

AGREEMENT
BETWEEN
THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 289
MENDOTA, ILLINOIS

AND

THE MENDOTA EDUCATION ASSOCIATION
2019-2020
2020-2021
2021-2022

TABLE OF CONTENTS

| <u>Article</u> | <u>Title</u> | <u>Page</u> |
|----------------|--|-------------|
| I. | Relationships | 1 |
| II. | Association and Teacher Rights..... | 2 |
| III. | Teacher Protection | 6 |
| IV. | Teaching Hours and Assignments..... | 7 |
| V. | Teaching Conditions and Staff Facilities | 10 |
| VI. | Seniority, Reduction in Force | 11 |
| VII. | Vacancies, Transfers, and Promotions | 12 |
| VIII. | Teacher Evaluation | 13 |
| IX. | Leaves | 17 |
| X. | Professional Grievance Procedure | 22 |
| XI. | Pupil Discipline | 25 |
| XII. | Professional Compensation and Related Provisions..... | 26 |
| XIII. | Negotiations Procedures | 30 |
| XIV. | Effect, Duration and Acceptance of Agreement..... | 31 |
| | Appendix A - Salary Schedules | |
| | Appendix B - Co-Curricular Activity Stipends | |
| | Appendix C – Evaluation Plan | |
| | Appendix D – Tuition Reimbursement Request form | |

ARTICLE I
Relationships

- A. The Board of Education of District 289, LaSalle County, Mendota, Illinois, hereinafter referred to as the "Board," having recognized the Mendota Education Association-affiliate of IEA/NEA, hereinafter referred to as the "Association," as the exclusive and sole negotiating agent for all regularly employed certificated teaching personnel and certificated school nurse, except the superintendent, principal and other central office professional staff do hereby enter into this substantive agreement.
- B. The term "teacher" when used hereinafter in this Agreement, except as specifically provided otherwise, shall refer to all employees represented by the Association in the negotiating unit as determined in paragraph "A" above.
- C. The Board agrees not to negotiate with any teachers' organization other than the Association for the duration of this Agreement; further, the Board agrees not to negotiate with any teacher individually during the duration of this Agreement on matters which constitute the salaries, fringe benefits and working conditions negotiated in the substantive agreement between the Board and the MEA.

This provision shall not preclude the issuance of employment agreements to teachers. Individual contracts or employment agreements shall conform to this Agreement.

- D. The parties agree that the provisions of this Agreement shall not be applied in a manner which is arbitrary, or discriminatory.
- E. Regularly employed part-time teachers shall receive compensation and all fringe benefits provided in this Agreement except health insurance on a prorata basis equal to the percentage of full-time service worked.

ARTICLE II **Association and Teacher Rights**

The fair share provisions of Article II of the 2016-2017 through 2018-2019 Agreement are not enforceable due to the decision in Janus v. AFSCME. In the event that the law should change so as to allow the union to compel non-union members to pay union dues, the parties agree that the fair share provisions of Article II of this Agreement shall be reinstated.

- A. **Fair Share.** Each teacher, as a condition for his/her employment, on or before thirty (30) days from the date of commencement of duties or the effective date of this Agreement, whichever is later, shall join the Association or pay a fair share fee to the Association which shall be a proportionate amount of the dues required of members of the Association, including local, state, and national dues.
1. In the event that the teacher does not pay his/her fair share fee directly to the Association, the Board shall deduct the fair share fee from the wages of the non-member in the same manner as the deductions are made for members.
 2. Such fee shall be paid to the Association by the Board no later than ten (10) days following the deduction.

The purpose of this fair share fee is for deferring the cost of services rendered by the Association to non-members. These costs include, but are not limited to, the negotiation and administration of this Agreement.

The Association shall, on a yearly basis, certify the amount of the fair share fee. The certification must be written and signed by the President of the Association and must include a financial breakdown of the fair share fee. No teacher shall be required to pay the fee, nor shall the Board be required to deduct the fee, until the certification document is submitted. In addition, the Association shall certify to the Board that "Notice of Fair Share" has been given in accordance with the IELRB rules and regulations. No payroll deductions of fair share fees shall be made by the Board until at least 14 days after such certification.

The following restrictions which are mandated by law shall be observed:

1. The fair share fee shall not exceed the amount of dues normally charged to Association members.
2. The fair share fee shall not include any costs or contributions related to elections or political purposes.
3. The non-members who object to the fair share fee on bona fide religious grounds are excused from payment to the Association but must pay the amount of the fair share fee to a non-religious charitable organization mutually agreed upon by the non-members and the Association. If the non-member and the Association do not agree, the non-member shall select a charity from the list developed by the Illinois Educational Labor Relations Board.

In the event of any legal action against the Board, its members, officers, agents, and teachers brought in a court or administrative agency because of compliance with this fair share provision, the Association agrees to defend such action, at its own expense and through its own counsel, provided:

1. Except in actions filed with the Illinois Educational Labor Relations Board, the Board shall give immediate notice of such action in writing to the Association, and permit the Association intervention as a party if it so desires, and
2. In any action, no matter where filed, the Board shall give full and complete cooperation to the Association and its counsel in securing and giving evidence, obtaining witnesses, and making relevant information available at both trial and all appellate levels, provided that nothing herein shall require the Board to grant leaves, create documents or expend any monies whatsoever.

The Association shall indemnify, defend, and hold harmless the Board, its members, officers, agents, and employees from and against any and all claims, demands, actions, complaints, suits, or other forms of liability or loss including, but not limited to, damages, attorneys' fees, and costs that shall arise out of or by reason of action taken by the Board for the purpose of complying with the above provisions of this clause, or in reliance on any list, notice, certification, affidavit, or assignment furnished under any such provisions.

Exception

It is expressly understood that this save harmless provision will not apply to any claim, demand, suit, or other form of liability which may arise as a result of any type of willful misconduct by the Board.

- B. Teachers shall have the right to organize, join, and assist the Association to participate in professional negotiations with the Board through members of their own choosing.
- C. The Board shall provide to the currently designated Association member in each building one copy of the agenda, bill list, minutes, and all financial reports which are distributed to Board members. The copies shall be distributed to the designated members at the same time the Board members receive their copies. If the information is not available prior to the Board meeting, at least two copies shall be made available to Association members in attendance at the Board meeting. If no Association member is present, two copies of the information will be sent to the Association president. If agendas, board minutes, or other documents listed above are posted on the District's web site on the same day as it is distributed to the Board, copies need not otherwise be provided. This information shall remain on the District website for at least 90 days.
- D. The Board shall post the current Board policy manual, proposed changes, and amendments when adopted, on the District website. A printed copy of the manual will be available in the Superintendent's office.
- E. 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.

- F. The Board shall provide the Association from time to time in response to reasonable requests readily available information which may be necessary for the Association to process any grievance or complaint, and the Board shall also furnish upon request annual financial reports and audits, a register of certificated personnel, tentative budget (income and expense), treasurer's reports, census and pupil membership data, and all other public information which will assist the Association in developing accurate proposals on behalf of the teachers, providing these requests will not result in extensive or costly research. Where documents are not readily available, the Association will pay for the cost of copies reproduced at a cost of five cents (\$.05) per copy.
- G. In the event that the Association desires to send representatives to local, state, or national conferences or on other business pertinent to Association affairs, these representatives shall be excused without loss of salary providing the Association reimburses the District for the cost of the substitute(s) for any aggregate number of days exceeding five (5) in any school Year used for such purposes and, further providing, the frequency of excused leaves does not impair the quality of classroom instruction and that a written request for leave has been submitted to the Superintendent for his approval at least three (3) school days prior to the requested leave date. Such leave shall not exceed ten (10) days in an academic year except under unusual circumstances. The Superintendent may approve additional leave; however, the Superintendent shall not unreasonably withhold his/her approval.
- H. The Board shall set the calendar which will provide one calendar week of spring vacation. The salary schedule shall apply to a 185 day calendar (176 student attendance days, 4 institute-teacher training and 5 emergency days). If the five emergency days are not used for emergency purposes they shall not become teacher work days. Prior to adoption by the Board, the Superintendent or his designee shall meet with the Association's President or his designee to seek the Association's suggestions for a calendar. If changes in the calendar are proposed, the President of the Association or designee shall be granted the right to discuss those changes with the Superintendent or his designee and give additional suggestions before final action on the proposal by the Board. Upon the adoption of the calendar by the Board, a copy of same shall be given to the President of the Association. Copies of the calendar shall be distributed to the teachers at the beginning of the school year.
- I. At the first general faculty meeting of the school year, the Association President or designated representative will be permitted to extend a brief address or welcome to the staff on behalf of the Association. This general meeting shall be called during the first two weeks of school.

- J. The Association shall have the right to reasonable use of school facilities for meetings and to District mail service, teacher mailboxes and teacher lounge bulletin boards for communication to teachers except during a strike. Notification for the use of school facilities shall be given to the building principal in advance of intended use.

ARTICLE III **Teacher Protection**

- A. Any formal complaint by a parent of a student directed toward a teacher shall be channeled through the principal and teacher, and no action shall be initiated by the administration until a scheduled parent-teacher, or parent-principal conference has taken place. If the parent or teacher is not satisfied with the results of this conference, to seek resolution of the problem the following sequence of conferences shall be employed as needed: (1) teacher-principal, (2) parent-teacher-building principal, (3) parent-teacher-superintendent or their designee, (4) parent-teacher-board. The aforementioned conferences shall be scheduled at least 36 hours apart. The teacher involved at their request shall have Association representation at any of the above conferences noted as 1 through 4. Thirty-six (36) hours prior to the appearance of the teacher at any of the conferences noted as 1 through 4, the administration shall advise the teacher in writing of the specifics of the complaint. The teacher and/or their representative shall have the right to question witnesses, call witnesses pertinent to the complaint, and make available other pertinent information at any of these conferences. Nothing in this section shall be interpreted to limit or prevent a District employee from making any report required by law or conducting an investigation of a complaint.
- B.
 - 1. Any teacher who is required to appear before the Board concerning any matter shall be advised in writing of the reasons for the required appearance. The teacher shall notify the Board if an Association representative will be present.
 - 2. Any teacher who is given notice to appear before the Superintendent to discuss any matter from which disciplinary action, i.e., dismissal, suspension, holding-on-step, letter of reprimand, remedial warning or other similar actions, might result may be accompanied by a representative from the Association. The Superintendent shall advise the teacher in writing prior to the meeting and the teacher shall advise the Superintendent prior to the meeting if an Association representative is to be present.
- C. Within the grading policies of the District, teachers shall maintain the responsibility and right to determine grades. No teacher's grades will be changed without written notification to the teacher of the nature and reasons for the change. The person making any grade change shall assume responsibility for determining the grade and shall initial the change.

ARTICLE IV **Teaching Hours and Assignments**

- A. The teacher's scheduled day shall be set forth as follows:

| | |
|----------------------------|--|
| Teacher is in the building | 7:55 a.m. |
| Teacher Day Ends | 3:25 p.m. (one faculty meeting per month may be conducted to 3:50 p.m.) |
| | |

It is agreed that the starting time ("teacher's report time") and the ending time ("teacher's day ends") as well as the pupil day start and end may be changed with advance notice to the Association provided that the normal work day for teachers shall not exceed 7 hours and 30 minutes and the pupil day shall not exceed 6 hours and 50 minutes. Adjustments to the scheduled school day may not exceed 15 minutes (starting/ending times) from the present contract. All changes must be made on a yearly basis with notice given to the Association by July 1 of the preceding year. Adjustments to the beginning and starting times may be made for individual teaching positions when it is necessary to carry out District programs (e.g. a teacher whose assignment includes teaching an after school program may be required to work from 8:50 to 4:20). Volunteers will first be requested from qualified staff members for any positions requiring an adjusted beginning and ending time. If there is no qualified member who volunteers for the adjusted time assignment, the assignment shall be given to the least senior of the qualified tenured staff members or to a qualified non-tenured staff member as determined by the administration. If a staff member is required to take an adjusted time assignment, the assignment will be for one year only provided that the staff member was not employed for the position or has just cause for not being able to hold the position.

