



# BIXBY PUBLIC SCHOOLS

## MASTER CONTRACT 2023-2024

BIXBY EDUCATION ASSOCIATION & BIXBY BOARD OF EDUCATION DISTRICT NO. I-4

**LEARN WELL. LIVE WITH HONOR.**

*The Bixby Public School District does not discriminate on the basis of race, color, national origin, religion, sex, gender (including pregnancy), disability, military status, and/or age in its programs and activities or employment decisions. BPS does not tolerate discrimination or racism of any kind and provides equal access to designated youth groups, including the Boy Scouts. Inquiries concerning the application of this policy may be referred to Bixby Public Schools, Compliance Coordinator, 109 North Armstrong, Bixby, OK 74008, or 918-366-2200.*

**BIXBY**  
*Home of the Spartans*

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# AGREEMENT BETWEEN BIXBY BOARD OF EDUCATION AND THE BIXBY EDUCATION ASSOCIATION

## PREAMBLE

This agreement entered into this 6<sup>th</sup> day of February 1978, by the Board of Education for Independent School District #4, City of Bixby, Oklahoma, hereinafter called the “Board”, and the Bixby Education Association, hereinafter called the “Association.”

### WITNESSETH:

**WHEREAS**, the Board and Association recognize and declare that providing a quality education for the students of Independent School District #4 is their mutual aim and that the character of such education depends predominantly upon the quality and morals of the teaching service and,

**WHEREAS**, the members of the teaching profession are particularly qualified to advise in the formulation of policies and programs designed to improve educational standards and,

**WHEREAS**, the Association is the professional organization organized to represent a majority of the professional educators employed by and serving in the district within the meaning of the law of the State of Oklahoma and, particularly, Title 70, Okla. Stat., Sec. 509.1 et seq, and,

**WHEREAS**, it is the duty and obligation of the Board and the Association, pursuant to the law of the State of Oklahoma hereinabove referred to, to negotiate in good faith on items affecting the performance of professional services and,

**WHEREAS**, the parties have reached certain understandings and agreements one with the other and wish to confirm the same by reducing them to writing as part of this agreement,

**Now, THEREFORE**, in consideration of the covenants herein contained, it is agreed by and between the parties as follows:

## PROVISIONS

This agreement shall become part of the contract entered into between the Board and the individual members of the Association. Any individual contract between the Board and an individual teacher, heretofore or hereafter executed, shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with the Agreement, this Agreement, during its duration, shall be controlling. If any provision of this Agreement or any application of this Agreement to any employee or group of employees is held to be contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions of applications shall continue in full force and effect. All matters not agreed upon in this document remain the responsibility of the Board subject to negotiation between the Board of Education and the Bixby Education Association. Copies of the Agreement shall be shared on the school website within 30 days of ratification. (2019-20)

## NEGOTIATION PROCEDURE

This Agreement shall not be modified in whole or in part except by an instrument in writing duly executed by both parties.

# SECTION I: NEGOTIATIONS PROCEDURAL AGREEMENT

## A. STATEMENT OF PRINCIPLE

The Board of Education of Bixby Public School District I-4 hereinafter called the Board, and the Bixby Education Association, hereinafter called the Association, appreciates the separate and distinct responsibilities allocated to them by Oklahoma state laws and by moral and ethical obligations to each other, to the youth, and to the community. They are also aware that these same responsibilities require communication channels through which these separate responsibilities merge into a united professional relationship. Both parties recognize the desirability of establishing procedures for resolution of differences and that there should be a free and open exchange of ideas and views between all parties in deliberations leading to amicable settlement of differences. However, the Bixby Board of Education is legally responsible under Oklahoma state laws to provide educational opportunity for every child, and this agreement shall in no way infringe upon the duties and responsibilities, both legal and implied, of the Board of Education and Superintendent of Bixby School. The Board and the Association recognize their responsibilities toward each other in seeking agreement upon matters of mutual concern and pledge to conduct professional negotiations in good faith. Be it therefore resolved that the Board and the Association agree on the following procedure.

## B. RECOGNITION

1. The Board recognizes the Association, a professional organization affiliated with the Oklahoma Education Association and with the National Education Association, as the agency through which the teachers of the Bixby School District develop and represent their considered opinion on matters of educational concern to them.
2. The Board recognizes the Association as the exclusive bargaining representative for the bargaining unit consisting of all employees who are required by the position for which they are employed to be licensed or certified teachers, and who do not hold supervisory authority with respect to other teachers of Bixby Public Schools. (2002-03)
3. The Board agrees to give due consideration to proposals and representations made on behalf of the Association through the Association's negotiations team.

## C. PURPOSE

The purpose of this procedural agreement is to establish an orderly process by which both parties can present items for negotiation. The Board and the Association recognize the importance of establishing lines of communication between employers and employees and realize that in order for the teaching personnel to communicate with the employer in a more effective way, a procedural agreement for negotiations should be established. The Board and the Association further recognize the process of negotiation as the process for resolving differences between their respective groups. This agreement will enable both the Board and the Association to establish procedures for negotiation on items that will improve the educational system and enhance public relations.

## D. PROCEDURE

1. The Association shall designate a five (5) member negotiation team, hereinafter called the Association Team, from the membership of the Association.

2. The Board and Superintendent of Schools shall be represented by a committee, appointed by the Superintendent and hereinafter called the Administration Team, consisting of not less than three (3) and not more than five (5) members.
3. Neither the Association nor the Board and administration shall endeavor to establish any control over the other's selection of a team to represent them.
4. Meetings shall be conducted between the Administration Team and the Association Team with each team designating its own spokesperson and/or chairperson. Neither team shall endeavor to establish any control over the other team's selection of a spokesperson, its organization, or its use of consultants.
5. The negotiations process for the following school year will begin no later than June 15<sup>th</sup>. The specific dates, times, places, and agenda of meetings will be established by mutual agreement of the spokespersons/chairpersons of the parties.  
*(1988-89)(2011-12)*
6. Emergency meetings of the teams may be requested by either team. The submission of a written request along with a proposed agenda of items to be negotiated will be sent to the chairperson or the other team. The time and place of such meetings will be worked out by the two chairpersons. The meeting shall take place within two (2) days of the request unless otherwise agreed upon.
7. As a tentative agreement is reached, the teams shall prepare a statement of the tentative agreement in duplicate and both chairpersons shall sign and date it. When tentative agreements are reached on all items, the Association Team shall then take the tentative agreements back to the Association for ratification and the Administration Team shall present the tentative agreements to the Board of Education at the next meeting if Board action is required.

## E. IMPASSE

**Between Board and Association:** If the parties reach an impasse or if they reach an agreement but such agreement is not ratified by both parties within thirty (30) days, a special committee will be formed to recommend a resolution of differences to the Board and the Association. The special committee shall be made up of three (3) individuals. The Board shall name one person and the Association shall name one person. The first named people shall select the third member, who will serve as chairperson, from a list provided by the State Superintendent of Public Instruction. This committee shall meet with the Administration Team and the Association Team for the purpose of fact finding. Subsequently, the committee shall make recommendations to the Board and the Association within twenty (20) days of the conclusion of the meeting (hearing) with the parties. If either party or both parties object to any of the recommendations of the committee, the objecting party (ies) shall so state its (their) objection(s) in writing within seven (7) days of receipt of the committee's written recommendations. Unless mutually agreed otherwise, the parties shall resume negotiations on the unresolved issue(s). Fourteen (14) days after resuming negotiations, either party may discontinue negotiations on the unresolved items. If the effort to resolve differences is unsuccessful, the local board of education shall forward to the State Department of Public Instruction, in writing, its final disposition of the negotiations impasse within thirty (30) days of the effective date of the implementation. Each party will pay the expenses of its own representative on the committee. However, the expense of the chairperson will be borne equally by the parties.

## F. REVISION IN PROCEDURE OR IN PREVIOUS AGREEMENTS

Except for annual compensation agreements, and other agreements when adopted and signed by both parties, shall remain in effect for successive fiscal year periods and either party desiring changes in an agreement shall notify the other party in writing

as specified in section D-5 of this document. Such changes as are desired will then be negotiated with changes agreed upon by the Teams to be approved by both the Board and the Association.

## **SECTION II: RIGHTS**

### **ARTICLE I: BOARD RIGHTS**

Both parties recognize that the Board has the responsibility and the authority to manage and direct all of the operations of the school district to the full extent vested in it by the laws of the state of Oklahoma.

The Board and the Association shall abide by all applicable state and federal statutes, rules, and regulations. This agreement shall not abrogate the legal rights, obligations, and powers of the Board including its power to make policy. The exercise of these legal rights, obligations, and powers by the Board and the adoption of such rules, regulations, and policies as it may deem necessary shall be limited by the specific and expressed terms of the Board's and Association's ratified agreement.

### **ARTICLE II: ASSOCIATION RIGHTS**

- A. In accordance with the School Laws of Oklahoma, the Board shall deduct from the salary of each teacher an amount of money equal to the total dollars in their professional membership dues in ten (10) equal payments, said deductions shall begin with the October paycheck. The deductions shall be remitted not less frequently than monthly to the Association. Any teacher not desiring the use of payroll deduction shall so state in writing to the Board by October 1.
- B. In accordance with the School Laws of Oklahoma, the Board shall deduct from the salary of each teacher, who so requests in writing, political contributions in ten (10) equal payments. Said deductions shall begin with the October paycheck. The deductions shall be remitted not less frequently than monthly to the teachers designated organization.
- C. The Association and its representatives shall have the right to use school buildings at all reasonable hours for meetings and must schedule all meetings through the Superintendents' office.
- D. The Association and its representatives shall have the right to use school facilities and equipment, including computers, copy machines, and other duplicating equipment at reasonable times, when such equipment is not otherwise in use. The Association shall pay for the costs of all materials and supplies incident to such use.
- E. The Association shall have the use of internal school mail and email services to announce meetings and committee work.
- F. The Association shall be provided with one (1) bulletin board per building for the purpose of posting notices of activities and matters of Association concern.
- G. The Board agrees to furnish to the Association, upon request, information concerning the financial resources of the school district, including, but not limited to, annual financial reports, register of certificated personnel, tentative budgetary requirements and allocations, and agenda and minutes of all Board meetings.
- H. During non-instructional hours, the President of the Association or his/her designee shall be allowed to visit schools to investigate working conditions, teacher complaints, or for other purposes relating to Association affairs.
- I. The Association shall be on the agenda of the orientation program for new teachers.

