

AGREEMENT

Between the

BOARD OF EDUCATION OF

LELAND COMMUNITY UNIT SCHOOL DISTRICT NO. 1

and the

COMMUNITY UNIT NO. 1 TEACHERS' ASSOCIATION

2013-2014

2014-2015

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AGREEMENT

ARTICLE I

THIS AGREEMENT is made and entered into by and between the BOARD OF EDUCATION OF LELAND COMMUNITY UNIT SCHOOL DISTRICT NO. 1, LaSalle County, Illinois, (hereinafter referred to as the "Board") and the COMMUNITY UNIT NO. 1 TEACHERS' ASSOCIATION, affiliated with the Illinois Education Association, IEA/NEA, (hereinafter referred to as the "Association"). The Board and the Association believe that they have a common responsibility to provide the pupils of the District with a quality educational program. It is the hope of both parties that this agreement will assist in the maintenance of such an educational program.

ARTICLE II RECOGNITION AND SCOPE

2.1 Recognition. The Board hereby recognizes the Association as the sole and exclusive bargaining agent for all regularly employed full and part-time certificated teaching personnel, excluding the superintendent, principals, administrators, substitute teachers, and any other employees excluded from coverage under the Illinois Educational Labor Relations Act.

2.1.1 Definition. When used herein, the term "teacher" or the term "employee" shall refer to members of this bargaining unit as defined above.

2.2 Scope. The Board and the Association agree to negotiate in good faith with respect to wages, hours and other terms and conditions of employment as required by law, provided that such obligation does not compel either party to agree to a proposal or require the making of a concession.

2.3 Fair Share. No employee shall be required to join the Association as a condition of employment. However, each full-time teacher who is not a member of the Association is required to pay a fair share fee to the Association for the purpose of deferring the costs of services rendered by the Association to non-members.

In the event a teacher does not pay the fair share fee directly to the Association within 30 days following the commencement of employment, the Board shall deduct the fair share fee from the wages of the employee in accordance with the procedures currently established in the District for membership dues deduction.

At least annually, the Association must certify the amount of this fair share fee, which may not include contributions related to the election or support of candidates for political office. The Association shall also comply with the Notice of Fair Share fees requirement and other provisions as

provided by the applicable rules of the IELRB. The Board shall not be required to deduct the fair share fee until the certification and notice requirements described herein have been met as required by applicable law and/or the rules and regulations of the IELRB.

The obligation to pay a fair share fee will not apply to any employee who, on the basis of either a bona fide religious tenet or teaching of a church or religious body of which such employee is a member, objects to the payment of a fair share fee to the Association.

The Association shall indemnify and save the Board harmless against any and all claims, demands, suits, or other forms of liability, including all costs and attorney's fees that shall arise out of or by reason of any action taken or not taken by the Board for the purpose of complying with this Article, or in reliance upon any list, certification or notice furnished pursuant to this Article.

Notwithstanding anything herein to the contrary, this Section 2.3 shall not apply to those District employees not members of the Association as of September 30, 1985. No such employee shall be required by this Article to pay any fair share fee.

ARTICLE III WORKING CONDITIONS

3.1 School Calendar. The Board shall annually adopt a school calendar as required by applicable law. A copy of administration's tentative calendar shall be provided to the Association a reasonable period of time prior to its adoption by the Board in order that the Association may submit written suggestions regarding the tentative calendar. The teachers shall be placed on Board agenda for the purpose of presenting such suggestions to the Board.

3.2 Duty Free Lunch. Each teacher shall be guaranteed a duty-free lunch of at least thirty (30) minutes per day.

3.3 Preparation Time. The Board will continue to provide release time to teachers for preparation purposes. During the regular student day, 8:10 a.m. to 3:05 p.m., the Board will provide no less than 150 minutes of release time per each five day work week. In the event that the Board wishes to change the number of periods in the school day at the secondary level, it shall appoint a committee which includes teachers to consider the issue.

3.4 Assignment. Teachers will be given their tentative schedules no later than the last day of the school term. The administration shall promptly notify a teacher of any change to his/her schedule forty-five (45) days before the start of the next school term provided that the administration is aware at that time, otherwise, the teacher will be notified as soon as reasonably possible after the administration becomes aware of the change.

3.5 Work Day and Work Hours. The regular teacher work day shall be from 7:45 a.m. to 3:30 p.m. Exceptions being Fridays and the day before holidays and vacations when the

teacher dismissal time shall be 3:15 p.m. (2:15 p.m. when student dismissal time is 2:00 p.m.) Teachers may be required to remain until 3:45 to attend meetings or meet with parents or students.

3.6 Discipline. The Board and Association agree that proper student control is a joint effort of teachers and administrators at all times wherein students are under the jurisdiction of the school. All certified staff members shall assume reasonable responsibility for student control and enforcement of the approved code of discipline. Administration shall continually support faculty in providing information to students about desired behavior.

ARTICLE IV

EMPLOYEE/ASSOCIATION RIGHTS

4.1 Curriculum Development. Teachers shall have the right and responsibility to participate in activities designed to improve the curriculum and, by working through established channels they may make recommendations for curricular change.

4.2 Indemnification. The Board shall protect and indemnify teachers against damage claims and suits, including the defense thereof, when damages are sought for negligent or wrongful acts alleged to have been committed in the scope of employment as provided for in the applicable provisions of the Illinois School Code. All teachers shall sign up for any liability insurance coverage offered by the State at no cost to the teachers.