1. A teacher is encouraged to remain for a sufficient period after the close of the teacher school day to attend to those matters which properly require attention at that time, including consultation with parents when scheduled directly with the teacher.
2. On Fridays or on days preceding holidays or vacations, or on days when school is dismissed early due to weather conditions (including heat days), the teacher day shall end ten (10) minutes after the close of the pupil day.

The practice in place on August 26, 2019 for Kindergarten-5th grade planning time will remain unchanged for the duration of this agreement unless scheduling considerations do not permit.

For grades sixth through eighth grade, teachers will be guaranteed a personal prep period that is equivalent to one core class period per the specific days' schedule; except for alternate schedule days or emergencies.

Any teacher who has been required to forfeit their preparation period shall be compensated at the rate of twenty six dollars and seventy-eight cents (\$26.78) per hour. A teacher shall not be required to forfeit their preparation period or a study hall more than three (3) times in one school year.

- C. The teacher who accepts an assignment to tutor hospital and/or home-bound students shall be paid at the rate of twenty-five dollars (\$25.00) per hour. The tutoring period of study shall be at least one hour in length. Said teacher shall be reimbursed mileage measured from school to the location of the tutoring and back to the school.
- D. There shall be a full non-student day at the beginning of the school year, a minimum half non-student day at the end of the first semester, a full non-student day at the end of second semester for evaluation and record-keeping. On the non-student day at the beginning of the school year, teachers not newly employed in the District shall have not less than two (2) hours and forty-five (45) minutes for preparing for students and the new school year.
- E. Teachers shall not be required to serve on any committees in consecutive years provided, however, that teachers may be required to serve on committees during the regular teacher day. First and second year teachers shall not be required to serve on any committees outside the regular teacher work day. Teachers shall not be required to perform extra-curricular activities.
- F. Teachers are required to prepare no more than one week's advance daily lesson plans. The teacher's plans may be entered electronically by Monday morning, or the first day of student attendance of the week, not less than one hour before the start of the student day. If a plan book is used, it shall be left on the teacher's desk not later than one hour before the start of school on Monday morning, or first day of student attendance of the week. The teacher shall submit their duplicate plans electronically or in hard copy form to the building office not later than one hour before the start of school on the first school day of each week. Such plans shall contain coverage of all subject areas, reference to introduction and review methods or techniques, reference to teacher's manuals, and special projects. Written plans of longer than one week shall not be required in subject areas with curriculum guides. Plans shall contain information necessary to meet requirements of the school accreditation process. This paragraph represents the teachers' full and complete responsibilities concerning lesson plans.
- G. A teacher shall be given written notice of his teaching assignment for the forthcoming year no later than ninety (90) days or as soon as possible preceding the first day of the new school year. In the event a change in the assignment is proposed, the teacher affected shall be personally notified and shall have the right to discuss the proposed change in assignment. During the summer vacation, a certified, return-receipt letter may take the place of personal notification. The teacher affected shall have the right to discuss the proposed change in assignment with an administrator within 21 days of the date of the letter. In no event shall changes in the teacher's teaching assignment be made later than seventy-five (75) days preceding the commencement of the next school year unless an emergency situation requires same. In the event of such emergency the teacher shall be allowed to resign as soon as suitable replacement is found if such change is not acceptable to them.
- H. Positions in the summer school program shall, to the extent feasible, be filled by regularly appointed teachers in the School District. In filling such positions, consideration shall be given to a teacher's competence, major and minor fields of study, length of service in the

School District, and frequency of prior application for any assignments to summer positions.

ARTICLE V
Teaching Conditions and Staff Facilities

- A. The ratio of pupils to classroom teachers within each grade level throughout the District shall not exceed 28 to 1 if economically feasible as determined by the Board. Available teacher aides will first be assigned to assist in fall day kindergarten classes, when those classes exceed 22, and then in 1st and 2nd grade classes for a minimum of two hours per day when those classes exceed 25 students.
- B. Each teacher shall be given the opportunity to submit requisitions for instructional material and supplies for the following school year. The teacher making the requisition shall be informed if those supplies cannot be made available to them. Teachers new to the District shall be instructed concerning the requisition procedures at the time of employment or at a time early in the school year. If possible, new classrooms will be equipped before the beginning of the school year. If this is not possible, the teacher of said classroom will be permitted to submit requisitions for material no later than the end of the first week of school. The amount of money for requisitions will be evaluated annually by the faculty advisory committee.

ARTICLE VI
Seniority - Reduction in Force

The Reduction in Force committee shall convene each school year and the composition, procedures and duties of said committee shall be in compliance with Illinois School Code, 105 ILCS 5/24-11 and 5/24-12 for the Life of this Agreement.

The Board shall comply with the Illinois School Code Seniority — Reduction in Force requirements, Illinois School Code, 105 ILCS 5/24-11 and 5/24-12 for the Life of this Agreement.

ARTICLE VII **Vacancies, Transfers, and Promotions**

- A. Any teacher affected by an involuntary transfer shall be personally notified and shall have the right to discuss the proposed transfer. During the summer vacation, a certified, return-receipt letter may take the place of personal notification. The teacher affected shall have the right to discuss the proposed transfer with an administrator within 21 days of the date of the letter. The teacher affected shall be released by the Board from their contract, if they so request, as soon as a suitable replacement is found. Any teacher transferred without request shall receive first consideration in any requested transfer into future vacancies.

A probationary teacher shall not be transferred during his probationary period unless the probationary teacher's best interest and the students' best interests are both considered.

- B. The Superintendent shall have posted on the District web site a notice of all teaching and extra-curricular vacancies as they occur. A vacancy occurs when the Board decides to fill an open position. Each notice shall include a job description and a statement of minimum qualifications. During the summer notices shall be sent to each teacher who has requested such information in writing prior to the end of school.

Any teacher eligible for continuing contractual status in the coming school year may apply to fill an existing vacancy. Such request shall be in writing to the building principal where the vacancy exists. Any staff who has made a written request and meets or exceeds the stated qualification requirements of the posted job listing shall be granted an interview. In the event a candidate is not hired, they will be granted the opportunity to receive feedback from the hiring administrator.

ARTICLE VIII **Teacher Evaluation**

- A. The District has developed, in cooperation with the Association, an evaluation plan. Modifications to the evaluation plan also shall be developed in cooperation with the Association. An evaluation committee shall be established for this purpose. Evaluation procedures shall remain the same throughout the life of this contract, and if the District wishes to change procedures, the Association retains its rights to bargain. While the District retains final discretion with respect to the substantive components of the evaluation plan, the District shall consider suggestions presented by the Association as part of the evaluation committee process, and if the District does not agree with any of those suggestions, provide rationale to the Association members of the evaluation committee for the District's disagreement. The evaluation plan thus created shall be attached to this Agreement. (APPENDIX C)
- B. Formal observation of all teacher's classroom duties and responsibilities shall be conducted with the full knowledge of the teacher.
- C. The teacher evaluation plan shall meet the standards and requirements established under 105 ILCS 5/24A.7 and be in compliance with Article 24A of the School Code. There shall exist a joint Evaluation Committee composed of equal representation. This committee shall be responsible for the creation of or lawful changes to the Teacher Evaluation Plan.
- D. Non-tenured Teachers shall be formally evaluated at least twice in each school year. Those observation ratings will be averaged to determine the summative evaluation rating.

Individual teachers who are to be formally evaluated during the current school year will receive written notice within the first twenty-five (25) school days.

Teachers shall receive a minimum of ten (10) school days' notice prior to each pre-conference of the formal evaluation process, unless the teacher and evaluator mutually agree to waive this minimum.

- E. Each formal evaluation shall include personal observation of the Teacher's direct instruction which shall be a minimum of forty-five (45) consecutive minutes, or a complete lesson or entire class period if less than forty-five (45) minutes., for those Teachers who have direct instruction duties.
- F. Except in unusual circumstances, within ten (10) school days following the day of each formal classroom observation, the evaluator shall give a copy of the final written evaluation to said Teacher prior to the post conference. Said Teacher and evaluator shall meet within ten (10) working days following the day of the receipt/delivery of said formal evaluation to discuss and commit to the Teacher's official personnel file the formal evaluation (20 days total). Any Teacher written comments concerning said evaluation shall be submitted to the evaluator and committed to the Teacher's personnel file within five (5) Teacher employment days following the day of the formal evaluation conference.

- G. The District will review the evaluation tool with teachers, as needed, within the first three weeks of each contract year within contractual hours or at scheduled times before or after regular school hours if agreed upon by both parties. Attendance at said training will be considered mandatory.
- H. For Tenured Teachers rated "needs improvement" a professional development plan will be developed by the evaluator in consultation with the Teacher. A professional development plan should be directed to the areas that need improvement and should include any support the District will provide to address said areas, in accordance with 105 ILC 5/24A-5 (2) (h)
- I. Any tenured Teacher who is rated as "needs improvement" must be evaluated at least once in the school year following receipt of such rating.
- J. Not later than fifty (50) days before the close of each school term, the participating administrator or immediate supervisor shall complete a written evaluation report and make recommendations to the Superintendent for each probationary teacher. A copy shall be furnished to the teacher upon request.
- K. For tenured Teachers rated unsatisfactory, the provisions herein shall apply. Within thirty (30) school days after an evaluation has been completed and reduced to writing resulting in a rating of unsatisfactory, a remediation plan shall be developed by the district or by a qualified administrator and initiated by the district to correct the areas identified as unsatisfactory, provided the deficiencies are deemed remediable.

The remediation plan shall last for no less than 90 school days.

- 1. A qualified secondary administrator, as chosen by District, shall conduct a mid-point and final evaluation at the conclusion of the remediation period. The participation of the consulting Teacher shall be voluntary, with a stipend of \$850.00. The consulting Teacher shall be selected by a qualified administrator.
- 2. The consulting Teacher shall be chosen from a list developed by the district, or by the association if it so chooses. The board shall notify the Association in writing of a teacher being placed on remediation. After receiving notification that a Teacher has been rated unsatisfactory and will be placed on remediation, the Association shall have ten (10) days to submit a list of qualified teachers.
- 3. The list provided by the Association shall contain at least five (5) qualified Teachers from which the consulting Teacher is to be selected, or the names of all Teachers so qualified if that number is less than five (5). The participating administrator or principal of the Teacher who was rated unsatisfactory shall select the consulting Teacher.
- L. Documentation verifying the outcome of a remediation plan, whether successful or unsuccessful, shall be given to the Teacher and will be included in the Teacher's personnel file for a period of four (4) years.
- M. Any final-year probationary teacher who has been given notice of dismissal for a reason other than reduction-in-force may request the following:

1. A conference with the teacher by the appropriate administrator.
2. A complete review of a teacher's personnel files with the teacher and his representative.
3. A written explanation for the action to be given to the teacher.
4. A meeting with the Board if requested by the teacher, at which:
 - a. The teacher shall have the right to be represented.
 - b. The teacher shall have the right to discuss the reasons for the dismissal with the Board.
 - c. The meeting may be closed at the option of either party.

Nothing in this section shall be construed to impose any additional burden on the Board, or limit in any way its powers, in dismissing a probationary teacher as provided by law.

- N. Each teacher shall have the right, upon request, to review the non-confidential contents of his personnel file. A representative of the Association, at the teacher's request, may accompany the teacher in this review.
- O. Materials related to discipline or reemployment may not be placed in the teacher's personnel file without first giving the teacher a copy. The teacher may place a written response to material in this file. A copy of the teacher's response shall be attached to related material.
- P. A final-year probationary teacher evaluation shall contain recommendations made by the evaluator to criteria that the final year probationary teacher must remediate in order to be considered for tenure with the District. Finally, responsibility for remediation lies with the teacher.
- Q. A Consulting Teacher may be a teacher in our District who has at least five (5) years of teaching experience and a reasonable familiarity with the assignment of the teacher being evaluated. The Consulting Teacher must also have received an "excellent" rating on their most recent evaluation. Acceptance of this position shall be voluntary.
 1. The Consulting Teacher shall not participate in any of the required quarterly evaluations, nor be engaged to evaluate the performance of the teacher under remediation. It is the intent of the parties that any statements made by the Consulting Teacher to or about the teacher under remediation shall be in strict confidence.
 2. If the involvement in any adjudication or bodily injury, related to their position as Consulting Teacher, requires time off from work, the teacher shall suffer no loss of pay, any leave days, seniority, fringe benefits, or job assignment.

