

MORTON EDUCATION ASSOCIATION

And

MORTON SCHOOL DISTRICT #214

Collective Bargaining Agreement

September 1, 2017-August 31, 2019

CONTENTS

NON-DISCRIMINATION	4
ARTICLE 1 – ADMINISTRATION OF AGREEMENT	5
Recognition	5
ARTICLE II – CONFORMITY TO LAW	6
ARTICLE III – INDIVIDUAL EMPLOYEE CONTRACTS	7
ARTICLE IV – LEAVES-PERSONAL-PROFESSIONAL	10
ARTICLE V – POSITION VACANCIES	15
Prior Notice	15
ARTICLE VI – VOLUNTARY TRANSFERS	16
ARTICLE VII – INVOLUNTARY TRANSFERS	17
ARTICLE VIII – STAFF REDUCTION	18
ARTICLE IX – PAYROLL DEDUCTIONS	19
ARTICLE X – OTHER DEDUCTIONS	21
ARTICLE XI – ASSOCIATION RIGHTS	22
ARTICLE XII – RIGHT TO JOIN AND SUPPORT ASSOCIATION	23
ARTICLE XIII – ACADEMIC FREEDOM AND CURRICULUM	24
ARTICLE XIV – RIGHT TO DUE PROCESS	25
ARTICLE XV – PERSONNEL FILE	26
ARTICLE XVI – STAFF PROTECTION	27
ARTICLE XVII – OTHER TERMS AND CONDITIONS OF EMPLOYMENT	28
Evaluation	28
Section 1 – Evaluation System Preamble	28
Section 2 – Definitions and Notes	28
Section 3 – State Criteria, Framework, and Scoring	29
Section 4 – General Evaluation Agreements	31
Section 5 – Provisional Teachers	32
Section 6 – Procedures for Evaluation	33
Section 7 – Probation (Non-Provisional)	38
Section 8 – Evaluation Meetings	40
Section 9 – Evaluation Results	41
Section 10 – Support Staff	41
Section 11 – Evaluation Media	41
Work Day	42
Workload	42
ARTICLE XVIII – PAYMENTS-WARRANTS	43
Fringe Benefits	43
Calendar	45
ARTICLE XIX – CERTIFICATED EMPLOYEES FACILITIES	47
ARTICLE XX – GRIEVANCE PROCEDURE	48
ARTICLE XXI – STUDENT DISCIPLINE	51

ARTICLE XXII – STATUS OF AGREEMENT	52
ARTICLE XXIII – MANAGEMENT RIGHTS	53
ARTICLE XXIV – SUBSTITUTES	54
ARTICLE XXV – DURATION	55
APPENDIX B – SCHOOL CALENDAR	56
APPENDIX C – COMPLIANCE WITH STATE LAW	57
APPENDIX D – EMPLOYEE EVALUATION	58
APPENDIX E – SCHOOL COUNSELOR EVALUATION	93
APPENDIX F – SCHOOL NURSE EVALUTION	99

NON-DISCRIMINATION

The parties shall not discriminate against any employee on the basis of race, ethnicity, religion, creed, national origin, age, gender, marital status, sexual orientation including gender expression or identity, gender, age, honorably discharged veteran or military status, or the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability or as otherwise provided by the American with Disabilities Act (ADA) and/or the Age Discrimination in Employment Act (ADEA).

ARTICLE I

ADMINISTRATION OF AGREEMENT

Recognition

- A. The District hereby recognizes the Morton Education Association as the sole and exclusive collective bargaining representative for all contracted non-supervisory certificated employees and non-supervisory certificated employees on leave by Board action.
- B. Such representation shall exclude the Superintendent, principals, and such confidential employees and supervisors as defined in RCW 41.59.
- C. Unless the context in which they are used clearly requires otherwise, words used in this Agreement denoting gender shall include both the masculine and feminine; and words denoting number shall include both the singular and plural.

ARTICLE II

CONFORMITY TO LAW

- A. If any provision of this Agreement should be found contrary to law, such provision or application shall have effect only to the extent permitted by law, and all other provisions or applications of the Agreement shall continue in full force and effect. Any such provision of this Agreement having been found contrary to law but which subsequently becomes legal during the life of this Agreement shall take immediate effect upon the enactment of such legislation.

- B. If any provision of this agreement should be found contrary to law pursuant to Art. II, Section A, the District and the Association shall meet to bargain any applicable impact.

ARTICLE III

INDIVIDUAL EMPLOYEE CONTRACTS

The employer shall issue to each employee a contract in conformity with Washington State Law, State Board of Education regulations and this Agreement.

- A. Copies of Individual Contracts: Two (2) copies of the individual employee contract shall be given to the employee each year for signature. The individual employees shall retain one (1) copy at the time of signing the contract. One (1) copy shall be forwarded to the employer to be signed by the duly authorized representatives of the employer of whom one (1) copy shall be placed in the individual employee's personnel file.
- B. Length of Contract: The total length of the employee's individual contract shall be one hundred eighty-nine (189) days. The one hundred eighty-nine (189) days includes the professional responsibilities of staff, which are detailed below:
- i. Scheduled Days: The District will schedule one hundred eighty-three (183) days as follows:
 - 1. Two (2) day before the start of school.
 - a. For the 2018-19 school year one (1) will be August 27th, and one (1) will be flexible and based on a conversation between the employee and supervisor.
 - 2. One hundred eighty (180) days of school.
 - 3. One (1) on the October in-service day as indicated on the District calendar.
 - ii. Non-scheduled Days: The staff will complete six (6) days of non-scheduled, employee directed time for the list of otherwise required professional responsibilities below:
 - 1. Preparation of local, state, and federal documents;
 - 2. Preparing classrooms;
 - 3. Lesson planning;
 - 4. Participation in IEP and/or 504 meetings;
 - 5. Creating and reviewing reports;
 - 6. Grading;
 - 7. Conferences;
 - 8. Open house;
 - 9. Evaluation prep;
 - 10. Checking out at the end of the school year; and,
 - 11. Other work-related activities

Bargaining unit members will be placed on the salary schedule in accordance with WAC 392-121-264 and WAC 181-85-030. The salary schedule for staff on a one hundred eighty-nine (189) day contract:

Years	BA	BA+15	BA+30	BA+45	BA+90	MA	MA+45	MA+90 or PHD
0	\$ 42,000	\$ 44,000	\$ 46,000	\$ 48,000	\$ 50,000	\$ 52,500	\$ 55,000	\$ 57,500
1	\$ 42,750	\$ 44,750	\$ 46,750	\$ 48,750	\$ 50,750	\$ 53,250	\$ 55,750	\$ 58,250
2	\$ 43,650	\$ 45,650	\$ 47,650	\$ 49,650	\$ 51,650	\$ 54,150	\$ 56,650	\$ 59,150
3	\$ 44,750	\$ 46,750	\$ 48,750	\$ 50,750	\$ 52,750	\$ 55,250	\$ 57,750	\$ 60,250
4	\$ 45,850	\$ 47,850	\$ 49,850	\$ 51,850	\$ 53,850	\$ 56,350	\$ 58,850	\$ 61,350
5	\$ 47,150	\$ 49,150	\$ 51,150	\$ 53,150	\$ 55,150	\$ 57,650	\$ 60,150	\$ 62,650
6	\$ 47,150	\$ 50,450	\$ 52,450	\$ 54,450	\$ 56,450	\$ 58,950	\$ 61,450	\$ 63,950
7	\$ 47,150	\$ 50,450	\$ 53,850	\$ 55,850	\$ 57,850	\$ 60,350	\$ 62,850	\$ 65,350
8	\$ 47,150	\$ 50,450	\$ 55,250	\$ 57,250	\$ 59,250	\$ 61,750	\$ 64,250	\$ 66,750
9	\$ 47,150	\$ 50,450	\$ 55,250	\$ 58,750	\$ 60,750	\$ 63,250	\$ 65,750	\$ 68,250
10	\$ 47,150	\$ 50,450	\$ 55,250	\$ 60,250	\$ 62,250	\$ 64,750	\$ 67,250	\$ 69,750
11	\$ 47,150	\$ 50,450	\$ 55,250	\$ 60,250	\$ 63,950	\$ 66,450	\$ 68,950	\$ 71,450
12	\$ 47,150	\$ 50,450	\$ 55,250	\$ 60,250	\$ 65,650	\$ 68,150	\$ 70,650	\$ 73,150
13	\$ 47,150	\$ 50,450	\$ 55,250	\$ 60,250	\$ 67,550	\$ 70,050	\$ 72,550	\$ 75,050
14	\$ 47,150	\$ 50,450	\$ 55,250	\$ 60,250	\$ 69,450	\$ 71,950	\$ 74,450	\$ 76,950
15	\$ 47,150	\$ 50,450	\$ 55,250	\$ 60,250	\$ 71,750	\$ 74,250	\$ 76,750	\$ 79,250
16+	\$ 47,150	\$ 50,450	\$ 55,250	\$ 60,250	\$ 74,750	\$ 77,250	\$ 79,750	\$ 85,000

- C. Extended Contracts: Any employee contracted for days in excess of or in addition to one hundred eighty (189) days plus additional state required days, shall receive additional compensation based on a 1/189 full per diem of the employee's regular contracted base rate of pay.
- D. Supplemental Contracts: There shall be a Supplemental Contract for the co-curricular and supplemental assignments. Appointments to co-curricular, special and supplemental assignments shall be for one (1) year and shall be consistent with statutory provisions; specifically that the supplementary contract is not a continuing contract.

1. No employee shall be required, as part of his/her contracted responsibilities, to perform co-curricular duties. In the event an employee should fail to fulfill the terms of the co-curricular contract, the amount of financial remuneration paid in advance shall be deducted from the employee's paycheck at the same rate the employee received the financial remuneration.
2. The assignment may or may not be renewed for the subsequent year. Renewal of the supplemental contract shall be made upon a yearly assessment of the effectiveness of the employee. The teaching contract status of a certificated employee shall not be affected by performance of the co-curricular or supplemental employment.
3. The employer agrees to approve the appointments to co-curricular and supplemental assignments for fall and winter positions by June 1st and Spring positions by December 1st, except in unforeseen circumstances.

E. Supplemental Contracts: Employees who are subject to the supplemental contracts listed below shall schedule each additional day with their Principal. Employees must complete the district's additional time sheet and turn it in by the fifth (5th) of the following month for reimbursement:

Position/Assignment	Additional Days (Paid at per diem)
CTE	4
Special Education	7
K12 Counselor	10
WaKIDS Teacher(s)	4

F. Co-curricular Contracts: The following co-curricular positions are paid as a stipend position, paid out over 12 months of a contract. Staff are only eligible to apply for these yearly positions if the co-curricular positions are part of their classroom program.

1. Staff will be paid a proportional stipend if their teaching portion is less than 1.0 FTE.
2. Co-curricular positions and corresponding stipends are listed below:

<i>Positions</i>	<i>Stipend</i>
CTSO Advisors	\$1,500
Pep Band Director	\$4,500

ARTICLE IV

LEAVES - PERSONAL - PROFESSIONAL

A. ILLNESS AND INJURY

The District shall provide each regular full-time employee twelve (12) days of leave annually for illness or injury. Unused illness or injury leave shall accumulate up to the number of contract days as per RCW 28A.400.300((2)e).

Every employee holding a regular part-time position shall accrue such leave with pay in proportion as his or her part-time service bears to full-time service.

The intent of leave for illness or injury (RCW 28A.58.100) is to make it possible for employees to be absent. Any abuse of this leave provision may be subject to disciplinary action in compliance with Article XIV, Right to Due Process.

Said leave may be used for medical, dental or eye appointments when absence during working hours for this purpose is authorized in advance by the supervisor, if appropriate. In any instance involving use of a fraction of day's leave, the minimum charge to the employee's leave account shall be one half day. The employee may be required to furnish a certificate issued by a licensed physician or other satisfactory evidence of illness to the Superintendent or his/her designee after four (4) consecutive days or if total leave for the school year exceeds twelve (12) days.

1. When an employee will be absent from work due to illness, he/she shall give notice to the principal or the person designated by the Superintendent to receive such notice not later than 6:00 am of the first day of the illness. If the absence may be for consecutive days, the District should be notified of the probable date of return.
2. An employee returning from any illness, whether or not leave benefits have been paid, may be required to submit to a medical examination or other medical evaluation at the expense of the District in order to establish medical fitness for the duties of the position before returning to work.

B. EMERGENCY LEAVE

Emergency leave may be granted for no more than 5 days per year and may be taken in the case of emergencies as defined in the following: An emergency arises out of unforeseen and unexpected circumstances which create an air of crisis or extreme need.

1. FAMILY EMERGENCY LEAVES

The board recognizes that the demands of the workplace and of families need to be balanced to promote family stability and economic security for school District employees in a manner consistent with this policy, and other relevant District policies.

Unless otherwise stated, any leave used shall be deducted from the staff member's accumulated sick leave. In the event the staff member's sick leave has been exhausted, the leave shall be granted without pay.

a. Domestic Violence Leave

The District shall allow victims of domestic violence, sexual assault, or stalking and family members of victims to take reasonable leave from work, intermittent leave or leave on a reduced leave schedule. The leave may be sick leave, other accrued leave or leave without pay. Family member includes a child, spouse, parent, parent in-law, grandparents or an individual with whom the victim has a dating relationship. The employee shall provide advance notice of their intent to take leave. If advance notice is not possible due to an emergency, notice should be provided no later than the end of the first day that employee takes the leave.

b. Military Caregiver Leave

An employee who is the spouse, son or daughter, parent or next of kin of a service member who is recovering from a serious illness or injury sustained while on active duty is entitled to twenty six (26) weeks of unpaid leave in a 12- month period to care for the service member.

C. FAMILY ILLNESS

Staff members may use accrued sick leave or other accrued leave, at the employee's choice, to care for a child, spouse, parent, parent-in-law, grandparent, and grandchild of the employee who has a serious health condition or an emergency condition. Other family members may be included at the approval from the Superintendent or his/her designee. The District may require a signed statement from a licensed medical practitioner to verify the need for treatment, care or supervision for any absence that exceeds five (5) consecutive days.

D. BEREAVEMENT

Leave will be granted on the basis of up to five (5) days total per incident for bereavement in the immediate/step family (spouse, child, mother, father, sister or brother, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law,

sister-in-law, grandfather, grandmother, and grandchild). These days are noncumulative and nontransferable, at full salary.

The District will allow one day bereavement leave in the case of the death of any of the following family members: uncle, aunt, nephew, or niece. Bereavement shall be in addition to sick leave.

E. ABSENCES - PROFESSIONAL

The Board recognizes that travel by District employees is necessary in the case of school officials' attendance at meetings where official school business is involved, and desirable when certain educational conferences provide employees with opportunities to keep abreast of the latest developments and trends in the fields of school District organization, operation and instruction.

All expense claims must have prior approval from the Board of Directors and the Superintendent of schools.

Staff representatives may be released to attend a limited number of scheduled meetings and conventions recommended by the Superintendent and authorized by the Board. The District shall pay actual documented expenses. Such leave shall be with full pay.