4.3 In-Service Program. A committee of teachers in conjunction with the principal shall have the right to make recommendations regarding the in-service programs to be used in the District.

4.4 Personnel Files. Teachers shall have the right upon request and at reasonable times to review the contents of their personnel files, except for pre-employment references. Only one official file shall be kept for each teacher. Each teacher shall have the right to insert material relevant to his service in this school or his qualifications in general. A teacher shall have the right to attach dissenting material to any item in his file. Reasonable requests by teachers for single copies of materials in their official file, except privileged information, will be honored by the Administration. Transcripts, certificates and any item of personal value to the teacher shall, upon request, be made available to the teacher upon termination from the District provided, however, that the District will retain all records or copies thereof as deemed necessary for business purposes or as may be required by law.

4.5 Notice of Special Board Meeting. Except in emergency situations, the Board will use reasonable effort to notify the Association's President of any special meetings of the Board. During

the summer months, the Superintendent will attempt to telephone the Association President to advise as to any special meetings.

4.6 Board Minutes. Copies of all synopses of Board minutes, if any, shall be e-mailed or (upon request) mailed to the Association President and all association members within a reasonable time after their preparation.

4.7 Access to Information. The Board shall make available to the Association upon request the financial records of the District. The Association may request and receive a copy of any public records of the Board, except those exempt from disclosure by law. The Superintendent shall post the agenda for each Board meeting on the bulletin board in the Superintendent's office and shall also place a copy of the agenda in the teachers' lounge. A copy of Board minutes, when prepared and approved for distribution, shall be provided to the local Association President.

4.8 New Teachers. Names and addresses of newly hired teachers shall be provided to the Association as soon as available and only with the consent of the teacher.

4.9 Mailbox. The Association may use the school mailboxes to facilitate the dissemination of official identified Association material. The Association agrees, however, not to knowingly use the mailboxes for any purpose which has an adverse effect on the District.

4.10 Use of Bulletin Boards. The Board agrees that the Association shall not be prohibited from using any available bulletin board space in employee lounges or other areas not frequented by students for the purpose of posting notices and other materials related to Association activities. All notices and materials that are posted are to be signed or initialed by an authorized Association representative.

4.11 Association Meetings. The Association shall have the right to use the school building to hold general membership meetings, provided that the principal is given reasonable advance notice, the meeting will not disrupt or interfere with any facet of the school's educational, administrative or extracurricular programs, and so long as the Association reimburses the District for any additional maintenance as custodial expenses covered by such a meeting.

4.12 Insurance Advisory Committee. The parties hereby agree to establish a health insurance advisory committee. Said committee shall be comprised of the Superintendent, one member of the support staff selected by the Superintendent, and three (3) members of the Association. Any person may submit suggestions to the committee either orally or in writing. The committee is authorized to consider and study cost containment, claims handling services, cost reduction measures, benefits and other items relating to the Board's health insurance plan. The committee may make advisory recommendations to the Board relating to employee health insurance issues.

These recommendations shall be advisory only and shall not be binding on the Board. Committee approval shall not be required for any decision relating to insurance. Committee meetings or communications shall not be considered to be negotiations. Participation on the committee shall be voluntary, and considered non-work time, and the members of the committee shall not be entitled to any additional compensation because of their participation. The committee shall meet as needed at mutually agreeable times that do not conflict with any teacher's normal school day.

ARTICLE V

GRIEVANCE PROCEDURE

5.1 Definition. A grievance is defined as a written claim that there has been a violation, misinterpretation or misapplication of a specific provision of this agreement. No grievance will be processed or entertained unless it is filed in writing in accordance with Step 1 within fifteen (15) days after the occurrence of the event giving rise to the grievance.

5.2 General Provisions.

5.2.1 Time Limits. All time limits consist of school days except that between the end of the school term in June and the beginning of the next school term, the time limits shall consist of days when the District's business offices are open. All time limits may be extended by mutual written agreement between the parties. Failure to follow the time limits, except when mutually extended, shall act as a bar for further process of the grievance.

5.2.2 Association Representation. An employee will be entitled to Association representation at each step of the grievance process.

5.2.3 Bypass. Upon the mutual agreement of the Association and the superintendent, a grievance may be brought directly to any step.

5.2.4 No Reprisals. No reprisals shall be taken by the Board or Administration against an employee because of participation in any grievance. Files of grievances shall be kept separate and distinct from the personnel files.

5.2.5 Convenience. The parties will attempt to arrange mutually convenient times and places for meetings and hearings conducted pursuant to this Article.

5.2.6 Informal Resolution. The parties agree that it is usually most desirable for an employee and the employee's immediate supervisor to resolve problems informally. Therefore, an attempt to resolve problems informally should be made. If a grievance cannot be resolved informally, it must be processed in accordance with the below procedures. The employee may bring a representative of his choice to the informal conference provided that the employee notifies the supervisor reasonably in advance of the meeting of his intention to do so. The parties agree, however, that it is often best to carry out the informal conference without representation.

5.3 Procedures.

5.3.1 Step 1. The grievant shall file his grievance in writing with the building principal within thirty (30) school days of the occurrence of the event giving rise to the grievance. The building principal or designee shall confer with the grievant in an attempt to resolve the grievance. A decision in writing shall be rendered to the grievant within ten (10) days of the conference.