## ARTICLE III: TEACHER RIGHTS

- A. Nothing contained herein shall be construed to deny or to restrict any teacher such rights he/she has under the laws of Oklahoma and the United States or other applicable laws, decisions, and regulations.
- B. The teacher shall be entitled to full rights of citizenship and no religious, political, or personal activities of any teacher or the lack thereof shall be grounds for any discipline or discrimination unless these activities violate school policy or any contractual obligation of the employee.
- C. The provisions of this contract shall be applied without regard to race, creed, religion, color, national origin, age, sex, gender (including pregnancy), military status, marital status, and/or age (2020-21).
- D. Teachers will not be required to perform any duty or act which threatens anyone's physical safety or well-being.
- E. A teacher shall be entitled to have present a representative of the Association during any appearance before the Board or its agents concerning any matter which could adversely affect the teacher's position, office, employment, salary, or any increments thereto pertaining. Advance written notice of the right to representation will be provided to certified employees when a meeting is scheduled for the exclusive purpose of informing the employee of disciplinary action. When so notified, the employee shall be required to attend the meeting at a time and date within twenty-four (24) hours of the notice of right to representation. The meeting will be conducted in a private setting. (2011-12)
- F. A teacher shall not be disciplined, reprimanded, suspended with or without pay in status or compensation, demoted, discharged, or deprived of any professional advantage without just cause.
- G. Teacher Evaluation
  - 1. Evaluation is defined as a mutual endeavor among all staff members and the Board of Education to improve the quality of the education program. It is a system for documenting the evaluation criteria and the evidence of achievement by staff members. The performance of all staff members will be evaluated using the criteria established through the negotiations process and in compliance with state mandated evaluation requirements. (2011-12) The Board has adopted the Tulsa Teacher and Leader (TLE) model. (2012-13) If a conflict exists between the teacher evaluation procedures contained in the negotiated agreement and the teacher evaluation procedures of the Tulsa (TLE) System, the evaluation procedures set forth in the Tulsa (TLE) System shall prevail. (2013-14)
  - 2. All formal classroom evaluations shall be conducted using the negotiated evaluation instrument(s) provided herein.
  - 3. All formal classroom evaluations shall be conducted by designated building level principals or assistant principals using the Tulsa Model Evaluation System. (2016-17)
  - 4. Career teachers receiving a district evaluation rating of "superior" or "highly effective" under the TLE may be evaluated once every three (3) years. (2017-18)

### TEACHER EVALUATION PROCEDURE

- 1. By September 15<sup>th</sup> of each school year, the building principal or appropriate supervisor will, in a group meeting, review with each employee under his/her supervision the evaluation procedure, including the criteria for evaluation and the instruments to be used for required observations(s), and advise each employee as to the designated supervisor who will observe and evaluate his/her performance. An employee hired or reassigned after the beginning of the school year shall be notified by the appropriate supervisor of the evaluation procedures including the criteria for evaluation and instruments used for required observations in effect. No required observation shall take place until such orientation has been completed. A traveling teacher will be evaluated by the principal at his/her designated home site. However, traveling teachers may be evaluated by any supervising principal if the need arises.



2. Every probationary teacher shall receive formative feedback from the evaluation process at least two times per year, once during the fall semester, before November 10, and once during the spring semester, before March 15. All teachers shall be evaluated once every year prior to April 30. (2013-14)
3. If requested, a pre-evaluation conference shall be held between the appropriate supervisor and the employee at least ten (10) school days prior to the first evaluation.
4. All monitoring or observation of the work of a teacher shall be conducted openly and with the knowledge of the teacher. The use of eavesdropping, closed circuit television, public address or audio systems, and similar surveillance devices shall be strictly prohibited.
5. The evaluation must be made in good faith as a means to bring about improved instruction and not to collect information to support preconceived judgments.
6. No observation shall unduly interfere with the normal teaching/learning process.
7. Instructions on the evaluation form must be strictly adhered to by the evaluator.
8. Consideration will be given to teachers who are given unusual responsibilities or difficult situations in which to teach, such as large numbers of students with learning or behavior problems, large classes and/or poorly equipped teaching environment.
9. Standardized test results of academic progress of students shall not be used in any way as evaluative of the quality of individual teacher's service or fitness for retention unless specifically prescribed by state mandated evaluation requirements. (2011-12)
10. Following appropriate observations, the administrator and teacher shall hold a post-evaluation conference at a mutually agreed upon time for the purpose of discussing, executing, and clarifying the written evaluation report and recommendations. At this time, a duplicate copy will be given to the teacher that is dated and signed by both teacher and evaluator. Within two (2) weeks after the evaluation, the teacher evaluated may submit a written response which shall be attached to the evaluation and will become part of the record.
11. If an administrator believes a teacher is doing ineffective and/or unsatisfactory (2012-13) work, the reasons will be set forth in specific written terms and specific ways in which the teacher is to improve will be identified. The administrator will make positive efforts to assist the teacher in successfully completing a Personal Development Plan (PDP) and will establish a reasonable time for improvement not to exceed 60 (sixty) contract days. (2011-12) (2021-22).
12. The evaluation report, response, and Personal Development Plan (PDP) if one is developed, will be filed in the teacher's personnel file at the building site and shall be accessible to the teacher. Not more than one file shall be kept at the building site. A file will be maintained at the central administrative office. Evaluation forms shall be removed from the personnel file after three (3) years if requested by the teacher.
13. If discharge of a teacher (including denial of career placement or demotion) is to be considered because of inadequacies observed in the teacher's job performance, such actions must minimally be preceded by:
  - a. Observations of the teacher's ineffective and/or unsatisfactory (2012-13) performance by the building principal through the evaluation process described elsewhere in this agreement.
  - b. Clear written direction that the teacher must improve and consequences of failure to do so.
  - c. Adequate opportunity for the teacher to make improvements.
  - d. Intensive assistance from administrators and school district resources to help the teacher improve.
14. Requisites for dismissal, or non-reemployment for a probationary teacher:
  - a. A recommendation in writing from the Superintendent to the Board of Education that a probationary teacher be non-reemployed or dismissed.
  - b. Notification to the teacher of the teacher's right to a hearing before the Board of Education pursuant to state statutes.

- c. Approval of the Superintendent's written recommendation by a majority of the members of the Board of Education.
15. Requisites for dismissal, or non-reemployment for a career teacher:
  - a. A recommendation in writing from the Superintendent to the Board of Education that a career teacher be non-reemployed or dismissed.
  - b. The written recommendation of the Superintendent for non-reemployment or dismissal must include one or more of the following reasons:
    1. Willful neglect of duty;
    2. Repeated negligence in the performance of duty;
    3. Mental or physical abuse to a child;
    4. Incompetency;
    5. Instructional ineffectiveness;
    6. Unsatisfactory teaching performance;
    7. Commission of an act of moral turpitude;
    8. Abandonment of contract;
    9. Conviction of a felony;
    10. Conviction of any sex offense subject to Oklahoma's Sex Offenders Registration Act or another state's or the Federal Sex Offender Registration Provision.
    11. Criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties;
    12. Failure to earn required staff development points; or
    13. Any other grounds allowed by law. (2007-08)
  - c. Notification to the teacher of the teacher's right to a hearing pursuant to state statutes.
  - d. Approval of the Superintendent's written recommendation by a majority vote of the members of the Board of Education.
16. The sections of this agreement addressing requisites for dismissal, non-reemployment, termination, discharge, or career placement are presented as generalized information. The district will follow the procedures outlined in current Oklahoma Statutes and State Department of Education Regulations regarding dismissal, non-renewal, termination, discharge, and career placement. Notification and appeal procedures shall be the same as provided for by Oklahoma State law and State Department of Education Regulations. The procedures, criteria, instruments, and process of evaluation will be subject to continuous review and appraisal.
17. Upon a written statement from a teacher that his/her home telephone number is unlisted in the public telephone directory and the teacher does not want their home telephone number listed in the Bixby personnel directory or given to any other party, the school district will abide by that written request. If a parent requests a telephone number of their child's teacher and that number is unlisted, the school office will make an attempt to contact that teacher and relate the message that a parent needs to contact them at home. (1992-93)

# SECTION III: PERSONNEL POLICIES

## ARTICLE I: TEACHER PREPARATION

### INSTRUCTIONAL AND PROFESSIONAL DEVELOPMENT MEETINGS

School personnel responsible for scheduling meetings shall clear the time, place, and date with a central clearing agency appointed by the Superintendent of schools. As far as possible, building meetings, departmental meetings, and general faculty meetings should be scheduled far enough in advance to give teachers several days' notice.

All certified personnel of the Bixby School System are encouraged to join the local, state, and national professional association. As members of a professional organization, teachers are expected to attend and participate actively in local and state activities and in national activities when previous plans are made and approval is given by the Superintendent of schools. There will be loss of pay for non-attendance when school is dismissed for a professional meeting.

The Board shall provide a minimum of 30 hours for the purposes of professional in-service training. (2011-12) (2021-22).