F. PERSONAL LEAVE

Leave will be granted for up to three (3) days annually at regular pay for situations which require absence during school hours. Not more than one (1) teacher may be absent from any building on any day, under such leave unless circumstances allow for more. Leave will not be granted the first and last week of the school year except for emergency situations, which must meet approval of the Superintendent or designee. Personal leave may be used to extend one of the three scheduled vacations (Thanksgiving, Christmas, Spring Vacation). Only two certificated staff from K-5 and 6-12 may make applications for such leave. Application for such leave shall be made at least 48 hours prior to taking such leave unless it is for emergency purposes.

In the latter instance approval of such leave will be sought immediately upon return to work.

Personal leave will be granted to the first staff member requesting the specific day based on substitute availability. To alleviate any disagreements, the staff member will have the principal or secretary note the time and date when it has been officially submitted. If two or more staff members submit the requests at the exact same time, the employee with the most District seniority will receive the leave.

Personal Leave can be used by any certified staff employee for situations, which involve personal hardships.

Unused personal days will be compensated at 100% of the current daily sub rate not to exceed three (3) days per year, non-cumulative, to be paid in the July warrants. Certificated staff members may roll over one unused personal day from one year to the next, as long as the total number of personal days does not exceed four (4) in any one school year. Notification to roll over an unused personal day must be made prior to the last certificated workday. Certificated staff members who have more than three (3) personal days are not able to use more than three (3) personal days consecutively.

Application shall be completed on the form provided by the District office, or by email notification to the Business Manager.

1. Jury/Subpoena Duty

Leave will be granted to staff members to serve as jurors. Regular salary will be paid but court pay must be reimbursed to the District.

2. Absence, Health and Hardships

Leave of absence without salary may be granted by the Board for a period not to exceed one year, on account of illness or health, or personal hardship.

3. Military Leave

Leave of absence will be granted when required by law. While on leave, the Association member shall retain seniority as though employment has been continuous in the District.

Upon return, the employee shall be assigned the same position he/she previously held if it was reasonably possible to reserve the position for him/her; otherwise he/she will be assigned an equivalent position.

G. BIRTH OR ADOPTION OF A CHILD

The District shall grant leave upon the same terms to employees upon the birth or adoption of the employee's child as provided in the FMLA and Washington Family Leave Act. Leave shall be granted upon the same terms to employees who become adoptive parents or stepparents, at the time of birth or initial placement for adoption of a child, as is available to employees who become biological parents. Such leave is available only when the child lives in the employee's household at the time of birth or initial placement.

Employee requests for leave of absence due to birth or initial placement for adoption of a child shall be submitted in writing to the Superintendent not less than 30 days prior to the beginning date of the leave. The notice shall include the approximate beginning and ending dates for the leave requested.

An extended unpaid leave of absence for a period up to the beginning of the next school term or school year may be approved at the discretion of the Superintendent based upon consideration of educational program needs and the desires of the staff member, together with any recommendation of professionals such as medical practitioners or counselors regarding the leave request.

Refer to RCW 49.78.220/RCW 49.78.260 Entitlement to Leave

H. PROFESSIONAL LEAVE OF ABSENCE

Leaves of absence without salary may be granted for a period not to exceed one (1) year, subject to renewal for a second year. Applications are due in the Superintendent's office by April 1st of any year. However, the School Board may want to entertain applications made at anytime.

I. LEAVE OF ABSENCE - SERVICE AS AN ELECTED PUBLIC OFFICEHOLDER

Certified employees are encouraged to exercise their rights in a full range of citizenship activities. A successful candidate to a public elective office, which would require absence from his/her normal certificated employee contractual obligations, will be granted leave without salary.

When a leave period overlaps more than one contractual year, the normal increments will be allowed.

J. LEAVE SHARING

The District shall maintain a leave sharing program pursuant to RCW 28A.400.380.

ARTICLE V

POSITION VACANCIES

A vacancy shall be defined as a position or co-curricular/supplemental contract that is new or not filled by a bargaining unit employee due to a resignation, re-assignment, or termination. Certificated employees will be considered first in filling co-curricular positions, but the Association acknowledges some co-curricular positions may be filled by non-certificated personnel when no certificated employee is qualified or available.

Prior Notice

A tentative schedule of teaching assignments shall be presented to returning staff prior to June 15th.

Five (5) business days will be allowed for current personnel to apply for any District position before out-of-District applicants will be interviewed for employment. Exceptions may occur in emergencies when the waiting period would interfere with the orderly continuance of school programs. The Superintendent will keep the professional staff advised of openings as they occur.

Employees may submit a letter of intent to the District with their desire to be considered for a different position within the District. Those employees who have expressed an interest in the position will be guaranteed an interview. A written explanation will be provided if employee does not get the open position.

During the school term, postings will be at the District office and each school's faculty room. During summer months postings will be mailed to the Association president or designee. Vacancies will also be posted on the District website.

Current employees applying for positions in the Morton School District must submit a letter of intent. The Superintendent or his/her designee will return a signed copy to the applicant and keep the original on file at the District office.

Applicants shall submit separate letters of intent for each position posted.

ARTICLE VI

VOLUNTARY TRANSFERS

- A. No later than April 1st of each school year, the Superintendent will provide to the Association and post in all school buildings a list of the vacancies, if any, which may occur during the following year. A list of current seniority will be determined by: 1) seniority in Washington State, 2) seniority in the District, 3) total teaching experience, in this order. This list will be updated as vacancies occur. Updated seniority lists shall be emailed to all certificated staff by April 1st each year.

- B. Certificated employees who desire a change in grade and/or subject assignments may file a written statement of such desire with the Superintendent no later than the end of the third (3rd) quarter of the school year. Such statement shall include the grade and/or subject to which the certificated employee desires to be assigned. Every reasonable effort will be made to fill vacancies with qualified personnel from within the District who apply for vacant positions. "Qualified" shall be defined as having one or more of the following: an academic major, minor, current endorsements, prior successful teaching or professional experience in that grade level, subject or area of responsibility. If a situation arises where questions exist regarding various candidates' possession of the above defined qualified characteristics, the District will make the determination of how best to fill the vacant position.

- C. When all other qualifications as defined in Section B above are equal, vacancies will be filled on the basis of seniority in contracted certificated employment in the State of Washington.

ARTICLE VII

INVOLUNTARY TRANSFERS

- A. Notice of involuntary transfer or reassignment shall be given to a certificated employee as soon as practicable, and except in cases of unforeseen circumstances, not later than June 30 of any given year.
- B. An involuntary transfer or reassignment of more than two (2) periods shall be made only after a meeting between the certificated employee involved and the Principal or administrative designee, at which time the certificated employee shall be notified of the reason thereof. In the event that a transfer of the certificated employee occurs, the Principal or administrative designee shall meet with him/her. The certificated employee may, at his/her option, have an Association representative present at such meeting. Every effort will be made to involuntarily transfer the least senior employee.
- C. A certificated employee transferred or reassigned shall be placed only in a position that does not involve a reduction in basic contracted salary.
- D. A certificated employee that is transferred involuntarily, may, if desired be transferred back to original position if it becomes available again. All involuntary transfers will be determined on the basis of seniority of qualified candidates. Involuntary transfers would be assigned to the least senior qualified employee as previously defined in Article VI, Section B.

ARTICLE VIII

STAFF REDUCTION

When it becomes necessary to reduce staff as determined by the Superintendent, due to budget difficulties, drop in student enrollment, or other economic concerns, the Superintendent may recommend a Reduction in Force and shall use the following criteria:

1. The District will notify the Association of the number of full-time equivalent (FTE) staff members that are needed for the next school year by May 10th, and notify of potential reduction in force by May 15th.
2. The District will determine the number of staff leaving for reasons of retirement, normal resignations, leave discharge or nonrenewal, and these vacancies will be filled with the existing staff insofar as possible.
3. Positions will be filled by those fully certified teachers within the District who are qualified as previously defined in Article VI, Section B.
4. Any staff member who wishes to appeal a decision of nonrenewal due to staff reduction based on the above criteria shall appeal to the School Board and then, if needed, be heard by a hearing officer, as provided by statute, whose decision shall be final.
5. For a period of two years, personnel involved in staff reduction shall be given first consideration for rehiring when vacancies occur, if they are qualified as determined in Article VI, Section B. These employees shall remain on this "totem pole" only until they accept a teaching position with another District.

ARTICLE IX

PAYROLL DEDUCTIONS

A. Deductions

1. Deductions will be made from regular certified employee's warrants according to governing laws (retirement, OASI, Federal Income Tax) and, when requested by the individual, for those programs recommended by the Association and authorized by the Board of Directors, including, but not limited to, medical, salary protection, and professional dues.
2. Any certificated employee who is a member of the Association, or who has applied for membership, may sign and deliver an authorization form to the Association. Such membership authorization shall continue in effect from year to year until revoked by the employee.
3. At the end of the first week of the school year, the Association shall give written notice to the Board of: the dollar amount of dues, not to include fines, and assessments of the Association including the National Education Association, which dues and assessments are to be deducted in the coming school year under the payroll deduction provision of this Agreement. The total for these deductions shall not be subject to change during the school year.

The deductions authorized above shall be made in twelve (12) equal amounts from each paycheck beginning the pay period in September through the pay period in August of each year. Teacher's who commence employment after September or terminate employment before August shall have their deductions prorated at one-twelfth (1/12th) of the total annual amount for each month the teacher is employed. The Board agrees promptly to remit directly to the APA-Blue Cross all monies so deducted, accompanied by a list of teachers from whom the deduction has been made.

The Association agrees to reimburse any teacher from whose pay dues fees were deducted, those sums in excess of the total amount due to the Association at that time, provided the Association actually received the excessive amount.

a) Membership Deductions

Within ten (10) days of their commencement of employment, teachers may sign and deliver to the Board dues deduction form which shall authorize deduction of membership dues and assessments, not to include fines, of the Association. Such authorization shall continue in effect unless the teacher submits a written revocation to the District and the Morton Education Association.

B. Dues APA Cancellation

The Association will submit to the District notices of dues cancellation, in writing, no later than September 10 and will hold the District harmless.

ARTICLE X

OTHER DEDUCTIONS

Upon appropriate written authorization from a certificated employee, the Board shall deduct from the salary of any employee and make the appropriate remittance for WEA-PAC, NEA-PAC, annuities, credit union, charitable donations or any other programs that the District's bookkeeping system can accommodate. This must be done on an annual basis.

ARTICLE XI

ASSOCIATION RIGHTS

- A. The Association and its representatives may use District buildings rent free for meetings in accordance with Board policy.
- B. The Association shall have the exclusive right to post notices of the Association's activities and business matters on one designated bulletin board within the faculty workroom of each building in the District. Such notices are to carry the signature of the Association officer posting the notice.
- C. The Association may use the District mail service and teacher mail boxes for communication purposes but the District shall have no responsibility for distributing such materials.
- D. The Board shall make available all public information concerning the financial resources of the District.
- E. In the conduct of legitimate business of the Association, its President, Chief Negotiator, or Association Representative may require building visitations with teachers from time to time. The Board therefore acknowledges that such visitations will be permitted, provided that no disruption of the teaching program occurs. Appropriate leave request forms must be completed and approved prior to any out-of-District visitations.
- F. The Association shall pay for copies made on District equipment at a rate that is equal to that of any member of the public.

The District will pay for three (3) printed and signed copies of the CBA, memorandums of understanding, and will make all signed copies available online.
- G. Association members are encouraged to pursue leadership positions in the field of education, the Washington Education Association, and the National Education Association. There will be a total of fifteen (15) days afforded to the MEA union to use at their discretion as long as their substitutes are funded by those professional organizations.
- H. Upon request by either party, the District and Association will meet to discuss issues directly related to the implementation of this agreement.

ARTICLE XII

RIGHT TO JOIN AND SUPPORT ASSOCIATION

The parties agree that every certificated employee shall have the right to freely organize, join and support the Association for the purpose of engaging in negotiations or to refrain from such activities. They agree that they will not directly or indirectly discourage or deprive or coerce any certificated employee in the enjoyment of any rights conferred or protected by the statutes and constitutions of the State of Washington and the United States; that they will not discriminate against any certificated employee with respect to any terms or conditions of employment by reason of his/her membership or non-membership in the Association, his/her participation or his/her refusal to participate in any grievances, complaint or proceeding under this Agreement, or otherwise with respect to any terms or conditions of employment.

All employees shall be provided the opportunity to join the Association. The District will follow the law pertaining to access to new employees as stated in RCW 41.56.037.

ARTICLE XIII

ACADEMIC FREEDOM AND CURRICULUM

- A. No special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning branches of learning provided that the employee adheres to the curriculum and written policy established by the employer.
- B. These responsibilities include a commitment to democratic tradition, a concern for the welfare, growth and development of children, and an insistence upon objective scholarship.
- C. No mechanical or electronic device shall be installed in any classroom or brought in on a temporary basis, by means of which a person shall be able to listen to or record the procedures in any class without the employee's knowledge.
- D. The District will provide sufficient core instructional materials when adopted by the Board and in accordance with Board Policy 2020.
- E. If an employee chooses to purchase additional supplies, the District shall reimburse those costs up to one-hundred (\$100) dollars per year. Additional costs may be reimbursed with the prior approval of the Superintendent or his/her designee.

ARTICLE XIV

RIGHT TO DUE PROCESS

- A. No certificated employee shall be reprimanded or disciplined without sufficient and just cause. The specific grounds forming the basis for disciplinary action shall be made available to the employee and the Association in writing, unless the employee specifically requests the Association not be informed.
- B. A certificated employee shall have the right to have no more than two (2) representatives of the Association present when he/she is being formally reprimanded, warned, disciplined or adversely affected for any infraction of rules or delinquency in professional performance if that action may affect his/her current employment status. When such request for representation is made, no action shall be taken with respect to the certificated employee until such representation of the Association is present; however, any delay to obtain representative shall not exceed two working days. All information forming the basis for such reprimand, warning, discipline or adverse effect shall be made available to the teacher and the Association.
- C. A process of progressive discipline shall be used, except in cases where the administration determines that the severity of the employee's actions or the gravity of the problem warrants a different level of discipline. Progressive discipline includes oral warning, written reprimand or suspension as appropriate to the infraction. Employees formally disciplined by written reprimand or suspension with pay shall receive written notice of the grounds for such disciplinary action.

ARTICLE XV

PERSONNEL FILE

- A. Certificated employees shall, upon request, have the right to inspect all contents of their permanent personnel file kept with the District. Upon written request, a copy at the employee's expense, of any documents contained therein shall be afforded the employee. No secret, duplicate, alternate or other personnel file shall be kept anywhere in the District except that administrators may keep individual working files as necessary for personnel, administration, and evaluation.
- B. A witness, at the certificated employee's request, may be present in this review. The Superintendent or his/her designee will be present during examination, which will be conducted during normal business hours.
- C. Each certificated employee's personnel file shall contain the following minimum items of information: required medical information, certificated employee's evaluation reports, copies of annual contracts, teaching certificates and transcripts of academic records.
- D. The placement of any materials of all information contained in confidential professional placement files, in the individual employee's permanent personnel file and the general nature thereof, shall be communicated to the employee within ten (10) working days of its placement in the permanent personnel file. Notification of derogatory material will be made by registered mail or hand delivered by the Superintendent or his/her designee.

