools, school librarian objectively evaluates support staff.</p>	<p>School librarian establishes expectations that motivate and guide support staff to perform with initiative and independence.</p> <p>School librarian effectively delegates responsibility and provides training and the necessary supervision and support.</p> <p>School librarian uses district evaluation tools and objectively evaluates support staff.</p>

9 Domain: Instructional Effectiveness Demonstrating Knowledge of Content Curriculum and Process: Knowledge of curriculum; Knowledge of information, media, and digital literacy; Knowledge of the research process.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.	School librarian is somewhat familiar with the curriculum and attempts to understand the connections to the resources, literacies, and the research process.	School librarian is knowledgeable of the curriculum, resources, various literacies, the research process, and is able to make curriculum and learning connections.	School librarian has commendable knowledgeable of the curriculum, resources, and the research process, and effectively articulates connections.	School librarian displays extensive knowledge of the curriculum, and actively seeks other resources from agencies, organizations and institutions within the community at large and beyond.

10 Domain: Instructional Effectiveness Supporting Instructional Goals: Instructional resources and technology in multiple formats; Instructional services.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian does not display a real understanding of the instructional goals for the disciplines and diverse student population and provides none of the necessary resources and instructional services to support these goals. Librarian has no expectations for students.	School librarians displays limited understanding of the instructional goals for the disciplines and diverse student population. When asked, the librarian provides a few of the necessary resources and instruction services to support these goals. Librarian has limited expectations for students.	School librarian displays a basic understanding of the instructional goals for the different disciplines and diverse student population, and provides some of the necessary resources, technology and instructional services to support these goals. Librarian collaborates with teachers to integrate literacy and reading strategies into core content units of instruction. Expectations for students are present and consistent.	School librarian displays full understanding of the instructional goals for most of the disciplines and diverse student population, and provides many of the necessary resources, technology and instructional services to support these goals. Expectations for students are consistently present and usually high.	School librarian displays full understanding of the instructional goals for all of the disciplines and diverse student population, and expertly provides the necessary resources, technology and instructional services to support these goals. High expectations for students are always present as evidenced by highly engaged and productive learners.

11 Domain: Instructional Effectiveness				
Demonstrating Knowledge of Literature and Lifelong Learning: Children's and young adult literature; Reading.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian has minimal knowledge of current and classic literature and does not promote good books, reading for pleasure and love of learning.	School librarian has limited knowledge of current and classic literature and occasionally promotes good books, reading for pleasure and love of learning.	School librarian has a working knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning using both traditional and emerging technological strategies and tools.	School librarian has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.	School librarian has an extensive knowledge of current and classic literature of all genres and is extremely successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.

12 Domain: Instructional Effectiveness				
Communicates Clearly and Accurately: Directions and procedures; Use of different Methods				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian does not communicate clearly. Directions and procedures are confusing or not provided at all. Technology is not used.	School librarian attempts to communicate clearly, however directions and procedures are often confusing or not provided at all. Technology is rarely used and/or limited in type and scope.	School librarian is usually clear in communicating directions and procedures. Technology is used when appropriate.	School librarian clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Various technologies are used to demonstrate and model ways to use the resources and tools in the library and virtual environments.	School librarian clearly communicates directions and procedures both orally and in writing, anticipating in advance possible misunderstandings. Various technologies are used effectively to demonstrate and model productive ways to use the resources and tools in the library and in virtual environments. Students are active participants in teaching, modeling and sharing.

13 Domain: Instructional Effectiveness Using Questioning and Research Techniques: Quality of questions; Research techniques; Student inquiry.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian does not use questions effectively and often leaves students on their own.	School librarian attempts to use questions effectively, but often leaves students on their own with limited guidance.	School librarian understands and supports core curriculum instruction and the transition to CCSS. The use of inquiry and project-based learning are evident.	School librarian designs and supports CCSS and often uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate their own questions about their research topic.	School librarian takes leadership role in the design and implementation of the CCSS and frequently uses open-ended and probing questions to guide students' inquiry and to help students to think critically as they formulate pertinent questions about their research topics. Students are able to refine their research techniques and strategies and extend their own learning through the research process.

14 Domain: Instructional Effectiveness Assessment in Instruction: Assessment criteria; Monitoring of students learning; Quality feedback; Student self assessment and monitoring of progress.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Students are not aware of the criteria and performance standards by which their work will be evaluated.</p> <p>The school librarian does not monitor student learning.</p> <p>The school librarian does not provide feedback to students when working with them on a one-to-one basis or with small groups.</p> <p>Students do not engage in self-assessment or monitoring of progress.</p>	<p>In collaborative units designed for whole class instruction, students are somewhat aware of the criteria and performance standards by which their work will be evaluated.</p> <p>Monitoring and feedback of student learning is limited.</p> <p>Students do not engage in self-assessment or monitoring of progress.</p>	<p>In collaborative units designed for whole class instruction, students know some of the criteria and performance standards by which their work will be evaluated.</p> <p>The school librarian monitors a class of students as a whole, but elicits no diagnostic information.</p> <p>The school librarian provides some feedback to students when working with them on a one-to-one basis or with small groups.</p> <p>Students occasionally assess the quality of their own work.</p>	<p>In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated.</p> <p>The school librarian monitors groups of student but makes limited use of diagnostics.</p> <p>The school librarian is usually able to provide constructive feedback when working with individuals and small groups.</p> <p>Students use this feedback and frequently monitor the quality of their own work against the assessment criteria or performance standards.</p>	<p>In collaborative units designed for whole class instruction, students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.</p> <p>The school librarian actively elicits diagnostic information from individual students regarding their understanding and monitors their progress.</p> <p>School librarian provides timely accurate, substantive, constructive and specific feedback when working with individuals and groups.</p> <p>Students not only use this feedback and monitor the quality of their own work against the assessment criteria or performance standards, but also make active use of this information in their learning.</p>

15 Domain: Instructional Effectiveness				
Demonstrating Flexibility and Responsiveness: Teaching strategies; Lesson adjustments; Response to students; Persistence.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No instructional plan is evident and librarian fails to respond and adjust to students.	The school librarian adheres to an instructional plan in spite of evidence of poor student understanding, and fails to respond to students' questions.	The school librarian adjusts the instructional plan to accommodate student learning styles, needs, abilities, interests and questions through the use of diverse strategies.	The school librarian makes adjustments to the instructional plan and provides interventions, demonstrates flexibility, and responds to opportunities arising. The school librarian uses diverse strategies in seeking ways to ensure successful learning for all students.	The school librarian uses a repertoire of diverse strategies in seeking ways to ensure successful learning for all students. The school librarian makes adjustments to instructional plans and provides interventions as needed and responds to opportunities arising from spontaneous events to accommodate students' learning styles, needs, interests, abilities and questions.

16 Domain: Professional Growth & Continuous Improvement				
Reflecting on Practice: Reflection; Vision; Change.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school librarian does not reflect on the effectiveness of services, resources and instructional strategies.	The school librarian sometimes reflects on the effectiveness of services, resources, and instructional strategies.	The school librarian reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are aligned with the instructional goals of the school.	The school librarian often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are aligned with instructional goals of the school. The school librarian adjusts and makes changes necessary to ensure that future needs are met for a growing dynamic program.	The school librarian constantly reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are aligned with the instructional goals of the school. The school librarian is thoughtful and proactive, changing and adjusting practices regularly to ensure that future needs are met for an expanding dynamic program.

17 Domain: Professional Growth & Continuous Improvement				
Growing and Developing Professionally: Enhancement of professional knowledge ; Receptivity to feedback from colleagues; Service to the profession.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>School librarian does not go beyond what is required for maintaining certification.</p> <p>School librarian resists feedback on performance from either supervisors or more experienced colleagues.</p> <p>School librarian fails to share knowledge with others or to assume professional responsibilities.</p>	<p>School librarian makes little attempt to go beyond what is required for maintaining certification.</p> <p>School librarian seeks little feedback on performance from either supervisors or more experienced colleagues.</p> <p>School librarian makes little effort to share knowledge with others or to assume professional responsibilities.</p>	<p>School librarian participates in professional activities.</p> <p>School librarian accepts feedback on performance from both supervisors and professional colleagues.</p> <p>School librarian attends and participates in required district and school meetings.</p>	<p>School librarian seeks out opportunities for professional development to enhance professional practice.</p> <p>School librarian welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.</p> <p>School librarian participates actively in assisting other educators.</p>	<p>School librarian seeks out opportunities for professional development through activities including professional reading, memberships and conferences.</p> <p>School librarian seeks feedback from both supervisors and colleagues.</p> <p>School librarian initiates important activities such as teaching workshops, writing articles, and/or making presentations to contribute to the profession on a district, and/or state, or national level.</p>

18 Domain: Interpersonal Skills Communicating with School Staff and Community: Information about the library program; Advocacy.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian does not communicate with the school staff or community about the library program and services.	School librarian inconsistently communicates with the school staff and community about the library program and services.	The school librarian communicates with the school staff and community to keep them informed and to promote the use of the library program, resources, and services.	<p>The school librarian consistently communicates with the school staff and community, using multiple channels and formats, to keep them informed and to promote the use of the library program, resources, and services.</p> <p>The school librarian is open to feedback from the school staff and community.</p>	<p>The school librarian effectively and consistently communicates with the school staff and community to keep them informed and employs evidence to promote the effectiveness of instructional efforts based on state and national standards to communicate the development of the library program, resources, and services.</p> <p>The school librarian actively solicits feedback and input from the school staff and community to improve instruction, program and services.</p>

19 Domain: Interpersonal Skills				
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. Fails to consult 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. Fails to check 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>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 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>

20 Domain: Leadership				
Contributes to school & professional communities.				
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>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>

21 Domain: Leadership Professional Ethics: Library Bill of Rights; Copyright law; Ethical use of information; Intellectual freedom; Privacy; Confidentiality.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
School librarian does not adhere to the professional ethics of librarianship.	School librarian is inconsistent in demonstrating library ethics and principals including copyright adherence.	School librarian is knowledgeable of the ethics of librarianship, and follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	School librarian is knowledgeable of the ethics of librarianship, and informs others of copyright law, and the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.	Through teaching and practice the school librarian demonstrates a commitment to the professional ethics of librarianship by following copyright law and by upholding and defending the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Nurses 2011-2012

<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

Indicator No.

1	Domain: Program Management		Dimension: Program Scheduling		
	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.	

2	Domain: Program Management		Dimension: Collaboration		
	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.	

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.				
	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.	

4 Domain: Program Management		Dimension: Discipline Focus		
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	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	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>		

6 Domain: Professional Services		Dimension: Assessment		
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>

7		Domain: Professional Services			Dimension: Records	
Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	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	
Provides the spectrum of nursing services with consistency and efficacy.						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	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 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 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 Domain: Professional Growth and Continuous Improvement 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.	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.

11 Domain: Interpersonal Skills				
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 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>

12 Leadership				
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>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 2011-2012

<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	8

Indicator No.

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
	The work environment (as set up by the teacher) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not utilized as designed and instructionally intended.	The work environment lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not optimized for effective utilization.	The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are well placed in locations.	The work environment is organized for efficacy in learning 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.	Includes the narrative descriptions in performance category 4, plus the work environment could serve as an exemplary model.

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
	Rarely ensures materials and equipment are ready at the start of each session. Rarely schedules and prioritizes delivery of services.	Occasionally ensures materials and equipment are ready at the start of each session. Occasionally schedules and prioritizes delivery of services.	Ensures materials and equipment are ready at the start of each session. Effectively schedules and prioritizes delivery of services.	Ensures materials and equipment are ready at the start of each session with flexibility for unexpected changes. Effectively schedules, prioritizes and consistently provides for the delivery of services.	Uses all of the characteristics of levels 3 & 4, and creatively adjusts schedule to meet student needs.

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

4		Domain: Organization and Management			Dimension: Discipline
The Professional clearly defines expected student behavior.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Standards of conduct have not been established, nor are students aware of behavioral expectations.	Standards of conduct have been inconsistently established and students are only somewhat aware of expectations.	Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations.	Standards of conduct have been established with consistency and all students are aware of behavioral expectations.	Standards of conduct have been established with consistency, and all students are aware of behavioral expectations and follow established procedures.	
Does not monitor the behavior of students.	Rarely monitors the behavior of students	Monitors the behavior of students in the work environment.	Monitors the behavior of all students in a variety of settings.	Monitors the behavior of all students at all times.	
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.	