The Staff Development Committee (with Board approval) shall designate the time, place, and agenda for in-service outside of the Professional Learning Community (PLC). (2008-09) (2011-12)

## ARTICLE II: LONG TERM LEAVES OF ABSENCE

An employee who has worked for the school system for three consecutive years may be granted a leave of absence. Leaves of absence may be granted for one year for the following reasons: (A) Parental, (B) Personal Illness, (C) Caring for a sick member of immediate family, (D) Military Service (including reserve duty training), and (E) Further Study. Request for leave of absence for personal illness or caring for a sick member of the immediate family must be accompanied by a physician's statement.

Except in emergency situations, requests for leaves of absence must be submitted to the administration no later than April 25. (1997-98)

Teachers are returned from leave of absence in accordance with the Board of Education's regulations. Request for a return from a leave of absence for personal illness must be accompanied by a physician's statement. The Board of Education may extend a leave of absence for an additional one year if circumstances warrant such an extension; however, the total duration of a long term leave will not exceed two school years. (2011-12)

The Board shall provide temporary leave of absence with pay for the time necessary for appearance in legal proceedings affecting the employee's employer, the school, the system, or other legal proceedings as required by law except those in which the employee is the defendant or plaintiff.

## **ARTICLE III: SHORT TERM ABSENCES**

### **A. PERSONAL ILLNESS**

At the beginning of each school year, each teacher shall be credited with ten (10) days of leave at full salary for personal, accidental injury, illness or pregnancy, or accidental injury or illness (2005-06) in the immediate family. Unused sick leave shall be accumulated from year to year as long as the employee remains continuously in the system provided the maximum sick leave credit shall be reduced by one (1) day for every day that the employee is absent for reasons covered by the sick leave policy.

Maximum sick leave credit at all times shall not exceed one hundred forty (140) days. (2020-21) Annually, up to ten (10) sick leave days may be used for illness of a parent.

Accumulated sick leave in excess of 140 days will be deposited in a retirement reserve account to be used for retirement purposes subject to approval of OTRS. These days will be used to meet the 120 days needed for an additional year of teacher retirement but the teacher will not be compensated by the district for these retirement reserve days. (2007-08) (2020-21)

### **B. EXTENDED SICK LEAVE**

If, after exhausting all sick leave, a teacher is absent from his or her duties due to extended illness, the teacher shall receive the full contract salary less the amount actually paid a certified substitute for his or her position for an additional thirty (30) days.

### **C. SICK LEAVE INCENTIVE**

Upon termination of employment by retirement, certified teachers with 1-10 (2014-15) years of employment with Bixby Public Schools shall receive a lump sum benefit equal to his/her accumulated and unused sick leave at the rate of twenty-five dollars (\$25.00) per day. (2014-15)

Upon resignation from the district or qualifying for Oklahoma Teachers' Retirement, certified teachers shall receive a lump sum benefit equal to his/her accumulated and unused sick leave up to 140 days (2020-21) at the following rates:

For teachers with 11 to 19 complete years of employment with Bixby Public Schools a rate of \$40.00 per day (2014-15);

For teachers with 20 to 24 complete years of employment with Bixby Public Schools a rate of \$45.00 per day(2014-15);

For teachers with 25 or more complete years of employment with Bixby Public Schools a rate of \$50.00 per day; (2014-15)

Only sick leave days earned while in the employment of Bixby Public Schools will be eligible for the sick leave incentive. Sick leave days transferred from another school district shall be utilized prior to sick leave days earned in the employment of Bixby Public Schools. (2008-09)

### **D. DEATH IN FAMILY**

A teacher may be absent without loss of pay for three (3) days for reason of death in the family of first or second degree relationship. The three (3) day family death limitation may be extended to five (5) days when distance for travel becomes a factor. (Husband, wife, son, daughter, guardian, mother, father, brother, sister, grandparents and corresponding relatives by affinity).

A one day absence without loss of pay, but chargeable to sick leave, may be granted upon the death of members of the family other than first or second degree relation (aunt, uncle, niece, or nephew). In the event additional time is needed, up to a maximum of ten (10) days may be charged to accumulated sick leave. (1982-83)

## **E. PROFESSIONAL DUTIES**

Absence without loss of pay to the teacher may be granted by the principal, upon the approval of the superintendent, for professional duties. If Request for Professional Day is denied by the building principal, the request may upon the initiative of the teacher be forwarded to the Associate Superintendent (2013-14) for review and consideration. (1986-87)

## **F. CIVIC AND COMMUNITY ACTIVITIES**

Leave without loss of pay to the teacher to participate in civic and community activities may be granted by the principal upon the approval of the superintendent when such leave has a direct relationship to the school and/or educational welfare (or is designed to contribute to better school-community relations).

## **G. JURY DUTY**

School employees, like other good citizens, are expected to serve on juries when summoned. When absence for such duty has been made and a substitute is required, this substitute will be paid by the Board of Education.

## **H. PARENTAL LEAVE and MATERNITY LEAVE**

When requested, teachers shall receive Family and Medical Leave as required by federal law and Board policy. With the arrival of a new child into a family, teachers may use two (2) days of parental leave per year associated with the child's arrival. (2022-23) In accordance with state law and all applicable criteria found therein, certified personnel will receive paid maternity leave for six (6) weeks from the date of the birth of a child. (2023-24)

## **I. PERSONAL LEAVE**

A teacher may be absent for reasons of personal leave without loss of pay. Personal leave as the name implies, shall pertain to conducting pressing personal business of a personal nature relating to personal, legal, business, household, or family needs which cannot be met other than during school hours. Leave for such personal matters will not exceed three (3) days per school year, and shall be without deduction. (1982-83)(2013-14) Requests for personal leave shall be made in writing, on the appropriate form, at the earliest possible time with the goal of providing at least three (3) days advanced notice when possible. If not possible, then within the day after returning to work. (2004-05) Personal leave may not be used, unless unavoidable, the first ten (10) days or the last ten (10) days of the school year, the day preceding or following a scheduled school holiday/break, or on the days scheduled for parent-teacher conferences (2005-06)(2016-17). Personal day leave forms will be routed through the principal to a designated administrator who will approve/disapprove the personal leave request and return to the building principal (1989-90). Such notice will include a signed statement that the personal leave was not for:

1. Seeking other employment
2. Participating in political activities
3. Performing service for compensation
4. Inclement weather

The Board of Education, will, however, reimburse each certified employee for the unused portion of the three days of personal leave on an annual basis at the rate of \$40.00 per day (1983-1984) or the teacher may choose to add the unused portion of the three days of personal leave to the teacher's sick leave accumulated days (2008-09), not to exceed 12 combined accumulated days per year as aligned to state statute 70 O.S. § 6-104. (2020-21) Unused personal days may be rolled over to the next fiscal and school year to accumulate up to five (5) personal days in a year. (2022-23)

## **J. ASSOCIATION LEAVE**

Subject to Administrative approval, the Board shall provide the Association with twenty-five (25) days per year for leave to attend conventions and conferences of the Association or its affiliates, or to conduct Association business. (2017-18)

## **K. ABSENCE DUE TO INJURY**

Absence due to injury incurred in the course of the teacher's employment shall not be charged against the teacher's sick leave days. The Board shall pay to such teachers the difference between their salaries and benefits received from Workman's Compensation for the duration of such absence.

## **L. MILITARY LEAVE**

Employees who are members either officers or enlisted in the Reserve Corps of the Army, Navy, the Marine Corps, the Coast Guard, the Women's Auxiliary Corps, or any other component of the Armed Forces of the United States including members of the National Guard, shall, when ordered by the proper authority to active duty or service, be entitled to a leave of absence from the employment with the Bixby Board of Education for the period of such active service without loss of status or efficiency rating and without loss of pay during the first thirty (30) days of such leave of absence.

## **M. MISCELLANEOUS PROVISION**

1. All absences in excess of the ones provided for in these policies shall be at full loss of pay.
2. In order that maximum benefits may be provided to all employees in time of valid need, it is imperative that proper controls be used to eliminate the misuse of the various types of leaves in this policy. An employee who abuses the leave policy is subject to disciplinary action.
3. Teachers shall have access to their accumulated sick leave days on or before the first pay day of each school year.
4. Any employee may be required to submit appropriate evidence concerning the cause of absence in order to qualify for sick leave benefits. Appropriate evidence may include any of the following at the direction of the office of the Superintendent:
  - a. A Physician's statement endorsed by the employee.
  - b. The employee's statement endorsed by the Principal or immediate supervisor.
  - c. Sick leave claimed on days immediately preceding or immediately following holidays or non-work days other than weekends unless a pattern has emerged (more than 3 instances) with sick leave adjacent to the weekend. (2022-23)
  - d. Sick leave claimed during the last four weeks of employment.