5.3.2 Step 2. If a satisfactory agreement is not reached at Step 1, the grievant may appeal to the superintendent or his designee in writing within ten (10) days after receipt of the decision of the building principal or his designee. The superintendent or his designee shall hold a conference within ten (10) days after receipt of the appeal and a written decision shall be rendered by him or his designee within ten (10) days after the conference.

5.3.3 Step 3. If the grievance is not resolved at Step 2, the grievant may submit the grievance to the Board of Education. The grievance must be submitted to the Board within ten (10) days of the Superintendent's decision or the date upon which it was due. The Board will conduct a hearing on the grievance within forty-five (45) calendar days of the submission. The Board shall render its decision within ten (10) days after the hearing.

5.3.4 Step 4. In the event that the grievant is not satisfied with the disposition of his grievance at Step 3, the grievance may be submitted to binding arbitration within twenty (20) days after receipt of the Step 3 decision. The parties may attempt to agree upon an arbitrator within ten (10) school days after receipt of the notice of referral. In the event the parties are unable to agree upon an arbitrator within the ten (10) day period, the parties shall request an arbitrator from the American Arbitration Association. The selection of the arbitrator shall follow the standard operating procedures set forth by the American Arbitration Association. The arbitrator shall have no right to amend, modify, nullify, ignore, add to or subtract from the provisions of the agreement. He shall consider and decide only the specific issues submitted to him in writing and shall have no authority to make any decision or recommendation on any other issue not so submitted to him.

The arbitrator's decision shall be based solely upon his interpretation of the meaning or application of the specific terms of this agreement to the facts of the grievance presented. The fees of the arbitrator and that of a court reporter, if requested by either party, shall be divided equally between the Board and the Association. All other expenses shall be borne by the party incurring them.

ARTICLE VI

MANAGEMENT RIGHTS

6.1 Management Rights. All management rights and functions, except those which are clearly and expressly abridged by this agreement, shall remain vested exclusively in the Board. It is expressly recognized, merely by way of illustration and not by way of limitation, that such rights and functions include, but are not limited to (1) full and exclusive control of the management of the District, the supervision of all operations, the methods, processes, means and personnel by which any and all work will be performed, the control of property and the composition, assignment, direction and determination of the size and type of its working forces; (2) the right to determine the work to be done and the standards to be met by employees covered by this agreement; (3) the right to change or introduce new operations, methods, processes, means or facilities, and the right to determine whether and to what extent work shall be performed by employees; (4) the right to determine the qualifications of employees, and to suspend, discipline and discharge employees for cause and otherwise to maintain an orderly, effective and efficient operation.

6.2 No Strike Clause. During the term of this agreement, the Association agrees not to strike, not to engage in any work stoppages, and not to picket in any manner which would disrupt the operations of the School District.

ARTICLE VII

LEAVES

7.1 Sick Leave and Sick Leave Bank. Sick leave shall be granted on the basis of :

0-12 years of service in the district: 12 days

13-24 years of service in the district: 14 days

25+ years of service in the district: 16 days

Sick leave shall be interpreted to mean personal illness or serious illness or death in the immediate family which includes: parents, spouse, brothers, sisters, children grandchildren, grandparents, parents-in-law, sisters-in-law, brothers-in-law, and legal guardians. One (1) day of sick leave may be used in the case of the death of aunts, uncles, nieces, nephews, sons-in-law, daughters-in-law, grandparents-in-law and close personal friends as determined by the Superintendent. The use of additional available sick leave may be authorized for bereavement purposes on a case by case basis by the Superintendent in his or her discretion.

The Board may/will require a physician's certificate as a basis for pay after three (3) consecutive days of personal illness, or as it may deem necessary in other cases. Sick leave shall be provided to part-time teachers on a pro rata basis. Absence under this Section for a block of time less than two (2) hours will be deducted as one-quarter (1/4) of a day; absence for a block of time more than two (2) hours, but less than four (4) hours, will be deducted as one-half (1/2) of a day; absence for a block of time more than four (4) hours will be deducted as a full day. Unused sick days will accumulate without limitation.

The sick leave bank terminates at the end of the 2012-13 school year. Any days remaining in the sick leave bank at the end of the 2012-13 school year will be distributed evenly to current faculty members who contributed days during the 2012-13 school year

7.2 Personal Leave. An employee may use two (2) days of personal leave each year for the purpose of conducting urgent personal business which cannot be conducted during non-school hours. Personal leave may not be used on the day before or the day after any holiday or vacation period. In extraordinary and exceptional circumstances, the Superintendent may grant personal leave outside foregoing limits at his sole discretion and any such action shall not be appealable or precedential in any respect. Notice of proposed use of personal leave must be given to the principal at least forty-eight (48) hours in advance, provided that the superintendent may waive this requirement if, in his judgment, an emergency situation prevented the notice. Absence under this Section for a block of time less than two (2) hours will be deducted as one-quarter (1/4) of a day; absence for a block of time more than two (2) hours, but less than four (4) hours will be deducted as one-half (1/2) of a day; absence for a block of time more than four (4) hours will be deducted as a full-day. Personal leave may accumulate without limit, provided, however, that no more than five (5) such leave days may be taken in any academic year. If a staff member voluntarily leaves the school district or upon termination from the District other than dismissal for cause, staff members will have their accumulated personal leave days reported as sick days to TRS. At retirement, a teacher may elect to use accumulated personal leave days for TRS credit purposes, if allowed by TRS. Personal leave is available to part-time teachers on a pro-rata basis.