5	Domain: Instructional Support				Dimension: Skill Knowledge
	Adherence to Professional Responsibilities and Standards.				
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	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	Domain: Instructional Support				Dimension: Evaluation and Assessment
	The professional is able to select and administer individualized assessments.				
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	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	Domain: Instructional Support				Dimension: Evaluation and Assessment
	The professional interprets test data and assessment.				
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	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	Domain: 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.	

9	Domain: 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.	

10 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.

11 Domain: Professional Growth and Continuous Improvement 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.

12 Domain: Interpersonal Skills				
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.. 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>

13 Leadership				
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>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 Staff Development Teachers

2011-2012

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

Indicator No.

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

3 Domain: 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
Work area is not organized. The area is cluttered, not clean or safe. Traffic flow is poor and meeting opportunities are limited.	Work area is somewhat organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.	Work area is organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.	Work area is attractive and organized for providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.	Work area is attractive and organized for efficacy and providing meeting opportunities, order, cleanliness, safety, and ease of traffic flow.
No materials, resources, and information are available.	Minimal materials, resources, and information are available.	Materials, resources, and information are available.	Materials, resources, and information are available and organized.	Materials, resources and research-based information are organized, available and accessible to teachers.

4	Domain: Organization and Management		Dimension: Record Keeping and Data Assessment		
	Staff Development Teacher generates and maintains accurate records and analyzes data.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not collect, manage, or analyze data.	Collects, manages, and analyzes some school data.	Establishes a process for collecting, managing, and analyzing school data.	Establishes a process for collecting, managing, and analyzing school data to guide professional development.	Establishes a process for collecting, managing, and analyzing school data to guide professional development and routinely monitors and adjusts according to staff needs.	
Does not plan professional development.	Plans professional development.	Uses appropriate school data from assessments to guide professional development.	Uses appropriate school data to identify and prioritize the areas of need for professional development.	Analyzes multiple data sources to identify and prioritize the areas of need for professional development based on the WISE plan.	

5	Domain: Instructional Effectiveness		Dimension: Establishes and Facilitates PLCs		
	Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
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.	Creates an environment where professional staff works collaboratively on an inconsistent basis and are hesitant to take intellectual risks.	Works with staff to foster a culture of collegiality in which teachers learn from one another and feel comfortable taking intellectual risks.	Promotes a non-threatening environment in which professional staff feels comfortable taking intellectual risks and sharing ideas at PLCs.	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.	
Does not encourage PLC members to focus on learning based on student data.	Inconsistently uses data in PLCs.	Encourages PLC members to focus on student learning, teacher collaboration, and using data as a guide.	Assists professional staff, using PLCs, to collaborate on their learning objectives using student data.	Professional staff will work collaboratively using student data to inform their teaching with the facilitation and input of the SDT.	
Plans staff development opportunities with no regard for staff needs or input. Does not use administrative input.	Plans staff development with minimal input from professional staff or administration.	Creates staff development opportunities for small or large groups with input from staff and administration.	Using professional staff and administrative input, creates a variety of professional development opportunities for small or large groups.	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.	

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

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
Does not demonstrate commitment to the TPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities.	Demonstrates commitment to TPS priorities for staff development by providing training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities for staff development by providing appropriate training opportunities for professional staff aimed at student achievement.	Demonstrates commitment to TPS priorities for staff development by providing appropriate training opportunities for professional staff based on Input aimed at student achievement.
Does not support the goals of the WISE plan with professional development.	Inconsistently uses the WISE Plan to support professional development.	Supports the goals of the WISE plan with professional development.	Supports the goals of the WISE plan with job-embedded professional development.	Supports the goals of the WISE plan with differentiated job-embedded professional development.
Does not use practices and procedures that align with TPS vision, goals, policies, and regulations.	Inconsistently uses practices and procedures that align with the TPS vision, goals, policies and regulations.	Uses practices and procedures that align with TPS vision, goals, policies, and regulations.	Models and practices the procedures that align with TPS vision, goals, policies, and regulations.	Models and encourages the use of practices and procedures that align with TPS vision, goals, policies, and regulations.

8 Domain: Professional Growth and Continuous Improvement				
Dimension: Growing and Developing Professionally				
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.	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 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.
		Seeks opportunities to enhance professional development through Staff Development Teacher training sessions.	Reflects on own strengths and weaknesses.	Reflects on own strengths and weaknesses and modifies professional activities accordingly.
			Seeks opportunities to enhance professional development through Staff Development Teacher training sessions, information from specialists, conferences, professional organizations, etc.	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.

9	Domain: Professional Growth and Continuous Improvement				
	Dimension: Exhibits Professional Behaviors and Efficiencies				
	Staff Development Teacher 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 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 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.	
Does not manage his/her own schedule to make efficient use of time.	Inconsistently manages his/her own schedule to make efficient use of time.	Manages his/her own schedule to make efficient use of time.	Manages his/her own schedule proactively to make efficient/flexible use of time.	Manages his/her own schedule both proactively and in response to the needs of professional staff.	
Does not meet professional obligations (does not submit paper work, reports, and responses to requests for information).	Inconsistently meets professional obligations in (paper work, reports, and responses to requests for information in an untimely manner).	Meets professional obligations (submits paper work, reports, and responses to requests for information).	Promptly meets professional obligations (submits paper work, reports, and responses to requests for information).	Proactively and promptly meets professional obligations (submits paper work, reports, and responses to requests for information).	

10		Domain: Interpersonal Skills		Dimension: Effective Interactions/ Communications	
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>	

11		Domain: Leadership		Dimension: Leadership Involvements	
Staff Development Teacher uses professional growth as an improvement strategy.					
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>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>	



T U L S A

PUBLIC SCHOOLS

TLE Observation and Evaluation Rubric Teachers 2011-2012

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Classroom Management 30%	1. Preparation	2
	2. Discipline	2
	3. Building-Wide Climate Responsibility	3
	4. Lesson Plans	3
	5. Assessment Patterns	4
	6. Work Area Environment	4
Instructional Effectiveness 50%	7. Literacy	5
	8. Common Core Standards	5
	9. Involves All Learners	6
	10. Explains Content	7
	11. Explains Directions	8
	12. Models	8
	13. Monitors	9
	14. Adjusts Based upon Monitoring	10
	15. Establishes Closure	11
	16. Student Achievement	12
Professional Growth & Continuous Improvement 10%	17. Uses Professional Growth as an Important Strategy	13
	18. Exhibits Professional Behaviors and Efficiencies	13
Interpersonal Skills 5%	19. Effective Interactions/ Communications with Stakeholders	14
Leadership 5%	20. Leadership Involvements	15

Indicator No.

1		Domain: Classroom Management			Dimension: Preparation	
Teacher plans for delivery of the lesson relative to short-term and long-term objectives.						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Does not plan for instructional strategies that encourage the development of performance skills. Materials and equipment are not ready at the start of the lesson or instructional activity.	Occasionally plans for instructional strategies that encourage the development of performance skills. Materials and equipment are usually not ready at the start of the lesson or instructional activity.	Plans for instructional strategies that encourage the development of performance skills. Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).	Plans for instructional strategies that encourage the development of critical thinking, problem solving, and performance skills. Materials and equipment are ready at the start of the lesson or instructional activity.	Plans for instructional strategies that encourage the development of critical thinking, problem solving and performance skills and consistently implements. Materials and equipment are ready at the start of the lesson or instructional activity and learning environment is conducive to the activity.		

2		Domain: Classroom Management			Dimension: Discipline	
Teacher clearly defines expected behavior.						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Standards of conduct have not been established. Students are disengaged and unclear about the expectations of the classroom. Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions. Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.	Standards of conduct have been established with inconsistent implementation. Students are usually disengaged and unclear about the expectations of the classroom. Rarely monitors the behavior of students during whole class, small groups, seat work activities and transitions. Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.	Establishes and posts standards of conduct and implements with consistency. Ensures that students are engaged and clear as to the expectations of the classroom with few reminders given. Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities. Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.	Standards of conduct have been established and posted with consistent peer-based implementation. Students are engaged and clear about the expectations of the classroom with no need for reminders. 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. Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.	Standards of conduct have been established and posted with consistent peer monitoring. Students are engaged and are clear about the expectations of the classroom and are responsible for their own learning. Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom. 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.		

3		Domain: Classroom Management		Dimension: Building-Wide Climate Responsibilities	
Teacher assures a contribution to building-wide positive climate responsibilities.					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	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	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
<p>Only develops a brief outline of the daily schedule, which shows no alignment with state/common core standards and does not address student diversity and learning style.</p> <p>Plans are not 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>Develops instructional plans that are not in alignment with State / common core standards and does not address student's diversity and learning styles.</p> <p>Plans are rarely 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>Develops instructional plans that are in alignment with State / common core standards including an amount of strategies that address student diversity and learning styles.</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>Develops instructional plans that are in alignment with State / common core standards and addresses student diversity and learning styles through differentiated instruction.</p> <p>Plans are developed consistently and on time or in advance.</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>Has long and short-term instructional plans that are aligned with State / common core (CCSS) / district PASS standards and address student diversity and learning styles through differentiated instruction and other research-based learning strategies.</p> <p>Plans are developed consistently and on time or in advance with inherent opportunity for continual revision &/or modification.</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.</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		Dimension: Assessment Patterns		
Teacher utilizes assessments patterns that are fairly administered and based on identified criteria.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Assessment is inconsistent and insufficient to determine student's overall progress and is not based on the district's grading policy.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p>	<p>Assessment is inconsistent and is not based on district's grading policy.</p> <p>Assessments provide delayed and inadequate feedback for students to assess themselves.</p>	<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>Formative and summative assessments are recorded consistently based on district's grading policy and are used to develop and evaluate instruction.</p> <p>Assessments provide useful and immediate feedback that assists students in assessing themselves in meeting their learning goals.</p>	<p>Formative and summative assessments are recorded consistently based on district's grading policy and utilized to develop, refine and evaluate instruction.</p> <p>Assessments provide useful and immediate feedback that assists students in assessing themselves to develop and evaluate their progress with their learning goals.</p> <p>Learning goals are not only designed by the teacher but the student has an opportunity to direct his/her own learning by contributing goals.</p>

6 Domain: Classroom Management		Dimension: Work Area Environment		
Teacher optimizes the physical learning environment to assure student learning advantage in alignment with classroom management best practices.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The classroom (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 classroom 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 classroom is organized for providing 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>The classroom is attractive and organized for efficacy in learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources, spaces for studying and learning activities and specific space for large group, small group and/or center work 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 classroom could serve as an exemplary model for replication at a grade / building level or curricular venue.</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	
Literacy, the ability to read, write, spell, listen and speak, is not embedded / woven into instructional lessons; rather, it is presented as single, stand-alone skills.	Literacy, the ability to read, write, spell, listen and speak, is rarely embedded / woven into instructional lessons; rather, it is presented as single, stand-alone skills. Students do not see literacy as the "bonding agent" for all learning.	Literacy is embedded in ALL content.	Literacy is embedded in ALL content and its definition is expanded to include visually representing, expressing ideas and opinions, making decisions and solving problems.	Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: multimedia, computer, information analysis and technology.	

8	Domain: Instructional Effectiveness				Dimension: Common Core
	Teacher understands and optimizes the delivery focus of Common Core 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 the multi-year conversion process from PASS to CCSS.	Neither understands nor participates (at even a minimal implementation level) in the multi-year conversion process from PASS to CCSS.	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.	Has participated in available learning opportunities to assure a strong foundation of understanding the conversion process from PASS to CCSS and regularly and routinely uses alternate instructional strategies and modified content focus aligned with CCSS.	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 the conversion from PASS to CCSS. This participation level could be initiated via volunteering or being asked.	