## **N. EMERGENCY LEAVE**

Up to two (2) days of non-cumulative emergency leave per year with pay may be granted for reasons indicated: Emergency leave is granted with full pay for unforeseen and uncontrollable circumstances which would reasonably keep an employee from performing his duties. Except as stated below, emergency leave shall not be utilized as personal illness or personal business leave unless all other personnel illness or personal business leave benefits are exhausted. (2002-03) (2011-12)

The term "emergency" may apply to leave within the following categories:

1. Funerals of persons other than immediate family
2. A mandatory court appearance
3. Unusual and unforeseen circumstances within the immediate family
4. All full-time certified employees shall have the right to use emergency leave for less than a full day.
5. Written notice of the emergency leave day should be made in advance, when possible; if not possible, then within one day after returning to work. Such notice will include a signed statement that the emergency leave day was not for:

- a. Seeking other employment
- b. Participating in political or social activities
- c. Performing service for compensation
- d. Entertainment, recreation, or vacation
- e. Inclement weather

**O. LEGAL PROCESS LEAVE**

The Board shall provide temporary leave of absence with pay for the time necessary for appearance in legal proceedings affecting the employee's employer, the school, the system, or other legal proceedings as required by law, except those in which the employee is the defendant or plaintiff. *(moved and titled 2002-03)*

**P. POLICIES CREATING A SICK LEAVE BANK**

There is hereby created at Bixby Public Schools a Sick Leave Bank for the purpose of permitting certified employees of the school district to voluntarily transfer some of their sick leave to the Sick Leave Bank for the purpose of benefiting other certified employees who may be stricken with a catastrophic illness or accident and who may need additional sick leave because of such illness or accident. The following policies shall apply to the Sick Leave Bank:

**Creation and Administration of Sick Leave Bank:**

1. Participation by certified employees in the Sick Leave Bank will be voluntary. Each certified employee will be assessed one day of his/her sick leave immediately upon the creation of the Sick Leave Bank. Any certified employee who desires to be exempt from participation in the Sick Leave Bank must inform the Superintendent of schools or his/her designee in writing of his or her request to be exempt before October 1 of their initial year of employment and in the absence of such written notification to the Superintendent of Schools, all certified employees shall be conclusively presumed to be participating in the Sick Leave Bank. During initial employment processing, incoming employees will be asked to choose participation or exemption from the Sick Leave Bank program. (2020-21) Any certified employees requesting exemption from participation in the Sick Leave Bank will not be entitled to receive benefits from the Sick Leave Bank Program.
2. Subsequent to the formation of the Sick Leave Bank, all new employees will be assessed one day of his or her sick leave and the assessment will occur at the time of his or her employment, unless the new employee requests in writing to be exempt from the Sick Leave Bank Program, as described above.
3. The minimum number of sick leave days in the Sick Leave Bank at any time shall be 180. When the number of days in the Bank falls below 180, each certified employee participating in the Sick Leave Bank will be assessed one additional day from his/her sick leave. Provided, however, that the certified employees shall not be assessed more than one day of his/her sick leave during any given school year.
4. The maximum number of sick leave days in the Bank at any given time shall be 480.
5. Each certified employee may donate up to 5 additional days to the Sick Leave Bank in May of each year, provided, however, that if the number of sick leave days already assigned to the Sick Leave Bank will not permit each certified employee to donate the maximum number desired by the certified employees, then such donations shall occur in alphabetical order with the even numbered years starting with the letter "A" and odd numbered years starting with the letter "M". (2001-02)
6. Persons experiencing a catastrophic illness or injury and qualifying to receive a transfer of sick leave days from the Sick Leave Bank will not be required to replace these sick leave days except as a regular participating number in the Sick Leave Bank.

**Qualifications and Procedures to Receive Sick Leave Days from the Sick Leave Bank Program**

1. A certified employee may qualify to receive additional sick leave days from the Sick Leave Bank only if such employee experiences a catastrophic illness or accident which results in the employee's disability to engage in his or her occupation at Bixby Public Schools by reason of any medically determinable physical or mental impairment which, in the opinion of the primary attending physician, is expected to result in death or which

is expected to result in the disability to the employee, and qualifies under the additional criteria found herein. (2018-19)

2. If a certified employee experiences a catastrophic illness or accident, a written request for sick leave time from the Sick Leave Bank shall be presented to the Sick Leave Bank Screening Committee. The written request may be presented by the employee or by any other person who is acting with the permission of the employee.
3. A Sick Leave Bank Screening Committee (hereinafter referred to as the "Committee") is hereby established as follows: seven members composed of three administrators and four teachers. When the Committee receives a written request for a transfer of sick leave days from the Sick Leave Bank, the following procedures will be followed:
  - a. The Committee shall conduct as many meetings as it determines to be necessary to review the written request and determine whether the request should be accepted or denied. The date and time of the first meeting will be determined by the Superintendent or his/her designee and the date and times of any subsequent meetings will be determined by the Committee. (2011-12)
  - b. After reviewing the request for a transfer of sick leave days from the Sick Leave Bank, the Committee shall determine by a vote of its members whether the request is to be accepted or denied. If a majority of the members of the Committee vote in favor of accepting the request for the transfer of sick leave days from the Sick Leave Bank, then the recommendation of the Committee shall be communicated to the Superintendent who will, in turn, present the recommendation of the Committee to the Board of Education. The Board of Education will then accept or reject the request for the transfer of additional sick leave days from the Sick Leave Bank. Any additional request for additional days from the Sick Leave Bank by the same individual must follow the same process as stated above. (1996-97)
  - c. In the event that a majority of the members of the Committee do not vote to accept the written request, then the request shall be deemed to be denied and the employee will be so notified in writing.
  - d. In order to qualify to receive benefits under the Sick Leave Bank Program, the employee must experience a catastrophic illness or injury and such an illness or injury to other members of the interview employee's family does not qualify the employee to benefits hereunder. (1995-96)
  - e. Additional sick leave days from the Sick Leave Bank shall not be transferred until the employee has exhausted his or her sick leave benefits with the Bixby Public School system.
  - f. The maximum number of sick leave days which may be transferred to an employee as a result of a catastrophic illness or accident from the Sick Leave Bank is 60 days for each such separate catastrophic illness or accident. (1996-97) The employee may submit a request to the Committee for additional days, to total no more than 120 days. (1996-97) If regular sick leave benefits have been exhausted and a member of the teacher's immediate family (spouse, child, parent) experiences a catastrophic illness or injury the teacher will be entitled to use up to fifteen (15) days from the Sick Leave Bank, subject to the approval of the Sick Leave Bank Committee. (1995-96)
  - g. The School Board may, at its option, require the requesting employee to undergo a medical examination and evaluation by a physician chosen by the School Board and such examination and evaluation will be at the expense of the School District. (August 5, 1987)

## **ARTICLE IV: TEACHER EMPLOYMENT**

### **A. REEMPLOYMENT**

The Board of Education shall consider reemployment of certified teachers on or before the first Monday in June. (2011-12)

### **B. ASSIGNMENT**

The Superintendent of Schools shall place any certified teacher where he or she is the most qualified and will render the most valuable service. All career teachers teaching assignments shall be based on certification, years of service to the district, and the



needs of the district. Career teachers shall be secure in their teaching assignment and newly hired employees shall not usurp a career teacher's assignment unless the career teacher involved is consulted regarding the rationale behind the change. (1987-88)

### **C. REASSIGNMENTS AND TRANSFERS**

A teacher on a non-temporary contract (2021-22) is free to ask for a change of assignment or transfer, and such a request, accompanied by a statement of the reasons for the request, should always be submitted in writing to the Superintendent or designee along with a request to be interviewed for any vacant position matching the desired assignment or transfer. Assignment must be acceptable to the receiving principal. A transfer or reassignment initiated by the administration will be made only after a meeting between the affected teacher and the appropriate member of the Superintendent's staff. When a staff transfer is being made, the following non-prioritized factors will be taken into consideration as a whole or singularly: voluntary acceptance of transfer by teacher, certification requirements, balance of experience among staff, professional and academic preparation, recommendation of supervisor or administrator/director, and district or school needs. (2022-23)

When a reduction in the number of teachers in a building is necessary, qualified volunteers from said building shall be the first considered for reassignment; then, reassignment shall be made on the basis of school district needs. Teachers with most district tenure shall receive greater consideration in choice of assignment. (2019-20)

The Board of Education and the Association recognize the value of professional growth and experience within the system. Therefore, when a vacancy in a professional area occurs, certified applicants within the system will be given primary consideration. (Teachers who desire a transfer or promotion for the ensuing school year are to file a request with the Office of Human Resources). Career teachers who apply will receive an interview for available teaching positions (2019-20).

### **D. VACANCIES**

Any vacancy shall be posted on the district website for at least five (5) calendar days, exclusive of vacation, in advance of filling such vacancy (2020-21). Within five days (5) following the initial posting of the vacancy, any teacher who desires to fill any such vacancy shall file his application with the Office of Human Resources in writing.

The administration will post all certified vacancies on the website (2021-22) as they become vacant. All elementary teaching positions will be posted as elementary positions and not grade level. (1990-91)

Information regarding vacancies and impending vacancies should be available upon request to teachers desiring reassignment, so that they may express their preference as to a new assignment.

### **E. RESIGNATIONS**

Staff members intending to terminate their services are expected to notify the Superintendent or Superintendent designee by fifteen (15) days after the first Monday in June. A written resignation must be presented to the Superintendent or Superintendent designee with a copy to the Principal. (2020-21)

### **F. CURRICULUM COMMITTEES**

The District will consider placement of certified personnel on open district wide committees. The Association may recommend personnel to serve on curriculum committees when appropriate.

## G. NON-TEACHING DUTIES

The Board and the Association acknowledge that a teacher's primary responsibility is to provide learning experiences and that his energies should be channeled into this responsibility to the fullest extent. Therefore, they agree:

1. That every effort will be made to assure that all full-time elementary teachers shall be provided with the required minimum average of 200 minutes per week (2020-21) for planning and preparation, with at least 20 minutes uninterrupted daily. (2019-20) That every effort will be made to provide all full time secondary teachers with the required minimum average 225 minutes per week for planning and preparation, with the equivalent of a class period uninterrupted daily. (2020-21)
2. That every effort will be made to assure that a teacher's planning period is used for its intended purpose. Administrators will endeavor to avoid scheduling meetings, unless legally required, during the week of Parent-Teacher Conferences. (2023-24)
3. Elementary teachers will have an uninterrupted 30 minute duty free lunch period. Every effort will be made to provide all other teachers with a 30 minute, but not less than 25 minute duty free lunch period. (2009-10)
4. Every effort will be made to relieve and/or make equitable extra assignments to be performed before or after school.
5. Every effort will be made by administrators to assign aides and clerical help to relieve teachers of non-teaching duties as:
  - a. non-professional assignments, including but not limited to milk distribution, supervision of cafeterias, sidewalks, bus loading, or unloading or playgrounds.
  - b. collecting money from students, and
  - c. inventorying and storing books, delivering books to classrooms, duplicating instructional and other materials, keeping registers and cumulative record cards, and other clerical and/or custodial functions.