7.3 Professional Leave. One day of professional leave per year shall be allowed each teacher. This leave shall not be charged to sick leave or personal leave. Administrative approval must be received before professional leave may be used. Expenses not exceeding \$200.00 will be paid by the Board. Teachers who are assigned by the District to state mandated programs, required to fulfill District requirements, or teachers who have arranged with an outside agency for the cost of participation and the substitute teacher, shall experience no loss of their professional day if the Superintendent deems their attendance necessary. The Superintendent may approve additional professional leave on a case by case basis in his or her discretion. Reimbursement will be on December 15 and June 15.

7.4 Jury Duty Leave. Employees who are required to serve on jury duty during the year shall receive full salary during the period of such service. The employee shall be required to remit to the District the fee received for service. Daily rates received for such duties shall be reimbursed to the District only for those working days when the teacher was absent and do not include any compensation received for food or travel.

7.5 Military Leave. Employees shall be granted a leave of absence without pay while in the military service of the United States.

7.6 General Leave. The Board may grant a leave of absence without pay for a period of up to one school year. Requests for such leave are to be submitted to the Board through the Superintendent.

7.7 Mandated Educational Trips. If a teacher is accompanying students on a school-mandated trip, this will not count as his/her professional day.

7.8 Association Leave. The Association may send one (1) teacher to the annual IEA-NEA Representative Assembly for no more than two school days each year without loss of salary or leave credit providing that the Association shall reimburse the District for the cost of the substitute for the teacher.

7.9 Childrearing Leave. Teachers may be granted an extended leave of absence for childrearing purposes subject to the below-stated conditions and limitations. No teacher is required to take a childrearing leave, but instead, may utilize available sick leave for those work days during which the teacher is unable to work due to pregnancy or any pregnancy-related disability.

1. Teachers may commence a childrearing leave whenever they choose, but no later than the date upon which the mother or child is discharged from the hospital or five days from the date of delivery whichever occurs last.

2. Childrearing leave will be granted to teachers in accordance with a plan arranged with the Superintendent. The plan must state the date upon which the teacher shall begin and return to work from the leave. A childrearing leave may be for the duration of the school term during which the leave begins.

3. Any teacher granted a childrearing leave, who has completed 90 days or more of work during that school year, shall be considered to have completed a full year for the purpose of advancement on the salary schedule for that year. Upon a teacher's return from childrearing leave, the teacher shall be granted the same or comparable position within the system. Teachers on childrearing leave are subject to dismissal on the same terms and conditions as are applicable to all other teachers.

4. A teacher granted a childrearing leave may make arrangements during the leave to continue hospitalization and surgical insurance coverage, as provided under fringe benefits, at the teacher's own expense.

5. A childrearing leave shall also be available to any teacher who furnishes satisfactory evidence of pending adoption proceedings and who applies in writing to the Board of Education.

6. Family and Medical Leave Act (FMLA) and available sick leave shall run concurrently for childrearing leaves.

7.10 Testimony. For subpoenaed testimony in court, there shall be no loss of pay unless the employee or the Association or any of its local members or agents are parties to the case. This leave shall not be granted for more than two (2) work days per school term.

7.11 Injury on the Job. A School District employee who is absent from work due to injury on the job shall be entitled to keep any Worker's Compensation check to which he or she is entitled under the Illinois Worker's Compensation Act, and also to receive the difference between such Worker's Compensation benefit check and the amount of full salary or pay (less applicable deductions) from the School District. Such employee shall be eligible to receive School District salary or pay in addition to the Worker's Compensation benefits only for so long as the employee has sick leave available, and such employee shall be charged one-third (1/3) of a day of sick leave for each day absent. In the alternative, an employee may choose to receive full salary or pay from the School District, with a proportionate sick leave deductions, as long as sick leave is available and on the condition that any Worker's Compensation benefit check payable to such employee for the period during which sick leave is being used are endorsed over to the School District by such employee. Also, should the employee choose to do so, the employee may keep any worker's compensation payments received and not use any available sick leave in which case the District shall make no additional salary payment to the employee during the period of disability for which worker's compensation payments are made to the employee. It is the intention of this policy to afford employees not more than full pay by way of sick leave and Worker's Compensation benefits for injuries on the job.

ARTICLE VIII

EVALUATION

8.1 Official evaluation forms pertaining to members in the bargaining unit shall be appended as Appendix C to this Agreement. Such forms are included solely for purposes of information and notice to teachers as to the form to be used. Prior to any change in the evaluation procedures set forth in the plan, the Administration will meet with the Association to agree to the formulation of such change(s). In the event the form is modified, as provided by law or in accordance with the terms of this Agreement, teachers shall be notified when such changes occur.

ARTICLE IX

SENIORITY, LAY-OFF, AND RECALL

9.1 Seniority Definition. For purposes of this Article IX, seniority is defined as the length of service as a full-time teacher from the date of most recent hire in the District. A teacher who is afforded a non-paid leave of absence does not receive credit for the period of the leave. Seniority shall be calculated in increments of school years and days converted to a fraction of days/180. Should a conflict arise concerning two (2) or more teachers with identical seniority, the date of official Board action on the teacher's employment shall be the determining factor. If a tie still exists, the date of receipt of application resulting in employment as a teacher shall be used to break the tie.