9 Domain: Instructional Effectiveness		Dimension: Involves All Learners		
Teacher uses questioning techniques and/or guided practices to involve all students in active learning.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Students are not mentally engaged in active learning experiences.</p> <p>Displays no knowledge of students' interests and skills.</p> <p>Does not ask any type of questions or use questioning techniques during the lesson to check for student understanding or to involve all learners.</p> <p>Student participation is not monitored or the teacher response is inconsistent, overly repressive or does not respect the student's dignity.</p>	<p>A few students are minimally engaged in active learning experiences 50 percent of the class time.</p> <p>Displays little knowledge of students' interests and skills and rarely uses strategies.</p> <p>All or most questions used are recall questions.</p> <p>Typically calls on students who raise their hands first and responds to students who blurt out answers.</p> <p>A few students dominate the lesson.</p>	<p>Engages most students in active learning experiences 80 percent of the class time.</p> <p>Uses questioning strategies throughout the lesson that are primarily at a lower or mid level of Bloom's taxonomy. Provides wait time for some student response and does random checking for understanding. Lesson progresses at a pace that accommodates most student questions and interests.</p> <p>Recognizes the value of understanding students' skills and interests.</p> <p>Asks critical thinking questions throughout the lesson and uses questioning techniques to involve all learners.</p>	<p>The significant majority of students are cognitively engaged and exploring content in active learning experiences 80 percent of the class time.</p> <p>Uses questioning strategies which include high and low levels of complexity, providing adequate wait time for most students to respond. A variety of techniques are used to solicit responses from most students throughout the lesson to check for student understanding.</p> <p>Uses varied questioning techniques that engage students in critical thinking.</p>	<p>All students are cognitively engaged in active learning activities and assignments in exploration of content. Students initiate or adapt activities and projects to enhance their understanding.</p> <p>Questions are of high quality with adequate time wait time for all students to respond. A variety of techniques are used to solicit responses from all students before, during and after the lesson to check for student understanding and to encourage critical thinking.</p> <p>Students formulate many of their own questions. Uses full realm of Bloom's taxonomy.</p> <p>Seizes opportunities to enhance learning, building on student interests or a spontaneous event.</p>

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>Explanation of the content is unclear or confusing or uses inappropriate language.</p> <p>Does not use cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve any of the learners.</p> <p>Students are provided with activities from the textbook, specific to the content but are not differentiated for varied needs or learning styles.</p> <p>Technology is not utilized as designed and not used as an instructional tool.</p> <p>No techniques used to make concepts clear.</p> <p>Lessons do not reflect the stated objectives.</p>	<p>Explanation of the content is sporadic with some portions difficult to follow.</p> <p>Uses limited cooperative learning activities, advance organizers, teaching strategies that foster participation of students and activities that address a variety of learning styles / multiple intelligences to involve all learners.</p> <p>Uses an occasional strategy that is research-based. There is evidence of attempts to differentiate instruction for diverse learners without success.</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>Some techniques used to make concepts clear.</p> <p>Students are provided with activities from the textbook, specific to the content but are not varied.</p>	<p>Explains content appropriately and connects with students' knowledge and experience.</p> <p>Uses cooperative learning activities, advance organizers and teaching strategies that foster participation of students. Uses some activities that address a variety of learning styles / multiple intelligences to involve all learners.</p> <p>Provides differentiated tasks to meet the varied learning styles and needs of students. An understanding of the concepts, tools of inquiry and structures of the discipline is evidenced through research-based strategies that support the standards and promote student engagement.</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>Uses a variety of techniques to make content clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).</p>	<p>Explanation of content is imaginative, ongoing and connects with students' knowledge and experience.</p> <p>Utilizes the knowledge of student skills and interests to decide which cooperative learning activities, advance organizers and teaching strategies that foster participation of students. Activities that address a variety of learning styles / multiple intelligences are used to maximize student potential.</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>Students contribute to explaining concepts to their peers.</p>	<p>Uses all of the characteristics of Level 4. Additionally, the teacher has an understanding of the concepts, tools of inquiry and structures of the discipline. This is evidenced through research-based strategies that support the standards and promote student engagement.</p> <p>Utilizes the knowledge of student skills and interests to determine appropriate cooperative learning activities, advance organizers and teaching strategies that successfully foster participation of students. Activities that address individual learning styles and multiple intelligences are used to help maximize student potential.</p> <p>Students are included in planning for methods of instructional delivery.</p> <p>Uses differentiated tasks including (modeling, visuals, hands-on activities, demonstrations, gestures, body language, and thematic instruction) to teach the objectives that are research-based.</p> <p>Technology has achieved an efficacy level not only in the support of instruction but in and by itself is an instructional platform.</p> <p>Continually seeks out new methods and strategies to better teach and willingly shares discoveries and successes with colleagues.</p>	

11		Domain: Instructional Effectiveness			Dimension: Explains Directions	
Teacher gives directions that are clearly stated and relate to the learning objectives.						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
<p>Directions and procedures are confusing to students.</p> <p>Does not offer alternative, clarifying 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.</p> <p>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>Directions and procedures are initially confusing to students and are not clarified.</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.</p> <p>Usage of both demonstrates many basis errors (mispronunciation, misspelled words, etc.).</p> <p>Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.</p>	<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>	<p>Directions and procedures, in a variety of delivery modes, are clear to students.</p> <p>Anticipation of possible student misunderstanding and/or confusion is incorporated in the initial direction and clarified.</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.</p> <p>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. 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>		

12		Domain: Instructional Effectiveness			Dimension: Models	
Teacher demonstrates / models the desired skill or process.						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
<p>Does not demonstrate or model the desired skill or process.</p>	<p>Demonstration or modeling of the desired skill or process is infrequent and unclear to students.</p>	<p>Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.</p>	<p>Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.</p>	<p>Demonstrations will match all characteristics of Level 4. Additionally, teacher's modeling will assist students in achieving the lesson's stated objective. Students will demonstrate the skill or process.</p>		

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
<p>Never moves around the room while students are working on guided practice.</p> <p>Never uses student response techniques to increase active engagement.</p> <p>Never uses feedback concerning student's understanding.</p> <p>Never uses wait time after voicing a question to the students.</p>	<p>Seldom moves around the room while students are working on guided practice to promote and reinforce positive student behaviors. When movement happens it is to the same area of classroom.</p> <p>Seldom uses student response techniques to increase active engagement.</p> <p>Seldom uses feedback concerning student's understanding.</p> <p>Seldom uses wait time after voicing a question to the students.</p>	<p>When appropriate, moves to all areas of the room while students are working on guided practice 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 active engagement.</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. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.</p>	<p>Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice 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 understanding.</p> <p>Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question. 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.</p>	<p>Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce positive student behaviors. When a problem is observed reviews / re-teaches it to the whole class.</p> <p>Delivers upon all of performance category 4 and varied response techniques are used to provide immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.</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>

14		Domain: Instructional Effectiveness		Dimension: Adjusts Based Upon Monitoring	
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>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>	

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
Does not teach students to summarize new learning in a variety of ways. There is no ending to the lesson. Students disengage at the end of the class with no teacher direction.	Students are asked to summarize new learning but are not taught why it's important or how to do it. The teacher ends the lesson without a summary of the main points of the segment of instruction or day's learning/activity and does not relate it to how the learning will be needed in the future.	Ends the day's learning / activity by summarizing the lesson and teaches students to summarize new learning. Connects what is learned to prior learning.	Summarizes the lesson in a variety of ways and relates instruction to prior and future learning. Students are able to summarize in a variety of ways and reflect on their own learning.	Facilitates students in summarizing and discussing main ideas. Students are able to 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.

16		Domain: Instructional Effectiveness		Dimension: Student Achievement	
Use of common / varied assessments, tracking of student progress, use of data from various assessments, recognition of student achievement, appropriately modifying assessments.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>There is no evidence that the teacher recognizes student progress or achievement.</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 either gives up or blames the student or the student's home environment.</p>	<p>There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.</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>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>Recognizes student progress and achievement at significant intervals and encourages behaviors that would result in student success.</p> <p>Modifies assessments for special 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>	<p>Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.</p> <p>Works with individual students to develop a mutually acceptable plan for "success."</p> <p>Modifies assessments for special student populations as indicated in IEP and as needed.</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Assures that all students have access and modifications to standard /common core /district curriculum.</p> <p>Perseveres in seeking effective approaches for students who have difficulty learning drawing on a broad repertoire of strategies.</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> <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. The teacher consistently advocates for all special needs students to have direct access to standard /common core /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 encourage participation even after the student has moved on (to another class).</p>	

17 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.	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 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.

18 Domain: Professional Growth and Continuous Improvement 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 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				
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>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 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>

20 Domain: Leadership				
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>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>

SCHEDULE III-D

**TLE SYSTEM'S PERSONAL DEVELOPMENT PLAN
AND FOLLOW-UP REPORT**



TLE System’s Personal Development Plan and Follow-Up Report

Personal Development Plan (PDP)

- Name, Building Name, Date of PDP, Type of PDP, Stand-Alone PDP Detail, Expectations and Action Plans

The evaluator and the educator will review this PDP on the following date and time: [Required: Select date from drop-down menu.] at [time] at [location].

If additional reviews are necessary, insert the date(s), time(s) and location of those meetings:

Educator’s Signature* _____ Date _____
Evaluator’s Signature _____ Date _____

* The educator’s signature is an acknowledgement that he or she received the PDP on the date indicated.

- Important Notes for Evaluator: When creating a PDP and Follow-Up Report, the evaluator must rename the PDP template file via the “Save As” function within Word using the following format: Site Code.Lastname.Firstname.Employee ID#.PDP.Date of Original PDP. When this document is accessed to add notes within the follow-up section, save the entire document without renaming the file. If more than one page is needed to complete the PDP, continue the document onto one or more additional pages. Evaluators are responsible for writing the PDP.

Personal Development Plan Follow-Up Report

Name <Click here and insert name of educator.>
Building Name <Click here and insert building name.>
Date of Follow-Up <Click here and select date from drop-down menu.>

Select one or more of the following descriptors, as appropriate, to organize the progress notes regarding the issues identified in the educator's PDP:

1. Issues that have been addressed to an "effectiveness" level (if any) <Click here and describe any issues that have been addressed to an "effectiveness" level.>

2. Issues that have been addressed, but not to the level of "effectiveness" (if any)** <Click here and describe any issues making progress but not yet to the level of "effectiveness.">

3. Issues that have not experienced any level of progress (if any)** <Click here and describe any issues not exhibiting any progress.>

Follow-Up Steps (if any) <If there are follow-up steps, click here and enter the required actions.>

Educator's Signature* _____ Date _____

Evaluator's Signature _____ Date _____

*The educator's signature is an acknowledgement that he or she received the PDP Follow-Up Report on the date indicated

- Important Notes for Evaluator:**
- If additional follow-up meetings are necessary, the evaluator shall attach one or more additional pages to this file. Such pages shall (1) be dated, with the names of the educator and building site identified; (2) include all of the information requested on this page, including the signature information.
 - If the educator has any issues identified within category 2 or 3 as described below, the PDP can be continued with a statement of continuation and the identification of a new time line for growth and subsequent review. This information should be included within the "follow-up steps"

SCHEDULE III-E

**TLE OBSERVATION & EVALUATION SYSTEM HANDBOOK
FOR PRINCIPALS 2011-2012 WITH SUPPLEMENTS**



TLE Observation & Evaluation System Handbook for Principals 2011-2012

A reference guide for the Tulsa Public Schools' professional evaluation and support system—developed collaboratively by its educators and administrators. Aligned with the district's core goal of Teacher and Leader Effectiveness and Oklahoma Senate Bill 2033.

For use with:

- Teachers
- Counselors
- Deans
- Librarians
- School Nurses
- School Psychologists
- Speech-Lang. Pathologists



**TLE Observation and Evaluation
Handbook for Principals
2011-2012**

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Introduction

The Superintendent and the Board of Education for Tulsa Public Schools hereby join and express our support for the 2010-2011 Teacher and Leader Effectiveness (TLE) Observation and Evaluation System for Tulsa Public Schools.

We are committed to closing achievement gaps, to serving all students in their pursuit of educational success and to preparing our students for career/college. We know that student achievement requires an effective teacher and leader at every site. As such, Teacher and Leader Effectiveness (TLE) is a Core Goal within the "2010–2015 Strategic Plan" and a critical component in pursuit of our Vision, Mission, Core Goals and Core Beliefs.