## H. REDUCTION IN FORCE

It is the policy of the Bixby Board of Education that, in the event it becomes necessary to reduce the professional staff of this school district, reduction-in-force at any level may be based on the following conditions:

- Decrease in revenue,
- Decrease in student enrollment,
- Changes in educational programs or curriculum,
- Cancellation of programs, or
- Any other circumstances determined by the board.

In the event of such a situation, effort will be made to accomplish the necessary reduction by attrition, voluntary resignation, or voluntary retirement. Otherwise, reduction-in-force will be made according to the following procedures:

1. The position will be the determining factor in a reduction, not the teacher occupying the position.
2. Once a determination has been made as to which positions should be eliminated then the primary basis that will be used in determining which teachers to retain in the affected position(s) will be the composite rating of the teachers certified for such positions as measured [to the nearest hundredth of a decimal point] by the District's Teacher and Leader Effectiveness Evaluation System [TLE] for an average of the last two (2) years of TLE scores. (2020-21)
3. The order of termination will be as follows:
  - a. A teacher on a temporary contract in an eliminated position will be terminated first.
  - b. A probationary teacher in an eliminated position will be terminated second. However, if a probationary teacher is certified for a position held by a temporary teacher, the probationary teacher will be reassigned to that position, and the temporary teacher will be terminated.
  - c. A career teacher in an eliminated position will be placed in a retained position in which the teacher is, at the time of the presentation of the recommendation to reduce force, certified by standard certification, provided the position is occupied by a probationary or temporary teacher.

- d. If a career teacher is qualified for standard certification in a position held by a probationary or temporary teacher but does not have such a certificate, then such career teacher must have evidence of eligibility for such certification on file in a personnel file in the office of the superintendent at the time of the presentation of the recommendation to reduce force.
- e. If there is more than one career teacher assigned to a position that is subject to being eliminated, the following criteria, in this order, will be used to determine which of the career teachers will be retained:
  1. Certification in a retained teaching position which is open. A career teacher with standard certification for the retained position will be retained over a career teacher with provisional or emergency certification, and a teacher with provisional certification will be retained over a teacher with temporary certification.
  2. Seniority in continuous, full time, contracted, certified employment in the district.
  3. If certification, TLE scores, and seniority are the same according to the above criteria, the determining factors in order of importance are:
    - a. Years of teaching experience in the retained position in the local school district.
    - b. Academic degree status: A teacher with a doctor's degree will be retained over a teacher with a master's or a bachelor's degree; a teacher with a master's will be retained over a teacher with a bachelor's degree.
    - c. Recommendations of principal and/or superintendent.
- f. If there is more than one probationary teacher or more than one licensed teacher in the position being reduced, the criteria listed in E, 1 through 3 will be used in determining which probationary teacher or temporary teacher will be retained. (2020-21)

Recognizing the importance of having qualified personnel to conduct extracurricular activities, the Board reserves the right, notwithstanding any other provision of this policy, to retain up to twenty percent (20%) of all teachers on any type of extra-duty contract.

The board reserves the right to select and employ all administrators regardless of factors listed above in determining which employees are to be reduced.

Personnel whose employment is terminated under the provisions of this policy shall be given priority for reemployment to fill subsequent vacancies in positions for which they have standard certification. Teachers whose employment is terminated from the district under the provisions of this policy shall be placed on a recall list for a period of 18 months in positions for which they have standard certification. Such employment shall be in reverse order of their termination.

1. Teachers shall be notified of recall by certified letter, restricted delivery, return receipt requested. From the date of the receipt of the recall notice, the teacher shall have ten (10) calendar days to respond by certified mail of his/her intention to return to employment. Failure to respond within the specified time shall constitute a rejection of the notice of recall.
2. The terminated teacher shall have the responsibility to continuously inform the district of any new areas of standard certification.
3. The teacher shall have the responsibility to keep the district informed of a current mailing address.
4. A teacher shall remain on the recall list for the time period specified above unless the teacher:
  - a. Does not accept recall within ten (10) calendar days from the date of receipt of a recall notice;
  - b. Waives recall in writing;
  - c. Fails to comply with paragraphs 2 and 3 above ; or
  - d. Fails to pick up or claim the certified letter referenced in paragraph 1.

When returning to work after recall, the teacher shall be placed on the appropriate step on the teacher salary schedule earned, and retain seniority status as of the date of the reduction. (2002-03) (2013-14)

## ARTICLE V: STUDENT TEACHERS

1. The quality of teaching done in any classroom is determined in large measure by the kind of preparation the candidate for a certificate receives. Since his practice teaching experience in an actual classroom situation under the guidance of a competent, experienced teacher is basic in his success, the Bixby Schools will cooperate in providing such opportunities to practice teachers of colleges whose teacher-training programs are approved.
2. Only those teachers in the Bixby Schools who desire to serve as supervising teachers in such a program will have student teachers assigned to them.
3. Supervising teachers shall have priority in receiving tuition credits from institutions which offer such credit. Funds available for tuition and continuing education will be disbursed on an equal basis for all certified personnel. Information regarding these funds will be posted on the bulletin board in each building. Tuition hours received from universities for intern teachers will be distributed as follows:
  - a. The cooperating teacher
  - b. The department or grade level
  - c. The building site
  - d. On a first request basis (Teachers will receive three hour blocks if available).
  - e. Teachers receiving free tuition must provide proof of attendance upon completion of college course. (1990-91)

## ARTICLE VI: PROCEDURES FOR HANDLING STUDENTS

### A. DISCIPLINE

The Oklahoma School Code empowers Boards of Education with the responsibility to set policy for the control and discipline of all children attending public school. Such policy shall provide options for the methods of control and discipline of students and shall define standards of conduct to which students are expected to conform.

### B. SUSPENSION OF STUDENTS

When a student becomes a disruptive element that violates the regulations of the school, threatens the morale, or affects the welfare of other students, he/she may be suspended under the Board of Education Policy; “the teacher may request removal from class to the administrator who is the authorized authority to impose appropriate consequences. If a pupil is removed from class, every effort will be made to hold a restorative conference with the appropriate or affected teacher(s) and administrator(s). (2023-24)

## ARTICLE VII: PROTECTION OF TEACHERS

### A. ASSISTANCE IN ASSAULT CASES

All cases of assault suffered by teachers in connection with their employment shall be reported in writing by the teacher to the Principal who shall transmit the report to the Superintendent. The Superintendent shall acknowledge such reports to the Principal and teacher. The teacher shall send a copy of the report to the President of the Association.

In any case of assault upon a teacher or a complaint or suit by a third party, as a result of action taken by the teacher while performing his duties, the Board shall render assistance to the teacher in connection with handling of the incident by the law enforcement and judicial authorities.

## **B. LEGAL COUNSEL**

If criminal or civil proceedings are brought against a teacher alleging that he committed an assault in connection with his employment, such teacher may request the Board to furnish legal counsel to defend him.

## **C. COMPENSATION FOR LOST TIME**

If an assault on a teacher results in loss of time, the teacher shall be paid in full for such time and such absence shall in no event be deducted from any sick leave to which such teacher is entitled.

## **ARTICLE VIII: COMPENSATION**

- A. **TAX-SHELTERED ANNUITIES:** The Board of Education shall deduct tax-sheltered annuities as provided by state law and regulations.
- B. **FEDERAL WITHHOLDING:** This tax varies with the amount of income and number of dependents claimed.
- C. **TEACHER RETIREMENT:** Oklahoma Teacher Retirement System payroll deductions are made according to state law.
- D. **PROFESSIONAL ASSOCIATION DUES**
- E. **POLITICAL CONTRIBUTIONS**
- F. **DIRECT DEPOSIT:** Direct deposit of payroll will be made to the Tulsa Teachers Credit Union and other approved institutions.
- G. **SALARY SCHEDULE (Appendix)**
- H. **EXTRA DUTY:** Teachers who are assigned extra-duty assignments which are designed for compensation shall be paid in accordance with the current year Extra Duty Schedule which shall be attached in the negotiated agreement following the salary schedules. (2017-18)
- I. **EXTRA DUTY PAYMENTS:** If total extra duty compensation is one thousand (\$1000) dollars or less, the amount will be paid in a separate check in June, each year. (2004-05) (2005-06)
- J. **REQUIRED PROFESSIONAL DEVELOPMENT OUTSIDE OF CONTRACT TIME:** If it becomes necessary for teachers on continuing contract to attend training in the summer outside of contracted days, the district will provide a stipend for each day required at a rate of fifty dollars (\$50) per day. The stipend is to be paid with the regular September paycheck. (2021-22)

## **ARTICLE IX: PROFESSIONAL COOPERATION**

The Bixby Education Association will meet with the Superintendent or his/her designee prior to December 15 and make recommendations concerning the school calendar for the ensuing school year. Each year prior to board approval of an upcoming school calendar, the Superintendent or his/her designee will solicit input from staff regarding school calendars. (2023-24)