3. Consulting Teachers shall receive three (3) days of release time to be spent observing teacher under remediation.
- R. Tenured teachers who receive an 'unsatisfactory' rating may request the removal of their unsatisfactory evaluation from their records after five (5) years from the date of the unsatisfactory evaluation provided that all subsequent evaluations have been satisfactory.

ARTICLE IX **Leaves**

- A. Each teacher shall receive 14 days of sick leave per year of service for years one through nine (1-9), 16 days of sick leave for years ten through nineteen (10-19), and 18 days of sick leave for twenty (20) years or more in this District with unlimited sick leave accumulation. Tenured teachers who do not use any sick or personal- leave days during the year will be granted two days to be applied to their accumulated total. In addition, the teacher will receive a \$200.00 bonus at the end of the school year in which no sick or personal leave days were used other than days used for the death of an immediate family member.
1. Each teacher shall be allowed leave due to serious illness or death in the immediate family or household. The immediate family for purposes of this section shall be as defined in the Illinois School Code. Leave will be deducted from sick leave.
 2. Bereavement leave shall also be granted due to death of aunts, uncles, other close relatives or a close personal friend. Bereavement leave shall be deducted from sick leave.
 3. The employer shall furnish each employee with a written statement within 30 days of the beginning of each school year setting forth the total sick leave credit.
 4. Any teacher who has accumulated 180 sick days and notifies the Superintendent or designee by October 1st that he/she is considering retirement at the end of the school year shall be afforded fifteen (15) additional non-accumulative sick leave days for that year.

In case of prolonged or exceptional cases of absence due to catastrophic illness or injury of the teacher, teacher's spouse, teacher's child or teacher's parent, participating teachers will have access to the Mendota Elementary sick bank. The bank shall be established by voluntary teacher contributions. Those teachers who wish to participate are to initially contribute two sick days to the bank at the beginning of a new school year. Thereafter, these teachers shall donate one sick day at the beginning of each school year. The bank shall be maintained by a committee comprised of MEA members. Teachers may draw a maximum of 45 days from the bank for each qualifying event or per school year. Current teachers not already participating in the sick bank may join within 10 working days from the start of the school year.

The committee may waive the annual one day contribution in any year that it determines the bank has a sufficient number of days. Newly hired teachers may join the sick leave bank by contributing two days within six months from the start of the school year.

- B. A leave of absence of up to two (2) years without pay shall be granted to any tenured

teacher, upon application, for the purpose of serving as an officer of the Association or as a staff member of the Illinois Education Association or the National Education Association.

- C. Each teacher shall be entitled to request leave with full pay to attend in-state and/or out-of-state conventions, conferences, meetings or workshops relating to their teaching field or for visitations to other schools. Applications for such leave shall be submitted to the superintendent for approval. Substitutes will be paid by the Board. The Board shall reimburse reasonable expenses within 45 days of properly filed reimbursement claims.
- D. Suitable substitutes, if available, shall be provided for all teaching positions when absences occur.
- E. Each teacher shall be entitled to two personal leave days to be deducted from sick leave each contractual year. It is the intent of this Agreement that personal days be used for business and emergency reasons which may not be resolved outside of the normal workday.
 - 1. A request for personal leave must be made to the administration in writing at least 2 days in advance with its reason, except in the event of an emergency. Such reason or reasons shall be categorized in one of the following categories:

BUSINESS: Legal matters such as house closings, court or hearing appearances, estate or, executor/executrix matters, tax or I.R.S. matters, guardianship matters.

PERSONAL/FAMILY: Recognition programs for family members, weddings, family or personal counseling, significant family or personal events, graduations.

RELIGIOUS: Holy Days, observance of customs or traditions.

PROFESSIONAL: Post-graduate programs, meetings with advisors, orals or boards, teacher certification testing.

EMERGENCY: Any act of God or man-made condition or situation totally beyond the teacher's control which requires immediate attention.

The minimum of time credited for any use of personal leave by an employee shall be 2 days. For each personal day not used by a tenured teacher, one additional day will be added to accumulated sick days at the end of that school year.

- 2. No personal leave will be granted immediately prior to or following holidays or vacations except for emergency reasons submitted in writing and approved by the Superintendent; provided, however, that personal leave may be used before or after a holiday for a wedding/graduation of an immediate family member (as defined in the Illinois School Code) upon written request submitted to the Superintendent not less than two weeks prior to the event. A teacher must

complete one full work day prior to or following a holiday or vacation period to be eligible for personal leave.

3. Additional personal leave, in excess of two days, may be granted with Superintendent approval. Such leave shall be deducted from sick leave.
 4. No more than 9 teachers from the District may use personal leave on any one day.
- F. A leave of absence of one (1) year without pay shall be granted to any tenured teacher, upon application, for the purpose of returning to a university for additional education.
- G. A leave of absence of one (1) year without pay may be granted to any teacher, upon application, for the purpose of teaching in an overseas program or a teacher exchange program.
- H. A leave of absence of one (1) year without pay shall be granted, upon application, to any teacher with eight (8) or more years of continuous service to the District.
- I. Maternity Leave - A tenured teacher who becomes pregnant shall be eligible for maternity leave without pay subject to the following conditions:
1. Application for such leave shall be timely made in writing to the Superintendent or his designee pursuant to the general conditions for leaves of absence set forth in Section J of this Article.
 2. The teacher and the Superintendent or their designee shall agree upon a plan for the commencement and termination of such leave, taking into consideration the continuity of instruction and medical factors to the maximum possible degree and the pertinent time factors related thereto. The leave shall not exceed the balance of the school year in which it commences and one additional school year.
 3. Sick leave shall not be applicable during the period of the maternity leave. Nothing in this section shall require a teacher to take a maternity leave. Teachers who do not take a maternity leave may utilize available sick leave for the period of time that they are medically unable to work due to pregnancy or any pregnancy related condition. Any accumulated sick leave available to the teacher at the time of commencement of a maternity leave shall be available to the teacher upon the teacher's return to work from the leave.
 4. Tenured Teachers - Adoption Leave:
Any teacher desiring adoption leave as a result of becoming an adoptive parent shall notify the Superintendent or his designee in writing upon the initiation of such adoption proceedings. Adoption leave shall be granted upon satisfactory written notification to the Superintendent or his designee of the date the child is expected to be received. It shall be the responsibility of the applying teacher to keep the Superintendent or their designee fully informed of the status of the proceedings, and as soon as known, the expected date of the delivery of the child.
 5. Non-tenured Teachers - Maternity Leave:

A maternity leave may be granted to a non-tenured teacher under unusual circumstances by action of the Board of Education, subject to all the conditions applicable to a tenured teacher, and provided the term of such leave shall not be considered full-time employment under Section 24-11 of The School Code for purposes of the continuous employment necessary to attain contractual continued service status. Upon return from such leave, the non-tenured teacher shall commence her first or second probationary year as the case may be. The granting of maternity leave to any non-tenured teacher shall not constitute a precedent for the granting of leave to any other teacher. Each request shall be judged on its own merits.

6. Nothing in this section shall be construed as requiring any teacher to apply for a maternity/child-rearing leave. A teacher not eligible for or not desiring maternity/child-rearing leave may utilize accumulated sick leave during any period of disability related to her pregnancy and/or the delivery of the child. If such teacher shall have exhausted accumulated sick leave, they shall be granted a leave of absence without pay during such period of disability. Such teacher shall return to employment immediately following the termination of such disability.
7. FMLA Leave:

As an alternative to the maternity leave provided for in items 1-6 above, an employee who is an "eligible employee" as defined in the Family and Medical Leave Act of 1993, is entitled to elect to take up to 12 workweeks of parental leave because of the birth of a son or daughter or because of the placement of a son or daughter with the employee for adoption. An employee shall provide at least 30 days advance notice of intention to take this leave except that if the date of birth or placement requires the leave to begin in less than 30 days, the employee shall provide such notice as is practicable. This parental leave must be taken within the 12-month period beginning on the date of birth or placement for adoption. This parental leave shall not be taken intermittently without the written consent of the Superintendent. Any paid sick leave used by an employee due to disability caused or contributed to by pregnancy, childbirth or related medical conditions shall constitute part of the 12-week parental leave provided for herein, provided, however, that an employee may choose to retain up to ten (10) available sick leave days. This parental leave shall be without pay and no benefits shall accrue during the period of leave. However, an employee shall not lose any benefits accrued prior to the date on which the leave began and during the period of this leave. The District shall maintain the employee's coverage under any applicable group health plan for the duration of the leave at the level and under the conditions of coverage that would have been provided if the employee had continued to work during the period of leave. Pursuant to the provisions of the Family and Medical Leave Act of 1993, the District reserves the right to recover any insurance premiums paid for maintaining health coverage during the leave period should the employee fail to return to work at the expiration of the leave period, except if the failure to return to work is because of the continuation, recurrence or onset of a serious health condition or for other conditions beyond the control of the employee. When an employee returns from a leave, the administration will give first consideration to returning the employee to the same position he/she held prior to the leave.

However, the administration may assign him/her to a different, similar available position if deemed to be in the best interest of the School District. If a husband and wife are both eligible employees, they are limited to a combined total of 12 work weeks of leave hereunder.

8. In the event of the death of the object child of the leave, the teacher may request to terminate the leave and return to the first available position for which he or she is qualified.

J. Unless otherwise set forth in this Article, any unpaid leave of absence is subject to the following general conditions:

1. All requests for leaves shall be made in writing to the Superintendent or designee at least 120 calendar days prior to the beginning of such leave or, if the leave is for the following school year, by March 1 of the preceding year.

Any request for a leave based upon personal medical reasons shall be accompanied by a physician's statement indicating the nature, anticipated extent, and duration of medical disability. A physical examination may be required of teachers returning from leaves for personal medical reasons, and if so, the reasons for the request will be given in writing and the Board shall pay the cost of the physical examination not covered insurance. The employee shall incur no cost for the required physical exam.

3. As a condition of any unpaid leave, a teacher must notify the Superintendent or designee in writing by March 1 of his/her intent to return the next regular school year. If written notice has not been received by the Superintendent or designee by March 1, the failure to give notice shall be deemed a submission of resignation from employment.
4. With the consent of the carrier, a teacher on leave may maintain insurance benefits by making timely payments of all premiums due to the Business Office or elsewhere pursuant to its direction.
5. A teacher will not be given seniority credit or experience credit for step advancement during the time on leave. Any teacher who has been employed 100 or more days of the school year prior to the commencement of a leave of absence shall be entitled to such advancement on the salary schedule as the teacher would have had if the leave had not been granted. Any accumulated sick leave available at the commencement of the leave shall be available to the teacher upon return to employment in the District.
6. A teacher returning from a leave of one year or less shall be entitled to return to his or her former position if it is available.

K. Any teacher called for jury duty will be paid his full salary during the time of jury service, less the amount of pay for such service received by the teacher.

ARTICLE X **Professional Grievance Procedure**

A. Definitions

1. Any claim by the Association or a teacher that there has been a violation, misinterpretation, or misapplication of the terms of this Agreement shall be a grievance.
2. All the time limits consist of school days, except that when a grievance is submitted less than ten (10) days before the close of the current school year, time limits shall consist of all weekdays in order that the matters may be resolved before the close of the school year or as soon thereafter as possible. School days for purposes of the grievance procedure shall mean teacher employment days. The time limits specified in this procedure may be extended in any specific instance by mutual agreement in writing.
3. Nothing contained herein shall be construed as limiting the right of any teacher having a grievance to discuss the matter informally with his supervisor, and having the grievance adjusted without the intervention of the Association, provided the adjustment is not inconsistent with the terms of this Agreement.