Dr. Keith Ballard, Superintendent
Mr. Gary Percefull, Board Member — District 1
Mrs. Oma Jean Copeland, Board Member — District 2
Dr. Lana Turner-Addison, Board Member and Vice President — District 3
Ms. Anna America, Board Member — District 4
Mr. Brian Hunt, Board Member and Board President — District 5
Ms. Ruth Ann Fate, Board Member — District 6
Dr. Lois Jacobs, Board Member — District 7



Purpose of the Handbook

The goal of this document is to guide Principals' use of the revised TLE Observation and Evaluation System—providing clear expectations on what must be done and when. As in 2010-2011, the Observation and Evaluation System applies to all Teacher evaluations. As of the 2011-2012 school year, the system also applies to other educators in the building—namely, the school's Counselors, Deans, Librarians, Nurses, Psychologists and Speech/Language Therapists. The ability to use the system appropriately and effectively in additional contexts is a testament to the hard work and dedication of these Auxiliary Educators. Representatives of these groups worked through the summer of 2011 to develop function-specific rubrics based upon the tenets and design elements of the revised Educator Observation and Evaluation System.

The District's Office of Human Capital will seek feedback from Principals and Educators regarding how this system and its implementation (its policies, procedures, forms, rubrics, training, etc.) will be improved just as we did in the 2010-2011 school year. We welcome your frank and thoughtful input. We read and listen gratefully to your comments and are actively seeking opportunities to test the usefulness and efficacy of the District's observation and evaluation practices. Together we can optimize the effectiveness of the Observation and Evaluation System and its ability to positively impact student achievement.



1. The Background

1.1 Supporting Student Achievement

In a high-performing school system, there is an emphasis on continuous improvement and shared accountability for student achievement. Instructional practices grow and student achievement levels rise in an organization that values performance feedback, analysis and refinement.

In August of 2010, Tulsa Public Schools embarked on a new Teacher and Leader Effectiveness (TLE) initiative in support of its mission—**Excellence and High Expectations with a Commitment to All**—and its Core Goal of **Raising Student Achievement**.

Tulsa Public Schools' Core Goals



1.2 A Research-Based, Collaboratively Designed System

The District’s Counselors, Deans, Librarians, Nurses, Principals, Psychologists, Speech/Language Therapists and Teachers have invested significant time and energy in developing this superior, research-based evaluation process. A critical underpinning of that effort has been establishing observation rubrics for each position category—Teacher, Dean, Nurse, etc.—that identify the knowledge, skills and competencies associated with highly effective practices and that provide detailed descriptions of different proficiency levels.

Our work together began in the summer and fall of 2010 when the Teacher Rubric was developed. The rubric was designed in collaboration with the Tulsa Classroom Teachers' Association (TCTA) using current research and knowledge of the best practices underpinning Educators' professional competencies. The evaluation protocol resulting from that process (called “TEI”—Teacher Effectiveness Initiative) was implemented in 2010-2011 and incorporates the views of Teachers, Principals, Education Service Center staff and TCTA leadership.



1.3 Supports and Training Provided to Date

In the rollout of our TEI System, Principals received over 40 hours of intensive training in the TEI observation and evaluation processes, including one-on-one coaching and inter-rater reliability sessions to promote the accuracy (calibration) of their scoring. The District's Human Capital Department was completely revamped and restructured to include Human Capital Partners—human capital advocates who worked directly with Principals in the TEI process from beginning to end. We also incorporated an intensive personal mentoring support and improvement process to address the needs of low-performing Teachers. These procedures and supports will continue into 2011-2012.

1.4 Feedback- Driven Improvements

At the end of the 2010-2011 school year, we conducted an extensive survey of Teachers and Administrators regarding all aspects of the TEI process—its observation rubrics, the evaluation form and the relevant procedures. As a result of survey feedback, the observation and evaluation forms in this document have been substantially simplified and improved. In particular, the number of observation and evaluation Indicators (counting what were previously called sub-indicators) has been reduced from 37 to 20 by weaving the sub-indicators' rubric descriptions into the narrative fabric of each Indicator. In addition, we added four new Indicators (Work Area Environment, Literacy, Common Core and Professional Behaviors and Efficiencies). Other improvements pertain to the formatting and layout of the forms.

1.5 The Evaluation of Principals

Though this handbook describes the evaluation processes for Counselors, Deans, Librarians, Nurses, Principals, Psychologists, Speech/Language Therapists and Teachers, the TLE Observation and Evaluation System also includes a performance evaluation component for Principals and Assistant Principals. Like the evaluation for Teachers and other Educators, their evaluation process is aligned with Senate Bill 2033. Principals and Vice Principals are evaluated by the Associate Superintendents on the same five-tier rating system for other Educators described in this handbook using a performance rubric tailored to their position functions.

In general, Principals and Vice Principals are evaluated once a year; however, a Principal or Vice Principal with less than three years in his or her position is evaluated twice a year. Their Evaluation Form is guided by a performance rubric addressing:

- Organizational and School Management, including retention and development of effective teachers and dismissal of ineffective teachers,
- Instructional Leadership,
- Professional Growth and Responsibility,
- Interpersonal Skills,
- Leadership Skills, and
- Stakeholder Perceptions.

Like other Educators, they receive Personal Development Plans to help them address performance deficiencies that may jeopardize their continued employment with the District if left uncorrected.



1.6
Upcoming
Training:
Including
Evaluator
Certification
Programs

Principals and Educators will receive professional development for the TLE observation and evaluation strategies at advanced levels of specificity and intensity. Training in 2011-2012 will focus on the individual processes of each observation and evaluation component. There will not be a single delivery of professional development, but a series of on-going and responsive training opportunities for learning, improvement and growth. The primary vehicles for this development will be learning circles as well as professional learning community work at the bi-monthly Principal Leadership Conferences. The learning circles will be tailored to the needs of the participants and will emphasize processes and technology tools, allowing for re-training where needs arise. All training and process documents will be posted on the District's website.

In 2011-2012 we will also work to improve Principals' inter-rater reliability through specific trainings and "rater certification and re-certification" processes, including on-site auditing and testing. This effort will be complemented by a separate District project with the **Bill and Melinda Gates Foundation** called the Methods of Effective Teaching Validation Pilot, which will allow a group of TPS Principals to test their rater reliability with the TLE Observation and Evaluation Forms using a secure on-line tool containing video-recorded samples of math and English lessons taught by real teachers across the country.



2. Introduction to Rubrics and Performance Rankings

2.1 Overview of Domains, Dimensions and Indicators

The Tulsa TLE Observation and Evaluation System is an evidence-based process of Educator evaluation anchored in specific **Domains, Dimensions and Indicators** reflecting national best practices and current research regarding effective instruction. The Domains, Dimensions and Indicators within a **Rubric** categorize and explicitly define effective teaching/performance along a spectrum of professional proficiency. The Rubric creates a common language to guide Principals, Teachers and Auxiliary Educators' understanding of expectations and the various levels of performance.

2.2 How the Rubric's Domains, Dimensions and Indicators Enhance Assessments and Determine the Performance Ranking

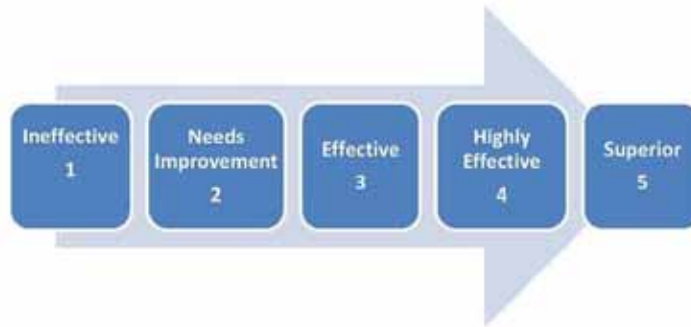
Each Domain has one or more Dimensions and Indicators. When performing an observation or evaluation, a Principal must judge the Educator's performance as to each Indicator. The Principal bases his or her score for an Indicator according to the Rubric. The Rubric contains a set of detailed narratives—scoring guidelines developed collaboratively by the District's Administrators and Educators based upon professional practices linked to student learning. By evaluating the Educator's performance using the Rubric's narratives, the Principal:

- Creates a common framework and language for evaluation.
- Provides Educators with clear expectations about what is being assessed, as well as standards that should be met.
- Send messages about what is most meaningful.
- Increases the consistency and objectivity of evaluating professional performances.
- Provides Educators with information about where they are in relation to where they need to be for success.
- Identifies what is most important to focus on in instruction.
- Gives Educators guidance in evaluating and improving their work.

The Principal's assessment is a reflection of the Educator's performance during formal observations as well as his or her overall performance. The evaluation software calculates the average score for each Domain according to the scores entered for each Indicator within the Domain. The overall evaluation score—the composite average—is determined by calculating a weighted average of the evaluation's Domain scores.

2.3 Rankings of Performance

The Rubric's descriptions as to each Indicator are organized along a five-point scale with numeric rankings of 1 - 5. The rankings of N/A and N/O are used for not applicable and not observed behavior (evidence) respectively. The numeric scores represent the following rankings:



2.4 For the Non- Teacher Educator (Counselors, Deans, Nurses, etc.)

The TLE Observation and Evaluation System for non-Teacher Educators (Auxiliary Educators) also uses Domains, Dimensions and Indicators, but because performance expectations vary by position function, they are not identical to Teachers' Domains, Dimensions and Indicators. Instead, each category of Auxiliary Educators has its own variation of Domains, Dimensions and Indicators that define effective performance. The relative weights of the Domains also vary across position categories.

For simplicity's sake, this Handbook refers to "effective teaching" and "Educators" but should be read to also include and pertain to the professional performance of Counselors, Deans, Librarians, Nurses, Psychologists and Speech/Language Therapists.



3. Overview of the System's Weighted Scoring

3.1 Relative Weights of Domains

Domains vary in importance, especially with regard to how much they impact student achievement. For purposes of establishing the overall effectiveness of an Educator's performance, and hence the overall evaluation score, the District's TLE Observation and Evaluation System weights the Rubric's Domains according to their relative importance.

Domains... Their weights and their number of Indicators

	Classroom Management <i>(weight /no. indic.)</i>	Instructional Effectiveness <i>(weight /no. indic.)</i>	Prof. Growth <i>(weight /no. indic.)</i>	Interpersonal Skills <i>(weight /no. indic.)</i>	Leadership <i>(weight /no. indic.)</i>
Teachers	30% / 6	50% / 10	10% / 2	5% / 1	5% / 1

	Instructional Effec./Support <i>(weight /no. indic.)</i>	Prof. Growth <i>(weight /no. indic.)</i>	Interpersonal Skills <i>(weight /no. indic.)</i>	Leadership <i>(weight /no. indic.)</i>	Organization and Mgt. <i>(weight /no. indic.)</i>
Counselors	30% / 6	10% / 1	20% / 2	20% / 2	20% / 3
Deans	25% / 2	10% / 2	30% / 3	10% / 1	25% / 4
Librarians	40% / 7	10% / 2	10% / 2	5% / 2	35% / 8
Psychologists	45% / 5	10% / 2	10% / 1	5% / 1	30% / 4
Sp/Lang Ther.	45% / 5	10% / 2	10% / 1	5% / 1	30% / 4

	Instr'l Skills <i>(weight /no. indic.)</i>	Prof. Svcs <i>(weight /no. indic.)</i>	Prog. Mgt <i>(weight /no. indic.)</i>	Intrprs'l Skills <i>(weight /no. indic.)</i>	Leadership <i>(weight /no. indic.)</i>	Prof. Growth <i>(weight /no. indic.)</i>
Nurses	10% / 1	35% / 3	35% / 4	5% / 1	5% / 1	10% / 2

4. The TLE Observation and Evaluation Process and Timeline

4.1 The Evaluation Pyramid

The TLE evaluation process is comprised of **observations** and **evaluations**. Every **evaluation** must be supported by (built upon) at least **two observations** in addition to the Principal's overall assessment of the Educator's performance.



4.2 Who Performs the Observations and Evaluation

Only Principals and Assistant Principals may conduct observations and evaluations. For ease of reading, this Handbook refers to Principals as the evaluator, but should be read to include Assistant Principals as well.

The evaluator (Principal or Assistant Principal) who begins the observation process should see the assessment of the Educator's proficiency to completion through the issuance of an evaluation, including PDPs if applicable. Buildings with 2 evaluators shall not share an individual Educator's TLE process by dividing up the observations nor shall 1 evaluator do the observations with the other completing the evaluation process.