In the event that such notice is not timely given, the specific negative information shall not be allowed as evidence of disciplinary action against the employee.
- E. Citizen Complaint and Procedures: When a written, signed and dated citizen complaint is made with the school District, the employee(s) shall be notified of the complaint against the employee and its source within five (5) working days.
- F. No evaluation, correspondence, or other material making derogatory reference to an employee's character or manner shall be kept or placed in the personnel file without the employee's knowledge and opportunity to attach his/her own comments within fifteen (15) working days. These comments shall become a part of the original document.

ARTICLE XVI

STAFF PROTECTION

The Morton School District agrees to provide:

- A. Employee liability protection insurance for the purpose of protecting District employees from becoming liable for bodily injury or property damage due to circumstances related to their employment.

Liability limit coverage for each employee shall not be less than \$1,000,000.

In the event any insurance carrier for the District, under the terms of this provision is caused to legally satisfy any lawsuit or legal claim against any employee, such carrier is precluded from seeking legal recourse against any such employee by way of legal subrogation, assignment of claim or other legal means of redress.

- B. Loss of employee personal property is subject to a \$1,000.00 deductible. All personal property brought into the school requires prior approval by the building administrator.
- C. All insurance coverage is limited and subject to the insurance contract and decisions. An employee may not claim damages from the District in addition to or in lieu of the insured coverage, decision or settlement.

ARTICLE XVII

OTHER TERMS AND CONDITIONS OF EMPLOYMENT

Evaluation of Teachers

Section 1 – Evaluation System Preamble

- A. An evaluation system for teachers has the following elements, goals, and objectives:
1. An evaluation system is first and foremost a systematic method to inform and guide personal and professional growth and development and to motivate staff to improve their teaching skills.
 2. An evaluation system must be meaningful, helpful, and objective.
 3. An evaluation system must encourage improvements in teaching skills, techniques, and abilities by identifying opportunities for personal and professional growth and areas needing improvements.
 4. An evaluation system must be grounded in trust and respect in the evaluation process by all parties through the use of objective standards and minimizing subjectivity.
 5. An evaluation system is dependent on timely, candid, and effective two-way communication which precludes evaluation surprises.
 6. An evaluation system provides the employee and the evaluator an equal opportunity for initiating performance and professional growth discussions and identifying professional development opportunities and needs.

Section 2 – Definitions and Notes

Artifacts shall mean products generated, developed, or used by a certificated teacher in the evaluation process.

“Certificated classroom teacher” and "teacher" mean a certificated employee who provides academically focused instruction to students and holds one or more of the certificates pursuant to WAC [181-79A-140](#) (1) through (3) and (6)(a) through (e) and (g).

A “classroom teacher”, shall further be defined as any certificated staff member who spends more than fifty (50) percent of his or her day engaged in the classroom instruction of students. All other certificated staff, and staff in supplemental positions, shall be evaluated using the current evaluation system (with the exception of the nurse) for the current school year.

Component shall mean the sub-section of each criterion.

Evaluation criteria mean minimum evaluation criteria for classroom teachers specified in WAC 392-191A-060.

Evaluator shall mean a certificated administrator who has been trained in Danielson’s observation and evaluation techniques, and in the use of the framework and rubrics contained in this agreement.

Evidence means observed practice, products, artifacts or results of a certificated classroom teacher or certificated principal's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system. (WAC 392-191A-030)

Both the teacher and the evaluator shall contribute evidence to the overall assessment of professional performance. Evidence shall include artifacts produced or resulting from the normal course of professional performance. If at any time an evaluator has completed the minimum observations of a teacher, and the evaluator and the teacher believe that the evidence already collected on an individual criterion justifies a score of Proficient or better, no additional evidence may be required to be collected for that criterion. However, if an evaluator subsequently believes that the previously agreed-upon rating is no longer accurate, he or she will notify the teacher and may once again require evidence to be produced to justify a score. Additionally, the teacher and/or the evaluator may collect evidence to present which could contribute support for a change in the final criterion rating. It shall be the nature and quality of the evidence, not the amount of evidence, that determines the criterion rating.

Evidence collection is a sampling of data to inform decisions about level of performance and should be gathered from the normal course of employment.

Student input outside of an observation shall not be used by the District in any individual teacher's evaluation.

Preponderance of evidence means the strength, relevancy, and significance of the observed practice and the results of a certified teacher's work that demonstrates knowledge and skills of the educator with respect to the four-level rating system.

School Day shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in academic and career and technical instruction planned by and under the direction of the school. (RCW 28A.150.203)

Student Growth means the change in student achievement between two points in time. Student growth must be a significant factor in the evaluation of teachers.

Student Growth Data means relevant multiple measures that can include classroom-based, school-based, school district-based, and state-based tools. State assessments must be used if mandated by legislative action.

Assessments used to demonstrate student growth shall be selected by the teacher in collaboration with the evaluator and must be appropriate, relevant, and may include both formative and summative measures.

Walkthroughs means any administrative visit less than fifteen (15) minutes and are non-evaluative. Any activities observed or documented during walkthroughs will not be used as evidence by either the certificated teacher or evaluator without mutual agreement.

Section 3 – State Criteria, Framework, and Scoring

The following criteria will be used to evaluate certificated classroom teachers:

1. Centering instruction on high expectations for student achievement;

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

The parties have agreed to use the Danielson evidence-based instructional framework as approved by OSPI. The complete OSPI instructional framework is included in the appendices of the collective bargaining agreement.

Criterion Performance Rating

Each rating will be assigned the following numeric values:

Unsatisfactory – 1 Basic – 2 Proficient – 3 Distinguished – 4 (WAC 392-191A-030)

Criterion scores shall be based on the preponderance of evidence collected and observed over the instructional year and shall take into account improvement in professional practice. Therefore, the final assigned scores are not necessarily the product of simply averaging the scores a teacher receives for all observations and artifacts forwarded to the evaluator for consideration during the instructional year.

However, to achieve a Distinguished rating, a teacher must receive a majority of Distinguished ratings on the criterion scores.

Overall Summative Performance Rating for the Comprehensive Evaluation

An overall summative score shall be derived by a calculation of all criterion scores and determining the final four-level rating based on the superintendent of public instruction's determined summative evaluation scoring band. WAC 392-191A-080 (6) (see below)

8-14 points— Unsatisfactory

15-21 points—Basic

22-28 points—Proficient

29-32 points—Distinguished

Student Growth Criterion Score

Embedded in the instructional framework are five (5) components designated as student growth components. These components are embedded in criteria as SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1.

Upon completion of the overall summative scoring process, the evaluator will combine only the student growth rubric scores to assess the certificated classroom teacher's student growth impact rating.

The student growth impact rating will be determined by the superintendent of public instruction's student impact rating scoring band. (See below)

5-12—Low

13-17—Average

18-20—High

A student growth score of "1" in any of the rubric rows will result in an overall low student growth impact rating.

Student growth data shall be derived from multiple sources, and must be appropriate and relevant to the teacher and subject matter.

Certificated classroom teachers with preliminary rating of Distinguished, with low student growth rating, will receive an overall Proficient rating.

Certificated classroom teachers with low student growth ratings will engage, with their evaluator, in a student growth inquiry pursuant to WAC 392-191A-0190. Within two months of receiving the low student growth score or at the beginning of the following school year, the following must be initiated by the evaluator:

The evaluator, in collaboration with the teacher, shall create a plan to address student growth issues that may include one or more of the following:

- a. Examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on appropriate classroom, school, school district and state-based tools and practices;
- b. Examine extenuating circumstances which may include one or more of the following: Goal setting process; content and expectations; student attendance; extent to which standards, curriculum and assessment are aligned;
- c. Schedule monthly conferences focused on improving student growth to include one or more of the following topics: Student growth goal revisions, refinement, and progress; best practices related to instruction areas in need of attention; best practices related to student growth data collection and interpretation;
- d. Create and implement a professional development plan to address student growth areas.

Section 4 – General Evaluation Agreements

Teachers evaluated while teaching outside of their content areas or endorsed areas shall have minimal emphasis placed on their understanding of subject matter, content, and curriculum during their first year of such placement. However, consideration may be given to teachers' progress towards endorsement.

As per WAC 181-82-110 (1) (b), no teacher shall be "subject to non-renewal or probation based on evaluations of their teaching effectiveness in the out-of-endorsement assignments".

All aspects of the evaluation procedure, including observations, shall be conducted openly and with the full knowledge of the teacher.

No hearsay or unsubstantiated complaints against an employee shall be included in any documentation pertaining to each evaluation.

An evaluation system shall include steps taken by the District to insure confidentiality and security for all evaluation documents, including electronic documents, consistent with state public disclosure requirements and guidelines.

Student growth data must be a substantial factor in evaluating the summative performance of certificated classroom teachers for at least three of the evaluation criteria per ESSB 5895.

Section 5 – Provisional Teachers

- A. “Provisional Teachers” are those who are within their first three years of employment with the District, except for those who have at least two years of certificated employment with another school district in the state of Washington. Those that have such experience shall be provisional only during their first year of employment with the District.
- B. Employees new to the District will receive training in the Danielson Framework as part of their orientation to the District. All employees will be provided opportunities for ongoing training throughout the year. This training shall be paid at the appropriate per diem rate if done outside a regular contract day.
- C. All Provisional Teachers are subject to non-renewal of employment contract pursuant to RCW 28A.405.220.
- D. All Provisional Teachers in the third year of provisional status shall be observed at least three times in the performance of his or her duties and the total observation time for the school year shall not be less than (90) ninety minutes.
- E. All Provisional Teachers who are new to the profession and whose performance is determined to be Proficient (Level 3) by the end of their second year of employment in the District may be removed from provisional status by the Superintendent.
- F. All Provisional Teachers who are new to the profession and whose performance is determined to be Distinguished (Level 4) by the end of their second year of employment in the District shall be removed from provisional status by the Superintendent.
- G. The Principal shall make at least one (1) observation for a total observation time of thirty (30) minutes within the first ninety (90) calendar days of employment of all Provisional Teachers.
- H. If a provisional employee, as defined in RCW 28A.405.220, has been observed by the supervisor to be potentially unsatisfactory, the District may contact the MEA and the MEA may notify the provisional employee of opportunities for growth, professional development, and assistance. In the event the superintendent determines that the employment contract of any provisional employee shall not be renewed, the employee shall be notified of the reason or reasons for such determination. The provisional

employee may request an informal meeting with the superintendent for the purpose of requesting that the superintendent reconsider his or her decision.

Section 6 – Procedures for Evaluation

- A. All classroom teachers shall be evaluated each school year by their principal. In the event that circumstances prevent the principal from completing an observation or an evaluation, his or her designee may do so with approval of the Superintendent. The principal or designee is referred to herein as “evaluator.”

If an employee is assigned to two schools, the evaluator of the school to which the employee is assigned the greater part of the time shall be responsible for the employee’s overall evaluation

- B. Within fifteen (15) school days of the beginning of the school year, or within fifteen (15) school days in the case of a late hired teacher position, an administrator shall hold a general certificated staff meeting, or individual conferences, to review evaluative criteria and procedures including:

1. Each staff member’s position or assignment and/or special administrative expectations.
2. The process the administrator shall follow in evaluating the classroom teacher.

- C. Informal observations (may be less than thirty (30) minutes in duration, but shall be at least 15 minutes), or a series of observations (two or more observations occurring within any ten (10) working days) may be utilized by the evaluator at his/her discretion provided the observation is of sufficient length to allow the evaluator to adequately assess the situation being observed and the teacher receives a copy of the record compiled by the evaluator.

- D. Information or data gathered during informal/drop-in visits to a certificated teacher’s classroom by his or her evaluator may be used as part of the evaluation. Informal/drop-in observations begin with step 4 of the observation cycle as stated under the section Step 4: Observation.

- E. Formal Observations - All teachers shall be observed at least twice in the performance of their assigned duties. Total observation time for each employee for each school year shall not be less than 60 minutes. Prior to formal observations, the teacher and the evaluator shall mutually agree to the date, time and location for said observation.

Such formal observations will take place when the teacher is providing instruction to students, except if the criterion selected for a focused evaluation has been determined to be Criterion 8. In this case, a classroom based observation may still be done, but not be required for the collection of evidence.

Except in cases of emergencies or unforeseeable circumstances, formal observations shall not be scheduled less than four (4) weeks apart except at the request of the teacher in order to allow for conferencing and growth.

During probationary periods formal observations shall not be scheduled less than two (2) weeks apart, except by teacher/evaluator agreement.

Evaluations shall not include what the evaluator did not see during a given evaluation. However, classroom teachers shall have the opportunity to provide unobserved evidence of having met certain criteria.

Comprehensive and Focused Evaluations

- A. Comprehensive - All classroom teachers shall receive a comprehensive summative evaluation at least once every four years. A comprehensive summative evaluation assesses all eight evaluation criteria and all criteria contribute to the comprehensive summative evaluation performance rating.

The following classroom teachers shall receive a comprehensive summative evaluation: Provisional Teachers and any classroom teacher who received a comprehensive summative evaluation performance rating of level 1 or level 2 in the previous school year.

- B. Focused - In the years when a comprehensive summative evaluation is not required, classroom teachers who received a comprehensive summative evaluation performance rating of Proficient (level 3) or above in the previous school year are required to complete a focused evaluation. A focused evaluation includes an assessment of one of the eight criteria selected for a performance rating plus professional growth activities specifically linked to the selected criteria.

Teachers on focused evaluations shall have the option of selecting which one of the eight criteria will be assessed, plus the professional growth activities linked to that criterion. The role of the evaluator shall be to either approve the proposed activities or suggest modifications to produce a jointly agreed upon activity or activities.

The focused evaluation will include the student growth rubrics of the selected criterion. If criterion 3, 6, or 8 is selected, evaluators will use those student growth rubrics. If criterion 1, 2, 4, 5 or 7 is selected, evaluators will use criterion 3 or 6.

The selected criterion, however, must be approved by the teacher's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention. A group of teachers may focus on the same evaluation criterion and share professional growth activities.

In a focused evaluation teachers shall have the option of being evaluated as a member of a team or as an individual.

The summative score from the most recent comprehensive evaluation becomes the focus summative evaluation score for the subsequent years in which the certificated classroom teacher is on a focused evaluation. Should a teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator for that school year.

A teacher may be transferred from a focused evaluation to a comprehensive summative evaluation at the request of the teacher or at the direction of the teacher's evaluator before December 15th. However, prior to such a transfer, the parties shall meet to discuss the rationale for such a transfer.

- C. Classroom teachers shall be observed for the purposes of evaluation using the observation and evaluation steps listed below. No observations will occur on the week of Thanksgiving or the two school days prior to winter or spring breaks, unless otherwise mutually agreed upon by the teacher and evaluator.

Step 1: Self-Assessment

Each teacher may reflect on his/her practice and complete the *Framework for Teaching Self-Assessment* Document (Form A), which shall also be made available online. This is a personal reflection of practice and the teacher has the option of sharing or not sharing with the evaluator.