B. The parties hereto acknowledge that it is usually most desirable for a teacher and his immediately involved supervisor to resolve problems through free and informal communications. When requested by the teacher, an Association representative may accompany the teacher to assist in the informal resolution of the grievance. If, however, such informal processes fail to satisfy the teacher, a grievance may be processed as follows:

1. The teacher or the Association may present the grievance in writing to the supervisor immediately involved within fifteen (15) days from the date of the occurrence or 15 days from the time the parties became aware of said occurrence giving rise to the grievance. The supervisor will arrange for a meeting to take place within five (5) days after receipt of the grievance. The supervisor shall provide a written answer of the grievance to the aggrieved teacher and the Association within five (5) days after the meeting including reasons for the decisions.
2. If the grievance is not resolved at Step #1, then the teacher or the Association may refer the grievance to the Superintendent or his official designee within five (5) days after receipt of the Step #1 answer. The Superintendent shall arrange for a meeting with a representative of the Association to take place within the ten (10) days of his receipt of the appeal. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary to develop facts pertinent to the grievance. Upon conclusion of the hearing, the Superintendent shall have seven (7) days in which to provide his written decision with reasons to the Association and the teacher.

3. If the Association is not satisfied with the disposition of the grievance at Step #2, or the time limits expire without the issuance of the Superintendent's written reply, the Association may submit the grievance to final and binding arbitration. The American Arbitration Association shall act as the administrator of the proceedings. If a written demand for arbitration is not filed within twenty (20) days of the Superintendent's answer at Step #2, then the grievance shall be deemed withdrawn.
 - a. Neither the Board nor the Association shall be permitted to assert any grounds or evidence before the arbitrator which was not previously disclosed to the other party.
 - b. The arbitrator shall have no power to alter the terms of this Agreement, nor to amend, modify, nullify, ignore, or add to the provisions of this Agreement. The arbitrator shall consider and decide only the specific issues submitted to them in writing and shall base the decision solely upon his interpretation of the meaning or application of the specific terms of the contract to the facts of the grievance presented.
 - c. Each party shall bear the full costs for its representation in the arbitration. The cost of the arbitrator and the AAA shall be divided equally between the parties.
 - d. If either party requests a transcript of the proceedings, that party shall bear the full cost of that transcript. If both parties order a transcript, the cost of the two transcripts shall be divided equally between the parties. If a copy of the transcript shall be furnished to the arbitrator, the cost of such shall be divided equally between the parties.
- C. If the Association and Superintendent agree, Step #1 of the grievance procedure may be bypassed and the grievance brought directly to Step #2.
- D. Class grievances involving an administrator above the building level may be initially filed by the Association at Step #2.
- E. The Board acknowledges the right of the Association's grievance representative to participate in the processing of any grievance which has been formally presented at any level, and no teacher shall be required to discuss any grievance if the Association's representative is not present.
- F. When a teacher is not represented by the Association, the Association at its request shall have the right to receive a copy of the formal disposition of the grievance.
- G. No reprisals of any kind shall be taken by the Board or the administration against any teacher because of their participation in this grievance procedure.

- H. Should the processing of any grievance require that a teacher or an Association representative be released from their regular assignment, they shall be released without loss of pay or benefits.
- I. All information dealing with the processing of a grievance shall be filed separately from the personnel files of the participants.
- J. A grievance may be withdrawn at any level without establishing a precedent and, if withdrawn, shall be treated as though it never had been filed.

ARTICLE XI

Pupil Discipline

The Board recognizes its responsibility to give reasonable support and assistance to teachers with respect to the maintenance of control and discipline in the classroom. The principal and other supportive personnel shall be available to consult with the teacher in connection with serious behavior problems. The Board acknowledges the desirability, if it is reasonably possible to do so, of providing assistance for students as promptly as such may be implemented following diagnosis of the difficulty. When a student is referred to an administrator for a serious discipline matter, the administrator shall, upon receipt of a written request to do so from the referring teacher, inform in writing the referring teacher of the action taken by the administrator.

ARTICLE XII

Professional Compensation and Related Provisions

- A. 1. The salary schedules are set forth in Appendix A. The schedules are based on a 185 day school calendar. Only courses which are part of the teacher's PDP or otherwise approved by the Building Principal or Superintendent may be used for Horizontal movement on the salary schedule Vertical movement is limited to one step per year. Commencing with the 2009-2010 school year horizontal movement for approved college courses is limited to one lane per year. Commencing the 2008-2009 school year horizontal movement for approved college courses is limited to one lane per year unless the teacher is enrolled in an approved graduate program leading to an advanced degree (MA/PhD) or to administrative certification.
 - 2. The co-curricular activity stipend schedules are set forth in Appendix B.
- B. The Board shall contribute toward the cost of the hospitalization plan for the teacher, under a plan selected by the Board. Notwithstanding any change of carrier or plan, the level of benefits is to remain substantially the same. No changes to the plan or carrier will be made without prior agreement of the Association provided, however, that the Association shall not unreasonably withhold its agreement if benefits are substantially equal. Effective February 1, 2014, the Health Plan shall be BlueCross BlueShield Plan NPP 72326.

Teachers shall pay 10% of the premium cost for single coverage. Teachers selecting Employee & children or Employee & Spouse or family coverage shall pay 15% of the premium cost for the 2019-2020 school year; 16% of the premium cost for the 2020-2021 school year and 17% of the premium cost for the 2021-2022 school year. It is agreed, however, that if the percentage of increase to the premium rate(s) at the time of annual renewal for 2020-2021 and/or 2021-2022 exceeds eight (8) percent of the prior contract year's premium rate(s), then the Association agrees to meet with the Board regarding the plan benefits and/or coverages in an effort to reduce the premium increase for the contract year to not more than eight (8) percent. For the purposes of this subsection, "contract year" shall mean the insurance contract year, July 1 through June 30.

In May of each year, the Board and Association shall each name three representatives to the District's insurance committee. The insurance committee shall review all pertinent matters related to the health insurance plan including projected premium changes, benefit levels, and the terms and conditions of the plan. The committee shall make such recommendations to the parties as it finds appropriate.

Dental coverage will carry a separate deductible of \$50.

All retired teachers and their dependents shall have the option of maintaining retired group status for 10 years or until eligible for Medicare, provided, however, that participation of such persons is approved by the insurance company. All such retired

personnel shall reimburse the Board the full amount of said premiums. As soon as a retired teacher or dependent(s) of a retired teacher is eligible for full Medicare, then that person(s) is no longer covered under the group hospitalization plan.

The Board shall pay the full cost of dental insurance for the teacher and his or her dependents under a plan acceptable to both the Board and the Association.

- C. A teacher possessing a valid teaching certificate who is required by the Superintendent to continue his professional growth through enrollment in college courses related to his professional responsibility and approved by the Superintendent shall be reimbursed within thirty (30) days for his tuition upon submission of official transcript. Teachers shall not be required to take a specific course.
- D. In order to advance on the salary schedule and when an approved college course completion form is not available by Sept. 30 of that year, a facsimile shall be sufficient evidence of course completion until an official transcript can be sent by the institution of higher learning. Teachers meeting the September 30th deadline shall receive retro-active pay.
- E. The Board shall pay the cost of a \$50,000 life insurance policy for each full-time teacher under a plan acceptable to both the Board and Association.
- F. Payroll checks shall be issued by direct deposit twice a month on the 10th and 25th. If the date is a non-business day (weekend or holiday), pay will be processed on the first prior business day.
- G. Teachers may be paid on a ten (10) month basis if a request, in writing, is submitted to the Superintendent no later than the fifth (5) day of the school year.
- H. The Board shall pick up and pay to the Illinois Teacher Retirement System (TRS), on behalf of each teacher, up to 9.00% of the appropriate salary shown on the salary schedule attached to this Agreement. Said pick-up and payment shall be for the purpose of the Board's assuming a portion of each teacher's required contributions to the TRS except contributions for survivors' benefits. The Board's pick-up and payment to the TRS is included in the appropriate amounts shown on the salary schedule. The salary schedule amounts represent the combination of all regular salary benefits payable to each teacher and all amounts picked up and paid to the TRS by the Board. The Board shall not be required by this Section or otherwise to pick up and pay any additional amounts to the TRS. It is noted that for the 2019-2020 and 2020-2021 contract years the Board shall pay 3% of the teachers' required contribution to TRS in addition to the salary schedule amounts. For the 2021-2022 contract year the Board shall begin paying 4% of the teachers' required contribution to TRS in addition to the salary schedule amounts. (See: annotation to salary schedule.)
- I. Upon retirement, full-time teachers shall be granted severance pay based on the following formula: \$75 x years of experience in the District. Teachers shall receive their severance pay subsequent to receipt of their last paycheck in the year of their retirement. In order to receive this benefit, a teacher must give written notice of retirement to the Superintendent not later than April 1st of the teacher's final year of employment.

In the event that Section 16-133.2 of the Illinois Pension Code, 40 ILCS 5/16-133.2 is amended to reinstate early retirement without discount, the parties agree that the following language, J below, shall be reinstated.

- J. Teachers who wish to retire early under the applicable provisions of the Illinois Pension Act, Section 5/16-133.2., and who have twenty (20) or more years of creditable service and are between the age of 55 and the age of 60 may apply for early retirement pursuant to applicable law, Board policy, resolution, rules and regulations. Whenever, in the judgment of the Board, it is in the interests of the District to do so, the Board shall pay the combined teacher and employer TRS early retirement penalties for the teacher who seeks to so early retire. Application must be made by March 1st of the year in which the teacher seeks to retire early.
- K. This Retirement Option shall be available to qualified full time teachers with at least twenty (20) years of full-time teaching service to the District who retire at or before the end of the 2022-2023 school year. In order to qualify, a teacher must qualify for retirement under the Illinois Teacher Retirement System without cost or penalty to the Board (i.e. must not utilize ERO) and must provide the Superintendent with written notice of the teacher's irrevocable election to retire by the required date:

If notice is given on or before February 1 of any year of this agreement for retirement effective either at the end of the current school year or at the end of the next school year, the teacher shall receive a salary increase for either his/her last year of employment or for each of his/her last two (2) years of employment. The teacher's "salary scheduled compensation" for either the last school year or the last two school years is to be increased by six (6) percent over the teacher's prior year's salary scheduled compensation provided, however, that the increase to the teacher's TRS creditable earnings for any of the teacher's last two years shall not exceed six (6) percent of the teacher's prior year's TRS creditable earnings. It is understood that the additional salary increase to be given a retiring teacher in any of his/her last two years of employment is limited to that amount that will cause his/her TRS creditable earnings for that year to increase by no more than six (6) percent of his/her prior year's TRS creditable earnings:

"Salary schedule compensation" above is the salary provided by the salary schedule and excludes any extra pay for extra work.

Example 1: Notice by Dec. 1, 2005: Retirement in June 2007:

| | |
|-----------|--|
| 2004-2005 | salary scheduled compensation = \$50,000 |
| 2005-2006 | maximum available increase = \$ 3,000 |
| 2005-2006 | salary scheduled compensation = \$53,000 |
| 2006-2007 | maximum available increase = \$ 3,180 |
| 2006-2007 | salary scheduled compensation = \$56,180 |

In emergency situations a teacher may submit a written request to withdraw the irrevocable notice of retirement given under this section K. Acceptance of the request is at the discretion of the Board. If the request is granted, the teacher will be required to reimburse the District all

amounts received under this section K in excess of what the teacher would have otherwise received in salary increase(s).

L. The Board shall establish a fund of \$7,500 per year for each year of this contract (September 1st –August 31st) for the purpose of tuition reimbursement. A teacher who has completed two years or more of teaching service in the District who elects to continue his professional growth through enrollment in college courses related to his professional responsibility shall be reimbursed at the rate of one hundred fifty (150) dollars per credit hour or the actual tuition cost if less than \$150, not to exceed nine (9) credit hours per year. Teachers shall be entitled to such reimbursement from the fund on a first come first served basis according to the date and time of their electronic submission of the form for approval of the course (s) made to the Superintendent no earlier than January 1st for summer and fall courses and July 1st for spring courses. The request shall state the course (s), the date the course is to begin, the College or University, and the credit hour tuition cost on the Reimbursement form attached as Appendix D. Teachers shall be reimbursed within thirty (30) days upon submission of official transcript. If at any time it is determined that the fund (\$7,500) is depleted, courses will be approved without tuition reimbursement subject to Article XII a. 1.