Some Educators' assignments are split between two or more buildings. However, all Educators have a "Home School" designation. It is the responsibility of the non-Home School to provide observation/evaluation feedback to the Home School Principal in a timely fashion. Home School Principals are not required to seek input from non-Home School principals. Communications must originate from the non-Home School Principal.

4.3 Career Teachers v. Probationary Teachers

Career Teachers must be evaluated at least **once** a year. ▲▲

Probationary Teachers must be evaluated at least **twice** a year. ▲▲+▲▲

See note below regarding the definition of Career and Probationary Teachers.



4.4 Observations

Observations are a Principal's intentional study and analysis of the Educator's performance (e.g., the Teacher's classroom instruction). The Principal's assessment is guided by the detailed descriptions of the Educator's **Rubric**. The Principal's assessments of the Educator's performance during the observation **must** be recorded in the **Observation Form**, described in more detail in Section 5. Each observation must be followed by an observation conference held no more than five (5) instructional days from the date of the observation. Observations shall not be conducted on the day immediately following any extended break in the instructional calendar year (whether scheduled or unexpected).

4.5 Evaluations

Evaluations reflect the Principal's overall assessment of the Educator based upon the Observation Form, the observation conference and the Principal's general appraisal over the course of the year of the Educator's proficiency in the relevant Indicators.

The Principal records the Educator's score for each Indicator on the **Evaluation Form**, which is described in more detail in Section 6. The Principal must provide the Educator with a copy of the Evaluation Form at an **evaluation conference**. The Principal must forward a signed, hardcopy of the Evaluation Form and any new Personal Development Plan (described in Section 7) to the Principal's **Human Capital Partner**.

4.6 Observation Deadlines

For **Probationary Teachers**:

- Twice prior to Nov. 1, 2011 (building the 1st evaluation)
- Twice prior to Feb. 1, 2012 (building the 2nd evaluation)

For **Career Teachers**:

- Once prior to Nov. 15, 2011
- Once prior to Jan. 15, 2012

For **Non-Teacher Educators**:

- The observation deadlines of Probationary and Career Teachers apply to **all Auxiliary Educators** (the school's Counselors, Deans, Librarians, Nurses, Psychologists and Speech/Language Therapists) according to the Auxiliary Educator's seniority, i.e., their status as a Probationary or Career Teacher.

See the Timing Charts found later in this section to assist with scheduling.

4.7 Evaluation Deadlines

For **Probationary Teachers**:

- 1st evaluation: **November 14, 2011**
- 2nd evaluation: **Feb. 9, 2012**

For **Career Teachers**:

- **April 30, 2012**
 - unless the first observation resulted in a **Personal Development Plan**, in which case the deadline for the evaluation is **January 30, 2012**. If the second observation results in a PDP, there must be an evaluation prior to **March 15**.

For Non-Teacher Educators:

- As with observations, the evaluation deadlines of Probationary and Career Teachers apply to **Auxiliary Educators**.

See **Timing Chart** found later in this section to assist with scheduling.

4.8
The Timing of
Observation
Conferences

Observation conferences must be scheduled appropriately to ensure that feedback, reflection and opportunities for improvement are optimized. As such, there are important rules regarding the timing of observation conferences.

- Principals must conduct the observation conference with the Educator **within five (5) instructional days** of any classroom observation.
- Because there must be adequate time for an Educator to reflect upon the information shared in the observation conference and the next observation, there must be **at least ten (10) instructional days between** an observation and the last observation conference.



4.9
New Hires After
the Start of School

At the option of the Principal, the deadlines for observations and evaluations may be altered with respect to Educators who are hired after the beginning of the year, e.g. those Educators who have been at the school for 20 instructional days or less. The deadlines may not be extended; however, without the written consent of the relevant Educator.

When requesting the written consent of the new hire, a Principal might explain that the extension is appropriate because it will allow him or her time to develop a more full and comprehensive assessment of the Educator's performance. In addition, it will provide the Educator more time to become accustomed with the school's culture and performance expectations. If the Educator does not agree to an extension of the deadlines, the Educator must accept the consequences of a shortened window for observation and evaluation.

4.10
Notes re the
definition of
Career and
Probationary
Teachers

Pursuant to state law, Probationary Teachers are those Teachers who have completed fewer than three consecutive complete school years with the District under a written contract. Career Teachers are Teachers who have completed three or more consecutive complete school years under written contract. Senate Bill 2033 alters these definitions for Teachers who will become employed by the District for the first time on or after 7/1/2012.



4.11
When a Third Observation is Requested

If an Educator requests a third observation promptly after the second observation, the Principal must conduct a third observation prior to the evaluation. See Section 5 for more details.

4.12
Timing Charts (below)

Because of the deadlines and timing rules detailed above, there are important windows of opportunities by which a Principal must complete observations, conferences and evaluations. The following tables detail the relevant deadlines and windows of availability with regard to Probationary and Career Teachers.

Chart 1:
Calendar of Observation/Evaluation Deadlines & Windows of Availability
Career Educators 2011-2012

Beginning of School thru Nov. 14	• Window for Career's 1st Obser....must schedule Obser. Conf. w/in 5 days.
10 days from Career's 1st Obs. Conf. thru Jan. 14	• Window for Career's 2nd Obser....must schedule Observ. Conf. w/in 5 days.
<u>April 30</u>	• Deadline: Career's Evaluation and Eval. Conference.

See Charts 2 and 3 below for calendars regarding Probationary Educators and a Combined, Master Calendar.

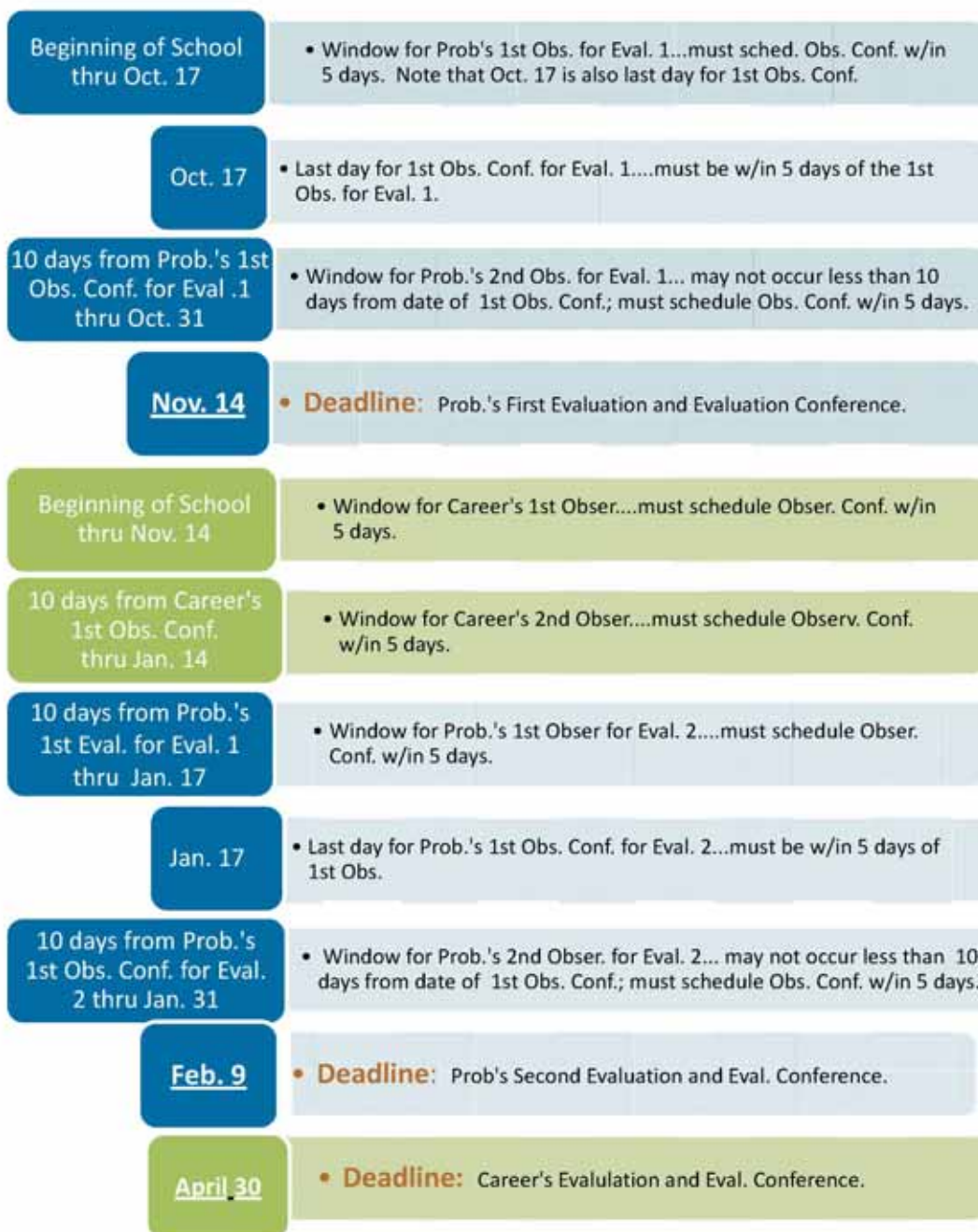
Chart 2:

**Calendar of Observation/Evaluation Deadlines & Windows of Availability
Probationary Educators 2011-2012**



Chart 3:

**Master Calendar of Observation/Evaluation Deadlines & Windows of Availability
Probationary and Career Educators 2011-2012**



5. The Observation and Observation Conference

5.1 The Observation

As explained above, observations are a key component for the Educator's evaluation. Principals must complete **two** observations—including their conferences—**before** completing an Evaluation form. (See Section 4 for more details on deadlines and timing, and note the information below regarding an Educator's request for a third observation.)

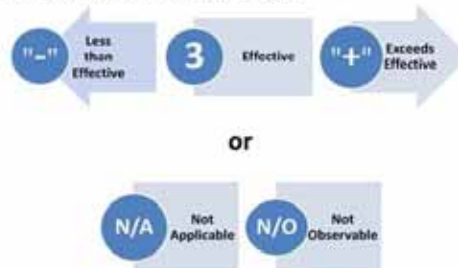
The observation and conference process is a critical opportunity for Educators to receive meaningful feedback from administrators on the improvement in their instructional practice and the enhancement of already achieved effectiveness levels. Because the goal of the system is continuous improvement, Principals are **not limited** in the number of observations they may conduct.

Observations must be 20 to 30 minutes (or more) so that there is sufficient time to thoughtfully assess multiple aspects of the Educator's performance. Though observations are not walk-through visits, Principals should try to visit an Educator's classroom four or more times a year, including some "walk-throughs." Short visits (less than 10 min.) do not require an Observation Form or an observation conference.

5.2 The Observation Form

The **Observation Form** (formerly called "the Primer") **must be used** by the Principal when conducting the observation. The Observation Form is aligned with the Rubric and its Domains, Dimensions and Indicators. During the observation, the Principal will use the Observation Form to indicate his or her assessment of the Educator's proficiency as to each observed Indicator. On the Observation Form, Principals will signify in the blank next to each observed Indicator one of the following codes.

Numeric rankings are not required at this stage.



In addition to or in lieu of this coding, the Principals may write brief notes indicating strengths or areas of concern within the blanks next to each Indicator.



5.3

Important Housekeeping Measures re the Use of the Observation Form

- One Observation Form can be used for up to three observations, but will only pertain to an individual Educator.
- Be sure to write the name of the Educator whose observation is being documented on the bottom of the Observation Form.
- Before you begin your observation, indicate the date of the observation in the appropriate blank on the Observation Forms.
- Bring a copy of the Rubric, as well as the Observation Form, to each observation to assist you in assessing the Educator's proficiency.

5.4

The Observation Conference: A Requirement

Within five (5) days of each observation, the Principal **must** conduct an **observation conference** with the Educator and provide him or her with a copy of the Observation Form. The observation conference should be a personal meeting between the Principal and the Educator to discuss the Principal's observations and coding on the Observation Form as well as the Principal's comments and suggestions. **The Principal shall apprise the Educator of any issue, by specific Domain, Dimension and Indicator, that could lead to a less than effective score on the Evaluation Form.**

5.5

Copies and Signatures

- At the observation conference, ask the Educator to initial the appropriate blank on the Observation Form affirming the date and occurrence of the observation conference.
- Provide the Educator with a completed copy of the Observation Form, retaining a copy of the Form for your records.