Step 2: Goal Setting Conference

Each teacher on a Comprehensive evaluation shall develop student growth goals for components SG 3.1, SG 6.1, and SG 8.1.

The Goal Setting Conference Document (Form B), which shall also be made available online, shall be completed by the teacher on or before November 1st and sent to the evaluator prior to the goal setting conference.

The evaluator shall review the *Goal Setting Conference* Document (Form B) in advance of the conference and a conference date shall be determined.

Student growth goals shall be collaboratively developed by the teacher and the evaluator.

Student growth data shall only be used in the teacher's evaluation process if such data is relevant to the teacher and the subject matter at hand. "Student growth" means the change in student achievement between two mutually agreed upon points in time.

Employees shall have transparent access to all District data necessary to the determination of student growth goals.

Multiple measures of student growth must be used in the evaluation process and such measures may include classroom-based, school-based, District-based, and state-based tools. Such measures can include, but are not limited to the following:

Artifacts such as lesson plans, IEPs, portfolios, newsletters, videos of practice, learning objectives, learning targets, emails, perception surveys, exit tasks, phone logs, PLC notes, data analysis, discipline referrals, posted routines, posted rules and goals, case studies of student progress, analysis of student work over time, classroom observation of evidence of student learning.

Professional Contributions such as curriculum development, leading professional activities, participating in professional development, setting professional goals, participating in PLCs, use of exemplars, family engagement, parent communications,

peer assistance and review, mentoring and support to others, coaching, leadership roles, etc.

Progress monitoring such as bi-weekly or monthly goal setting along with the appropriate measure of student progress toward the goal.

Communicating with parents may include, but is not limited to, phone calls, emails, grade reports, progress reports, conferences, etc.

Impacts on Learning such as student work samples and learning goals; district, school, and classroom assessment of students; student portfolios, both formative and summative student growth data, student projects, data walls, etc.

Such multiple measures shall be selected by the teacher after consultation with the evaluator. Teachers shall not be required or expected to produce all student growth data available but must include state assessment data when applicable.

Step 3: Pre-Observation

- A. For formal observations, the teacher shall complete the *Pre-observation Lesson Plan Document* (Form C) and send it to the evaluator prior to the scheduled pre-observation conference. The evaluator shall read the lesson plan in advance of the scheduled pre-observation conference. This lesson plan will become evidence for Domain 1.
- B. The teacher and evaluator shall meet and discuss the lesson plan and identify any specific areas of focus. (The goals may be referenced, if applicable). Additional information gathered during the pre-observation conference will become a part of the evidence for Domain 1.

Step 4: Observation

The evaluator shall conduct the observation of practice within five (5) working days of the pre-observation conference, scripting the lesson to collect evidence in Domains 2 & 3. The evidence will then be put in the *Formal Observation Evidence Gathering Document* (Form D). The evaluator shall share a copy of the evidence with the teacher within a reasonable time; not more than five (5) working days after the observation. The teacher may add evidence to the document (Form D) as they deem necessary. If either the teacher or administrator is unavailable to meet within the five (5) day period, the conference shall be re-scheduled within three (3) school days of such cancellation.

Step 5: Post-Observation

- A. The teacher shall conduct a self-assessment of the lesson by (1) reviewing the evaluator's evidence and (2) answering the questions on the *Post-Observation Document* (Form E). The teacher will share the assessment of the lesson by highlighting the appropriate components/levels of performance on the *Formal Observation Evidence Gathering Document* (Form D) that he/she received from the evaluator. The teacher shall send the document back to the evaluator within five (5) working days. The evaluator shall fill out the *Danielson Evaluation Framework Classroom Observation Worksheet Document* (Form F) to give a numerical value to the teacher's performance.

- B. The evaluator shall study the teacher's self-assessment of the lesson and indicate on the *Formal Observation Evidence Gathering Document* (Form D) on the "components of agreement" (those components where the teacher's self-assessment of the lesson matches with the evaluator's assessment of that component). The evaluator shall not mark the components where the teacher's thinking and the evaluator's evidence do not match. These will be discussed and completed in the next part (C).
- C. The teacher and evaluator shall meet for the post-observation conference within five (5) working days. They shall discuss the differences between the rating by the evaluator and the self-assessment by the teacher. The teacher will lead the discussion of the reasons for assessing the component as he/she did and provide additional evidence as needed. The evaluator will respond with his/her evidence and together they will arrive at an assessment for the components of difference, recording these on the *Danielson Evaluation Framework Classroom Observation Summation Document* (Form G) as part of the teacher's permanent record. If either the teacher or administrator is unavailable to meet within the five (5) day period, the conference shall be re-scheduled within three (3) school days of such cancellation.
- D. Evidence for Domain 1 and 4 components may be discussed during this post-observation conference, as well as the criterion and student growth goals.

Step 6: Summative Assessment

- A. At the end of the evaluative cycle, the teacher shall be invited to review the *Danielson Evaluation Framework Classroom Summation Document* (Form G) or the equivalent online form and present any additional artifacts or ancillary evidence. During the final evaluative conference of the year, the teacher shall sign the *Danielson Evaluation Framework Classroom Summation Document* (Form G) or the equivalent summative online form, signifying participation in the evaluative cycle. The teacher and the evaluator shall also sign the *Washington State Evaluation Criteria Document* (Form H) which contains the numerical values previously transferred from Form G. Such teacher's signature shall signify only that he or she has read the document.
- B. The final step shall be to review and discuss the *Final Summation Evaluation Document* (Form I) or the equivalent evaluator's final online form with the teacher's final summative rating and the teacher's strengths and areas of growth written in narrative form.
- C. In the event that the evaluator and teacher cannot reach agreement on the "Areas of Strength and Growth" the teacher may provide additional evidence of the teaching experience. If an agreement still cannot be reached, the evaluator's assessment will be recorded and the teacher may submit a written response to be attached to the observation document.
- D. If a classroom teacher that is a continuing contract employee with more than five years of teaching experience receives a Level 2 rating for two consecutive years or two years within a consecutive three-year time period, then his or her performance shall be judged "unsatisfactory".

- E. All employees receiving an annual, final summative performance rating of “Basic” (and not statutorily deemed “unsatisfactory”) shall, at the employee’s request, be given additional support by the District. Such support shall include, but not be limited to, assignment of a coach/mentor; additional, focused professional development resources, professional growth opportunities, and guided growth plans.
- F. The employee and evaluator shall meet either prior to the end of the school year in which the “Basic” rating was received, or at the beginning of the following school year, to mutually determine the kind of additional support that would best serve the employee.
- G. Any teacher whose performance has been judged unsatisfactory on the *Final Summation Evaluation* Document (Form I) shall be placed on probation with a plan for improvement any time after October 15.

Total Observation Time for Each Staff

- A. The total observation time for each teacher for each school year shall not be less than sixty (60) minutes. At least one (1) observation shall be for a minimum of thirty (30) minutes.
- B. All teachers shall have completed an annual evaluation prior to May 15th. The teacher shall be given a copy of the completed annual evaluation. The teacher shall sign the report and any attachments just to indicate he or she has read the report, has had an opportunity to discuss the report with the evaluator, and has received a copy. The teacher may file a written response to the *Final Summation Evaluation* (Form I) at any time.

Section 7 – Probation (Non-Provisional)

The purpose of the probationary period is to give the teacher an opportunity to demonstrate improvements in his/her areas of deficiency. A probationary period of sixty (60) school days shall be established. Additional days may be added if deemed necessary to complete a program of improvement and to evaluate the probationer’s performance, as long as the probationary period is concluded before May 15th of the same school year.

The probationary period may be extended into the following school year if the probationer has five or more years of teaching experience and has a comprehensive summative evaluation performance rating as of May 15th of Level 2 (Basic) or less.

The Superintendent shall place on probation any employee whose performance has been judged unsatisfactory based on the evaluation criteria, no later than February 1st of any school year.

Before placing a teacher on probation, the following shall occur:

1. The evaluator shall meet with the employee in an attempt to resolve matters relating to performance, before probation is recommended. This conference shall be held no later than January 20th. The employee shall have the opportunity to have

an Association representative(s) in attendance at the conference as well as any subsequent probationary conferences.

2. If an employee is being considered for probation, the recommendation to the Superintendent for probation must be made on or before January 30th. The evaluator must make a written recommendation of same to the Superintendent. A copy of the recommendation for probation must be sent to the employee. The evaluator's recommendation for probation shall include the following:
 - a. A definition of the problem in terms of deficiencies in discrete areas based upon the evaluative criteria;
 - b. Expectations delineating levels of performance that would constitute acceptable performance in the problem areas defined;
 - c. A specific and reasonable plan of improvement that spells out a course of action and time expectations for the employee involved to reach an acceptable level of performance in discrete areas in which the employee may need improvement, according to the criteria included on the evaluation instrument; and
 - d. A specific prescription for assistance that spells out courses of action whereby the employee shall be assisted, counseled, and tutored to improve the level of performance to an acceptable level.
 - Performance standards, including expectations around lesson plans, will not be greater for probationary employees than for other teaching staff.
 - At the request of the probationary employee, release time shall be granted in order to comply with requirements of the plan of improvement that are beyond the normal requirements of the job.
3. The Superintendent, or his/her designee, shall review the evaluator's recommendation for probation. If the Superintendent or his/her designee determines that there is an alternative to probation he/she may continue to work with the parties involved.
4. If it is determined by the Superintendent that probation is warranted, then the Superintendent shall notify the employee in writing and such notice shall include all provisions of Step 2 above. At this time the evaluator shall meet with the employee and, at his or her request, a representative of the Association, to go over the plan of improvement, both for understanding and to collaborate in making any changes that the parties might deem prudent.
5. During the probationary period, the evaluator shall meet with the staff member at least twice monthly to supervise and provide a written evaluation of the staff member's performance.
6. The probationer may request and the evaluator may authorize one (1) additional certificated administrator to evaluate the probationer. This administrator may be another certified administrator from within the District or from outside the District.

7. If such request is not granted at the request of the probationary employee an educational service district (ESD) evaluator shall be assigned by the ESD to evaluate him or her.
 - a. The ESD evaluator shall do an evaluation independent of the original evaluator, but using the plan of improvement mutually agreed to by the District and the Association as a basis for the evaluations.
 - b. The ESD evaluator shall evaluate the employee based on observation of classroom performance and student growth data, professional contributions, and impacts on learning presented by the employee.
 - c. During this time the employee shall not be transferred from the supervision of the original evaluator but his or her final summative evaluation will be based primarily on the findings and conclusions presented to the original evaluator by the ESD evaluator.
8. The probationer may be removed from probation if he/she has demonstrated improvement to the satisfaction of the original evaluator in the area(s) specifically detailed in his/her initial notice of deficiency and subsequently detailed in his/her plan of improvement.
9. Lack of necessary improvement during the established probationary period, as specifically documented in writing with notification to the probationer, shall constitute grounds for a finding of probable cause for non-renewal of contract or discharge.
10. Immediately following the completion of a probationary period that does not produce performance changes detailed in the initial notice of deficiencies and program for improvement, the teacher may be removed from his or her assignment and placed into an alternative assignment for the remainder of the school year. This reassignment may not displace another employee nor may it adversely affect the probationary teacher's compensation or benefits for the remainder of that teacher's contract year. If such reassignment is not possible, the district may, at its option, place the teacher on paid leave for the balance of his or her contract term.

Non-renewal, Adverse Action, and Discharge

In the event that there is determined to be probable cause to non-renew, adversely affect, or discharge a teacher, the teacher shall receive written notice and the District will follow the procedures specified in Washington Revised Code 28A.400 et. seq.

Section 8 – Evaluation Results

Evaluation results shall be used:

- To acknowledge, recognize, and encourage excellence in professional performance.
- To document the level of performance by a teacher of his/her assigned duties.
- To identify discrete areas in which the teacher may need improvement according to the criteria included on the evaluation instrument.

- To document performance by a teacher judged unsatisfactory based on the District evaluation criteria.

Evaluation results shall not be:

- Shared or published with any teacher-identifying information.
- Shared or published without prior notification to the individual and Association.
- Used to determine any type of base or additional compensation.

Section 9 – Evaluation Documents

Only the *Final Summation Evaluation* Document (Form I), along with any comments submitted by the teacher, shall be kept in the personnel files

Section 10 – Support Staff

Support staff includes, but are not limited to, the following certificated support staff:

- Counselor or equivalent position (School Counselor Rubric)
- School Nurse or equivalent position (Nurse Evaluation)

Certificated staff that fall into this category will be evaluated using a process like that of the certificated teachers. This will be done using a Danielson Framework appropriate to their position.

Section 11 – Evaluation Media

The District and Association both agree to provide an alternate option to staff members on the medium used throughout the evaluation process.

- A. Paper forms are available for use by all staff members. These consist of forms:
 - Form A: Self-Assessment
 - Form B: Goal Setting
 - Form C: Pre-Observation Lesson Plan
 - Form D: Formal Observation Evidence Gathering
 - Form E: Post-Observation
 - Form F: Classroom Observation
 - Form G: Classroom Observation Summation
 - Form H: Washington State Criteria Evaluation
 - Form I: Final Summation Evaluation
- B. A computer-based media is an alternative for staff members. The Association and District agree to use School Data Solution’s Homeroom Evaluations program.

In order to choose this media option staff members must not currently be in probationary status.

- C. Staff members will be offered the option by their building principal via email prior to the start of the school year and have to the fifth (5th) day of school to make their option, otherwise, they will be placed on the electronic format.

Work Day

The length of the normal work day shall not exceed seven and three-fourths (7-3/4) hours for all teachers.

- A. Teachers who are required in the course of their employment to travel between buildings shall be scheduled to provide sufficient time for such travel as determined by the District.
- B. All teachers shall have a duty-free lunch period of thirty (30) continuous minutes which is part of the seven and three-fourths (7-3/4) hour normal work day.
- C. Teachers who must cover other teachers' classes will be compensated at the BA+0 rate of pay for the exact amount of time a teacher provided coverage. Staff must complete the district's additional time sheet and turn it in by the fifth (5th) of the following month for reimbursement.
- D. Teachers will have at least twelve (12) hours in the fall and at least twelve (12) hours in the spring for the purpose of parent/teacher conference.
- E. Planning time:
 - 1. Jr./Sr. High teachers will be provided at least 190 minutes of preparation time each week, or portion thereof during shortened weeks. Preparation time may not be provided in equal increments or every day, but will be scheduled in a minimum of 30-minute blocks. Planning time is teacher directed, though administrators may request meetings with teachers during this time.
 - 2. Elementary teachers will be provided at least 190 minutes of preparation time each week, or portion thereof during shortened weeks. Preparation time will be provided in at least 45 minute blocks four days a week. Preparation time will include scheduled time without students, recesses, and other breaks in the student day. Planning time is teacher directed, though administrators may request meetings with teachers during this time.

ARTICLE XVIII

PAYMENTS - WARRANTS

A. The payment of salary for each contract employee will be made on the last business day of each month, excluding Saturday, Sunday, or holidays.