1. Courses must be offered from an accredited College or University and approved in advance by the Superintendent which approval will not be denied unless the course (s) are unrelated to teaching or teaching duties.
2. Only courses which the teacher receives a grade of “B” or above indicated on official College transcripts will be reimbursed.
3. In order to advance on the salary schedule Official transcripts need to be requested by September 1st.

ARTICLE XIII
Negotiations Procedures

- A. The Board of Education agrees that the teachers of District 289 have the right to organize and join the Mendota Education Association.
- B. The Board or their representatives agrees to meet with the members of the Mendota Education Association or their representatives and negotiate successor agreements in good faith. Both parties agree that it is their mutual responsibility to confer upon their respective representatives the necessary power and authority to make proposals, consider proposals, make counter-proposals in the course of negotiations, and to reach tentative agreements which shall be presented respectively to the Board of Education and Association for ratification.
- C. Negotiations shall begin no later than March 1, unless both parties agree to an alternate date. Meetings shall be held as necessary at times and places agreed to by both parties. The first meeting shall be for the purpose of determining ground rules for future negotiating sessions. The Superintendent of the District will invite the President of the Mendota Education Association or his designated representative to the February Board meeting to establish the time and place for the first negotiations meeting.
- D. When the Association and Board negotiating committee reach tentative agreement on all matters being negotiated, the items will be reduced to writing and shall be submitted to the membership of the Association for ratification and to the Board for ratification.
- E. Within thirty (30) days of ratification of the Substantive Agreement, the Board shall have posted on the District e-mail system a copy of this contract. Each teacher shall have access to and receive training on the use of the e-mail system, including online retrieval of this document.

ARTICLE XIV
Effect, Duration and Acceptance of Agreement

- A. The terms and conditions set forth in this Agreement represent the full and complete understanding and commitment between the parties hereto. The terms and conditions may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in a written amendment executed according to the provisions of this Agreement.
- B. Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, said article, section, or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law. The remaining articles, sections, and clauses shall remain in full force and effect for the duration of the Agreement, if not affected by the deleted article, section or clause.
- C. During the term of this Agreement and any extension thereof, no teacher covered by this Agreement, nor the Association, nor any person acting on behalf of the Association shall ever at any time engage in, authorize, or instigate any non-informational picketing, any recognition of any picket line at the School District's premises, any strike, slow-down, or any other refusal to render full and complete services to the Board.

In the event of any violation of any provision of this section by the Association, its members or representatives, or by any teacher, any violating teacher shall be subject to discipline or discharge as determined appropriate pursuant to law. Upon notice from the Board, the Association shall immediately direct such teachers, both orally and in writing, to resume normal operations immediately and make every other effort to end any violation(s).

- D. This Agreement shall be effective 12:01 a.m. August 15, 2019, and shall continue in effect until 12:00 p.m. August 14, 2022. This Agreement shall expire on the date indicated.
- E. This Agreement is signed this 29 day of October, 2019.

IN WITNESS THEREOF:

For the Mendota Education

Ruthel Sari
Bill Stapp

For the Board of Education

Sean Pappas
Tim Poll

ADDITIONAL AGREEMENTS

The following additional agreements were made by the parties:

1. The Union will certify the members for whom it has dues deduction authorization by annually sending the District a list with the following attached:

Attached hereto is a list of all members for which we have written authorization for the deduction of Union dues from their paychecks. The attached states the amount of dues to be withheld.

2. Requests for time off necessary for travel made prior to the strike, shall be honored for all teachers showing evidence that the plans were made prior to the strike by presenting paid travel plans to the business office on or before November 8, 2019.

For Board:

For Union:

Appendix A 2019-2020 Salary Schedule

| | BS | BS+8 | BS+16 | BS+24 | MS | MS+8 | MS+20 | MS+40 |
|----|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 | 32,365 | 33,821 | 35,277 | 36,733 | 38,189 | 39,645 | 41,101 | 42,557 |
| 2 | 33,821 | 35,277 | 36,733 | 38,189 | 39,645 | 41,101 | 42,557 | 44,013 |
| 3 | 35,277 | 36,733 | 38,189 | 39,645 | 41,101 | 42,557 | 44,013 | 45,469 |
| 4 | 36,733 | 38,189 | 39,645 | 41,101 | 42,557 | 44,013 | 45,469 | 46,925 |
| 5 | 38,189 | 39,645 | 41,101 | 42,557 | 44,013 | 45,469 | 46,925 | 48,381 |
| 6 | 39,645 | 41,101 | 42,557 | 44,013 | 45,469 | 46,925 | 48,381 | 49,837 |
| 7 | 41,101 | 42,557 | 44,013 | 45,469 | 46,925 | 48,381 | 49,837 | 51,293 |
| 8 | 42,557 | 44,013 | 45,469 | 46,925 | 48,381 | 49,837 | 51,293 | 52,749 |
| 9 | 44,013 | 45,469 | 46,925 | 48,381 | 49,837 | 51,293 | 52,749 | 54,205 |
| 10 | 45,469 | 46,925 | 48,381 | 49,837 | 51,293 | 52,749 | 54,205 | 55,661 |
| 11 | 46,925 | 48,381 | 49,837 | 51,293 | 52,749 | 54,205 | 55,661 | 57,117 |
| 12 | 48,381 | 49,837 | 51,293 | 52,749 | 54,205 | 55,661 | 57,117 | 58,573 |
| 13 | 49,837 | 51,293 | 52,749 | 54,205 | 55,661 | 57,117 | 58,573 | 60,029 |
| 14 | 51,293 | 52,749 | 54,205 | 55,661 | 57,117 | 58,573 | 60,029 | 61,485 |
| 15 | 52,749 | 54,205 | 55,661 | 57,117 | 58,573 | 60,029 | 61,485 | 62,941 |
| 16 | | | 57,117 | 58,573 | 60,029 | 61,485 | 62,941 | 64,397 |
| 17 | | | | | 61,485 | 62,941 | 64,397 | 65,853 |
| 18 | | | | | | | 65,853 | 67,309 |
| 19 | | | | | | | 67,309 | 68,765 |
| 20 | | | | | | | 68,765 | 70,221 |
| 21 | | | | | | | | 71,677 |
| 22 | | | | | | | | |

In addition to the above salary schedule amounts, the Board shall pick up and pay 3% of the teacher's required contribution to TRS.

Appendix A 2020-2021 Salary Schedule

| | BS | BS+8 | BS+16 | BS+24 | MS | MS+8 | MS+20 | MS+40 |
|----|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 | 33,821 | 35,343 | 36,865 | 38,387 | 39,909 | 41,431 | 42,953 | 44,475 |
| 2 | 35,343 | 36,865 | 38,387 | 39,909 | 41,431 | 42,953 | 44,475 | 45,997 |
| 3 | 36,865 | 38,387 | 39,909 | 41,431 | 42,953 | 44,475 | 45,997 | 47,519 |
| 4 | 38,387 | 39,909 | 41,431 | 42,953 | 44,475 | 45,997 | 47,519 | 49,041 |
| 5 | 39,909 | 41,431 | 42,953 | 44,475 | 45,997 | 47,519 | 49,041 | 50,563 |
| 6 | 41,431 | 42,953 | 44,475 | 45,997 | 47,519 | 49,041 | 50,563 | 52,085 |
| 7 | 42,953 | 44,475 | 45,997 | 47,519 | 49,041 | 50,563 | 52,085 | 53,607 |
| 8 | 44,475 | 45,997 | 47,519 | 49,041 | 50,563 | 52,085 | 53,607 | 55,129 |
| 9 | 45,997 | 47,519 | 49,041 | 50,563 | 52,085 | 53,607 | 55,129 | 56,651 |
| 10 | 47,519 | 49,041 | 50,563 | 52,085 | 53,607 | 55,129 | 56,651 | 58,173 |
| 11 | 49,041 | 50,563 | 52,085 | 53,607 | 55,129 | 56,651 | 58,173 | 59,695 |
| 12 | 50,563 | 52,085 | 53,607 | 55,129 | 56,651 | 58,173 | 59,695 | 61,217 |
| 13 | 52,085 | 53,607 | 55,129 | 56,651 | 58,173 | 59,695 | 61,217 | 62,739 |
| 14 | 53,607 | 55,129 | 56,651 | 58,173 | 59,695 | 61,217 | 62,739 | 64,261 |
| 15 | 55,129 | 56,651 | 58,173 | 59,695 | 61,217 | 62,739 | 64,261 | 65,783 |
| 16 | | | 59,695 | 61,217 | 62,739 | 64,261 | 65,783 | 67,305 |
| 17 | | | | | 64,261 | 65,783 | 67,305 | 68,827 |
| 18 | | | | | | | 68,827 | 70,349 |
| 19 | | | | | | | 70,349 | 71,871 |
| 20 | | | | | | | 71,871 | 73,393 |
| 21 | | | | | | | | 74,915 |
| 22 | | | | | | | | |

In addition to the above salary schedule amounts, the Board shall pick up and pay 3% of the teacher's required contribution to TRS.

Appendix A 2021-2022 Salary Schedule

| | BS | BS+8 | BS+16 | BS+24 | MS | MS+8 | MS+20 | MS+40 |
|----|--------|--------|--------|--------|--------|--------|--------|--------|
| 1 | 35,174 | 36,757 | 38,340 | 39,923 | 41,506 | 43,089 | 44,672 | 46,255 |
| 2 | 36,757 | 38,340 | 39,923 | 41,506 | 43,089 | 44,672 | 46,255 | 47,838 |
| 3 | 38,340 | 39,923 | 41,506 | 43,089 | 44,672 | 46,255 | 47,838 | 49,421 |
| 4 | 39,923 | 41,506 | 43,089 | 44,672 | 46,255 | 47,838 | 49,421 | 51,004 |
| 5 | 41,506 | 43,089 | 44,672 | 46,255 | 47,838 | 49,421 | 51,004 | 52,587 |
| 6 | 43,089 | 44,672 | 46,255 | 47,838 | 49,421 | 51,004 | 52,587 | 54,170 |
| 7 | 44,672 | 46,255 | 47,838 | 49,421 | 51,004 | 52,587 | 54,170 | 55,753 |
| 8 | 46,255 | 47,838 | 49,421 | 51,004 | 52,587 | 54,170 | 55,753 | 57,336 |
| 9 | 47,838 | 49,421 | 51,004 | 52,587 | 54,170 | 55,753 | 57,336 | 58,919 |
| 10 | 49,421 | 51,004 | 52,587 | 54,170 | 55,753 | 57,336 | 58,919 | 60,502 |
| 11 | 51,004 | 52,587 | 54,170 | 55,753 | 57,336 | 58,919 | 60,502 | 62,085 |
| 12 | 52,587 | 54,170 | 55,753 | 57,336 | 58,919 | 60,502 | 62,085 | 63,668 |
| 13 | 54,170 | 55,753 | 57,336 | 58,919 | 60,502 | 62,085 | 63,668 | 65,251 |
| 14 | 55,753 | 57,336 | 58,919 | 60,502 | 62,085 | 63,668 | 65,251 | 66,834 |
| 15 | 57,336 | 58,919 | 60,502 | 62,085 | 63,668 | 65,251 | 66,834 | 68,417 |
| 16 | | | 62,085 | 63,668 | 65,251 | 66,834 | 68,417 | 70,000 |
| 17 | | | | | 66,834 | 68,417 | 70,000 | 71,583 |
| 18 | | | | | | | 71,583 | 73,166 |
| 19 | | | | | | | 73,166 | 74,749 |
| 20 | | | | | | | 74,749 | 76,332 |
| 21 | | | | | | | | 77,915 |
| 22 | | | | | | | | |

In addition to the above salary schedule amounts, the Board shall pick up and pay 4% of the teacher's required contribution to TRS.