5.6

Educator's Request for a Third Observation

Principals must conduct a third observation prior to the Educator's evaluation if an Educator requests an additional observation promptly after the second observation. As with other observations, the Principal must conference with the Educator within five (5) days of completing the observation.

5.7

Educator's Written Response to the Observation Forms

Educators have the right to place in his or her file a response to the entries on the Observation Form within 20 instructional days of the Educator's receipt of the same. The Educator shall submit the rebuttal to the Principal and to Human Capital. The Principal will sign the response in acknowledgement of his or her receipt of the document and attach it to the observation. Observation forms shall be retained by the Principal and not forwarded to Human Capital.

5.8

Observations and the Personal Development Plan

Principals may determine that an Educator's performance at an observation merits a Personal Development Plan. A plan may be appropriate if the Educator's performance would have generated a ranking of 1-Ineffective or 2-Needs Improvement. The Principal 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 for some lapses in performance.

- Important Note: If a PDP is written as a result of an observation, the Principal must complete an **additional** observation (an observation in addition to the two standard observations) to confirm that progress is made on the targeted Indicator.

See Section 7 for more guidance and requirements regarding Personal Development Plans.

6. The Evaluation and Evaluation Conference

6.1 The Evaluation

Principals perform an Educator's evaluation by completing the Evaluation Form and conducting an evaluation conference. As noted throughout the Handbook, an evaluation must be supported by two separate observations conducted in accordance with the relevant timeframes in addition to the Principal's appraisal over the course of the year of the Educator's proficiency in the relevant Indicators. (See the note below regarding the limited circumstances in which a third evaluation is required.) The Observation Form summarizes those observations.

Using the information from the Observation Form and any other pertinent data, the Principal completes the Evaluation Form by issuing a rating for each observed and applicable performance Indicator. The assigned ratings reflect the Principal's analysis of the Educator's performance according to the descriptions in the Rubric. The Rubric and the Evaluation Form rely upon a five-level rating system, or spectrum of proficiency.



6.2 How to Determine an Indicator's Score

Each Indicator often has several definitional narratives for each level of proficiency. However, Principals must enter **only one (1)** score as to each Indicator (e.g., 1, 2, 3, 4, 5, N/O or N/A). To determine the composite score for each Indicator, the Principal must review the narratives contained within each Indicator's definition and make a "composite" assessment of the "big picture" encompassing the Indicator.

Example using the Indicator for the Domain of Instructional Effectiveness and Dimension of Explains Content—*Teacher teaches the objectives through a variety of methods:*

The Rubric defines a level "3-Effectiveness" ranking for this Indicator with five (5) narratives. They include: explaining content with connections to students' experiences... using cooperative



learning activities... providing differentiated tasks to meet learning styles... technology is included... uses a variety of techniques, e.g., modeling, visuals, etc.

When the Principal observes the Educator, she sees evidence of the Educator performing at a "3-Effectiveness" level in 4 of the 5 narrative definitions for the Indicator. Specifically, the Principal observes that the Educator is not using technology to support instructional planning and is not regularly using technology as an instructional tool. The Principal **should still** award a 3 for the Indicator, but begin the "push-pin" process developing the expectation level for technology use within the classroom. (If that approach does not work, then there is no reason that a PDP could not be written on that targeted area even if the Indicator resides at a level 3.)

There is **no magic percentage** of evidence within a proficiency level to trigger a particular rating for an Indicator. For example, the Principal did not need 80% of the narratives in evidence with regard to the 3-Effectiveness ranking to award a 3-Effectiveness ranking. The Principal must use her professional judgment to determine the appropriate ranking based upon the instructional significance of the individual narrative components and their impact upon student needs.

As noted above, the 2011-2012 Observation and Evaluation Form for Teachers was simplified by reducing the number of required scorings from 37 to 20. This did **not**, however, reduce the **substance** of the Rubrics (the definitions of professional proficiency) that reside within the individual cells of the Rubric/Observation Form. In simplifying the Observation and Evaluation Forms, the content of the former sub-Indicators was rolled into the definition narratives of each Indicator.

6.3 Not Applicable or Not Observed Indicators

If a Principal believes that an Indicator is not applicable to a particular Educator, he or she should rate the Indicator as "N/A." Principals should rate not observed Indicators as "N/O."

Note that Indicator ratings of N/A and N/O magnify the importance of the other Indicators within the Domain.

6.4 Indicators Receiving a Score of "1" or "2"

A rating of a 1 or 2 (Ineffective or Needs Improvement) on any Indicator requires that Principal provide the Educator with a Personal Development Plan, which shall be attached to the Evaluation Form and reviewed during the evaluation conference. Personal Development Plans are covered in Section 7 of this Handbook.

6.5
Indicators
Receiving a Score
of "4" or "5"

A rating of a 4 or 5 (Highly Effective or Superior) on any Indicator requires that Principals provide specific supporting comments within the Evaluation Form. If an Educator's performance warrants a rating of 4 or 5 on more than one Indicator within a Domain, the comments may be clustered together on the Form.

6.6
Example comment
for a rating of 5 (for
a Teacher regarding
Leadership)

Re Indicator 20/Leadership: "Ms. Smith extends herself via leadership and involvement well beyond expectations in a variety of venues. She has led the School Improvement Plan process during the past several years and now serves as the process manager for the WISE SI Plan conversion. She has a talent for writing interventions that serve as models across the curriculum and grade levels, and she has volunteered to make presentations to our school partners. She exemplifies the term "team player" and is a keystone to the success of the school. She also possesses an intuitive skill for mentoring others."

6.7
Overall Scoring

As explained in Section 2, the Educator's overall score on the Evaluation Form is a weighted average of the Domain's average ratings.

6.8
Evaluation
Conference:
a Requirement

Like the observation conference described in Section 5, the evaluation conference is a vital tool in the Observation and Evaluation System because it allows for critical feedback, reflection and discussions regarding the ways in which an Educator's performance needs to improve and ways in which it is particularly strong. At the conference, the Principal shall provide the Educator with a hardcopy of the signed Evaluation Form for the Educator to review and discuss with the Principal. As noted above, if the Educator has received a less than effective ranking (a ranking of 1 or 2) on any Indicator, the Principal shall discuss those Indicators with the Educator during the evaluation conference and transfer that discussion to a written and shared PDP.

At the conclusion of the conference, the Educator will sign the Evaluation Form. A completed copy of the same will be provided to the Educator for his or her records.

6.9
Educator's Written
Responses to
Evaluations

As with Observation Forms, Educators have the right to place in his or her file a response to the Evaluation Form within 20 instructional days of the Educator's receipt of the evaluation. The Educator shall submit the rebuttal to the Principal and to Human Capital. The Principal will sign the response in acknowledgement of his or her receipt of the document and attach it to the Evaluation Form. Observation forms shall be retained by the Principal and not forwarded to Human Capital.



6.10
Evaluation
Frequency and
Deadlines

Section 4 identifies the minimum number of evaluations that must be completed for each Educator and details the relevant timeframes and deadlines pertaining to observations and evaluations. Principals may evaluate an Educator more than the statutory minimum as long as the Principal adheres to the observation requirements and the relevant timeframes.

6.11
Housekeeping
Matters re the
Evaluation Form

The Education Service Center will provide each Principal a set of computer files containing an Evaluation Form for each Educator in the building. Each file will be pre-populated with the Educator's name, identification number, tenure status, etc. A separate technical guide for Principals details the procedures for accessing, completing and processing the Evaluation Form.

After completing the evaluation conference, the Principal must forward a copy of the completed and signed Evaluation Form (signed by both the Principal and the Educator) to the Human Capital Partner within one business day.

6.12
Educator's Artifact
File or Portfolio

On a completely voluntary basis, an Educator may wish to provide his or her Principal with additional evidence of professional proficiency in the form of a portfolio or artifact file/binder for purposes of his or her evaluation. This is allowed; however, such evidence is not required. Moreover, a Principal should be careful to not suggest that Educators produce a portfolio or artifact file, as they may feel as if it is an implied requirement or expectation of the Principal. The portfolio and artifact file is simply a tool for expanding / prompting the thought processes of both evaluators and educators, since Educators regularly perform tasks, create documents, and take on responsibilities that are significant and valuable despite their commonplace nature.

An Educator may, for example, wish to create a binder with a tab or folder for each Indicator into which he or she can "drop" a copy of the appropriate artifact as the year proceeds. (For example, if an Educator were to create a newsletter for his grade level or curricular area team, he could print an extra copy and insert it behind Indicator 20 – Leadership.) Before the Evaluation, the Educator could share the binder or file of artifacts with his or her Principal.

(see next page)

There are countless types of documents, plans and works that might be appropriate for an Educator's portfolio or artifact file. In its Professional Growth System Handbook: 2008-2009, Montgomery County Public Schools included many of the following items as supplemental evidence of professional proficiency.

- Assignments, projects, warm-ups
- Communication of standards, objectives and criteria for success on tasks
- Communications to students and parents
- Feedback on student work
- Grading policies and practices
- Records of data analysis and goal setting
- Appointments with students
- Student work samples and portfolios
- Unit or long-term lesson plans
- Annotated portfolio of support materials (beyond kit or textbook) for concept attainment or to convey mastery
- Informal assessments
- Assignments, project descriptions, etc.
- Documents distributed to students and parents, e.g., course syllabi, topic outlines, study guides, graphic organizers, etc.
- Material designed to teach thinking skills related to content concepts
- Room set-up
- Short-term lesson plans and materials
- Unit or long-term lesson plans and materials designed to support those plans
- Work displays
- Feedback on work and on student-set goals
- Grouping policies and practices
- Planning for technology incorporation
- Reflective conversations about responses to situations, overarching objectives, routines
- Room tours (e.g., what public messages are posted, what values are revealed)
- Records of communication to parents
- Student records of goal setting and self-analysis of work
- Student and parent survey data
- Assessment samples
- Grade books and similar artifacts
- Group and individual teacher reports on data analysis, findings and recommendations
- Logs minutes and records of grade-level, department and curriculum meetings
- Meeting notes with teacher on self-assessment and application to planning
- Videos of student portfolio conferences
- Collection of ideas, research, articles, etc. related to a WISE School Improvement Plan shared with colleagues
- Interview and conference data
- Log of professional development activities
- Professional articles or presentations
- Writings in learning logs, journals, school newsletters and reports
- Attendance records (work, meeting)
- Documentation of supporting school priorities outside the classroom
- Letters of thanks and commendations
- List of committee participation, presentations, etc.
- Logs, minutes, records of staff development or vertical team meetings
- Meeting agendas, minutes, notes
- Samples of student work, tests, assignments, feedback to students
- Long- and short-term lesson and unit plans
- Evidence of communication with parents
- Publications
- Professional development activities that contribute to improved practice
- Student achievement results and key indicators of student success
- Any available student and parent surveys

7. The Personal Development Plan

7.1

The Personal Development Plan

Personal Development Plans are intended to advise and assist Educators with serious performance deficiencies which, if left uncorrected, may jeopardize the Educator's continued employment with the District. Observations, evaluations or stand-alone incidents may trigger the issuance of a Personal Development Plan. If developed in conjunction with an observation or evaluation, the Personal Development Plan shall be attached to and considered another component of the Observation or Evaluation Form.

7.2

When an Observation or Evaluation Requires a PDP

- A PDP may be issued, but is not required, in response to deficiencies noted during an **observation**. If issued, all PDP requirements within this section apply.
- Principals **must** develop a PDP for an Educator who receives a rating of 1-Ineffective or 2-Needs Improvement on any Indicator in the **Evaluation Form**.
- Non-remediated PDPs from the observation process, which should result in a rating of 1-Ineffective or 2-Needs Improvement for the relevant Indicator on the evaluation, are automatically incorporated into the evaluation and continue in effect without being redrafted or re-issued. The Principal need only establish a new timeframe for compliance. Any new deficiencies resulting in an evaluation rating of 1-Ineffective or 2-Needs Improvement not covered by the non-remediated PDP must be supported by a newly issued PDP, however.

7.3

Designing and Issuing PDPs

Principals design and write the PDPs. They may collaborate with the Educator in the content of the PDP and seek assistance from outside sources (Human Capital Partners, professional development personnel, legal counsel, etc.) as appropriate.