9.2 Joint Committee. The Recall and Layoff Committee established by operation of law shall consist of equal numbers of Board and Union members. The Committee shall follow the applicable provisions of The Illinois School Code in all matters, including establishing District Grouping of teachers. The Committee may, by majority vote, consider a standard to move employees from Group 2 to Group 3. It is the intent of the parties not to place teachers in any group based on the teacher's non-district evaluations, unless required to do so by applicable law or the Committee's policies, procedures, and forms.

9.3 Recall Rights. If the Board has any vacancy for the school year following a reduction in force or within one year from the commencement of the following school term, the position(s) then becoming available shall be tendered to the tenured teacher(s) honorably dismissed so long as they are legally qualified to hold such position(s) at the time the position(s) become vacant. Vacant positions include full-time teaching positions and full-year, part-time teaching assignments, but do not include substitute positions and positions becoming vacant because of leaves, whether paid or unpaid. A tenured teacher so recalled retains tenure status but the period of time while the teacher did not teach shall not be counted toward seniority. To be eligible for recall, the honorably dismissed tenured teacher must provide the Board in writing, prior to the last day of the school term of dismissal, with the address where such teacher may be reached. The teacher must also notify the Board in writing, within fourteen (14) calendar days of mailing or within seven (7) calendar days of receipt of the offer, whichever shall occur first, of the acceptance of a vacant position offered to the teacher during the recall period. Failure to notify the Board of acceptance shall constitute a rejection of the offer of employment. If a teacher rejects an offer of a full-time vacant position, the teacher shall be deemed to have waived any and all further recall rights.

ARTICLE X

COMPENSATION AND FRINGE BENEFITS

10.1 Salary. The salaries for the 2013-14 and 2014-15 school years are as set forth on the salary schedule attached hereto in Appendix A.

10.1.1 Vertical Placement and Advancement. It is recognized that teaching is a profession and that the success of the educational program depends in large part upon the effectiveness of teaching. Although vertical advancement on the schedule shall normally be at the rate of one step each year, the Board reserves the right to withhold a vertical salary increment as to any teacher whose performance is unsatisfactory and who receives a letter of remediation from the Board. A teacher who has been rated unsatisfactory but subsequently completes his or her remediation period with a rating of satisfactory or better shall advance one vertical step on the schedule upon successful completion of his or her remediation, and shall be paid any salary that was withheld as a result of the teacher being placed on remediation. In no case shall a teacher be entitled to more than one vertical step advancement in any school year.

10.1.2 Horizontal Placement. Horizontal or lane placement for each school term shall be determined by the number of credit hours earned as of September 1st of the school term. Evaluation of credits shall be on the basis of official transcript issued by a recognized college or university. Credit hours for advancement to any lane beyond the MA lane must be earned after the award of the MA and all credit hours used for any lane advancement must have the prior approval of the Superintendent.

10.1.3 TRS Contributions. The Board shall pick up and pay to the Illinois Teachers Retirement System (TRS), on behalf of each teacher, the required TRS contribution from the appropriate salary shown on the salary schedule.

Limitation: It is the intent of both the Board of Education and the Leland Community Unit No. 1 Teachers' Association that the Board of Education not be assessed any fees or other penalties by TRS as a result of contributions made on behalf of employees. Therefore, TRS contributions shall be limited to those that incur no penalty or fees.

10.2 Insurance. The Board will pay the cost of insurance premiums for single coverage for each full-time teacher participating in the Board's selected Major Medical and Dental insurance plan and a \$40,000 term life insurance program. It is understood that the individual employee will pay the full \$2,000 individual deductible. Any further costs will remain the sole responsibility of the employee.

10.3 Internal Substitution. In the event that internal substitutes are needed, they shall first be sought on a volunteer basis. Failing to obtain volunteer substitutes, the administration may rotate on a fair and equitable basis internal substitute assignments. Per hour of internal substitution, a certified staff member will be paid .0675% multiplied by the base salary of the contract (BA+0, Step 0). During the period of this contract, the per period rate shall be \$19.72 (\$19.72 plus TRS of \$2.054= \$21.77) for the 2013-2014 school year and \$19.75 for 2014-15 (\$19.75 plus TRS of \$2.05=21.80) contract years. Payment shall be December 6 and June 6 by separate check. Internal substitution under this Section must be approved by the Principal.

10.4 Reserved.

10.5 Mileage Reimbursement. Certified staff members driving their own cars on approved school business shall be reimbursed at the current IRS rate per mile. Mileage reimbursement will be paid twice a school year on December 15 and June 15.

10.6 Extracurricular Pay. Compensation for extracurricular activities, when conducted, shall be according to the provisions of Appendix B attached to this Agreement.

10.7 Continuing Education. The Board will pay Two Hundred Sixty-Four Dollars (\$264.00) per semester hour toward tuition for up to fifteen (15) semester hours every three (3) years. Payment for first semester classes will be made in February. Payment for second semester and summer classes will be made in September, provided that the teacher returns to employment with the District.