## ARTICLE X: TEACHING CONDITIONS

### The following teaching conditions shall be in effect:

- A. The teachers work day shall be seven hours and forty minutes (7 hours 40 minutes) including authorized lunch time referred to in Section G “Non Teaching Duties” of this agreement. (2006-07) (2012-13)
- B. Telephone facilities shall be made available to teachers with privacy of conversation when desired. Building principals will strive to increase phone privacy for teachers, where needed. (1998-99)
- C. A conference room shall be made available for parent-teacher conferences.
- D. Every precaution shall be taken to see that the activities of the custodial and maintenance departments shall in no way interfere with the activities of the classroom.
- E. All visitors to teachers’ classrooms must have prior approval of the Principal and teacher.
- F. A pupil will be removed from a classroom to a designated authority when, in the judgment of the teacher, the student is interfering with the teacher-learning situation for the majority of the class. At the time of removal, the teacher may request that the pupil not be returned to that classroom until a conference is held between the teacher and the designated authority.
- G. Building staff meetings should generally be utilized to inform employees of significant matters which require considerable explanation or discussion. Great care should be taken to conserve time by avoiding discussion of matters relating to only a few staff members, especially with large and diverse staff. It is good practice to inform employees well in advance of general staff meetings so that plans can be made accordingly.i
- H. Bixby Public Schools will have two days during the regular school year, with no students, on which to have required Parent/Teacher Conferences. (1990-91) Parent-teacher conference time is scheduled as instructional time aligned to the academic calendar and allowed/required by the State Department of education. All teachers are required to be at work during these times unless assigned to other school related duties. (1995-96)(2020-21)
- I. If a classroom is not being cleaned properly, this should be reported to the building principal and he/she should take the proper steps to correct the problem. (1993-94)
- J. The standard teacher contract work year for 10 month employees shall correspond with the official Bixby Public School Academic Calendar, but shall not exceed 178 paid days and one teacher check out day. (2016-17) When the calendar designates a paid teacher workday, typical workday expectations apply with the exception that no meetings will be held or approved by the administration. (2023-24)

## SECTION IV: GRIEVANCE PROCEDURE

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems arising from the administration of the negotiated agreement which may occur in the work environment.

### A. DEFINITIONS

- 1. **GRIEVANCE:** The term “Grievance” as used in this agreement shall mean a complaint by a teacher or teachers that there has been an alleged violation, misinterpretation, or inequitable application of any of the provisions of this (negotiated) agreement, which has directly affected that teacher or teachers. The term “Grievance” shall also mean a complaint by the Association that there has been an alleged violation, misinterpretation or inequitable application

of any provision of this agreement. However, no Association grievance will be filled without the name of an affected person.

2. **GRIEVANT:** Refers to the employee, a group of employees or Association, when applicable, making the claim. When two or more grievances address similar or the same issues, the grievants may choose to file jointly.
3. **ASSOCIATION:** The Bixby Education Association
4. **BOARD:** The Bixby Public Schools Board of Education
5. **DAYS:** The term “days” shall mean school days, except when a grievance is submitted less than ten (10) days before the close of school or during the summer. The time limits then shall consist of working weekdays, excluding holidays, and shall be at the mutual consent of the parties.
6. **TIME LIMITS:** The number of days indicated at each level shall constitute the maximum. However, the time limits may be extended by mutual agreement. If any of the time limits outlined herein are not met by the grievant, the grievance shall lapse. If any of the time limits outlined herein are not met by the affected administrator, at any level, the grievant may proceed to the next higher step.
7. **REPRESENTATION:** The grievant shall be afforded the right to representation of their choice at any conference or hearing relating to the grievance.

## B. PROCEDURE

### Level One: Informal Procedure

- The parties acknowledge that it is most desirable for an employee and his/her immediate administrator to resolve problems informally. The grievant shall present the complaint to the immediate administrator within thirty (30) days following the act, condition, or first knowledge of the basis for the complaint. The administrator will verbally render a decision to the employee within ten (10) days.
- If the grievance is not resolved through discussion, the grievant may submit a written grievance to the immediate administrator within ten (10) days after the verbal decision of the administrator.
- The immediate administrator shall convene a hearing with the grievant within ten (10) days of the receipt of the written grievance.
- The immediate administrator shall transmit a written decision to the grievant within ten (10) days of the hearing.

### Level Two

- If the grievant is not satisfied with the level one decision, the grievant may submit the grievance form to the Superintendent/Designee within ten (10) days of receipt of the level one decision.
- The Superintendent/Designee shall convene a hearing with the grievant within ten (10) days of receipt of the written grievance.
- The Superintendent/Designee shall transmit a written decision to the grievant within ten (10) days of the hearing.

## C. GENERAL PROVISIONS

- All documents, communication, or records dealing with the grievance shall be filed separately from the personnel file of the grievant. A Grievance File shall be maintained by the administration to contain all records regarding the processing of grievances filed by the teachers of the district.
- Both parties agree that the written records pertaining to the grievance shall be kept confidential.
- No reprisals shall be taken against the employee, any witness, or other participant in the grievance procedure by reason of such participation.
- Access to all pertinent information, not privileged under law, which is relevant to the issues raised by the grievance, shall be granted to the grievant.
- Grievances arising from acts of an authority higher than the immediate administrator shall be initiated as an informal procedure at the Superintendent's level.
- All meetings and hearings conducted under the provisions of this Grievance Procedure through Level Two shall be in private and are limited to the grievant and administrator of interest and their designated representative. A grievant may be represented at any level of the grievance procedure by a representative of his or her choosing. (2001-02)

# APPENDIX

## GRIEVANCE FORM

AGGRIEVED:

SUBMITTAL DATE:

LEVEL:

BELIEVED VIOLATION:

DATE CAUSE OF GRIEVANCE OCCURED:

SCHOOL:

IMMEDIATE ADMINISTRATOR:

STATEMENT OF GRIEVANCE:

RELIEF SOUGHT:

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Signature of Grievant

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Date

Distribution: Superintendent  
Immediate Administrator  
Grievant  
Association President



**REPLY TO GRIEVANT FORM**

AGGRIEVED:

DATE:

LEVEL:

Date Received by the Administrator:

Date of Hearing:

Disposition of Grievance:

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

Distribution: Superintendent  
Immediate Administrator  
Grievant  
Association President

## REQUEST FOR PERSONAL LEAVE FORM

This request is for employee \_\_\_\_\_ requesting personal leave beginning on \_\_\_\_\_ and ending on \_\_\_\_\_ for a total of \_\_\_\_\_ day(s) of personal leave.

The Bixby Board of Education shall provide three (3) days of personal business leave for certified personnel.

1. Such leave shall be limited to personal business matters that cannot be conducted before or after school hours or on weekends.
2. Personal business leave is noncumulative
3. Personal leave as the name implies, shall pertain to conducting pressing personal business of a personal nature relating to legal, business, household, or family needs which cannot be met other than during school hours.
4. Leave for such personal matters will not exceed three (3) days per school year.
5. Personal leave taken per policy shall not result in payroll deduction.
6. Requests for personal leave will be made in writing, on the appropriate form, at the earliest possible time with the goal of providing at least three (3) days advance notice when possible. If not possible, then the form should be completed and submitted within the day after returning to work.
7. Personal leave may not be used, unless unavoidable, the first ten (10) days or the last ten (10) days of the school year, the day preceding or following a scheduled school holiday, or on the days scheduled for parent-teacher conferences.
8. Personal day leave forms will be routed through the principal to a designated administrator who will approve/disapprove the personal leave request and return to the building principal. Such notice shall include a signed statement that the personal leave was not for:
  - a. Seeking other employment
  - b. Participating in political activities
  - c. Performing service for compensation
  - d. Inclement weather

For unused personal days each school year, certified staff may choose one of the following options:

1. The staff member shall be compensated for the unused portion of the three (3) days of personal leave on an annual basis at the rate approved by the Board; or
2. The staff member shall roll the unused portion of the three (3) days of personal leave to his/her accumulated sick leave.

My signature below represents that I fully understand the Personal Leave Policy and have complied with the provisions.

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This request is to be given to your immediate supervisor who will route it to the Personnel Department.

This request is: \_\_\_\_\_ Approved \_\_\_\_\_ Denied

Comments:

**Building Principal/Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This request is: \_\_\_\_\_ Approved \_\_\_\_\_ Denied

Comments:

**Personnel Office:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## 2023-24 BACHELOR SALARY SCHEDULE

Years	2023-24 Base Salary	2023-24 OTRS	Total Compensation	State Teacher Credit
0	\$42,550.00	\$3,202.70	\$45,752.70	\$60.15
1	\$42,950.00	\$3,232.80	\$46,182.80	\$103.41
2	\$43,350.00	\$3,262.91	\$46,612.91	\$145.65
3	\$43,750.00	\$3,293.02	\$47,043.02	\$188.96
4	\$44,150.00	\$3,323.13	\$47,473.13	\$233.33
5	\$45,550.00	\$3,428.50	\$48,978.50	\$278.76
6	\$46,050.00	\$3,466.14	\$49,516.14	\$325.26
7	\$46,550.00	\$3,503.77	\$50,053.77	\$372.82
8	\$47,050.00	\$3,541.41	\$50,591.41	\$421.44
9	\$47,550.00	\$3,579.04	\$51,129.04	\$471.12
10	\$49,550.00	\$3,729.58	\$53,279.58	\$521.87
11	\$50,050.00	\$3,767.21	\$53,817.21	\$573.67
12	\$50,550.00	\$3,804.85	\$54,354.85	\$626.54
13	\$51,050.00	\$3,842.48	\$54,892.48	\$680.48
14	\$51,550.00	\$3,880.12	\$55,430.12	\$735.47
15	\$53,050.00	\$3,993.02	\$57,043.02	\$791.53
16	\$53,550.00	\$4,030.65	\$57,580.65	\$848.65
17	\$54,050.00	\$4,068.29	\$58,118.29	\$906.83
18	\$54,550.00	\$4,105.92	\$58,655.92	\$966.07
19	\$55,050.00	\$4,143.56	\$59,193.56	\$1,026.38
20	\$55,550.00	\$4,181.19	\$59,731.19	\$1,087.75
21	\$56,050.00	\$4,218.83	\$60,268.83	\$1,150.18
22	\$56,550.00	\$4,256.46	\$60,806.46	\$1,213.68
23	\$57,050.00	\$4,294.10	\$61,344.10	\$1,278.23
24	\$57,550.00	\$4,331.73	\$61,881.73	\$1,343.85
25	\$59,050.00	\$4,444.63	\$63,494.63	\$1,410.53
26	\$59,550.00	\$4,482.27	\$64,032.27	\$1,410.53
27	\$60,050.00	\$4,519.90	\$64,569.90	\$1,410.53
28	\$60,550.00	\$4,557.54	\$65,107.54	\$1,410.53
29	\$61,050.00	\$4,595.17	\$65,645.17	\$1,410.53
30	\$62,550.00	\$4,708.08	\$67,258.08	\$1,410.53
31	\$63,050.00	\$4,745.71	\$67,795.71	\$1,410.53
32	\$63,550.00	\$4,783.34	\$68,333.34	\$1,410.53
33	\$64,050.00	\$4,820.98	\$68,870.98	\$1,410.53
34	\$64,550.00	\$4,858.61	\$69,408.61	\$1,410.53
35	\$66,550.00	\$5,009.15	\$71,559.15	\$1,410.53
36	\$67,050.00	\$5,046.79	\$72,096.79	\$1,410.53
37	\$67,550.00	\$5,084.42	\$72,634.42	\$1,410.53
38	\$68,050.00	\$5,122.06	\$73,172.06	\$1,410.53
39	\$68,550.00	\$5,159.69	\$73,709.69	\$1,410.53
40	\$69,050.00	\$5,197.32	\$74,247.32	\$1,410.53