Before issuing a PDP to an Educator, Principals must review the PDP with the Educator, most typically during the evaluation conference or observation conference. The Educator will receive a Principal-signed hardcopy of the Personal Development Plan and the Educator will sign the Plan as acknowledgement of his or her receipt of the same.

7.4

PDP Content: SMART-Driven and Indicator-Specific

The PDP will state the specific goals or actions to be achieved by the Educator.

The goals and required actions within the PDP should be "**SMART**"-formatted:

- **Specific:**
 - identified with sufficient detail so that the "who, what and when" are clear, with regard to what the Educator must do and what resources/assistance are available to him or her.

- **Measurable**
 - defined so that there is a starting point and final value to be achieved.
- **Attainable**
 - defined by a final goal that is reachable within the given time frame assuming the reasonable efforts of the Educator and assistance of the Principal.
- **Results-Based**
 - described by goals that clearly observable and appropriate.
- **Time-Bound**
 - defined with an ultimate deadline and benchmarks reflecting the nature and gravity of the performance deficiency with timeframes to measure progress as appropriate.
 - See the notes regarding limitations on timeframes below.

When the PDP is a result of the evaluation or an observation, the goals and actions must reflect and reference the relevant Dimension and Indicator. If there are concerns that do not clearly align themselves with a specific Indicator, it may still be the target of a PDP and identified as a Stand-Alone PDP. In such cases, the PDP may be prefaced with the statement: "Although the following does not link directly with a performance Indicator, there is a matter/situation/incident that falls within your area of responsibility/supervision that needs to be brought to your attention for action." Then, insert a summary of the matter/situation/incident followed by a SMART goal plan of action.

7.5
Example PDP that
is SMART-driven
and Indicator-
Specific

Ms. Green
Personal Development Plan, 9/10/11

Re Indicator 14: Changes instruction based on results of monitoring.

Ms. Green will:

- 1) Observe Ms. Smith's class to gain insight on the various feedback strategies that can be employed.
- 2) Cite within Lesson Plans specific feedback strategies to be used.
- 3) Implement on a regular / routine basis three (3) feedback strategies; in evidence within 20 instructional days from the Teacher signature date.



7.6

PDP Review and Follow Up Conference

The Principal shall meet with the Educator to review his or her success in meeting the requirements and goals of the PDP in a follow-up progress review conference, which should occur in relation to the timeframes established in the PDP. This follow-up is a necessary component of all PDPs. Follow-up documentation **must** appear within the original PDP in the designated area of the PDP Form.

7.7

Educator's Written Responses to PDPs

Educators have the right to place in his or her file a response to the PDP within 20 instructional days of the Educator's receipt of the evaluation. The Educator shall submit the rebuttal to the Principal and to Human Capital. The Principal will sign the response in acknowledgement of his or her receipt of the document and attach it to the PDP. Observation forms shall be retained by the Principal and not forwarded to Human Capital.

7.8

Timeframes and Deadlines to Remember

- The timeframe for meeting the goals and actions in the PDP may not exceed two months.
- Remember that with regard to **Career Educators**, the issuance of a PDP as a result of an observation shortens the timeframe for completing the evaluation. See Section 4.

7.9

Consequences of Unremedied Deficiencies

The Educator must meet the PDP's requirements and goals in all respects by the specified deadline. Failure to do so may result in the Educator's dismissal or nonrenewal.

7.10

Stand-Alone PDPs

Principals may issue a PDP to an Educator as a stand-alone plan in response to a work-related incident or problem occurring outside the context of an observation or evaluation. In such cases, the Principal's PDP will still follow the SMART Goals framework and the timeframes of the PDP described in this section.

7.11

Housekeeping Matters re the PDP Form

- The PDP Form is in an enhanced Microsoft Word file contained within the Educator's electronic folder. Use this form for all PDPs—whether it is developed in response to an observation or evaluations or is a Stand-Alone PDP.
- Principals must forward a signed hardcopy of each PDP to the relevant Human Capital Partner within one business day of its issuance. The Human Capital Partner and the Principal will discuss and jointly decide whether the QUEST Program (described in Section 8) is an appropriate option for addressing the Educator's performance deficiencies.
- Note that when a PDP is issued in response to an observation, only the PDP should be forwarded to the Human Capital Partner (not the observation).



8. The QUEST Program

8.1 Quality Experiences Supporting Teachers: QUEST

Select Educators who receive a PDP developed as a result of an observation or evaluation ranking of 1-Ineffective or 2-Needs Improvement may be selected by the Principal and Human Capital Partner to participate in Quality Experiences Supporting Teachers (QUEST)—a collaborative intensive training program through TCTA and TPS.

In this program, Educators are matched with a Learning Facilitator with their subject matter expertise. These Learning Facilitators are proven education specialists—often retired or former educators from the Tulsa area. Their purpose is to assist the selected Educators achieve the goals of their PDPs by using a targeted strategy for instructional improvement characterized by enriched and focused feedback. Learning Facilitators will help their assigned Educators and the relevant Principals identify which skills and competencies need to be improved.

All Educators must complete the QUEST program no later than two months after the appointment of the Learning Facilitator.

Participation in QUEST is voluntary, but those who decline to participate in QUEST when offered the opportunity will be asked to sign a document signifying their non-interest in the Program.

8.2 Human Capital Agreement is Required

Because there are a limited number of Educators who may participate in QUEST, Principals **shall not** reference the QUEST opportunity in a PDP unless prior collaboration / agreement has been secured from the relevant Human Capital Partner.

8.3 Principals' Role in the QUEST Program

Principals continue to have a major role during the QUEST program and remain the official evaluator of the Educator. Principals are encouraged to continue informal observations, walk-throughs, conferences (such as to review lesson plans), professional development activities and other interactions with the Educator during the duration of the QUEST program.

8.4 Relationship to Non-Renewals and Terminations

An Educator may be dismissed or non-renewed regardless of whether he or she has completed, participated in, or been offered a change to participate in the QUEST Program. Further, being in the QUEST program shall not prevent an Educator from being placed on a Personal Development Plan nor prevent the Educator from being recommended for dismissal or nonrenewal.



9. Key Personnel and Logistics

9.1

Key Personnel Supporting the Observation and Evaluation System

Human Capital Partners

- Principal's primary human capital contact;
- Provides assistance, guidance and review of PDPs;
- Help Principals compile necessary documentation and coordinates with legal staff to satisfy procedural requirements for dismissal;
- Responsible for overall direction and coordination of assigned schools' evaluations.

Finishers

- Ensures active and inactive personnel files for employee groups are organized, accurate and up-to-date.

QUEST Program Coordinator

- Coordinates and oversees the implementation of the QUEST Program; Principal's and peer mentor's primary contact for the QUEST Program.

Chief Human Capital Officer

- Responsible for overall design, implementation and effectiveness of the TLE Observation and Evaluation System and all of its components and relevant personnel.

TCTA Representatives

- Educator Bargaining Unit's representatives and advocates.

9.2

Key Personnel's Contact Information

Human Capital Partners:

- Bradley Eddy – secondary
 - 918-746-6269
 - eddybr@tulaschools.org
- Paul McGee – secondary & alternative
 - 918-746-6886
 - mcgeepa@tulaschools.org
- Barbara Penrose – elementary
 - 918-746-6885
 - penroba@tulaschools.org
- Betty Mosley – support and training
 - 918-746-6884
 - moslebe@tulaschools.org

Finishers:

- Mary Hickman – Secondary
 - 918-746-6354
 - hickmma@tulaschools.org
- vacant – elementary
 - 918-746-6286



QUEST Program Coordinator: TBD

Interim Chief Human Capital Officer:

- Gene Kleindienst
 - 918-746-6803
 - kleinge@tulsaschools.org

TCTA:

- Lynn Stockley, Patti Ferguson, Linda Hendrix
 - 918-749-2544
 - stockly@tulsacoxmail.com
 - fergupa@tulsacoxmail.com
 - lhendrix@okea.org

9.3 Logistics

- Human Capital Partners will ensure that Principals have enough Observation Forms, Rubrics and sample Evaluation Forms to provide every Educator in the building an individual copy.
- Copies of the TLE Observation and Evaluation Forms, Rubrics and Handbook are available on the District's intranet.
- A separate handbook for the technical aspects of completing the Evaluation Form will be provided to every Principal. In 2011-2012, the Observation and Evaluation System will have enhanced reporting and data collection capabilities. Information regarding this aspect of the system will be shared with Principals during 2011-2012 TLE Observation and Evaluation Training.



TLE Principal's Handbook – Supplement 1:

October 5, 2011

1. Supplemental Information

S.1 New Hires After the Start of School

If you have a Teacher who became a staff member of your school within the recent past, e.g., 20 instructional days or less, then there is an alternative to the Evaluation deadline of November 14th for Probationary Teachers. At your option, have a conversation with the new Teacher. Explain that you desire to be as fair and comprehensive in your evaluation of his/her performance as possible; therefore, you suggest an extension in the November 14th Evaluation deadline to a future date, e.g., no later than December 16th. If the Teacher agrees to this modified date (in writing) then you can proceed as agreed to between the parties. If the Teacher wants to remain on the November 14th deadline then that becomes his/her decision and he/she lives with the consequences of that small "window" of observation and evaluation.

S.2 "Home School" Evaluations

Some Teachers have split assignments between more than one building; however, all Teachers have a "Home School" designation. It is the responsibility of the NON "Home School" Principals to provide observation / evaluation feedback to the Home School Principal in a timely fashion. And, it is NOT the responsibility of the "Home School" Principal to seek out input from these Principals. Communication MUST originate from the NON Home School Principals.

S.3 QUEST

"QUEST" - Quality Experiences Supporting Teachers – Office at Fulton, N1
Soar To Success, LLC --- Linda Foutch, Executive Director -- linda.foutch@yahoo.com

Purpose:

The purpose of QUEST is to provide quality experiences supporting teachers / educators identified by Tulsa Public Schools as Ineffective or Needs Improvement in order to improve teaching and learning through building teacher capacity utilizing evidence based differentiated professional development tailored to meet the identified areas according to the participating teacher/educator's Personal Development Plan.

Desired Outcome:

The desired outcome of this collegial professional development opportunity is the shared responsibility by all primary stakeholders for the development and sustainability of effective teaching and improved student learning.

Learning Facilitators:

The Learning Facilitator will have knowledge of pedagogy, effective instruction, and classroom management based upon Tulsa Public Schools' district standards and expectations. The Learning Facilitator is a former educator with multiple years of exemplary classroom experience and trained and certified by Soar To Success, LLC. The Learning Facilitator will provide support, be strength oriented, focus on solutions, and promote positive learning experiences.



Professional Development:

Professional development will be facilitated to improve instructional strategies and classroom management as indicated on the educator's TPS Personal Development Plan. Intentional reflective practice and goal setting will be key components of this support. The Learning Facilitator and educator will collaboratively design job embedded professional learning opportunities that assist the educator in improving their performance.

Support and Documentation:

- The Learning Facilitator will offer the educator support by being in the educator's classroom at least 24 times/8 weeks of the PDP. Each visit will be 3.5 hours three days per week. The Learning Facilitator will complete an Observation Summary (weeks 1,3,5,7) and engage in collegial exchange with the educator to discuss the summary. The educator will also complete a Reflection. The educator will complete a Reflection indicating how they feel, think and what they will do after receiving the summary to reflect upon their own effectiveness.
- The Observation Summary and Reflection will be discussed with the Learning Facilitator and the educator. Signed copies of the Observation Summary will be given to the principal, educator, Learning Facilitator, and QUEST. The educator will determine if a copy of the Reflection Summary will be given to the principal or not. The Learning Facilitator, educator, QUEST, and principal (only if the educator agrees the principal receives a copy) will receive a signed copy of the Reflection.
- After the Observation Summary and Reflection are reviewed an Action Plan will be collaboratively developed to identify the type of support and focused professional development.
- A Summary of Progress will be completed by the Learning Facilitator at the culmination of the 24 classroom visits and the educator will complete a Summary Reflection. The Learning Facilitator will discuss the Summary of Progress with the educator and a signed copy will be given to the principal, educator, and QUEST.