APPENDIX B:
Co-Curricular Stipends

| | 20-22 |
|------------------------|--------------|
| Basketball | 2,302 |
| Volleyball | 2,302 |
| Track | 1,853 |
| 6th Basketball | 1,519 |
| B Basketball | 1,018 |
| 6th Volleyball | 1,519 |
| 6th Intramural | 748 |
| 5th Intramural | 386 |
| Cheerleading | 818 |
| Score Keeper | 34.51 |
| Time Keeper | 34.51 |
| Admissions | 33.36 |
| Score, Time, Adm 3rd | 16.67 |
| Student Org.<= 40 hrs. | 478 |
| Student Org.>40 hrs. | 818 |
| Consulting Teacher | 649 |
| Noon Duty | 13.63 |
| Saturday Supervisor | 21.42 |
| Elem. Head Teacher | 1,416 |
| MS Head Teacher Day | 69.05 |
| Academic Hourly | 21.42 |
| Track Starter | 34.51 |
| Track Workers | 33.36 |
| Student Council | 13.92 |
| Scholastic Bowl Coach | 789 |
| Choral Director | 789 |
| Drama Coach | 789 |
| Summer School | 26.78 |

| | | |
|--------------------|--|--------|
| Track Asst. | | 800.00 |
| Soccer Head Coach | | 800.00 |
| Soccer Asst. Coach | | 600.00 |

APPENDIX C EVALUATION PLAN

| Formal Observation Summary | |
|-----------------------------|----------------------|
| Teacher _____ | School _____ |
| Subject(s) _____ | Grade Level(s) _____ |
| Summary of the Lesson _____ | Observer _____ |
| Date _____ | Date _____ |

Domain 1: Planning and Preparation

Evidence of Teaching

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|--|---|
| 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 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 from a variety of sources, and attains this knowledge for individual 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. |

| | | | |
|--|--|---|--|
| <p>1c Setting Instructional Outcomes</p> <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| | | | |
| <p>1d Demonstrating Knowledge of</p> <p>The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or</p> | <p>The teacher demonstrates some familiarity with resources available through the school or district to</p> | <p>The teacher is fully aware of the resources available through the school or district to enhance own knowledge,</p> | <p>The teacher seeks out resources in and beyond the school or district in professional organizations, on the</p> |
| | | | |

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|---|--|
| Resources | for students who need them. The teacher does not seek such knowledge. | enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge. | to use in teaching, or for students who need them. | 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, some of which 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, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to 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, students, and 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's 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 for 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 contribution 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. |
| Evidence: | | | | |
| Target(s) for Growth: | | | | |

Domain 1: Planning and Preparation Rating: _____ U _____ NI _____ P _____ E
 (Rating is optional; if used, transfer rating to Form M: Summary of Observations and Artifacts.)

Domain 2: The Classroom Environment

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|--|
| 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 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, both between 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 among 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 attempts to create a culture for learning are 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 non-instructional duties. | Some instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective. | Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. |
| 2d Managing Student Behavior | There is no evidence that standards of conduct have been established, and 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 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. |

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|-------------------------------------|---|--|--|--|
| 2e Organizing Physical Space | The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | 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 for 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. |

Evidence:

Target(s) for Growth:

Domain 2: The Classroom Environment Rating _____ U _____ NI _____ P _____ E
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifact*

Domain 3: Instruction

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|---|
| 3a Communicating with Students | 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. | 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. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development. | 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 to students' cultures and levels of development, and anticipates possible student misconceptions. |
| 3b Using Questioning and Discussion Techniques | The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. | 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. | 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. | 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. |
| 3c Engaging Students in Learning | 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. | Activities and assignments, materials, and groupings of students are partially 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. | 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. | 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 needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. |
| 3d Using Assessment in Instruction | Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students, and students are aware of only some of the assessment criteria used to evaluate their work. | 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. | 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 the teacher, and high-quality feedback to students from a variety of sources. |

| | | | | |
|--|--|--|--|--|
| 3e Demonstrating Flexibility and Responsiveness | 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. | 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. | The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student needs. | 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. |
| | Component | Unsatisfactory | Needs Improvement | Proficient |
| Evidence: | | | | |
| Target(s) for Growth: | | | | |

Domain 3: Instruction Rating _____ U _____ NI _____ P _____ E
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

Domain 4: Professional Responsibilities

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|--|
| 4a Accuracy Use in Future Teaching | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved another time the lesson is taught. | Teacher has a generally accurate rate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| 4b Maintaining Accurate Records | The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion | The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective. | The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. | The teacher's systems for maintaining both instructional and non-instructional 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. |

| | | | |
|---|--|--|---|
| <p>4d Participating in a Professional Community</p> | <p>The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p> <p>Component</p> | <p>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p> | <p>The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p> |
| <p>4e Growing and Developing Professionally</p> | | | |
| <p>4f Showing Professionalism</p> | <p>Evidence:</p> <p>Target(s) for Growth:</p> | | |

Domain 4: Professional Responsibilities Rating: _____ U _____ NI _____ P _____ E
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

SUMMATIVE

Name: _____ Summative Conference Date: _____ Time: _____

Position: _____ Total Years Completed in Position: _____

Total Years as Certified Education in District #289: _____

School(s) Department: _____ Grade Level(s): _____

Appraiser(s): _____

| Summative Evaluator Comments/Areas for Future Focus: | Summative Evidence |
|--|--------------------|
| | |

| Rating by Domain | |
|--|--|
| Domain 1 Rating | Domain 3 Rating |
| <input type="radio"/> Unsatisfactory (list component deficiencies) | <input type="radio"/> Unsatisfactory (list component deficiencies) |
| <input type="radio"/> Needs Improvement (list component deficiencies) | <input type="radio"/> Needs Improvement (list component deficiencies) |
| <input type="radio"/> Proficient | <input type="radio"/> Proficient |
| <input type="radio"/> Excellent | <input type="radio"/> Excellent |
| Domain 2 Rating | Domain 4 Rating |
| <input type="radio"/> Unsatisfactory (list component deficiencies) | <input type="radio"/> Unsatisfactory (list component deficiencies) |
| <input type="radio"/> Needs Improvement (list component deficiencies) | <input type="radio"/> Needs Improvement (list component deficiencies) |
| <input type="radio"/> Proficient | <input type="radio"/> Proficient |
| <input type="radio"/> Excellent | <input type="radio"/> Excellent |

| | | |
|---|---|--|
| Hiring Recommendation | Overall Summative Rating | |
| <input type="radio"/> Non-renewal | <input type="radio"/> Unsatisfactory | |
| <input type="radio"/> Rehire year 2 3 or 4 | <input type="radio"/> Needs Improvement | |
| <input type="radio"/> Continuous employment | <input type="radio"/> Proficient | |
| <input type="radio"/> Remediation | <input type="radio"/> Excellent | |

Signatures:

Administrator _____ Date _____

Certified Staff _____ Date _____

Signature does not necessarily indicate agreement with contents but acknowledges that teacher has received a copy.
All information has been presented according to process.

Mendota #289 Informal Observation Form

Name: _____ Grade/Subject: _____ Date: _____
Lesson Topic: _____ Time: In: _____ Out: _____
Conference requested: _____ Yes _____ No Date met to discuss Informal Observation: _____

(Teacher's Signature)

(Administrator's Signature)

| Planning and Preparation | Evidence: |
|---|--|
| <ul style="list-style-type: none">• Aligns instructional objectives, learning activities, and assessments to Common Core Standards and district pacing guides• Demonstrates knowledge of resources• Demonstrates knowledge of best practices• Selects appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels• Designs assessments congruent with instructional outcomes which measure specific outcomes• Designs instruction based on principles of effective instruction by collaborating with colleagues• Student work is displayed• Instructional bulletin boards or displays are present | Growth Target(s): |

| | |
|--|-------------------------|
| <p>Classroom Environment</p> <ul style="list-style-type: none"> • Room is neat and organized with limited visual distractions • Interaction between and among teacher and students is respectful and valued • Establishes clear expectations for classroom rules and procedures • Establishes a climate of trust and teamwork by modeling fairness, caring, respect and enthusiasm for learning • Creates and maintains a positive and safe environment to maximize learning and promote students' social development • Promotes cultural sensitivity by respecting students' diversity, including but not limited to language, culture, race, gender, and special needs • Enforces expectations and procedures consistently and fairly to maximize academic learning time | <p>Evidence:</p> |
|--|-------------------------|

Growth Target(s):

| | |
|---|-------------------------|
| <p>Instruction</p> <ul style="list-style-type: none"> • Communicates learning goals clearly and checks regularly for student understanding • Selects, evaluates, integrates and refines a variety of instructional strategies, delivery methods, and resources • Uses questioning and discussion techniques which promote or enhance student engagement • Students are thoroughly engaged in activities/assignments using varied structures • Instructional materials and resources are differentiated to meet the needs of all learners • Accesses and integrates resources to support student learning • Develops in conjunction with students, measurable and appropriate goals for adequate student progress and provides instruction that will enable students to achieve these stated goals • Utilizes a variety of formative and summative assessments that demonstrates students' growth in knowledge and skills over time • Engages students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work | <p>Evidence:</p> |
|---|-------------------------|

| Professionalism | Evidence: <ul style="list-style-type: none"> • Ensures the confidentiality of information and privacy of students, families, colleagues, and administrators • Establishes goals for improving one's own/personal knowledge, skills, and pedagogy and participates in professional growth opportunities to meet these goals • Collaborates with colleagues within and across content areas and grade levels and shares the work load to enhance instruction • Collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive for learning. • Collaborates, communicates, and works in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home • Effectively uses standard oral and written English in all communications • Complies with federal and state laws and school and division policies • Models professional conduct and ethical standards Growth Target(s): <div style="border: 1px solid black; height: 100px; width: 100%;"></div> |
|------------------------|--|
|------------------------|--|

Professional Development Plan

For Tenured Teachers Rated as

Needs Improvement

Teachers in Contractual Continued Service (tenured) rated as Needs Improvement in the Summative Conference will be placed on a Professional Development Plan (PDP).

- Evidence at Summative Conference which determines a Needs Improvement Rating
- Identified Components that are rated less than Proficient
- Evidence of conversations that identified concerns (informal and formal observations)
- Evidence of time allowed to complete tasks and show improvement

A Professional Development Plan will be developed by the evaluator in consultation with the teacher within 10 working days following a summative rating.

Professional Development Plan will contain the following:

- A. The performance area(s) to be improved, including reference to the relevant Domains/Components
- B. Expected outcomes as referenced in the Danielson Frameworks
- C. The specific strategies that will be used to improve performance
- D. Tasks to be completed
- E. Supports and resources provided by Administration
- F. Target dates for completion of tasks and final date of rating
- G. Indicators of Progress to show how the teacher will move towards proficient/excellent in the targeted components through informal observations, data or other evidence.

Summary

At the Completion of a Professional Development Plan teachers are evaluated with the following ratings:

- *Unsatisfactory* – A remediation Plan must be developed within 30 days

➤ *Needs Improvement* – Continue on a Professional Development plan for an additional 30 days after the second 30 days period a teacher can only be rated Exceller Proficient, or Unsatisfactory

➤ *Proficient or Excellent* – the teacher follows the Teacher evaluation plan with at least one formal observation the following year

Notice of Professional Development Plan

Form 1

To: _____ Date: _____
(Tenured teacher)

From: (Evaluating Administrator)

Given to the above-named staff member by _____ at _____
am/pm on _____

This is to inform you that a Professional Development Plan meeting will be held on _____
In room _____ at _____ am/pm.

Below is the description of the specific performance issues that do not meet the Domains or Professional Development Plan expectations:

Please notify me by _____ am/pm today/tomorrow if you are unable to attend this meeting and we will reschedule this meeting at a mutually convenient time.

This form should be submitted to the Administration and Personnel Superintendent's office after completion.