B. Co-curricular positions shall be offered to employees. If an employee applicant(s) is bypassed in favor of a non-employee, the employee applicant(s) shall be notified in writing within ten (10) days of the appointment for the reasons for being bypassed.

Certificated teachers will be reimbursed for recertification fees for teaching credentials, when approved by Superintendent or his/her designee and submitted to the District office.

C. Travel expenses

Certificated employees are encouraged to use District vehicles for school business. If a District vehicle is not available, the employee will receive reimbursement at the rate allowed by Washington State. If an employee chooses to use a personal vehicle even though a District vehicle is available, then he/she will be reimbursed at 50 percent of the state rate. Mileage will be calculated from Morton bus garage or residence, whichever is closer to the destination. The District will reimburse for driver's abstracts.

D. All stipends for advisor and supervisor positions will be fully funded during positive Levy years, unless the budget has been determined to be insufficient as agreed upon by the District and the Association. Stipends may be reduced during negative Levy years.

FRINGE BENEFITS

A. Every employee is entitled to the opportunity to make a decision on the disbursement of state benefits including health, dental and vision.

B. The pool shall be used to finance the following options:

(1) Dental; (2) Vision; (3) Health.

C. The pool shall be used to finance the following options in the order stated:

1. The total premium for a dental plan (full-family or employee-only as appropriate) shall be deducted first.

2. The total premium for a vision plan shall be deducted second.

3. The remaining amount allocated to each employee will be used to pay the medical insurance to the extent of the unexpended balance. Costs that exceed

the funding of the pool shall be borne by the employees on a basis to be decided by the Association.

- D. The District shall pay the entire retiree health care subsidy for each full-time employee and an appropriate prorated percentage for each employee who is less than full time.
- E. The District shall deduct from the affected employee's monthly salary the amount necessary to pay premiums due.
- F. Those employees who are employed less than full time shall have the option to enroll in all insurance programs; provided, such employees will be required to pay costs for such insurance programs which are in excess of their prorated benefits.
- G. An employee who is on authorized leave of absence may elect to keep in force, at his/her expense, an insurance membership that was in effect while the employee was previously on salaried status.
- H. The District shall deduct from a certificated employee's warrant the amount for Tax Sheltered Annuities agreed upon by the employee and the representative of the TSA program. New enrollments shall be according to the requirements of the plan and the ability of the District's accounting system to accommodate.
- I. Sick-Leave Buyback:

At the beginning of each fiscal year, the District shall set aside an amount of money equal to one-half of the maximum salary available that year for an individual's regular one hundred eighty (180) day contract, excluding extra-curricular agreements. The amount shall be known as the "buy-back allotment." The purpose of the "buy-back allotment" is to protect the District's ability to annually fund the following "Sick-Leave-Buyback Benefit."

The District shall, upon retirement from employment as a certified employee in the District and the State of Washington, buy from the retiring employee one-fourth of the time he/she has accumulated in sick leave. The amount will be determined by dividing the total number of days accumulated in sick leave as of the last contracted day of service to the District by four (4) and multiplying that figure by the daily rate of pay of the retiring Employee as determined by the District's salary schedule, excluding extracurricular time.

In the event more than two (2) employees decide to retire in a given year, the "buy-back allotment" can be divided among the several employees at the choice of the two most senior retiring employees as defined below. An employee may choose to have the payment of benefit prorated over a period not to exceed four (4) years.

If an employee does not receive his/her full "Sick-Leave-Buyback Benefit" in the year of his/her retirement, such employee will be entitled to receive the full amount in subsequent years and shall have seniority over those retiring in subsequent years, whose benefits will be paid in order of retirement and seniority. In case of an employee's death, the benefits contained in this section shall revert to the employee's beneficiaries.

For the purpose of the "Sick-Leave-Buy-back Benefit," seniority is determined in the following order of professional, certificated and school (both private and public) employee experience:

1. The retiring employee with the most seniority in Washington State TRS,
2. The retiring employee with the most seniority as a certificated Employee in the District,
3. The retiring employee who is the oldest,
4. The retiring employee who has the most total teaching experience.

Certificated employees are allowed to cash in any unused sick leave days for that given year. The stipulations of this cash-out are as follows: a) only unused sick days for the previous calendar year may be cashed in; b) the employee must maintain a minimum of one hundred forty-four (144) days sick leave accrued;; c) the employee's sick leave accumulation shall be reduced four (4) days for each day compensated; d) the employee must submit in writing his/her intentions of cashing in days between the dates of January 1st and January 15th of the school year following his/her sick leave buy-out.

CALENDAR

- A. The district and association agree to a perpetual calendar that follows the following guidelines:
 1. The starting date of school shall be on the Tuesday preceding Labor Day and will be a three-day week with Friday as a non-school day.
 2. Fall conference week shall take place during the week that has the 45th day of school.
 3. The district will observe the traditional October in-service day as a non-contract day.
 4. Winter break shall be ten (10) consecutive weekdays and include New Year's Day as observed.
 5. Make-up days will be placed on:
 - a. The first make-up day will be the Friday prior to Presidents' Day in February;

- b. The second make-up day will be the Friday prior to Memorial Day in May;
 - c. The third make-up day will be the Thursday of Mid-Winter Break; and,
 - d. All further snow make-up days will occur at the end of the school year.
 - e. Make-up days during the school year, if used, will utilize holiday/conference release times. Make-up days at the end of the year will be full days except for the last day of school.
- 6. Mid-Winter break shall occur when the first two days of the State Basketball tournament occurs, which is normally the first Thursday and Friday of March.
 - 7. Spring conference will take place the week prior to Spring break.
 - 8. If Veterans Day falls on Tuesday then the preceding Monday shall be a day of no school, or if Veterans Day falls on a Thursday then the following Friday shall be a day of no school. If Veterans Day falls on a Wednesday, it will be observed on that day.
 - 9. All certificated employees shall be provided one of the early release days each quarter to prepare grades. Dates will be mutually agreed between the District and the Association
- B. In the event a varsity team participates in a state level tournament, school may be closed for those days of participation or attendance.
 - C. Any change causing school closure and resulting in make-up days, except unavoidable emergencies, shall be at the discretion of the School Board following consultation with the Association.
 - D. School Calendar (Appendix C).

ARTICLE XIX

CERTIFICATED EMPLOYEE FACILITIES

- A. In order to permit freedom of access both during and after regular school hours, all certificated employees will be given keys to the faculty lounge work area of their assigned school. All certificated employees will be provided, upon request, with a key or other means of access through an outside door to their building during non-school hours. The District shall have the right to call in any and all keys to its facilities at such times as it may determine.

ARTICLE XX

GRIEVANCE PROCEDURE

A. Definition

A grievance is utilized for an alleged misinterpretation of terms and/or provisions of this Agreement.

Grievant shall mean an individual, a group of individuals, and/or the Association.

Nothing contained herein shall be construed as limiting the right of any employee having a complaint to discuss the matter informally with any appropriate member of the administration.

B. Procedure for Processing Grievances

1. Immediate Supervisor - Step I:

The grievant and the Association representative or the Association may orally present a grievance to the immediate supervisor. If the grievance is not settled orally, a written statement of grievance shall be presented to the immediate supervisor within twenty (20) working days after the occurrence of the grievance or within twenty (20) working days from the time the grievant or the Association should have reasonably become aware of the occurrence of the events giving rise to the grievance, whichever is later.

The "Statement of Grievance" shall name the grievant(s) involved, the facts giving rise to the grievance, the provision(s) of the Agreement alleged to be violated, and the remedy (specific relief) requested. The immediate supervisor, upon receipt of the written grievance, shall sign and date the grievance form and give to the grievant(s), Association representative and the Superintendent. The immediate supervisor shall answer the grievance in writing, including the reasons upon which the decision was based, within five (5) working days of receiving the grievance, and shall concurrently send a copy of the grievance, his/her decision and all supportive evidence to the grievant's Association representative and the Superintendent.

2. Superintendent - Step II:

If no satisfactory settlement is reached at Step I, the grievance may be appealed to the Superintendent, or his designated representative, within seven (7) working days of receipt of the decision rendered in Step I.

The Superintendent or his designated representative shall arrange for a grievance meeting with the grievant(s) and/or Association representative and such meeting shall be scheduled within seven (7) working days of the receipt of the Step II appeal. The purpose of this meeting shall be to affect a resolution of the grievance.

The Superintendent or his designated representative shall provide a written decision, incorporating the reasons upon which the decision was based to the grievant(s), Association representative, and immediate supervisor within five (5) working days from the conclusion of the meeting.

3. Arbitration – Step III:

If no satisfactory settlement is reached at Step II, the Association within fifteen (15) working days of the receipt of the Step II decision may appeal the final decision of the employer to the American Arbitration Association. Any grievance arising out of or relating to the interpretation or application of the terms and/or provisions of this Agreement may be submitted to arbitration unless specifically and expressly excluded within this Article.

The arbitrator shall hold a hearing within twenty (20) working days of his appointment. Ten (10) working days notice shall be given to both parties of the time and place of the hearing. The arbitrator will issue his/her decision within twenty (20) days from the date final written briefs have been submitted or, if revised by both parties, twenty (20) days after the completion of the hearing.

The arbitrator's decision will be in writing and will set forth his/her finding of fact, reasoning, and conclusions on the issues submitted to him/her. The decision of the arbitrator shall be final and binding upon the employer, the Association, and the grievant(s).

4. Jurisdiction:

The arbitrator shall be without power or authority to add to, subtract from, or alter any of the terms of this Agreement.

The arbitrator shall be without power or authority to make any decision, which requires the commission of an act, prohibited by law.

The arbitrator shall have no power or authority to rule on any of the following:

- a. The termination of services of or failure to re-employ any provisional employee.
- b. The termination of services or failure to re-employ any employee to a position on the supplemental salary schedule.

- c. Any matter involving employee evaluation, provided that Evaluation Procedure shall be subject to the arbitrator's reviews.
- d. Any matter involving employee probation procedures, discharge, non-renewal, adverse effect, as defined in RCW 28A.405.300, or reduction in force.

5. Time Limits

Time limits provided in this procedure may be extended by mutual agreement when a letter of understanding is signed by the parties.

Failure on the part of the employer at any Step of this procedure to communicate the decision on a grievance within the specific time limit shall permit the Association to lodge an appeal at the next step of this procedure.

Any grievance not advanced by the grievant from one Step to the next within the time limits of that Step shall be deemed resolved by the answer provided to the employee at the previous Step.

6. Accelerated Grievance Filing:

In order to expedite grievance adjudication, the parties agree that any Association grievances, class action grievances and grievances involving the evaluation procedures will be lodged at Step II of this procedure.

7. Reprisals:

No reprisal of any kind will be taken by the employer against any employee because of his/her participation in any grievance.

8. Costs:

The fees and expenses of the arbitrator shall be shared equally by the parties. All other expenses shall be borne by the party incurring them.

ARTICLE XXI

STUDENT DISCIPLINE

- A. The certificated employee is an educational professional who has an affirmative responsibility to implement and maintain effective discipline as required by the Board of Directors. In discharging this responsibility certified personnel agree to maintain professional expertise through continuing education in the area of classroom discipline. The certificated employees shall work with the administration and other professional support staff to develop and implement, a series of alternatives designed to assure appropriate and effective discipline.

Such program(s) of appropriate and effective discipline shall include but not be limited to:

1. An awards program which highlights and emphasizes individual differences.
2. Adult teams whereby greater educational support is utilized to solve discipline problems.
3. Alcohol and drug programs whereby students can receive assistance to eliminate or minimize discipline problems.
4. Attendance programs where the teacher will gather a variety of types of information for the help in improving student behavior.

- B. In the maintenance of a sound learning environment, the District shall expect acceptable behavior on the part of all students who attend schools in the District. Discipline shall be progressive, appropriate and not punitive and enforced fairly and consistently regardless of race, creed, gender, or status. Such discipline shall be consistent with applicable federal and state laws.

The Board and Superintendent shall support and uphold employees in their efforts to maintain discipline in the District, and shall give immediate response to all employees' requests regarding discipline problems, provided the teacher has followed the established Board policies as directed in administrative guidelines, and that the discipline utilized by the employees is not inconsistent with federal and state laws and regulations.

Building discipline shall be reviewed annually by administration and staff and modification to the plan may be in order.

ARTICLE XXII

STATUS OF AGREEMENT

This Agreement constitutes the entire agreement between the parties and no statement, promise, past-practice, or inducement which is not contained herein, shall be binding on the parties. Provided further that this Agreement or the wages, hours, terms, or conditions of employment may not be altered or enlarged or modified except with the written consent of both parties.

ARTICLE XXIII

MANAGEMENT RIGHTS

The right to manage the school District and to direct its employees and operations is vested in and retained by the Board, except as this right is limited by the Agreement.

ARTICLE XXIV

SUBSTITUTES

- A. Certificated substitutes shall be included in the unit if he or she has taught in the District for thirty (30) total days in the current or preceding school year, or if he or she has taught for twenty (20) consecutive days in the current or preceding school year.
- B. Casual substitutes shall be paid no less than one-hundred twenty-seven dollars per day, or half that amount for less than four hours.
- C. All articles of this agreement pertain to certificated substitutes, except the following:
 - 1. Article 3 -Individual Employee Contracts
 - 2. Article 4- Leaves- Personal- Professional
 - 3. Article 5- Position Vacancies
 - 4. Article 6- Voluntary Transfers
 - 5. Article 7- Involuntary Transfers
 - 6. Article 8 -Staff Reduction
 - 7. Article 17- Other Terms and Conditions of Employment
 - 8. Article 19- Certificated Employee Facilities

ARTICLE XXV

DURATION

This agreement shall be effective upon date of ratification and be in effect till August 31, 2019.

Negotiations shall be opened on or before April 1st, 2018, to bargain compensation only for the final year of the agreement to meet the requirements of EHB 2242. This would include all compensation, such as, but not limited to:


- Teacher salaries
- Co-curricular contracts

FOR THE ASSOCIATION:



Chief Negotiator
Morton Education Association

FOR THE DISTRICT:



Superintendent
Morton School District #214



President
Morton Education Association



Chairman
Morton School Board of Directors

DATED THIS 17th DAY OF Sept IN THE YEAR 2018

APPENDIX B

2018-2019 Morton School District Calendar

JULY (0)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 Board Meeting

AUGUST (3)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20 Board Meeting
27 All Staff Day
28 First Day of School
31 (No School)

SEPTEMBER (19)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Labor Day (No School)
17 Board Meeting

OCTOBER (22)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

12 (No School)
15 Board Meeting
29 Start Fall Conferences

NOVEMBER (21)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2 End Fall Conferences
2 End 1st QTR
12 Veterans Day (No School)
19 Board Meeting
22 Thanksgiving Break (No School)
23 Thanksgiving Break (No School)

DECEMBER (15)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 Board Meeting
24 Start Winter Break (No School)

JANUARY (20)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4 End Winter Break (No School)
18 End 1st Semester
21 MLK Day (No School)
22 Board Meeting

FEBRUARY (18)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

15 Snow Day (No School)
18 Presidents' Day (No School)
19 Board Meeting
28 Mid-Winter Break (No School)

MARCH (20)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Mid-Winter Break (No School)
18 Board Meeting
25 Start Spring Conferences
29 End Spring Conferences

APRIL (17)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

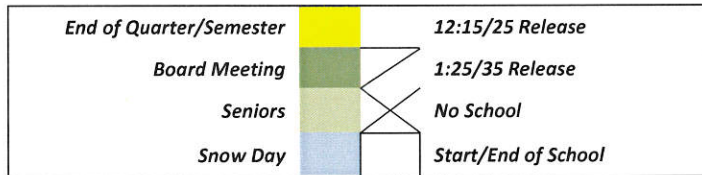
1 Start Spring Break
5 End Spring Break
22 Board Meeting

MAY (21)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20 Board Meeting
24 Snow Day (No School)
27 Memorial Day (No School)

JUNE (6)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 Senior's Last Day
7 Graduation
10 Last Day of School
17 Board Meeting



APPENDIX C

COMPLIANCE WITH STATE LAW

If the above salary settlement contributes to or causes the District to exceed the amount and/or percentage of funds authorized by law for Employees' salaries or cause the District to exceed the amount funded, and received by, the District for Employees salaries and compensation proportionally between the Employees under other contractual agreements with the District to provide full compliance with RCW 28A.58.095 and the State Operating Appropriation Act.