Commitment:

QUEST will ensure the support has:

- Rigor: QUEST is based upon high standards for teacher effectiveness. "SOAR to Success" will provide intentional professional services based upon:
S: Support O: Observation A: Assessment R: Record/Review/Reflection
- Relevance: The professional development opportunities and support will be relevant to the educator based upon the indicators/domains identified in the educator's PDP, their goals, and observations.
- Relationship: The Learning Facilitator will have a respectful and positive professional relationship with the educator and remain a neutral party. The Learning Facilitator will communicate with the principal by providing Observation Summary data and as needed conversations.
- Results: QUEST will use a variety of data to measure the effectiveness of the support and of the program. This may include the educator's PDP/evaluation data, activity logs, Professional Development recommendations, Observation Summaries, and Reflection Summaries.



S.4
Clarifications
on the Role
of Staff
Development
Teachers (SDTs)

If the principal sees a struggling teacher, it is the principal's responsibility to provide feedback in the walkthrough, observation or in conversation with the teacher. The principal sets the tone that the SDT is there to support and should suggest to the teacher that they could seek assistance from the SDT. But the principal does not require the teacher to use the SDT, the principal requires improvement. The SDT is not there to replace the principal's instructional leadership, they are there to support the principal and teachers in providing effective instructional practices and doing so in non-evaluative means. They can and should provide written as well as one-on-one feedback to teachers BUT they do not share this with principal. The principal notes improvements or continued needs-to-improve based on the principal's walkthroughs or observations. The teacher now has resources on campus to assist them (and the SDTs have many resources to help teachers beyond their own expertise).

SDTs do not need an invitation into a teacher's classroom. For example, we are just now training them (SDTs) on Job-Embedded Professional Development--no more random acts of PD. For this to occur, the principal, as Instructional Leader, needs to set clear instructional goals and expectations (TLE) and based on data (WISE). An entire faculty or grade-level teams, or subject-level teams can also set instructional goals based on their and students' needs. The principal sets this tone, the SDT supports it and the teachers know in advance this is the major instructional work of the campus. Next comes the actual work. Here are some examples of how a SDT provides PD, coaching, mentoring and support to the teachers. Let's say the campus really needs to improve on writing and the evidence of effective practices include small group instruction, students editing their work in small groups, writing samples, writing to support point of view or argument, etc. or teachers evaluating writing across teacher-teams. The SDT supports this intentionally through classroom walkthroughs, one-on-one work with teachers, team meetings, and/or a variety of ways that best suite teaching and learning (TLE) on that campus. But it is intentional (not random acts). They can provide individual, small group or larger group PLCs all centered on "the work". Campus PD may be on writing as this would be supported by data; it may also be for a small group of teachers not all. PD now looks different--it is based on need and not "one size fits all", it is purposeful and can go deeper into the instructional practices. The SDT would observe, walkthrough, and provide timely feedback after the PD occurs. The principal assures it is taking root in his/her instructional leadership role.

The SDT would concentrate his/her work around the instructional focus of the campus (based on need). The SDT DOES NOT require teacher approval to observe and provide feedback to the teacher. The SDT would want to model, however, only if the teacher requests this type support but there are other ways of supporting besides imposing on the teacher's domain. The principal must set the school to receive support from the SDT. The teacher can always refuse assistance from the SDT--but the principal does not allow the teacher to refuse to improve without consequence.



The issues occur if/when principals or SDTs simply "observe" or "visit" classrooms without any clear expectations. EXAMPLE: They are not observing because there is a campus need but rather they are observing to give the principals information about their observations. SDTs are not substitutes for instructional leadership of the principals. They complement both principals and teachers' needs and this may look different on each campus.

This makes a strong case for why principals and SDTs need training together until this position is correctly applied district-wide.

This clarification is lengthy and does not cover all possible scenarios. Trust is the foundation of this work—trust that this is going to be a supportive position for teachers and principals, non-evaluative and always courteous. The SDTs should never be a part of the administrative team, they should never go into a teacher's classroom and not provide some type of feedback (same day) and they should follow-up on things they've promised teachers to look into. Trust is huge.

Our October SDT sessions will focus on PLCs and data. As you know it takes time to create new ways of doing business. Based on feedback, there are some places where this is occurring better than others. The problems are arising when SDTs are not being allowed to practice as they are trained.

There are many examples of successful application of the SDT on campuses. We've seen them, hear of them and discuss them on campuses, in training, on the Wiki as well as one-on-one with SDTs.

- Written by Verna D. Ruffin, Assistant Superintendent, Curriculum & Instruction

S.5 Building-Level Administrative Evaluations

New Administrators at the building level (holding that specific position less than 3 years) will be evaluated a minimum of TWICE per school year. Dates were prior to November 11th and prior to February 10th. Additional evaluations are always possible.

Experienced Building Administrators (holding that specific position 3 or more years) would be evaluated a minimum of ONCE prior to April 6th. However, if a PDP was anticipated, there must be an Evaluation prior to November 30th. Additional evaluations are always possible.



To: Principals
From: Professional Development and Leadership Training
Date: 9/9/11
Re: Training Focused on Teacher Leader Effectiveness

Professional Development has created two opportunities to serve identified PDP teachers who do not qualify for QUEST on the Evaluation Rubric. The first PDP opportunity is a nine week cohort designed to use positive strategies to engage the adult learner. The other professional development opportunity is cyclical and can be used to support teachers that have PDPs in a specific area.

Cohort

The Teacher Effectiveness Cohort is limited to twenty-five teachers with three or more years of experience. This training through application, reflection and critical teaching tools will support teachers to move to the next level of consistently impacting student learning. If you have a teacher agrees to work and share in this cohort, please contact Jane Barnes, bameja@tulaschools.org.

PDP Training Cycle

Please see the attached schedule. These trainings are all located on the DK management system and any and all teachers may sign-up for these specified course offerings.

****See schedule on next page.**



PDP Training Support Cycle

Planning Student Engagement	Thursday October 6 th	4:30-6:30
Defining Expected Student Behavior	Thursday October 13 th	4:30-6:30
Actively Involving All Learners & Summarizing	Wednesday October 19 th	4:30-6:30
Working with Special Populations	Thursday October 27 th	4:30-6:30
Engaging the Defiant Child	Thursday, November 3 rd	4:30-6:30
Working with the ADHD & ADD Student	Tuesday, November 8 th	4:30-6:30
Planning Student Engagement	Thursday November 10 th	4:30-6:30
Defining Expected Student Behavior	Thursday November 17 th	4:30-6:30
Actively Involving All Learners & Summarizing	Thursday December 1 st	4:30-6:30
Working with Special Populations	Thursday January 5 th	4:30-6:30
Planning Student Engagement	Thursday January 26 th	4:30-6:30
Defining Expected Student Behavior	Thursday February 2 nd	4:30-6:30
Working with the ADHD & ADD Student	Tuesday, February 7 th	4:30-6:30
Actively Involving All Learners & Summarizing	Thursday February 9 th	4:30-6:30
Working with Special Populations	Thursday February 16 th	4:30-6:30
Engaging the Defiant Child	Thursday, February 23 rd	4:30-6:30
Planning Student Engagement	Thursday March 8 th	4:30-6:30
Defining Expected Student Behavior	Thursday March 15 th	4:30-6:30
Actively Involving All Learners & Summarizing	Thursday March 29 th	4:30-6:30
Working with Special Populations	Thursday, April 5	4:30-6:30



Contact Information

<p><u>PROCESS</u> (Handbook Interpretation) Gene Kleindienst kleinge@tulsaschools.org 918-746-6803; 239-481-0977; 239-896-4659 cell</p> 	<p><u>TECHNOLOGY</u> Barbara Bottoms bottoba@tulsaschools.org — 918-746-6256 Rico Martin martise@tulsaschools.org — 918-746-6686</p> 
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Handbook – SUPPLEMENT 2 (October 5, 2011)

Principals and Assistant Principals:

Please treat the following as **Supplement 2 to the TLE Process** and 3-hole punch this email and insert it into your 3-ring binder behind the Handbook tab.

Modification to page 13 (center of the page in green): **This ONLY applies to the OBSERVATION schedule for Career Teachers**
CHANGE Nov 14 to Nov 30
CHANGE Jan 14 to March 9

Modification to page 15 (center of the page in green): **This ONLY applies to the OBSERVATION schedule for Career Teachers**
CHANGE Nov 14 to Nov 30
CHANGE Jan 14 to March 9

With a marker change the dates on the laminated posters received during the PLC of October 5th.

Note: you must schedule an Observation Conference within 5 days of the Observation.

Questions, call or write.

Thank you.

Gene

Gene S. Kleindienst

TLE Handbook – SUPPLEMENT 3 (November 4, 2011)

Principals and Assistant Principals:

Please treat the following as **Supplement 3 to the TLE Process** and 3-hole punch this email and insert it into your 3-ring binder behind the Handbook tab.

Modification to page 13 (center of the page in green): **This ONLY applies to the OBSERVATION schedule for Career Teachers**

CHANGE Nov 14 to ~~Nov-30~~... most current extension to December 14

CHANGE Jan 14 to March 9

Modification to page 15 (center of the page in green): **This ONLY applies to the OBSERVATION schedule for Career Teachers**

CHANGE Nov 14 to ~~Nov-30~~... most current extension to December 14

CHANGE Jan 14 to March 9

With a marker change the dates on the laminated posters received during the PLC of October 5th.

Note: you must schedule an Observation Conference within 5 days of the Observation.

Questions, call or write.

Thank you.

Gene

Gene S. Kleindienst

SCHEDULE III-F

**CALENDAR OF OBSERVATION/EVALUATION DEADLINES
& WINDOWS OF AVAILABILITY CAREER EDUCATORS
2011-2012**

Chart 1:
Calendar of Observation/Evaluation Deadlines & Windows of Availability
Career Educators 2011-2012

Beginning of School thru Nov. 14	<ul style="list-style-type: none">• Window for Career's 1st Obser....must schedule Obser. Conf. w/in 5 days.
10 days from Career's 1st Obs. Conf. thru Jan 14	<ul style="list-style-type: none">• Window for Career's 2nd Obser....must schedule Observ. Conf. w/in 5 days.
<u>April 30</u>	<ul style="list-style-type: none">• Deadline: Career's Evaluation and Eval. Conference

See Charts 2 and 3 below for calendars regarding Probationary Educators and a Combined, Master Calendar.

Chart 2:
Calendar of Observation/Evaluation Deadlines & Windows of Availability
Probationary Educators 2011-2012





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 the 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 "k" above.

ARTICLE III: RECOGNITION

- a. The Board hereby recognizes the 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 nondelegable 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 anticipates 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 the 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 recommendations.
- 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 the 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 VIII: 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 applications 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 Benefits / 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 one half (1/2) of what the District pays for the cost of the 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. Each insured teacher may review the State Insurance document.

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 (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.

INDEPENDENT SCHOOL DISTRICT
NO. 1 OF TULSA COUNTY,
OKLAHOMA

ATTEST:



Clerk of the Board of Education

APPROVED AS TO FORM

TPS Staff Attorney

By 
President of the Board of Education

TULSA CLASSROOM TEACHERS
ASSOCIATION

By 
Lynn Stockley,
President

**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, 742-7304, 7 days a week, 7:30 a.m. to 11 p.m. or any Walgreen's location.

An employee who is temporarily totally 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.

(For Information Only and Not Part of the Master Contract)

**TULSA PUBLIC SCHOOLS
DIVISION OF HUMAN CAPITAL
WORKERS' COMPENSATION**

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, 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 are 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 a 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.

APPENDIX F [FORM]

TULSA TEACHERS AND EMPLOYEE IMMEDIATE ASSISTANCE CLUB

Tulsa Public Schools

Application for Membership

Legal Name of Employee: _____

Assignment: _____ Location: _____

Social Security#: _____ Date of Birth _____ Age _____

Legal Name of Applicant: _____

Social Security #: _____ Date of Birth _____ Age _____

Relationship to Employee: _____ Spouse _____ Son _____ Daughter _____

Street Address: _____

City/State _____ Zip: _____

Legal Name of First Beneficiary: _____

Relationship: _____

Mailing/Street Address: _____

City/State & Zip Code: _____

Legal Name of Second Beneficiary: _____

Relationship: _____

Mailing/Street Address: _____

City/State & Zip Code: _____

I hereby make application for membership in the Tulsa Teachers and Employee Immediate Assistance Club. I agree to abide by the constitution and by-laws of the Club and all amendments that may be made from time to time. I understand that this is not an insurance company, but rather 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)