\*Teacher Retirement is fully paid by the district and state contributions on all salary schedules.

\* As an additional benefit, the district pays an individual life insurance (\$50,000) premium of \$70.20 per year.

## 2022-23 MASTERS SALARY SCHEDULE

Years	2023-24 Base Salary	2023-24 OTRS	2023-24 Total Compensation	State Teacher Credit
0	\$44,550.00	\$3,353.23	\$47,903.23	\$60.15
1	\$44,950.00	\$3,383.34	\$48,333.34	\$103.41
2	\$45,350.00	\$3,413.45	\$48,763.45	\$145.65
3	\$45,750.00	\$3,443.56	\$49,193.56	\$188.96
4	\$46,150.00	\$3,473.66	\$49,623.66	\$233.33
5	\$47,550.00	\$3,579.04	\$51,129.04	\$278.76
6	\$48,050.00	\$3,616.68	\$51,666.68	\$325.26
7	\$48,550.00	\$3,654.31	\$52,204.31	\$372.82
8	\$49,050.00	\$3,691.94	\$52,741.94	\$421.44
9	\$49,550.00	\$3,729.58	\$53,279.58	\$471.12
10	\$52,050.00	\$3,917.75	\$55,967.75	\$521.87
11	\$52,550.00	\$3,955.39	\$56,505.39	\$573.67
12	\$53,050.00	\$3,993.02	\$57,043.02	\$626.54
13	\$53,550.00	\$4,030.65	\$57,580.65	\$680.48
14	\$54,050.00	\$4,068.29	\$58,118.29	\$735.47
15	\$55,550.00	\$4,181.19	\$59,731.19	\$791.53
16	\$56,050.00	\$4,218.83	\$60,268.83	\$848.65
17	\$56,550.00	\$4,256.46	\$60,806.46	\$906.83
18	\$57,050.00	\$4,294.10	\$61,344.10	\$966.07
19	\$57,550.00	\$4,331.73	\$61,881.73	\$1,026.38
20	\$58,550.00	\$4,407.00	\$62,957.00	\$1,087.75
21	\$59,050.00	\$4,444.63	\$63,494.63	\$1,150.18
22	\$59,550.00	\$4,482.27	\$64,032.27	\$1,213.68
23	\$60,050.00	\$4,519.90	\$64,569.90	\$1,278.23
24	\$60,550.00	\$4,557.54	\$65,107.54	\$1,343.85
25	\$61,050.00	\$4,595.17	\$65,645.17	\$1,410.53
26	\$62,550.00	\$4,708.08	\$67,258.08	\$1,410.53
27	\$63,050.00	\$4,745.71	\$67,795.71	\$1,410.53
28	\$63,550.00	\$4,783.34	\$68,333.34	\$1,410.53
29	\$64,050.00	\$4,820.98	\$68,870.98	\$1,410.53
30	\$65,550.00	\$4,933.88	\$70,483.88	\$1,410.53
31	\$66,050.00	\$4,971.52	\$71,021.52	\$1,410.53
32	\$66,550.00	\$5,009.15	\$71,559.15	\$1,410.53
33	\$67,050.00	\$5,046.79	\$72,096.79	\$1,410.53
34	\$67,550.00	\$5,084.42	\$72,634.42	\$1,410.53
35	\$69,550.00	\$5,234.96	\$74,784.96	\$1,410.53
36	\$70,050.00	\$5,272.59	\$75,322.59	\$1,410.53
37	\$70,550.00	\$5,310.23	\$75,860.23	\$1,410.53
38	\$71,050.00	\$5,347.86	\$76,397.86	\$1,410.53
39	\$71,550.00	\$5,385.50	\$76,935.50	\$1,410.53
40	\$72,550.00	\$5,460.77	\$78,010.77	\$1,410.53

\*Teacher Retirement is fully paid by the district and state contributions on all salary schedules.

\* As an additional benefit, the district pays an individual life insurance (\$50,000) premium of \$70.20 per year.

## 2022-23 DOCTORATE SALARY SCHEDULE

Years	2023-24 Base Salary	2023-24 OTRS	2023-24 Total Compensation	State Teacher Credit
0	\$45,550.00	\$3,428.50	\$48,978.50	\$60.15
1	\$45,950.00	\$3,458.61	\$49,408.61	\$103.41
2	\$46,350.00	\$3,488.72	\$49,838.72	\$145.65
3	\$46,750.00	\$3,518.83	\$50,268.83	\$188.96
4	\$47,150.00	\$3,548.93	\$50,698.93	\$233.33
5	\$48,550.00	\$3,654.31	\$52,204.31	\$278.76
6	\$49,050.00	\$3,691.94	\$52,741.94	\$325.26
7	\$49,550.00	\$3,729.58	\$53,279.58	\$372.82
8	\$50,050.00	\$3,767.21	\$53,817.21	\$421.44
9	\$50,550.00	\$3,804.85	\$54,354.85	\$471.12
10	\$53,050.00	\$3,993.02	\$57,043.02	\$521.87
11	\$53,550.00	\$4,030.65	\$57,580.65	\$573.67
12	\$54,050.00	\$4,068.29	\$58,118.29	\$626.54
13	\$54,550.00	\$4,105.92	\$58,655.92	\$680.48
14	\$55,050.00	\$4,143.56	\$59,193.56	\$735.47
15	\$57,050.00	\$4,294.10	\$61,344.10	\$791.53
16	\$57,550.00	\$4,331.73	\$61,881.73	\$848.65
17	\$58,050.00	\$4,369.37	\$62,419.37	\$906.83
18	\$58,550.00	\$4,407.00	\$62,957.00	\$966.07
19	\$59,050.00	\$4,444.63	\$63,494.63	\$1,026.38
20	\$60,550.00	\$4,557.54	\$65,107.54	\$1,087.75
21	\$61,050.00	\$4,595.17	\$65,645.17	\$1,150.18
22	\$61,550.00	\$4,632.81	\$66,182.81	\$1,213.68
23	\$62,050.00	\$4,670.44	\$66,720.44	\$1,278.23
24	\$62,550.00	\$4,708.08	\$67,258.08	\$1,343.85
25	\$64,050.00	\$4,820.98	\$68,870.98	\$1,410.53
26	\$64,550.00	\$4,858.61	\$69,408.61	\$1,410.53
27	\$65,050.00	\$4,896.25	\$69,946.25	\$1,410.53
28	\$65,550.00	\$4,933.88	\$70,483.88	\$1,410.53
29	\$66,050.00	\$4,971.52	\$71,021.52	\$1,410.53
30	\$67,550.00	\$5,084.42	\$72,634.42	\$1,410.53
31	\$68,050.00	\$5,122.06	\$73,172.06	\$1,410.53
32	\$68,550.00	\$5,159.69	\$73,709.69	\$1,410.53
33	\$69,050.00	\$5,197.32	\$74,247.32	\$1,410.53
34	\$69,550.00	\$5,234.96	\$74,784.96	\$1,410.53
35	\$71,550.00	\$5,385.50	\$76,935.50	\$1,410.53
36	\$72,050.00	\$5,423.13	\$77,473.13	\$1,410.53
37	\$72,550.00	\$5,460.77	\$78,010.77	\$1,410.53
38	\$73,050.00	\$5,498.40	\$78,548.40	\$1,410.53
39	\$73,550.00	\$5,536.03	\$79,086.03	\$1,410.53
40	\$74,050.00	\$5,573.67	\$79,623.67	\$1,410.53

\*Teacher Retirement is fully paid by the district and state contributions on all salary schedules.

\* Additionally, the district pays an individual life insurance (\$50,000) premium of \$70.20 per year.