APPENDIX D

Evaluation of Teachers

MORTON SCHOOL DISTRICT

SELF-ASSESSMENT OF PRACTICE (Form A)

Teacher's Name _____ School _____

Subject _____ Date _____

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Highlight the appropriate words.

Criterion 1: Centering instruction on high expectations for student achievement

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1.1 (2b) Establishing a culture for learning</i>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
<i>1.2 (3a) Communicating with students</i>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p>

	<p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his/her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
<p><i>1.3 (3c) Engaging students in learning</i></p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how</p>

				they complete tasks and may serve as resources for one another.
--	--	--	--	---

Criterion 2: Demonstrating effective teaching practices

Component	Unsatisfactory	Basic	Proficient	Distinguished
2.1 (3b) <i>Using questioning and discussion techniques</i>	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
2.2 (4a) <i>Reflecting on teaching</i>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
3.1 (1b) <i>Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
3.2 (3e) <i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
------------------	-----------------------	--------------	-------------------	----------------------

3.3 <i>Establish student growth goal(s)</i>	Does not establish student growth goals or establishes inappropriate goals for subgroups of students not reaching full learning potential. Goals do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goals.	Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goals.	Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.	Establishes appropriate student growth goals for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.
3.4 <i>Achievement of Student Growth Goal(s)</i>	Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
4.1 (1a) <i>Demonstrating knowledge of content and pedagogy</i>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to students' learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to students' learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical</p>

				approaches in the discipline, anticipating student misconceptions.
4.2 (1c) <i>Setting instructional outcomes</i>	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
4.3 (1d) <i>Demonstrating knowledge of resources</i>	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources-not only through the school and district but also through sources external to the school and on the internet-available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources-not only through the school and district but also in the community, through professional organizations and universities, and on the internet-for classroom use, for the expansion of his or her own knowledge, and for students.
4.4 (1e) <i>Designing coherent instruction</i>	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.	Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including

	<p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>no differentiation for different students.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most times allocations reasonable.</p>	<p>aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
--	--	---	---	--

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>5.1 (2a) <i>Creating an environment of respect and rapport</i></p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism. And disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>

		neither warmth nor conflict.		
5.2 (2c) <i>Managing classroom procedures</i>	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
5.3 (2d) <i>Managing student behavior</i>	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
5.4 (2e) <i>Organizing physical space</i>	<p>The physical environment is unsafe, or many students don't have access to learning resources.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources,</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p>

	There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.	including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.	appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
--	---	---	--	---

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
6.1 (3d) <i>Using assessment in instruction</i>	There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.	Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, and assessments are used to diagnose evidence of learning.	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, and assessments are used regularly to diagnose evidence of learning by individual students.

<p>6.2 (1f) <i>Designing student assessments</i></p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment results to plan future instruction for individual students.</p>
<p>6.3 (4b) <i>Maintaining accurate records</i></p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>6.4 Establish student growth goal(s)</p>	<p>Does not establish student growth goals or establishes inappropriate goals for whole classroom. Goals do not identify</p>	<p>Establishes appropriate student growth goals for whole classroom. Goals</p>	<p>Establishes appropriate student growth goals for whole classroom. Goals</p>	<p>Establishes appropriate student growth goals for individual students in</p>

	multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.	do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.	identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.	collaboration with students and parents, and for whole classroom that align to school goals. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.
6.5 Achievement of student growth goal(s)	Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Criterion 7: Communicating and collaborating with parents and school community

Component	Unsatisfactory	Basic	Proficient	Distinguished
7.1 (4c) <i>Communicating with families</i>	<p>Teacher communication with families-about the instructional program or about individual students-is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.</p> <p>Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
8.1 (4d) <i>Participating in a professional community</i>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the	Teacher's relationships with colleagues are characterized by mutual support and	Teacher's relationships with colleagues are characterized by mutual support

	<p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
<p>8.2 (4e) <i>Growing and developing professionally</i></p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues-either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
<p>8.3 (4f) <i>Showing professionalism</i></p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge</p>

	recommendations based on self-serving interests. Teacher does not comply with school and district regulations.	are based on limited but genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher maintains an open mind in team or departmental decision making. Teacher complies fully with school and district regulations.	negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
--	--	--	---	--

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>8.4 Establish student growth goals, implement and monitor growth</i>	Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

GOAL SETTING DOCUMENT (Form B)

Teacher _____ Grade Level(s) _____
School Year ____/____ Elem ____ Jr/Sr High ____ Comprehensive ____
Focus _____

CRITERION COMPONENT(S):
Based on your self-assessment and any school or district initiatives, what component(s) have you identified as your focus for this school year?
Component _____
Component _____
What measurement(s) will be used to indicate goal achievement within this component? What artifact(s) will be presented as evidence of your success? _____

Collaborative Goal: Based on my self-assessment and my administrator's input, we have selected component _____ as an additional area of focus.

What measurement(s) will be used to indicate goal achievement within this component? What artifact(s) will be presented as evidence of your success? _____

STUDENT GROWTH GOALS:
COMPONENT 3: Student Subgroup: _____
Learning Improvement Goal: _____

Measurement Means: _____
Measured at what two points in time: _____
Evidence(s) of Goal Achievement: _____

COMPONENT 6: Student Grade Level/Classroom: _____
Learning Improvement Goal: _____

Measurement Means: _____
Measured at what two points in time: _____
Evidence(s) of Goal Achievement: _____

COMPONENT 8: Student Grade Level/Content Area/Building: _____
Learning Improvement Goal: _____

Measurement Means: _____
Measured at what two points in time: _____
Evidence(s) of Goal Achievement: _____

Principal _____ Teacher _____ / /
Form B DATE

MORTON SCHOOL DISTRICT'S
PRE-OBSERVATION LESSON PLAN Document (Form C)

Teacher _____ Grade Level(s) _____ ++ _____

School Year _____/_____/_____ Subject _____

Date of Lesson _____/_____/_____ Date of Reflection _____/_____/_____

1. To which part of your curriculum does this lesson relate? (1a, SC4)
2. How does this learning “fit” in the sequence of learning for this class? (1a, 1e, SC4)
3. Briefly describe the students in this class, including those with special needs. (1b, SC3)
4. What are your learning outcomes for this lesson? What do you want the students to understand? (1c, SC4)
5. How will you engage the students in the learning? What will you do? What will the students do? (1e, SC4)
6. Will the students work individually or as a large group? Provide any worksheets or other materials the students will be using. (1e, SC4)
7. How will you differentiate instruction for different individuals or groups of students in the class? (1e, SC4)
8. How and when will you know the students have learned what you intend? (1f, SC6)
9. Is there anything or anyone that you would like me to specifically observe during the lesson? (This could be teacher-focused or student-focused.)
10. How/when will you use student growth data to inform your instruction?

(Form C)

EVIDENCE GATHERING DOCUMENT (Form D)

Teacher's Name _____ School _____

Subject _____ Date _____ School Year _____

Directions: Consider your teaching practice and determine, for each component of the framework for teaching, the level of performance that best reflects your own assessment. Highlight the appropriate words.

Criterion 1: Centering instruction on high expectations for student achievement

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>1.1 (2b)</i> <i>Establishing a culture for learning</i></p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
Evidence				
<p><i>1.2 (3a)</i> <i>Communicating with students</i></p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p>

	<p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his/her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
Evidence				
<p><i>1.3 (3c) Engaging students in learning</i></p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to</p>

				consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Evidence				

Criterion 2: Demonstrating effective teaching practices

Component	Unsatisfactory	Basic	Proficient	Distinguished
2.1 (3b) <i>Using questioning and discussion techniques</i>	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
Evidence				
2.2 (4a) <i>Reflecting on teaching</i>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p>

			tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Evidence				

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
3.1 (1b) <i>Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Evidence				
3.2 (3e) <i>Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need

			have difficulty learning.	help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Evidence				

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3.3 Establish student growth goal(s)</i>	Does not establish student growth goals or establishes inappropriate goals for subgroups of students not reaching full learning potential. Goals do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goals.	Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals do not identify multiple, high quality sources of data to monitor, adjust, and evaluate achievement of goals.	Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.	Establishes appropriate student growth goals for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.
Evidence				
<i>3.4 Achievement of Student Growth Goal(s)</i>	Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
Evidence				

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>4.1 (1a) Demonstrating knowledge of content and pedagogy</i>	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one

	<p>Teacher's plans and practice display little understanding of prerequisite relationships important to students' learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to students' learning of the content.</p>	<p>relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
--	---	---	--	---

Evidence

<p>4.2 (1c) <i>Setting instructional outcomes</i></p>	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
---	---	--	--	--

Evidence				
4.3 (1d) <i>Demonstrating knowledge of resources</i>	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources-not only through the school and district but also through sources external to the school and on the internet-available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources-not only through the school and district but also in the community, through professional organizations and universities, and on the internet-for classroom use, for the expansion of his or her own knowledge, and for students.
Evidence				
4.4 (1e) <i>Designing coherent instruction</i>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students.</p> <p>Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most times allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
Evidence				

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>5.1 (2a) <i>Creating an environment of respect and rapport</i></p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism. And disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
Evidence				
<p>5.2 (2c) <i>Managing classroom procedures</i></p>	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>

		prompting, students follow established routines.		
Evidence				
5.3 (2d) <i>Managing student behavior</i>	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
Evidence				
5.4 (2e) <i>Organizing physical space</i>	<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical</p>

				environment to advance learning.
Evidence				

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>6.1 (3d) <i>Using assessment in instruction</i></p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, and assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, and assessments are used regularly to diagnose evidence of learning by individual students.</p>
Evidence				
<p>6.2 (1f) <i>Designing student assessments</i></p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that</p>

	Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plan to use assessment results in designing future instruction.	<p>been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment results to plan future instruction for individual students.</p>
Evidence				
6.3 (4b) <i>Maintaining accurate records</i>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>
Evidence				

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
6.4 <i>Establish student growth goal(s)</i>	Does not establish student growth goals or establishes inappropriate goals for whole classroom. Goals do not identify multiple, high-quality sources of	Establishes appropriate student growth goals for whole classroom. Goals do not identify multiple,	Establishes appropriate student growth goals for whole classroom. Goals	Establishes appropriate student growth goals for individual students in collaboration with students and

	data to monitor, adjust, and evaluate achievement of goals.	high-quality sources of data to monitor, adjust, and evaluate achievement of goals.	identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.	parents, and for whole classroom that align to school goals. Goals identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals.
Evidence				
<i>6.5 Achievement of student growth goal(s)</i>	Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.
Evidence				

Criterion 7: Communicating and collaborating with parents and school community

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>7.1 (4c) Communicating with families</i>	<p>Teacher communication with families-about the instructional program or about individual students-is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.</p> <p>Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
Evidence				

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>8.1 (4d) <i>Participating in a professional community</i></p>	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
Evidence				
<p>8.2 (4e) <i>Growing and developing professionally</i></p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues-either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
Evidence				

<p>8.3 (4f) <i>Showing professionalism</i></p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
Evidence				

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>8.4 <i>Establish student growth goals, implement and monitor growth</i></p>	<p>Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goals, to develop and implement common, high-quality</p>	<p>Does not consistently collaborate with other grade, school, or district team members to establish goals, to develop and</p>	<p>Consistently and actively collaborates with other grade, school, or district team members to establish goals, to develop and</p>	<p>Leads other grade, school, or district team members to establish goals, to develop and implement common, high-quality measures, and to monitor</p>

	measures, and to monitor growth and achievement during the year.	implement common, high-quality measures, and to monitor growth and achievement during the year.	implement common, high-quality measures, and to monitor growth and achievement during the year.	growth and achievement during the year.
Evidence				

FORM D

MORTON SCHOOL DISTRICT'S
POST OBSERVATION CONFERENCE Document (Form E)

Teacher _____

Grade Level(s) _____

Date of Lesson ____/____/____

Subject _____

Date of Reflection ____/____/____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you have samples of student work, what do they reveal about the students' levels of engagement and understanding? Do they suggest modifications in how you might teach this lesson in the future?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

Review yearly student growth goals and component goals.

(Form E)

		90 day, if applicable	Obs. 1	Obs. 2	Drop In	Drop In	Artifacts, Evidence
	DATE						
	Domain 1: Planning and Preparation						
1a	Demonstrating knowledge of content and pedagogy						
1b	Demonstrating knowledge of students						
1c	Setting instructional outcomes						
1d	Demonstrating knowledge of resources						
1e	Designing coherent instruction						
1f	Designing student assessments						
	Domain 2: Classroom Environment						
2a	Creating environment of respect and rapport						
2b	Establishing a culture for learning						
2c	Managing classroom behavior						
2d	Managing student behavior						
2e	Organizing physical space						
	Domain 3: Instruction						
3a	Communicating with students						
3b	Using questioning and discussion techniques						
3c	Engaging students in learning						
3d	Using assessments in instruction						
3e	Demonstrating flexibility and responsiveness						
	Domain 4: Professional Responsibilities						
4a	Reflecting on teaching						
4b	Maintaining accurate records						
4c	Communicating with families						
4d	Participating in a professional community						
4e	Growing and developing professionally						
4f	Showing professionalism						

MORTON SCHOOL DISTRICT'S
CLASSROOM OBSERVATION
SUMMATION Document
 (Form G)

School Year 20__ - 20__
 Comprehensive ____
 Focus ____

Teacher _____

		90 day, if applicable	Obs. 1	Obs. 2	Drop In	Drop In	Artifacts, Evidence
	DATE						
	Domain 1: Planning and Preparation						
1a	Demonstrating knowledge of content and pedagogy						
1b	Demonstrating knowledge of students						
1c	Setting instructional outcomes						
1d	Demonstrating knowledge of resources						
1e	Designing coherent instruction						
1f	Designing student assessments						
	Domain 2: Classroom Environment						
2a	Creating an environment of respect and rapport						
2b	Establishing a culture for learning						
2c	Managing classroom behavior						
2d	Managing student behavior						
2e	Organizing physical space						
	Domain 3: Instruction						
3a	Communicating with students						
3b	Using questioning and discussion techniques						
3c	Engaging students in learning						
3d	Using assessment in instruction						
3e	Demonstrating flexibility and responsiveness						
	Domain 4: Professional Responsibilities						
4a	Reflecting on teaching						
4b	Maintaining accurate records						
4c	Communicating with families						
4d	Participating in a professional community						
4e	Growing and developing professionally						
4f	Showing professionalism						

 Evaluator Signature

____/____
 Date

I have seen the assigned scores for my yearly evaluative cycle, and I have been present at the designated evaluative conferences that culminated in the creation of these scores.