ARTICLE XI

NEGOTIATIONS

11.1 Each party in any negotiations shall select its negotiating representative provided that the Board shall not select a teacher as herein defined as its representative and the Association shall not select a Board member, the Superintendent, principal or assistant principal.

11.2 Negotiations shall begin no later than May 15 unless both parties agree to an alternative date. Meetings will be held at reasonable times and places as agreed to by both parties.

11.3 When the Association and Board reach tentative agreement on all matters being negotiated, they will be reduced to writing and shall be submitted to the membership of the Association for ratification and to the Board for official approval.

11.4 Upon declaration of an impasse or upon invocation of mediation by the Illinois Education Labor Relations Board, the parties shall request the Federal Mediation and Conciliation Service to provide a mediator. The mediator shall not, without the consent of both parties, make findings of fact or recommend terms of settlement.

11.5 Cost for consultants chosen by any party shall be paid by that party.

ARTICLE XII

MISCELLANEOUS

12.1 Savings. Should any article, section or clause of this Agreement be declared illegal by a court of competent jurisdiction, said article, section or clause shall be automatically deleted from this Agreement to the extent that it violated the law, but the remaining provisions of this Agreement shall remain in full force and effect for the duration of this Agreement, if not affected by the deleted article, section or clause.

12.2 Entire Agreement. The parties acknowledge that during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining, and that the understanding and agreements arrived at by the parties after the exercise of that right and opportunity are set forth herein. If the Board wishes to change an established policy which would directly affect wages, fringe benefits or working conditions not covered by this agreement but which are mandatory subject of bargaining under Paragraph 10(a) of IELRA, the Union shall be notified in writing and may within five (5) working days of receipt of said notice, request a meeting with the Superintendent or his designee for the purpose of negotiating the change. The parties agree that this contract contains the complete and entire understanding of the parties hereto. This Agreement may only be amended during its terms by the parties' mutual agreement in writing.


12.3 Duration. This Agreement shall be effective as of the first day of 2013-14 school term, and shall remain in full force and effect until the end of the day preceding the first scheduled work day of the 2015- 2016 school term, as set forth on the school calendar, and shall be automatically renewed from year to year thereafter unless either party shall notify the other in writing, on or before April 1st, of the year in which this Agreement is to expire, that it desires to modify or terminate this Agreement. In the event such notice is given, negotiations shall commence on a mutually agreeable date no later than May 15th of the year in which this Agreement is to expire.

This Agreement is signed and approved this 16th day of October 2013.

ASSOCIATION




President



Secretary

BOARD OF EDUCATION



President



Secretary

Appendix B

Group A

WYSE
8th Grade Sponsor
National Honor Society
Spelling Bee
Young Authors
Art Fair
Science Fair

Group B

Magazine Sales
Outdoor Education 3 days
Journey Through Life

Group C

Freshman Class Sponsor
Sophomore Class Sponsor
SADD

Group D

Jr. High Student Council
Academic Bowl
5 & 6 Boys Basketball
5 & 6 Girls Basketball

Group E

Junior Class Sponsor
Senior Class Sponsor

Group F

Jr. High Asst. Track
Jr. High Cheer & Pep

Group G

Play Sponsor
HS Student Council
Jr. High Volleyball
Jr. High Soccer
Jr. High Head Track

Group H

Jr. High Girls Basketball
Jr. High Boys Basketball
HS Cheer & Pep

Group I

HS Asst. Volleyball
HS Asst. Track
Yearbook

Group J

Music Director

Group K

HS Head Volleyball
HS Head Soccer
HS Boys Asst. Basketball
HS Girls Asst. Basketball
HS Head Track

Group L

HS Boys Head Basketball
HS Girls Head Basketball

Appendix B

	Multiplier	2013-2014	
		With TRS	Base
Group A	0.0075	267.11	242.00
Group B	0.0095	337.75	306.00
Group C	0.0135	480.13	435.00
Group D	0.023	818.98	742.00
Group E	0.0255	907.28	822.00
Group F	0.031	1,103.75	1,000.00
Group G	0.042	1,495.58	1,355.00
Group H	0.048	1,708.61	1,548.00
Group I	0.061	2,171.08	1,967.00
Group J	0.063	2,242.82	2,032.00
Group K	0.081	2,883.00	2,612.00
Group L	0.109	3,879.68	3,515.00

BA+0 With TRS 32250.00

<u>Experience</u>	<u>Multiplier</u>
0-3	1.00
4-7	1.07
8+	1.14

Appendix B

	Multiplier	2014-2015	
		With TRS	Base
Group A	0.0075	267.11	242.00
Group B	0.0095	338.85	307.00
Group C	0.0135	481.24	436.00
Group D	0.023	820.09	743.00
Group E	0.0255	909.49	824.00
Group F	0.031	1,104.85	1,001.00
Group G	0.042	1,497.79	1,357.00
Group H	0.048	1,710.81	1,550.00
Group I	0.061	2,174.39	1,970.00
Group J	0.063	2,246.13	2,035.00
Group K	0.081	2,887.41	2,616.00
Group L	0.109	3,886.30	3,521.00

Base 32300

<u>Experience</u>	<u>Multiplier</u>
0-3	1
4-7	1.07
8+	1.14

Evaluation Rating System

Evaluation standards will be based in the four domains of Charlotte Danielson's *Framework for Teaching*, the standards.