Professional Development Plan

Form 2

Name: _____

Supervisor/Evaluator: _____

Date of PDP: _____ (within 30 days of above rating)

| Area of Improvement: | Rationale for Area(s) of Improvement: | | | |
|--|---|--|--------------|---------------------|
| Domain/Component: Limit to 3 Components | Expectations for Effective Teaching: Taken from a review of the Framework for Teaching and District Indicators of effective practice | | | |
| Improvement Strategies: | Tasks to complete | Supports and Resources: | Target Date: | Date of Completion: |
| Specific and directed actions taken to address the areas identified as needing improvement | | Human/Material/Tim/Prof. Development/other | | |
| Domain/Component: Taken and repeated from above | Indicator of Progress: Data/artifacts/observation records/other sources appropriate to the improvement area | | | |

*Note: This plan does not have a minimum or maximum length of time. The plan can last until the teacher is evaluated in the next school year.

| | | | |
|------------|--|----------|--|
| Evaluator: | | Teacher: | |
| Date: | | Date: | |

*Signatures above indicate the plan above was developed by the evaluator in consultation with the teacher

Teacher completion of Professional Development Plan:

YES NO

| | | | |
|------------|--|----------|--|
| Evaluator: | | Teacher: | |
| Date: | | Date: | |

* The teacher's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that I received a copy of this professional development plan.

Professional Development Plan Summary

Form 3

The teacher will receive a copy of this form at the conclusion of the final scheduled Professional Development Plan Meeting
This document is to be submitted to the Administration and Superintendent after completion

Proficient: Concerns resolved. Certified tenured teacher returned to the regular evaluation process and/or teacher's Professional Development Plan.

Needs Improvement: Progress noted. Continuation of Professional Development Plan for 30 school days. (Professional Development Plan may be extended for an additional 30 school days upon recommendation of the administrator, and approval of the Assistant Superintendent of Administration & Personnel. Total date of Needs Improvement will not exceed 60 days.)

Unsatisfactory: Concerns remain unresolved. Certified tenured teacher moved to the Remediation Plan as defined in the Illinois School Code (105 ILCS 5/24A-5)

I have received a copy of this report:

(Signature of Tenured Teacher) _____

(Signature of Supervising Administrator) _____

Danielson Appraisal Process

5-6-13

Joint Evaluation Committee

1. **Members of the Committee:** Diane Englehart, Vickie Gehm, Sarah Henkel, Vicki Johnson, Stacy Kelly, Courtney Klobucher, Becky Kramer, Krister School, and Beth Wackerlin. (Todd Doyle, Scott Horsch, and Jessica Kreiser also assisted the committee)
2. **What Model are we using and what are the reasons we chose it?**

Charlotte Danielson: *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition*, by Charlotte Danielson shall be the basis for the Mendota C.U.S.D. #289 Teacher Appraisal System. The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The committee focused on the development of an evaluation instrument aligned with Danielson's framework which provides language among the four domains that is clear, concise and more easily understood between the teacher and the evaluator. This model also recognizes professional growth as a major component in the appraisal process.

 - The Danielson Model is the chosen model for the State of Illinois
 - The Danielson Model provides a clear framework with clear expectations and definitions of good teaching
 - Teacher Training is available
 - All district administrators were trained to use the Danielson Model during the summer of 2012
 - Teacher representatives, through collaboration with colleagues, reached consensus that this model addressed district needs and concerns
3. **Core Beliefs About Appraisal:** The committee developed a list of four (4) core beliefs that are critical to the teacher evaluation process as follows:
 - The evaluation process is an ongoing and collaborative effort focusing on the professional growth of the teacher and should ultimately improve teaching and learning
 - There is clarity of expectations for both the teacher and the evaluator
 - The evaluation tool is flexible and is adaptable to all the various teaching positions, tenure status, and levels within the district
 - It is a legal process with specific requirements and necessary timelines
4. **Goals of the Teacher Appraisal Plan:** The committee developed goals at the outset of developing this Teacher Appraisal Plan and are as follows:

- To develop a tool that ultimately improves teaching and learning
- To provide a fair and consistent method of teacher appraisal across the school district that meets the diverse needs of the staff
- To provide a common language that allows for clear expectations about effective instruction and professional dialogue
- To allow teachers to play a direct, active role in the process of their own appraisal, including opportunities for self-reflection and professional growth
- To develop a plan that is legally sound and in compliance with PERA.

***Nothing in this document/instrument shall be construed as preventing immediate dismissal of a teacher for deficiencies which are deemed irremediable or for actions which are injurious to or endanger the health of students in the classroom or school, or preventing the dismissal or non-renewal of teacher not in contractual continued service for any reason not prohibited by applicable employment, labor, and civil right laws (Section ILCS 5/24A-5).**

5. Framework for Teachinf: Domains, Components, and Elements:

| FRAMEWORK FOR TEACHING | |
|--|--|
| CONVERSATIONAL COMPONENTS | OBSERVABLE COMPONENTS |
| <p>Domain 1: Planning and Preparation</p> <p>a. Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy <p>b. Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Skills, Knowledge, and Language Proficiency | <p>Domain 2: The Classroom Environment</p> <p>a. Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher Interactions with Students Including Both Words and Actions • Student Interactions with Other Students, Including Both Words and Actions <p>b. Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the Content and of Learning • Expectations for Learning and Achievement • Student Pride in Work <p>c. Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of Instructional Groups • Management of Transitions • Management of Materials and Supplies • Performance of Non-Instructional Duties <p>d. Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations |

| | |
|--|---|
| <ul style="list-style-type: none"> Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs <p>c. Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Students <p>d. Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students <p>e. Designing Coherent Instruction</p> <ul style="list-style-type: none"> Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure <p>f. Designing Student Assessments</p> <ul style="list-style-type: none"> Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments Use for Planning | <ul style="list-style-type: none"> Monitoring of Student Behavior Response to Student Misbehavior <p>e. Organizing Physical Space</p> <ul style="list-style-type: none"> Safety and Accessibility Arrangement of Furniture and Use of Physical Resources |
| | <p>Domain 3: Instruction</p> <p>a. Communicating with Students</p> <ul style="list-style-type: none"> Expectations for Learning Directions for Activities Explanations of Content Use of Oral and Written Language <p>b. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Quality of Questions/Prompts Discussion Techniques Student Participation <p>c. Engaging Students in Learning</p> <ul style="list-style-type: none"> Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing |
| <p>Domain 4: Professional Responsibilities</p> <p>a. Reflecting on Teaching</p> <ul style="list-style-type: none"> Accuracy Use in Future Teaching <p>b. Maintaining Accurate Records</p> <ul style="list-style-type: none"> Student Completion of Assignments Student Progress in Learning Non-instructional Records <p>c. Communicating with Families</p> <ul style="list-style-type: none"> Information about the Instructional Program Information about Individual Students Engagement of Families in the | <p>Domain 3: Instruction</p> <p>a. Communicating with Students</p> <ul style="list-style-type: none"> Expectations for Learning Directions for Activities Explanations of Content Use of Oral and Written Language <p>b. Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Quality of Questions/Prompts Discussion Techniques Student Participation <p>c. Engaging Students in Learning</p> <ul style="list-style-type: none"> Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing |

| | |
|---|---|
| <p>Instructional Program</p> <p>d. Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with Colleagues • Involvement in a Culture of Professional Inquiry • School • Participation in School and District Projects <p>e. Growing and Developing Professionally</p> <ul style="list-style-type: none"> Service to the • Service to the Profession <p>f. Showing Professionalism</p> <ul style="list-style-type: none"> Enhancement of Content Knowledge and Pedagogical Skill • Receptivity to Feedback from Colleagues • Service to the Profession Integrity and Ethical Conduct • Service to Students Advocacy • Decision Making • Compliance with School and District Regulations | <p>d. Using Assessment in Instruction</p> <ul style="list-style-type: none"> Assessment Criteria • Monitoring of Student Learning • Student Self-Assessment and Monitoring of Progress <p>e. Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Lesson Adjustment • Response to Students Persistence |
|---|---|

6. Levels of Performance:

All of the Danielson Frameworks are organized around levels of performance that represent an educator's growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this model addresses the needs of each individual certifie staff member.

Framework for Teaching: Levels of Performance

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning. These levels contribute to a teacher's summative rating.

| | |
|--------------------------|--|
| UNSATISFACTORY | Professional practice at the Unsatisfactory Level shows evidence of not understanding the concepts underlying the components of the <i>Framework for Teaching or Frameworks for Specialists</i> may represent practice that is harmful, and requires intervention. |
| NEEDS IMPROVEMENT | Professional practice at the Needs improvement Level shows evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment. This level is generally considered minimally competent for teachers early in their careers and in need of specific support in tenured years. |
| PROFICIENT | Professional practice at the Proficient level shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional and effective practice. Certified staff at this level thoroughly know their content, they know their students and colleagues, they know the curriculum, and they have a broad repertoire of strategies and activities to use with students and share with peers. |
| EXCELLENT | Professional practice at the Excellent level is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. Practice at this level is at the highest level of expertise and commitment to student learning and individual and collaborative professional learning. |

Examples of How to Arrive at a Domain and Final Summative Rating

Domain Ratings in Mendota C.C.S.D. #289 Professional Appraisal System

- **Excellent** - *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** - Any component rated as *Unsatisfactory*.

| Domain 2 for Teachers - Classroom Environment (EXAMPLE) | | | | |
|--|------------------------------------|---------------------------------|----------------------------|------------------------------|
| Component | Unsatisfactory (Unsatisfactory) | Needs Improvement (Basic) | Proficient (Proficient) | Excellent (Distinguished) |
| 2a | | | x | |
| 2b | | x | | |
| 2c | | x | | |
| 2d | | | x | |
| 2e | | | | x |
| Final Domain Rating | | x | | |

Overall Ratings in Mendota C.C.S.D. #289 Professional Appraisal System

- **Excellent** - *Excellent* rating in at least two or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **Unsatisfactory** - *Any* domain rated *Unsatisfactory*.

| (EXAMPLE) | | Final Summative Rating | | |
|----------------|------------------------------------|------------------------------|----------------------------|------------------------------|
| Domain | Unsatisfactory (Unsatisfactory) | Needs Improvement (Basic) | Proficient (Proficient) | Excellent (Distinguished) |
| Domain 1 | | | x | |
| Domain 2 | | x | x | |
| Domain 3 | | | x | |
| Domain 4 | x | | | x |
| Overall Rating | | | x | |

Non-Tenured Teacher Contract Renewal - Each non-tenured teacher will receive a final summative rating and a recommendation for renewal or non-renew of his/her contract. It is understood that non-tenured teachers in years 1 and 2 may receive a final summative rating of *Needs Improvement* as they are emerging towards proficiency. Non-tenured teachers in years 3 and 4 are expected to maintain a final summative rating of *Proficient* or higher.

Tenured Teachers are expected to maintain an overall Summative Rating of *Proficient* or higher. If a Tenured Teacher receives an overall Summative Rating *Needs Improvement*, a Professional Development Plan will be developed.

If a Tenured Teacher exhibits evidence of *Unsatisfactory* practice, an overall Summative Evaluation may be conducted at any time during the contractual school year. An overall Summative Rating of *Unsatisfactory* will result in the development of a Remediation Plan in accordance with the law.

Appraisal System Definitions

Appraisal: Assigning a value to a given set of criteria

Best Practices: Research based methods that are effective in improving student achievement

Component: One of 22 distinct aspects included in the four domains

Documentation: Evidence/information that supports or explains a position

Domain: Four areas of effective teaching which include: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibility

Effective Teaching: Instructional practices that result in increased student growth, as defined in the practices outlined at the *Proficient* and *Excellent* levels in the Mendota Elementary Framework for Teaching

Elements: Specific features of individual components

Formal Observation: The opportunity for the teacher and appraiser to discuss the planning process, collect evidence on the teacher's instruction and classroom environment, and dialogue with the teacher after the observation is complete.

Formal observations should be at least 30 minutes in length. First and second year non-tenured teachers will be formally observed at least two times in a school year. Third and fourth year non-tenured teachers will be formally observed at least one time with additional observations at the discretion of the evaluator or by a documented request by the non-tenured teacher. Pending agreement between the tenured teacher and the appraiser, additional observations may be considered.

Informal Observation: The opportunity to reflect on the entire professional performance of a teacher both inside and outside of the classroom. Informal observations may include professional behavior in a variety of settings and/or between a variety of individuals; students, colleagues, parents, administrator, or other school staff. Information to be used in the appraisal must be provided in writing within 10 days after the completion of the informal observation. Examples of documentation include a written memo, email, or other writing that represents the observation.