 Teacher Signature

____/____
 Date

(Form G)

Washington State Evaluation Criteria Document (Form H) Comprehensive

Teacher _____

201_ - 201_ School Year

____ Focus

	CRITERIA AND COMPONENTS	OBS. 1	OBS. 2	OBS. 3	Drop In	Drop In	Artifacts, Evidence	FINAL
1	Centering instruction on high expectations for student achievement							
1.1	Establishing a culture for learning (2b)							
1.2	Communicating with students (3a)							
1.3	Engaging students in learning (3c)							
2	Demonstrating effective teaching practices							
2.1	Using questioning and discussion techniques (2.1)							
2.2	Reflecting on teaching (4a)							
3	Recognizing individual student learning needs and developing strategies to address those needs							
3.1	Demonstrating knowledge of students (1b)							
3.2	Demonstrating flexibility and responsiveness (3e)							
3.3	Establish Student Growth Goal(s)							
3.4	Achievement of Student Growth Goal(s)							
4	Providing clear and intentional focus on subject matter content and curriculum							
4.1	Demonstrating knowledge of content and pedagogy (1a)							
4.2	Setting instructional outcomes (1c)							
4.3	Demonstrating knowledge of resources (1d)							
4.4	Designing coherent instruction (1e)							
5	Fostering and managing a safe, positive learning environment							
5.1	Creating an environment of respect and rapport (2a)							
5.2	Manages classroom procedures (2c)							
5.3	Manages student behavior (2d)							
5.4	Organizes physical space (2e)							
6	Using multiple student data elements to modify instruction and improve student learning							
6.1	Using assessment in instruction (3d)							
6.2	Designing student assessments (1f)							
6.3	Maintaining accurate records (4b)							
6.4	Establish Student Growth Goal(s)							
6.5	Achievement of Student Growth Goal(s)							
7	Communicating and collaborating with parents and the school community							
7.1	Communicating with families (4c)							
8	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning							
8.1	Participating in a professional community (4d)							
8.2	Growing and developing professionally (4e)							
8.3	Showing professionalism (4f)							
8.4	Establish student growth goals, implement and monitor growth							
Evaluator: _____		Date: ___/___/___				Criteria Score=		0
Teacher: _____						Student Growth =		0

Form H

4/16/13

**MORTON SCHOOL DISTRICT'S
FINAL SUMMATION EVALUATION Document (Form I)**

Teacher _____ Elementary _____ Jr/Sr High _____
Assignment(s) _____

Evaluator _____ School Year 20 ____ -20 ____

The evidence gathered for and by this teacher during this school year supports a final summative rating of:

_____ Distinguished _____ Proficient _____ Basic _____ Unsatisfactory.

Strengths of the Teacher's Practice:

Areas for Growth in the Teacher's Practice:

We have conducted a conversation on the above items.

Teacher Signature

Evaluator Signature

____/____/____
Date

(FORM I)

APPENDIX E

DANIELSON FRAMEWORK – SCHOOL COUNSELORS

DOMAIN 1: PLANNING AND PREPARATION	DOMAIN 2: THE ENVIRONMENT
<p>1a. Demonstrating knowledge of counseling theory and techniques <input type="checkbox"/> <input type="checkbox"/></p> <p>1b. Demonstrating knowledge of child and adolescent development <input type="checkbox"/> <input type="checkbox"/></p> <p>1c. Establishing goals for the counseling program appropriate to the setting and the students served <input type="checkbox"/> <input type="checkbox"/></p> <p>1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district <input type="checkbox"/> <input type="checkbox"/></p> <p>1e. Planning the counseling program, integrated with the regular school program <input type="checkbox"/> <input type="checkbox"/></p> <p>1f. Designing a plan to evaluate the counseling program <input type="checkbox"/> <input type="checkbox"/></p>	<p>2a. Creating an environment of respect and rapport <input type="checkbox"/> <input type="checkbox"/></p> <p>2b. Establishing a culture of productive communication <input type="checkbox"/> <input type="checkbox"/></p> <p>2c. Managing routines and procedures <input type="checkbox"/> <input type="checkbox"/></p> <p>2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school <input type="checkbox"/> <input type="checkbox"/></p> <p>2e. Organizing physical space <input type="checkbox"/> <input type="checkbox"/></p>
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	DOMAIN 3: DELIVERY OF SERVICE
<p>4a. Reflecting on practice <input type="checkbox"/> <input type="checkbox"/></p> <p>4b. Maintaining records and submitting them in a timely fashion <input type="checkbox"/> <input type="checkbox"/></p> <p>4c. Communicating with families <input type="checkbox"/> <input type="checkbox"/></p> <p>4d. Participating in a professional community <input type="checkbox"/> <input type="checkbox"/></p> <p>4e. Engaging in professional development <input type="checkbox"/> <input type="checkbox"/></p> <p>4f. Showing professionalism <input type="checkbox"/> <input type="checkbox"/></p>	<p>3a. Assessing student needs <input type="checkbox"/> <input type="checkbox"/></p> <p>3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs <input type="checkbox"/> <input type="checkbox"/></p> <p>3c. Using counseling techniques in individual and classroom programs <input type="checkbox"/> <input type="checkbox"/></p> <p>3d. Brokering resources to meet needs <input type="checkbox"/> <input type="checkbox"/></p> <p>3e. Demonstrating flexibility and responsiveness <input type="checkbox"/> <input type="checkbox"/></p>

DANIELSON FRAMEWORK – SCHOOL COUNSELORS

DOMAIN 1: PLANNING AND PREPARATION		DOMAIN 2: THE ENVIRONMENT	
<p>1a. Demonstrating knowledge of counseling theory and techniques</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>1b. Demonstrating knowledge of child and adolescent development</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>1c. Establishing goals for the counseling program appropriate to the setting and the students served</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>1e. Planning the counseling program, integrated with the regular school program</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>1f. Designing a plan to evaluate the counseling program</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>2a. Creating an environment of respect and rapport</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>2b. Establishing a culture of productive communication</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>2c. Managing routines and procedures</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>2e. Organizing physical space</p> <p><input type="checkbox"/> <input type="checkbox"/></p>		
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES		DOMAIN 3: DELIVERY OF SERVICE	
<p>4a. Reflecting on practice</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>4b. Maintaining records and submitting them in a timely fashion</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>4c. Communicating with families</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>4d. Participating in a professional community</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>4e. Engaging in professional development</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>4f. Showing professionalism</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>3a. Assessing student needs</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>3c. Using counseling techniques in individual and classroom programs</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>3d. Brokering resources to meet needs</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>3e. Demonstrating flexibility and responsiveness</p> <p><input type="checkbox"/> <input type="checkbox"/></p>		

DOMAIN 1 – SCHOOL COUNSELORS: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrating knowledge of counseling theory and techniques	<p>1a.</p> <ul style="list-style-type: none"> ◆ Counselor demonstrates little understanding of counseling theory and techniques. 	<p>1a.</p> <ul style="list-style-type: none"> ◆ Counselor demonstrates basic understanding of counseling theory and techniques. 	<p>1a.</p> <ul style="list-style-type: none"> ◆ Counselor demonstrates understanding of counseling theory and techniques. 	<p>1a.</p> <ul style="list-style-type: none"> ◆ Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b. Demonstrating knowledge of child and adolescent development	<p>1b.</p> <ul style="list-style-type: none"> ◆ Counselor displays little or no knowledge of child and adolescent development. 	<p>1b.</p> <ul style="list-style-type: none"> ◆ Counselor displays partial knowledge of child and adolescent development. 	<p>1b.</p> <ul style="list-style-type: none"> ◆ Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exception to the general patterns. 	<p>1b.</p> <ul style="list-style-type: none"> ◆ In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c. Establishing goals for the counseling program appropriate to the setting and the students served	<p>1c.</p> <ul style="list-style-type: none"> ◆ Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students. 	<p>1c.</p> <ul style="list-style-type: none"> ◆ Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and to the age of the students. 	<p>1c.</p> <ul style="list-style-type: none"> ◆ Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. 	<p>1c.</p> <ul style="list-style-type: none"> ◆ Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	<p>1d.</p> <ul style="list-style-type: none"> ◆ Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district. 	<p>1d.</p> <ul style="list-style-type: none"> ◆ Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. 	<p>1d.</p> <ul style="list-style-type: none"> ◆ Counselor's displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school. 	<p>1d.</p> <ul style="list-style-type: none"> ◆ Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e. Planning the counseling program, integrated with the regular school program	<p>1e.</p> <ul style="list-style-type: none"> ◆ Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. 	<p>1e.</p> <ul style="list-style-type: none"> ◆ Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. 	<p>1e.</p> <ul style="list-style-type: none"> ◆ Counselor has developed a plan that includes the important aspects of counseling in the setting. 	<p>1e.</p> <ul style="list-style-type: none"> ◆ Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f. Designing a plan to evaluate the counseling program	<p>1f.</p> <ul style="list-style-type: none"> ◆ Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important. 	<p>1f.</p> <ul style="list-style-type: none"> ◆ Counselor has a rudimentary plan to evaluate the counseling program. 	<p>1f.</p> <ul style="list-style-type: none"> ◆ Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. 	<p>1f.</p> <ul style="list-style-type: none"> ◆ Counselor's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 – SCHOOL COUNSELORS: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Creating an environment of respect and rapport	<p>2a.</p> <ul style="list-style-type: none"> ◆ Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students. 	<p>2a.</p> <ul style="list-style-type: none"> ◆ Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful. 	<p>2a.</p> <ul style="list-style-type: none"> ◆ Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions. 	<p>2a.</p> <ul style="list-style-type: none"> ◆ Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b. Establishing a culture of productive communication	<p>2b.</p> <ul style="list-style-type: none"> ◆ Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers. 	<p>2b.</p> <ul style="list-style-type: none"> ◆ Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful. 	<p>2b.</p> <ul style="list-style-type: none"> ◆ Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers. 	<p>2b.</p> <ul style="list-style-type: none"> ◆ The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c. Managing routines and procedures	<p>2c.</p> <ul style="list-style-type: none"> ◆ Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. 	<p>2c.</p> <ul style="list-style-type: none"> ◆ Counselor has rudimentary and partially successful routines for the counseling center or classroom. 	<p>2c.</p> <ul style="list-style-type: none"> ◆ Counselor's routines for the counseling center or classroom work effectively. 	<p>2c.</p> <ul style="list-style-type: none"> ◆ Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school	<p>2d.</p> <ul style="list-style-type: none"> ◆ Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school. 	<p>2d.</p> <ul style="list-style-type: none"> ◆ Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole. 	<p>2d.</p> <ul style="list-style-type: none"> ◆ Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school. 	<p>2d.</p> <ul style="list-style-type: none"> ◆ Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e. Organizing physical space	<p>2e.</p> <ul style="list-style-type: none"> ◆ The physical environment is in disarray or is inappropriate to the planned activities. 	<p>2e.</p> <ul style="list-style-type: none"> ◆ Counselor's attempts to create an inviting and well-organized physical environment are partially successful. 	<p>2e.</p> <ul style="list-style-type: none"> ◆ Counseling center or classroom arrangements are inviting and conducive to the planned activities. 	<p>2e.</p> <ul style="list-style-type: none"> ◆ Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 – SCHOOL COUNSELORS: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Assessing student needs	<p>3a.</p> <ul style="list-style-type: none"> ◆ Counselor does not assess student needs, or the assessments result in inaccurate conclusions. 	<p>3a.</p> <ul style="list-style-type: none"> ◆ Counselor’s assessments of student needs are perfunctory. 	<p>3a.</p> <ul style="list-style-type: none"> ◆ Counselor assesses student needs and knows the range of student needs in the school. 	<p>3a.</p> <ul style="list-style-type: none"> ◆ Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	<p>3b.</p> <ul style="list-style-type: none"> ◆ Counselor’s program is independent of identified student needs. 	<p>3b.</p> <ul style="list-style-type: none"> ◆ Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. 	<p>3b.</p> <ul style="list-style-type: none"> ◆ Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students. 	<p>3b.</p> <ul style="list-style-type: none"> ◆ Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c. Using counseling techniques in individual and classroom programs	<p>3c.</p> <ul style="list-style-type: none"> ◆ Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. 	<p>3c.</p> <ul style="list-style-type: none"> ◆ Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. 	<p>3c.</p> <ul style="list-style-type: none"> ◆ Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. 	<p>3c.</p> <ul style="list-style-type: none"> ◆ Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d. Brokering resources to meet needs	<p>3d.</p> <ul style="list-style-type: none"> ◆ Counselor does not make connections with other programs in order to meet student needs. 	<p>3d.</p> <ul style="list-style-type: none"> ◆ Counselor’s efforts to broker services with other programs in the school are partially successful. 	<p>3d.</p> <ul style="list-style-type: none"> ◆ Counselor brokers with other programs within the school or district to meet student needs. 	<p>3d.</p> <ul style="list-style-type: none"> ◆ Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e. Demonstrating flexibility and responsiveness	<p>3e.</p> <ul style="list-style-type: none"> ◆ Counselor adheres to the plan or program, in spite of evidence of its inadequacy. 	<p>3e.</p> <ul style="list-style-type: none"> ◆ Counselor makes modest changes in the counseling program when confronted with evidence of the need for change. 	<p>3e.</p> <ul style="list-style-type: none"> ◆ Counselor makes revision in the counseling program when they are needed. 	<p>3e.</p> <ul style="list-style-type: none"> ◆ Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 – SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

		LEVEL OF PERFORMANCE			
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED	
4a. Reflecting on practice	4a. ◆ Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	4a ◆ Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	4a ◆ Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	4a. ◆ Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.	
4b. Maintaining records and submitting them in a timely fashion	4b. ◆ Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	4b ◆ Counselor's reports, records, and documentation are generally accurate but are occasionally late.	4b. ◆ Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	4b. ◆ Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.	
4c. Communicating with families	4c. ◆ Counselor provides no information to families, either about the counseling program as a whole or about individual students.	4c. ◆ Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	4c. ◆ Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	4c. ◆ Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.	
4d. Participating in a professional community	4d. ◆ Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	4d. ◆ Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	4d. ◆ Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	4d. ◆ Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	
4e. Engaging in professional development	4e. ◆ Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	4e. ◆ Counselor's participation in professional development activities is limited to those that are convenient or are required.	4e. ◆ Counselor seeks out opportunities for professional development based on an individual assessment of need.	4e. ◆ Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	
4f. Showing professionalism	4f. ◆ Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	4f. ◆ Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	4f. ◆ Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	4f. ◆ Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	