<p>Domain 1 – Demonstrates effective planning and Preparation for instruction.</p> <ul style="list-style-type: none"> a. Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessments 	<p>Domain 2 – Creates an environment conducive to learning.</p> <ul style="list-style-type: none"> a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space
<p>Domain 3 – Demonstrates effective instruction.</p> <ul style="list-style-type: none"> a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness 	<p>Domain 4 – Demonstrates professionalism</p> <ul style="list-style-type: none"> a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Participating in a Professional Community e. Growing and Developing Professionally f. Showing Professionalism

In addition to the teaching framework, frameworks are provided for:

- Library/Media Specialist
- Guidance Counselor

INDIVIDUAL DOMAIN rating system:

- **Excellent** – Excellent ratings in 3 or more of the components of the domain, with the remaining components rated no lower than *Proficient*
- **Proficient** – No more than 1 component rated *Needs Improvement*, with the remaining components rated at *Proficient* or *Excellent*
- **Needs Improvement** – Two or more components rated *Needs Improvement*, with the remaining components rated at *Proficient* or *Excellent*
- **Unsatisfactory** – Any component rated *Unsatisfactory*

Formal Observation
Pre-Observation Conference
Self-Evaluation

This form is to be completed by the teacher, and submitted to the evaluator at least one day prior to the Pre-Observation Conference.

Teacher Name

Date of Pre-Conference

Domain 1 – Planning and Preparation

In what ways are you successful in the areas of this domain?

What are your challenges/concerns in the areas of this domain?

Domain 2 – Classroom Environment

In what ways are you successful in the areas of this domain?

What are your challenges/concerns in the areas of this domain?

Pre-Observation Conference
Self-Evaluation
continued....

Teacher Name

Date of Pre-Conference

Domain 3 – Instruction

In what ways are you successful in the areas of this domain?

What are your challenges/concerns in the areas of this domain?

Domain 4 – Professional Responsibilities

In what ways are you successful in the areas of this domain?

What are your challenges/concerns in the areas of this domain?

SUMMATIVE EVALUATION rating system:

- **Excellent** – *Excellent* rating in 2 or more of the domains, with the remaining domains rated as *Proficient*
- **Proficient** – No more than 1 domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or *Excellent*
- **Needs Improvement** – Two or more domains rated *Needs Improvement*, with the remaining domains rated as *Proficient* or *Excellent*
- **Unsatisfactory** – Any domain rated *Unsatisfactory*

Evaluation Process

Tenured Teachers

- Expected to maintain an overall Summative Rating of *Proficient* or *Excellent*
 - Minimum 2 observations during the 2 year cycle, one being formal
- Professional Development Plan will be developed for an overall Summative Rating of *Needs Improvement*
 - Minimum 3 observations, 2 being formal, within the school year following such a rating
- If AT ANY POINT in the evaluation cycle there is evidence of *Unsatisfactory* practice, an Overall Summative Evaluation may be conducted, at any point during the contractual year.
A Remediation Plan will be developed for an overall Summative Rating of *Unsatisfactory*.

Non-Tenured Teachers

- Each teacher will receive a 'Final Summative Rating' and recommendation for renewal/non-renewal of his/her contract each year
 - Minimum 3 observations, one being formal, during each school year
- Teachers in years 1 and 2 may receive a final Summative Rating of *Needs Improvement* (as they move toward proficiency)
- Teachers in years 3 and 4 are expected to maintain a final Summative Rating of *Proficient* or *Excellent*

Formal Observations

- Yearly for non-tenured teachers
- Every other year for tenured teachers
- Formal observations will be completed by March 15th of each year
- Notification a minimum of one week prior to observation
- *Pre-Observation Conference Self Evaluation form* given to teacher at least one day prior to conference
- *Pre-Observation Conference Guided Questions* can be referred to by teacher and evaluator
- Formal Observation is to last a minimum of 30 minutes
- Post-conference must take place within 10 school days of the formal observation
- Teacher will provide evaluator with completed *Post-Observation Conference Self- Reflection Form* at least 1 day prior to the Post-Conference

Informal Observations

- No required notification
- At least one conducted during each evaluation cycle
- Evidence observed will be aligned to the *Framework for Teaching*
- If informal observation is to be used in the Summative Evaluation, it must be shared with the teacher in writing, or electronically, within 5 school days

Professional Artifacts and Data Collection

- To be submitted for consideration in the 'Final Summative Rating'

- Any artifacts and evidence must be submitted to evaluator at or before the Pre-Observation Conference Evaluation
- May be requested as part of the Professional Development Plan, and Remediation Plan

Professional Development Plan

- Jointly developed by teacher and evaluator
- Identification of professional goal(s) related to *Framework of Teaching* domains
- For tenured teacher rated *Needs Improvement*
- To be created within 30 calendar days after completion of an evaluation resulting in *Needs Improvement* rating
- Must take into account the teacher's on-going professional responsibilities including his/her teaching assignments
- Will include:
 - o Activities/steps to be taken to work toward the goal(s)
 - o Directed to areas that need improvement
 - o Includes supports the district will provide to address the performance areas identified as needing improvement
 - o Documentation to be collected
 - o Timeline/deadline to be jointly determined by teacher and evaluator – not to exceed end of second semester of school year following current evaluation year