Non-tenured/Probationary: The status given to an educator who has not yet completed the probationary period of contractually continued service for four consecutive school terms within this school district.

PERA: Performance Evaluation Reform Act (Senate Bill 315; Public Act 96-0861)

Performance Rating (domain): Appraisal of teacher job performance of each of the four domains based on the evidence collected during formal and informal observations. According to state requirements teacher performance shall be rated as: *excellent, proficient, needs improvement, or unsatisfactory.*

Performance Rating (Summative): Overall appraisal of teacher job performance based on the rating earned on each of the four domains. According to state requirements teacher performance shall be rated as: *excellent, proficient, needs improvement, or unsatisfactory.*

Professional Development Plan (PDP): A jointly developed written plan to correct deficiencies identified through the appraisal process after a *Needs Improvement* rating (overall Domain). The plan must be developed within 10 days and monitored for a minimum period of 30 school days.

Professional Goals: Objectives developed by the teacher annually which result in the continuous improvement of teaching and student learning.

Remediation Plan: A jointly developed written plan to correct deficiencies identified through the appraisal process after an *Unsatisfactory* rating. The plan must be developed within 30 school days, and monitored for a minimum period of 90 school days. Additionally, the tenured teachers' performance must be appraised at the midpoint and again at the conclusion of the 90 day period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the appraisal. At the conclusion of the remediation plan period, a teacher with a summative evaluation with an overall rating of proficient or excellent shall return to the district's evaluation schedule the following year. An overall rating of needs improvement or unsatisfactory is recommendation for dismissal.

Tenure: The status given to an educator who has satisfactorily completed contractually continued service for four consecutive school terms within this school district

7. Appraisal Process:

- A preconference will take place up to 1 week before the formal observation.
- Teachers will provide a completed pre-observation form on the time of the pre-observation meeting
- Teachers should submit the professional responsibility data form at the time of the pre-observation meeting.
- Teacher reflection form is due prior to the post-observation conference.
- The time period between the formal observation and the post-conference shall not exceed 10 school days.

Mendota Community Consolidated District #289
Annual Professional Goals

Teacher: _____

School: _____

Grade Level/Subject: _____

A. Specify three or four goals based on the Charlotte Danielson Model – List the domain and the component/s. Along with each goal, describe how each of these will improve student learning.

Example:

Domain 1 – 1b Demonstrating Knowledge of Students

Examples of methods/strategies that will be used to reach this goal:

I will get to know all of my students so I can understand their background and teach to their learning styles.

Examples for Indicators of Progress:

Student work, videotaping of class, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment, reflective journals, case study analysis, etc.

1. Domain _____ - _____

List methods/strategies that will be used to reach this goal:

Indicators of progress:

- 1a.
- b.
- c.
- 2. Domain _____ - _____

List methods/strategies that will be used to reach this goal:

Indicators of progress:

- 2a.
- b.
- c.

- 3. Domain _____ - _____

List methods/strategies that will be used to reach this goal:

Indicators of progress:

- 3a.

b.

c.

4. Domain _____

List methods/strategies that will be used to reach this goal:

Indicators of progress:

a.

b.

c.

1st Semester Professional Goal Review:

Date: _____

Staff Member Signature: _____

Administrator Signature: _____

2nd Semester Professional Goal Review:

Date: _____

Staff Member Signature: _____

Administrator Signature: _____

Mendota Community Consolidated District #289

Pre-Observation Form

Teacher: _____ School: _____ Grade Level/Subject: _____

Date of Pre-Conference: _____ Date of Observation: _____

Observer: _____ Position: _____

Total Years Completed in Position: _____

| Conversation Components | | Observable Components | | |
|--|--|---|--|--|
| Domain 1 | Domain 4 | Domain 2 | Domain 3 | |
| Planning and Preparation | Professional Responsibilities | Classroom Environment | Instruction (Delivery of Service) | |
| 1a – Demonstrating Knowledge of Content and Pedagogy | 4a – Reflection on Teaching 4b – Maintaining Accurate Records | 2a – Creating an Environment of Respect and Rapport | 3a – Communicating with Students 3b – Using Questioning and Discussion Techniques | |
| 1b – Demonstrating Knowledge of Students | 4c – Communicating with Families | 2b – Establishing a Culture for Learning | 3c – Engaging Students in Learning | |
| 1c – Setting Instructional Outcomes | 4d – Participating in a Professional Community 4e – Growing and Developing Professionally | 2c – Managing Classroom | 3d – Using | |
| 1d – Demonstrating Knowledge of Resources | | | | |

Total Years as Certified Education in

District #289:

| | | | |
|-------------------------------------|--------------------------------|---|---------------------------|
| 1e – Designing Coherent Instruction | 4f – Showing Professionalism | Procedures | Assessment in Instruction |
| 1f – Designing Student Assessments | 2d – Managing Student Behavior | 3e – Demonstrating Flexibility and Responsiveness | |
| | 2e – Organizing Physical Space | | |
| | | | |

Please answer and be prepared to discuss the following questions at the pre-observation conference:

1. What is the lesson objective and how does it relate to the unit of study? (1c)
2. Briefly describe the students in your class. What are the particular characteristics of this class? (Special needs, 504, strengths, area of concerns, etc.) (1b, 1c, 1d)
3. How might you differentiate instruction (delivery of services) to meet the learning needs of your students? (1b, 1c)
4. How does the lesson you are teaching align to the content area standards?
5. What instructional strategies, materials, or other resources will you use to engage students? (1a, 1d, 1e)
6. What kind of assessment practices will you use to know the students have learned? (1f, 3d, 4a)
7. How will you use assessment to drive instruction? (Student readiness to learn) (1f, 3d)
8. Is there anything you would like me to specifically observe during the lesson?

Formal Observation Summary

| | | |
|-----------------------|----------|----------------|
| Teacher | School | Grade Level(s) |
| Subject(s) | Observer | Date |
| Summary of the Lesson | | |

Domain 1: Planning and Preparation

Evidence of Teaching

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|--|---|
| 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 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 | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent |

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|---|---|---|--|
| | viable methods of assessment, 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. | students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination. | 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, some of which 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, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to 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, students, and 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's structure is clear and allows for different pathways according to student needs. |

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|--|---|---|
| 1f Designing Student Assessments | <p>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.</p> <p>Evidence:</p> | <p>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.</p> <p>Target(s) for Growth:</p> | <p>The teacher's plan for student assessment is aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution 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.</p> | <p>The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution 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.</p> |

Domain 1: Planning and Preparation Rating: U NI P E
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts.*)

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|---|
| 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 characterized by sarcasm, put-downs, or conflict. | Classroom interactions, both between the teacher and 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, both between 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 among 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 attempts to create a culture for learning are 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 non-instructional duties. | Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective. | Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. |
| 2d Managing Student Behavior | There is no evidence that standards of conduct have been established, and 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 | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is | 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 |

| | | | | |
|---|---|--|--|--|
| | | student misbehavior. | appropriate and respects the students' dignity. | teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
| 2e Organizing Physical Space | The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | 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 for 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. |

Evidence:

Target(s) for Growth:

Domain 2: The Classroom Environment Rating U N P E
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts.*)

Domain 3: Instruction

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|--|---|---|---|
| 3a Communicating with Students | 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. | 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. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development. | 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 to students' cultures and levels of development, and anticipates possible student misconceptions. |
| 3b Using Questioning and Discussion Techniques | The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. | 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. | 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. | 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. |
| 3c Engaging Students in Learning | 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. | 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 is not fully maintained. | 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. | 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 needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. |
| 3d Using Assessment in Instruction | Assessment is not used in instruction, either through monitoring of progress by the | Assessment is occasionally used in instruction, through some monitoring of progress of | Assessment is regularly used in instruction, through self-assessment by students, | Assessment is used in a sophisticated manner in instruction, through student |

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|--|--|--|--|--|
| | teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work. | 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. | 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. | involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources. |
| 3e Demonstrating Flexibility and Responsiveness | 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. | 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. | The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests. | 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. |

Domain 3: Instruction Rating U NI P E

(Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

Domain 4: Professional Responsibilities Rating: U NI P E
 (Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

| Component | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|--|
| 4a Accuracy Use in Future Teaching | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved another time the lesson is taught. | Teacher has a generally accurate rate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved it instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |
| 4b Maintaining Accurate Records | The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion | The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective. | The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. | The teacher's systems for maintaining both instructional and non-instructional 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. |

| | | | |
|---|--|---|---|
| <p>4d Participating in a Professional Community</p> <p>The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p> | <p>The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p> | <p>The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p> | <p>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.</p> |
| <p>4e Growing and Developing Professionally</p> <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>4f Showing Professionalism</p> <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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 the professional community.</p> |

Evidence:

Target(s) for Growth:

Domain 4: Professional Responsibilities Rating: U NI P E
(Rating is optional; if used, transfer rating to Form M: *Summary of Observations and Artifacts*.)

SUMMATIVE

Name: _____ Summative Conference Date: _____ Time: _____
Position: _____ Total Years Completed in Position: _____
Total Years as Certified Education in District #289: _____
School(s) Department: _____ Grade Level(s): _____
Appraiser(s): _____

| Summative Evidence | | Summative Evaluator Comments/Areas for Future Focus: |
|--|--|--|
| Rating by Domain | | |
| Domain 1 Rating | Domain 3 Rating | |
| <input type="checkbox"/> Unsatisfactory (list component deficiencies) <input type="checkbox"/> Needs Improvement (list component deficiencies) <input type="checkbox"/> Proficient <input type="checkbox"/> Excellent | <input type="checkbox"/> Unsatisfactory (list component deficiencies) <input type="checkbox"/> Needs Improvement (list component deficiencies) <input type="checkbox"/> Proficient <input type="checkbox"/> Excellent | <input type="checkbox"/> Unsatisfactory (list component deficiencies) <input type="checkbox"/> Needs Improvement (list component deficiencies) <input type="checkbox"/> Proficient <input type="checkbox"/> Excellent |
| Domain 2 Rating | Domain 4 Rating | |
| <input type="checkbox"/> Unsatisfactory (list component deficiencies) <input type="checkbox"/> Needs Improvement (list component deficiencies) <input type="checkbox"/> Proficient <input type="checkbox"/> Excellent | <input type="checkbox"/> Unsatisfactory (list component deficiencies) <input type="checkbox"/> Needs Improvement (list component deficiencies) <input type="checkbox"/> Proficient <input type="checkbox"/> Excellent | Overall Summative Rating <input type="checkbox"/> Unsatisfactory |
| Hiring Recommendation | | |
| <input type="checkbox"/> Non-renewal <input type="checkbox"/> Rehire year 2 3 4 | | |

| | |
|--|--|
| <input type="checkbox"/> Continuous employment | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Remediation | <input type="checkbox"/> Proficient |
| | <input type="checkbox"/> Excellent |

Signatures:

Administrator _____ Date _____
Certified Staff _____ Date _____

Signature does not necessarily indicate agreement with contents but acknowledges that teacher has received a copy.
All information has been presented according to process.

Teacher Observation Reflection Form

Completed by the teacher and submitted to the principal no later than one school day prior to the Post Observation Conference.

Mendota Community Consolidated School District #289

Name: _____ School: _____
Grade/Subject: _____
Observation Date: _____ Time: _____
Post Conference Date: _____ Time: _____

1. As I reflect on the lesson, to what extent were students productively engaged? (Component 4a, 1e, 3c)
2. Did the students learn what I intended? How do I know? (Components 1f and 4a)
3. Did I alter my goals or instructional plan as I taught the lesson? (Components 1e and 3e)
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4a)
5. List examples of how you provided feedback during and after the lesson. (Component 3d)

(Signature of Teacher)

(Signature of Supervising Administrator)

APPENDIX D

TUITION REIMBURSEMENT REQUEST FORM

Name: _____

College or University _____

Course (s) _____

Date course(s) to begin list each if more than one

Tuition rate per hour _____

Submitted electronically to Superintendent on: _____

Superintendent returned form on _____

Approved



Denied: Reason _____