APPENDIX F

Evidence of Teaching

Teacher's Name _____

Evaluator's Name _____

Observation Date/Period _____

Post Conference Date/Time _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>1a. Knowledge of and collection of data for a health history</i></p> <p><i>Evidence:</i></p>	<p>The school nurse does not demonstrate fundamental knowledge of health history components.</p>	<p>The school nurse demonstrates minimal knowledge of health history components.</p>	<p>The school nurse demonstrates consistent understanding of health history components.</p>	<p>The school nurse applies the knowledge of thoroughly collecting the data for a health history while making intervention decisions.</p>
<p><i>1b. Knowledge of anatomy and pathophysiology of body systems</i></p> <p><i>Evidence:</i></p>	<p>The school nurse does not demonstrate a fundamental knowledge of anatomy and pathophysiology.</p>	<p>The school nurse has a basic knowledge of anatomy and pathophysiology.</p>	<p>The school nurse demonstrates an understanding between the anatomy of bodily systems and pathophysiology.</p>	<p>The school nurse applies the knowledge of pathophysiology while making nursing assessments.</p>
<p><i>1c. Knowledge of emergencies in the school setting and appropriate responses to emergencies</i></p> <p><i>Evidence:</i></p>	<p>The school nurse does not follow general emergency guidelines and first aid measures for emergency care in the school setting.</p>	<p>The school nurse has a basic understanding of general emergency guidelines and first aid measures.</p>	<p>The school nurse uses the knowledge of basic first aid measures and general emergency guidelines while responding to an emergency situation in the school setting.</p>	<p>The school nurse demonstrates appropriate assessment skills of an emergency situation in the school setting by administering, instructing, and /or delegating to others first aid emergency care.</p>

Administrator Initials _____

Nurse Initials _____

Formal Observation Summary, page 1
Charlotte Danielson, Enhancing Professional Practice
A Framework for Teaching, 2007

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p><i>1d. Knowledge of acute, episodic, and chronic health conditions</i></p> <p><i>Evidence:</i></p>	<p>The school nurse does not demonstrate a fundamental knowledge of acute, episodic and chronic health conditions.</p>	<p>The school nurse has a limited knowledge and past experience in the assessment of acute, episodic, and chronic health conditions as relative to the school health setting.</p>	<p>The school nurse demonstrates a broad knowledge of acute, episodic and chronic health conditions.</p>	<p>The school nurse demonstrates a thorough understanding of acute, episodic and chronic health conditions while making nursing assessments and appropriate interventions in a school health setting.</p>
<p><i>1e. Knowledge of communicable diseases</i></p> <p><i>Evidence:</i></p>	<p>The school nurse does not demonstrate knowledge of communicable disease.</p>	<p>The school nurse demonstrates minimal knowledge of communicable diseases.</p>	<p>The school nurse demonstrates knowledge of communicable diseases.</p>	<p>The school nurse demonstrates a thorough knowledge of communicable diseases and makes appropriate referrals as needed.</p>

Administrator Initials _____
 Nurse Initials _____

Formal Observation Summary, page 2
 Charlotte Danielson, Enhancing Professional Practice
 A Framework for Teaching, 2007

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>2a. Immunization requirements</p>	<p>The school nurse does not demonstrate a knowledge of the required immunization schedule.</p>	<p>The school nurse demonstrates a basic knowledge of the required immunization schedule.</p>	<p>The school nurse works diligently to meet the school mandated requirements. In addition, the school nurse coordinates the exclusion of unprotected students according to district policy</p>	<p>The school nurse communicates immunization requirements to parents and collaborates with outside community agencies, other school districts and physician's offices.</p>
<p><i>Evidence:</i></p>				
<p>2b. Certificate of child health examination</p>	<p>The school nurse does not demonstrate a knowledge of the child health examination components.</p>	<p>The school nurse demonstrates a basic knowledge of the child health examination components.</p>	<p>The school nurse has a thorough understanding of the child health examination certificate and interprets health status</p>	<p>The school nurse maintains and coordinates the certificate of child health examination information with former health records in an organized and professional manner for each student.</p>
<p><i>Evidence:</i></p>				
<p>2c. Risk reduction and infection control</p>	<p>The school nurse does not possess knowledge of or ignores opportunities for risk reduction and infection control.</p>	<p>The school nurse possesses a basic understanding of risk reduction and infection control.</p>	<p>The school nurse identifies and provides information to students, parents, and staff members to correct deficient patterns of health care.</p>	<p>The school nurse communicates to students, parents and staff and collaborates with appropriate agencies. The school nurse has an understanding of primary, secondary and tertiary prevention.</p>
<p><i>Evidence:</i></p>				

Administrator Initials

Nurse Initials

Formal Observation Summary, page 3
 Charlotte Danielson, Enhancing Professional Practice
 A Framework for Teaching, 2007

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>2d. Health and safety education</p> <p>Evidence:</p>	The school nurse does not possess knowledge of health and safety measures in the school setting.	The school nurse possesses a basic understanding of health and safety measures.	The school nurse identifies and provides information to students, parents and staff members of health and safety measures.	The school nurse consistently provides information to enhance health and safety in the school setting. The school nurse encourages students to develop patterns of healthful living and to accept responsibility for his/her own health and well being.
<p>2e. Counseling techniques</p> <p>Evidence:</p>	The school nurse has no understanding of counseling techniques.	The school nurse has a basic knowledge of counseling techniques.	The school nurse identifies opportunities to advise, educate and teach health issues.	The school nurse understands a variety of counseling techniques. The school nurse develops rapport and relationships with student, parent or staff to advise or educate on specific health issues with an awareness of the importance of confidentiality.
<p>2f. Knowledge of community health needs and resources</p> <p>Evidence:</p>	The school nurse does not have an awareness of community health needs.	The school nurse has a basic understanding of community health needs and resources.	The school nurse has a thorough knowledge of services and is able to match appropriate services to the needs of individuals.	The school nurse is effective in identifying services that are appropriate for the individual student's needs and serves as a resource for others in the school environment.

Administrator Initials

Nurse Initials

Formal Observation Summary, page 4
Charlotte Danielson, Enhancing Professional Practice
A Framework for Teaching, 2007

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>3a. Ability to identify needs of adolescents regarding pregnancy and sexuality</p> <p>Evidence:</p>	<p>The school nurse is unable to recognize the needs of the adolescent regarding pregnancy and sexuality.</p>	<p>The school nurse possesses a general knowledge of the health issues surrounding adolescent pregnancy and sexuality.</p>	<p>The school nurse consistently recognizes the needs of the adolescent and implements appropriate intervention.</p>	<p>The school nurse possesses thorough knowledge of appropriate community/outside agencies and provides referrals.</p>
<p>3b. Knowledge of psychosocial needs impacting adolescent health</p> <p>Evidence:</p>	<p>The school nurse has no knowledge of the psychosocial needs of the adolescent.</p>	<p>The school nurse has limited knowledge of psychosocial needs of the adolescent.</p>	<p>The school nurse consistently demonstrates an understanding of the psychosocial needs of the adolescent.</p>	<p>The school nurse consistently collaborates with PPS colleagues and appropriate outside community agencies as needed.</p>
<p>3c. Knowledge of medical technology in the school setting</p> <p>Evidence:</p>	<p>The school nurse lacks awareness or is resistant to medical technology.</p>	<p>The school nurse has a limited awareness of medical technology used in the school setting.</p>	<p>The school nurse demonstrates the ability to utilize medical technology in a school setting.</p>	<p>The school nurse demonstrates a broad knowledge of current medical technology and pursues educational opportunities to enhance delivery of services in the school setting.</p>

Administrator Initials

Nurse Initials

Formal Observation Summary, pages 5
 Charlotte Danielson, Enhancing Professional Practice
 A Framework for Teaching, 2007

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d. Knowledge of abuse and neglect	The school nurse does not recognize and / or does not report abuse and neglect.	The school nurse understands all categories of child abuse are required by law to be reported to the proper authorities.	The school nurse consistently recognizes and reports all categories of abuse to appropriate authorities.	The school nurse collaborates with PPS colleagues and appropriate support services. Performs physical assessment, documents findings, provides first aid for any injuries requiring emergency management, reports suspicion of abuse/neglect to authorities in accordance to child protection laws and school district policies.
<i>Evidence:</i>				
3e Individualized educational plan	The school nurse does not understand the process of creating an Individual Education Plan for an identified student with a medical need.	The school nurse has a basic understanding of the process of creating an Individual Education Plan for an identified student with a medical need.	The school nurse participates in developing a goal that is educationally relevant to an individual medical need.	The school nurse consults and collaborates with other school personnel, the parents and the student, in gathering other health related information pertinent in developing and IEP goal.
<i>Evidence:</i>				
3f. Multidisciplinary conference	The school nurse does not provide an accurate written report and does not communicate effectively with those involved in the MDC.	The school nurse provides a basic written report.	The school nurse provides an accurately written report and attends the MDC to present findings.	The school nurse provides an accurately written report, can communicate pertinent health information, and contributes in determining special education eligibility.
<i>Evidence:</i>				

Administrator Initials

Nurse Initials

Formal Observation Summary, page 6

Charlotte Danielson, Enhancing Professional Practice
A Framework for Teaching, 2007

Component	Unsatisfactory	Basic	Proficient	Distinguished
3g. Individualized Health Plan (IHP)	The school nurse does not possess an understanding of an Individualized Health Plan.	The school nurse possesses a basic understanding of a basic Individualized Health Plan.	The school nurse develops an IHP for a student with a medical need that interferes with the educational process.	The school nurse constructs the IHP that contains the following identifiable parts: history, assessment data, nursing diagnosis, goal of care, nursing actions or interventions, and expected outcomes to reflect the needs of a student in an educational setting.
<i>Evidence:</i>				
3h. Special education laws/ American with Disabilities (504)	The school nurse does not possess a knowledge of special education laws and section 504 of the rehabilitation act (ADA).	The school nurse has a basic knowledge of special education laws and section 504 (ADA).	The school nurse has a thorough understanding of special education laws and section 504 (ADA).	The school nurse collaborates with other school personnel, the parents and student and other appropriate outside community agencies to provide necessary accommodations in the educational setting.
<i>Evidence:</i>				
3i. Nursing Practice Act	The school nurse does not possess an understanding of how the state Nurse Practice Act regulates school nursing.	The school nurse has a basic understanding of how the state Nurse Practice Act regulates school nursing.	The school nurse utilizes the nurse practice act as a guideline for nursing care in the educational setting.	The school nurse possesses a thorough understanding of the Nurse Practice Act, what nursing care can be delegated, qualifications of persons providing nursing care, and how failure to comply may result in litigation or loss of one's nursing license.
<i>Evidence:</i>				

Administrator Initials

Nurse Initials

Formal Observation Summary, page 7
 Charlotte Danielson, Enhancing Professional Practice
 A Framework for Teaching, 2007

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a. Medication policy	The school nurse does not possess an understanding of the district medication policy regulating the authorization of medication in the school setting.	The school nurse has a basic understanding of the district medication policy regulating the authorization and administration of medication in the school setting.	The school nurse implements the district medication policy as defined.	The school nurse collaborates with parents, physicians, and students regarding safe distribution of medication. The school nurse maintains proper authorization, and documentation of records. The school nurse provides appropriate storage of medications.
Evidence:				
4b. Management of health records	The school nurse does not possess an understanding of compliance with state, federal laws, regulations and guidelines governing school health records.	The school nurse has a basic understanding of the need for compliance of school health records.	The school nurse maintains accurate and complete health records on each student while maintaining confidentiality.	The school nurse efficiently interprets health record information. The school Nurse seeks out clarification of incomplete records while striving for the goal of compliance of all records according to state law.
Evidence:				
4c. Supervision and delegation of care	The school nurse does not understand roles and responsibilities that may be delegated to paraprofessionals and volunteers.	The school nurse has a limited awareness of nursing responsibilities that may be delegated to paraprofessionals and volunteers.	The school nurse clearly defines tasks to be delegated to para- professionals and volunteers within guidelines of their job description.	School nurse delegates tasks, provides supervision, inservice training and evaluation of performance of paraprofessionals and volunteers.
Evidence:				

Administrator Initials

Nurse Initials

Formal Observation Summary, page 8

Charlotte Danielson, Enhancing Professional Practice
A Framework for Teaching, 2007

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>4d. Growing and developing professionally - Formal</p>	<p>The school nurse does not pursue opportunities to expand his/her knowledge base or acquire new skills.</p>	<p>The school nurse pursues course work, seminars and workshops to enhance knowledge and develop skills</p>	<p>The school nurse is active in developing expertise in relevant areas and shares that knowledge and expertise with colleagues.</p>	<p>The school nurse continually expands knowledge and skills, sharing with colleagues and incorporating knowledge into practice and programs. The school nurse maintains professional affiliations.</p>
<p>Evidence:</p>				
<p>4e. Growing and developing professionally - Informal</p>	<p>The school nurse does not utilize opportunities to read about and discuss current professional literature and issues.</p>	<p>The school nurse engages in reading and discussions related to professional issues.</p>	<p>The school nurse actively shares from personal reading and initiates discussions with colleagues about issues related to education and nursing.</p>	<p>The school nurse incorporates knowledge and insights into daily practice utilizing professional journals, resources, and other technologies.</p>
<p>Evidence:</p>				
<p>4f. Awareness of available resources and community agencies</p>	<p>The school nurse is unaware of available resources and does not provide appropriate referrals.</p>	<p>The school nurse has general knowledge of resources and can refer appropriately as needed.</p>	<p>The school nurse has comprehensive knowledge of available resources and makes appropriate referrals as needed.</p>	<p>The school nurse is a resource for others in sharing knowledge and making referrals to community resources and agencies.</p>
<p>Evidence:</p>				
<p>4g. Cooperative working agreement with community agencies</p>	<p>The school nurse does not make appropriate referrals and does not respond to requests from community agencies regarding the student's needs.</p>	<p>The school nurse makes appropriate referrals and responds to requests from community agencies.</p>	<p>The school nurse actively collaborates with community agencies.</p>	<p>The school nurse initiates effective relationships with community agencies.</p>
<p>Evidence:</p>				

Administrator Initials

Nurse Initials

Formal Observation Summary, page 9
Charlotte Danielson, Enhancing Professional Practice
A Framework for Teaching, 2007

Component	Unsatisfactory	Basic	Proficient	Distinguished
4h. Ethics and professional conduct	The school nurse does not have an understanding of the issues involving ethics and professional conduct.	The school nurse has a basic knowledge of proper professional conduct and ethics.	The school nurse demonstrates proper professional and ethical conduct.	The school nurse is a resource for others in issues of professional conduct and ethics.
Evidence:				
4i. Standards of Professional School Nursing Practice	The school nurse is not aware of the Standards of Professional School Nursing Practice.	The school nurse has a basic understanding of the Standards of Professional School Nursing Practice.	The school nurse has a thorough knowledge of the Standards of Professional School Nursing Practice.	The school nurse consistently uses the Standards of Professional School Nursing Practice as a guideline for competent practice.
Evidence:				

Recommendations:

This document serves as the permanent record citing evidence of one specific classroom observation.

Teacher's Signature _____

Administrator's Signature _____

Date _____

Date _____

Administrator Initials

Nurse Initials

Formal Observation Summary, page 10
Charlotte Danielson, Enhancing Professional Practice
A Framework for Teaching, 2007