Remediation Plan

- For tenured teacher rated *Unsatisfactory*
- Specifically focused to correct deficiencies cited, providing deficiencies can be remediated
- To be created within 30 calendar days after completion of an evaluation resulting in *Unsatisfactory* rating
- Provides for 90 school days of remediation within the classroom
- Provides for a consulting teacher selected by the evaluator, to participate in the development of the Remediation Plan
- Provides at least a mid-point and final evaluation during the remediation period
- Final evaluation includes a rating of any deficiencies
- Provides a decision within 10 calendar days after the conclusion of the Remediation Plan
- Teacher must receive a rating of *Proficient* or higher to be reinstated to the evaluation schedule
- If teacher does not receive a rating of *Proficient* or higher, the teacher will be subject to dismissal
- Evaluation process for remediation is separate and distinct from required annual evaluations

Formal Observation
Pre-Observation Conference
Guided Questions

Teacher Name _____

Date of Pre-Conference _____

This form does not need to be completed or submitted. It is simply potential guiding questions (with regard to the 'Framework of Teaching') intended to open up discussion. You may use this form for notes.

1. What have you learned about your students this year that has gone into planning for this lesson? (1b)
2. How will you communicate the learning objectives to the students? (3a)
3. How have you organized the overall structure, pacing, and materials within the lesson to engage students in the learning process? (1d, 3a, 3b)
4. How have you organized the classroom to promote a respectful learning environment? (2a, 2b)
5. How do your classroom procedures and/or the physical arrangement of the classroom help students be successful in your classroom? How have you changed your organizational procedures / arrangement based on previous experiences or feedback? (2c, 2d)
6. What adjustments to your lesson plan might you make if you see some students struggling with concepts during and/or after the lesson? (3d, 3e)
7. How do you plan to assess your students' progress toward mastery of the identified learning objectives? (1e, 3c)
8. How has this lesson been influenced by collaboration with other teachers or involvement in different professional activities? (4d, 4e, 4f)
9. Thinking beyond the classroom, how do you communicate and connect with the students' families to help build a link between home and school? (4c)
10. What would you like me to specifically observe during the lesson?
11. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

Teacher's Name:

Domain 1: Planning and Preparation

Component	Unsatisfactory (1 - Red)	Needs Improvement (2 - Yellow)	Proficient (3 - Green)	Excellent (4 - Blue)	Score (1-4)
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.	
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.	
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.	
1e Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students, and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.	
1f Designing Student Assessments	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.	

Teacher's Name:

Domain 2: Classroom Environment

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)	Score (1-4)
2a Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only going through the motions.	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance. For example, by initiating improvements to their work.	
2c Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.	
2d Managing Student Behavior	There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students, the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.	

Domain 3: Instruction

Component	Unsatisfactory <i>(Unsatisfactory)</i>	Needs Improvement <i>(Emerging)</i>	Proficient <i>(Proficient)</i>	Excellent <i>(Distinguished)</i>	Score <i>(1-4)</i>
<p>3a Communicating with Students</p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.</p>	
<p>3b Using Questioning and Discussion Techniques</p>	<p>The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p>	<p>Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.</p>	<p>Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>	
<p>3c Engaging Students in Learning</p>	<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>	
<p>3d Using Assessment in Instruction</p>	<p>Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teachers, and high-quality feedback to students from a variety of sources.</p>	
<p>3e Demonstrating Flexibility and Responsiveness</p>	<p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>	

Domain 4: Professional Responsibilities

Component	Unsatisfactory (Unsatisfactory)	Needs Improvement (Emerging)	Proficient (Proficient)	Excellent (Distinguished)	Score (1-4)
4a Reflection on Teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.	
4b Maintaining Accurate Records	The teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective, and students contribute to its maintenance.	
4c Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.	
4d Participating in a Professional Community	The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.	
4e Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.	
4f Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	The teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.	

Teacher's Name:

Domain 1 - Planning and Preparation

1a Demonstrating Knowledge of Content and	<u>Score</u>
1b Demonstrating Knowledge of Students	0
1c Setting Instructional Outcomes	0
1d Demonstrating Knowledge of Resources	0
1e Designing Coherent Instruction	0
1f Designing Student Assessments	0
<i>Average for Domain 1</i>	0

Domain 2 - Classroom Environment

2a Creating an Environment of Respect and	<u>Score</u>
2b Establishing a Culture for Learning	0
2c Managing Classroom Procedures	0
2d Managing Student Behavior	0
2e Organizing Physical Space	0
<i>Average for Domain 2</i>	0

Domain 3 - Instruction

3a Communicating with Students	<u>Score</u>
3b Using Questioning and Discussion Techniques	0
3c Engaging Students in Learning	0
3d Using Assessment in Instruction	0
3e Demonstrating Flexibility and Responsiveness	0
<i>Average for Domain 3</i>	0

Domain 4 - Professional Responsibilities

4a Reflection on Teaching	<u>Score</u>
4b Maintaining Accurate Records	0
4c Communicating with Families	0
4d Participating in a Professional Community	0
4e Growing and Developing Professionally	0
4f Showing Professionalism	0
<i>Average for Domain 4</i>	0

OVERALL AVERAGE ALL DOMAINS
SUMMATIVE RATING

Appraisal Summary

Pre-conference date:
Observation date(s):
Post-conference date:

Recommendation

- Continued Employment
- Improvement Plan
- Remediation Plan

Teacher's Signature - Date

Principal's Signature - Date