## EXTRA DUTY POSITIONS

### 23-24 District and Site Extra Duty Stipends

Program Name	FTE	Funding Source	Stipend Amount
<b><u>DISTRICT</u></b>			
Accelerated Math Program Coordinator	1	District	\$2,000.00
Activities Coordinator (+ Graduation)	1	District	\$7,000.00
Aquatics Coordinator	1	District	\$5,000.00
Auditorium Supervisor	1	District	\$4,000.00
Auditorium Supervisor	1	District	\$4,000.00
Board of Education Deputy Clerk	1	District	\$2,500.00
Board of Education Secretary	1	District	\$5,000.00
Communications Cadre at each of the 12 sites	1	District	\$500.00
Counselor Service Coordinator	1	District	\$5,000.00
Crisis Team Coordinator (shared)	0.5	District	\$1,500.00
Crisis Team Coordinator (shared)	0.5	District	\$1,500.00
District Safety Officer	1	District	\$5,000.00
EL Coordinator	1	District	TBD
Indian Education Youth Development	1	Dist-Indian Ed	\$3,000.00
Mandt Instructor	1	District	\$1,000.00
Mandt Instructor	1	District	\$1,000.00
Mandt Instructor	1	District	\$1,000.00
Mandt Instructor	1	District	\$1,000.00
Mandt Instructor	1	District	\$1,000.00
New Teacher Mentors (\$500 each)	30	District	\$15,000.00
Nursing support for TDap records (summer work)	1	District	\$1,000.00
OAAP Testing Coordinator	1	District	\$1,250.00
OTISS District Coach	1	District	\$5,000.00
Second Semester Bus Duty for NE	1	District	\$750.00
Second Semester Bus Duty for NE	1	District	\$750.00
Second Semester Bus Duty for NI	1	District	\$750.00
Second Semester Bus Duty for NI	1	District	\$750.00
Second Semester Bus Duty for WE	1	District	\$750.00
Second Semester Bus Duty for WE	1	District	\$750.00
Second Semester Bus Duty for WI	1	District	\$750.00
Site Sub Coordinators at 12 sites	1	District	\$500.00
Virtual Instructor HS & MS-Spanish	1	District	\$7,000.00
Virtual Teacher for Spec Ed	1	District	\$1,500.00
<b><u>SPECIAL EDUCATION</u></b>	FTE	Funding Source	Amount
CE Lead Teacher	1	District	\$500.00
CI Lead Teacher	1	District	\$500.00

EE Lead Teacher	1	District	\$500.00
NE Lead Teacher	1	District	\$500.00
NI Lead Teacher	1	District	\$500.00
WE Lead Teacher	1	District	\$500.00
WI Lead Teacher	1	District	\$500.00
MS Lead Teacher	1	District	\$500.00
9th Grade/Brassfield	1	District	\$750.00
HS Resource Lead Teacher	1	District	\$500.00
<b>BAND PROGRAMS (Grades 6-12)</b>	1	District	\$1,250.00
Director of Bands & Coord of Instrumental Music	FTE	Funding Source	Amount
Fine Arts Coordinator	1	District	
	1	District	\$5,700.00
Associate Director of Bands	1	District	\$4,500.00
Assistant Band Director	1	District	\$4,000.00
Assistant Band Director	1	District	\$4,000.00
Middle School Band Coordinator	1	District	\$4,000.00
Percussion Coordinator	1	District	\$6,000.00
Marching Band Percussion Arranger	1	District	\$4,500.00
Marching Band Arranger	1	Band Budget	\$2,500.00
Marching Band Arranger	1	Band Budget	\$2,500.00
Basketball Pep Band	1	District	\$1,250.00
Marching Band Stipends (\$4.5K each)	6	District	\$21,000.00
HS Jazz Stipends (\$1500 each)	2	District	\$3,000.00
Travel Stipends (\$1500 each)	7	District	\$10,500.00
<b>BIXBY HIGH SCHOOL</b>	FTE	Funding Source	Amount
9GC Academic Team Head Sponsor - Freshman	1	District	\$700.00
9GC Administrative Intern (shared)	0.5	Site	
9GC Administrative Intern (shared)	1	Site	\$1,000.00
9GC Bus Duty	2	District	\$20/hr timesheets
9GC Class Sponsor - Freshman	1	District	\$300.00
9GC Detention	1	Site	\$20/hr timesheet
9GC Ldship/StuCo/Activities Sponsor (\$1K)	1	District	\$1,000.00
9GC Ldship/StuCo/ Activities Sponsor (\$1K); GE Coach (\$2K)	1	District	\$3,000.00
9GC Lunch Duty	5	District	\$20/hr-timesheet
9GC Media Specialist Inventory Review	1	District	\$1,000.00
9GC NJHS	1	District	\$500.00
9GC Site Comms Cadre	1	District	\$500.00
9GC Site Sub Coordinator	1	District	\$500.00
9GC Team Lead English	1	Site	\$500.00
9GC Team Lead History	1	Site	\$500.00
9GC Team Lead Math	1	Site	\$500.00

9GC Team Lead Science	1	Site	\$500.00
9GC Team Lead Sped	1	Site	\$500.00
9GC Tech Cadre	1	District	\$1,000.00
Academic Team Assistant Sponsor	1	District	\$750.00
Academic Team Head Sponsor	1	District	\$1,300.00
Activities Coordinator	1	Site	\$9,300.00
Advanced Placement Coordinator	1	District	\$1,000.00
Bus Duty Assignments	3	District	\$20/hr-timesheet
Class Co-Sponsor - Senior	1	District	\$1,100.00
Class Co-Sponsor - Senior	1	District	\$1,100.00
Class Sponsor - Junior	1	District	\$1,100.00
Class Sponsor - Sophomore	1	District	\$1,000.00
Clay Target Club	1	District	\$1,000.00
Debate	1	District	\$2,000.00
Drama	1	District	\$1,500.00
Drama Assistant	1	District	\$1,200.00
HS Administrative Intern	1	Site	\$500.00
HS Lead Counselor	1	Site	\$500.00
HS Media Center Inventory Review	1	District	\$500.00
HS PLC Team Lead Electives	1	Site	\$500.00
HS PLC Team Lead English	1	Site	\$500.00
HS PLC Team Lead History	1	Site	\$500.00
HS PLC Team Lead Languages	1	Site	\$500.00
HS PLC Team Lead Math	1	Site	\$500.00
HS PLC Team Lead Science	1	Site	\$500.00
HS PLC Team Lead Sped Collab	1	Site	\$250.00
HS PLC Team Lead Sped Concepts	1	Site	\$250.00
HS Test Coordinator	1	District	\$2,500.00
Live Streaming Coordinator	1	Athletics	\$3,000.00
Lunch Duty Assignments - HS	5	District	\$20/hr-timesheet
Media Specialist Inventory Review	1	District	\$1,000.00
NHS	1	District	\$1,000.00
ROTC	1	District	\$3,000.00
ROTC	1	District	\$3,000.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Special Education Enrollment Coordinator	1	District	\$2,500.00
Speech	1	District	\$2,000.00
Student Council	1	District	\$2,000.00
Tech - BTI	1	Tech - 411	\$2,200.00
Tech - BTI	1	Tech - 411	\$2,200.00
Tech - DECA	1	Tech - 411	\$2,200.00
Tech - FCCLA	1	Tech - 411	\$2,200.00



Tech - FCCLA	1	Tech - 411	\$2,200.00
Tech - FFA	1	Tech - 411	\$2,600.00
Tech Cadre	1	District	\$1,000.00
Tech Cadre	1	District	\$1,000.00
Vocal Music/Choir	1	District	\$3,700.00
Yearbook	1	District	\$1,700.00
<b><u>BIXBY MIDDLE SCHOOL</u></b>	<b>FTE</b>	<b>Funding Source</b>	<b>Amount</b>
Academic Team	0.5	District	\$500.00
Academic Team	0.5	District	\$500.00
Administrative Intern	1	Site	\$500.00
Core Tutoring	4	Site	
Crossing Guard	1	Site	\$1,000.00
Crossing Guard	1	Site	\$1,000.00
Dept Lead Electives	1	Site	\$750.00
Dept Lead English	1	Site	\$750.00
Dept Lead Fine Arts	1	Site	\$750.00
Dept Lead History	1	Site	\$750.00
Dept Lead Math	1	Site	\$750.00
Lunch Duty Assignments	4	District	\$20/hr-timesheet
Lunch Duty Assignments	4	District	\$20/hr-timesheet
Lunch Duty Assignments	4	District	\$20/hr-timesheet
Media Specialist Inventory Review	1	District	\$1,000.00
National Junior Honor Society	1	District	\$1,500.00
Saturday School Attendant	2	Site	\$20/hr-timesheet
Dept Lead Science	1	Site	\$750.00
Seventh Hour	1	Site Mon-Thurs	\$20/hr-timesheet
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Student Council (shared)	0.5	District	\$750.00
Student Council (shared)	0.5	District	\$750.00
Tech Cadre	1	District	\$1,000.00
Tech Cadre	1	District	\$1,000.00
Middle School Test Coordinator	1	District	\$2,500.00
Vocal Music/Choir	1	District	\$1,700.00
Yearbook	1	District	\$1,000.00
E-Sports Sponsor	1	Site	\$750.00
E-Sport Sponsor	1	Site	\$950.00
Zero Hour	1	Site Tues-Thurs	\$20/hr-timesheet
<b><u>CENTRAL INTERMEDIATE</u></b>	<b>FTE</b>	<b>Funding Source</b>	<b>Amount</b>
Administrative Intern (shared)	0.5	Site	\$500.00

Administrative Intern (shared)	0.5	Site	\$500.00
Honor Choir	1	District	\$750.00
Media Specialist Inventory Review	1	District	\$1,000.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Student Council (shared)	0.5	District	\$250.00
Student Council (shared)	0.5	District	\$250.00
Technology Cadre (shared)	0.5	District	\$500.00
Technology Cadre (shared)	0.5	District	\$500.00
Yearbook	1	District	\$1,000.00
<b>EAST INTERMEDIATE</b>	<b>FTE</b>	<b>Funding Source</b>	<b>Amount</b>
Administrative Intern	1	Site	\$1,000.00
Fifth Hour	1	Site	\$600.00
Fifth Hour	1	Site	\$600.00
Honor Choir	1	District	\$750.00
Media Specialist Inventory Review	1	District	\$1,000.00
Restorative Practices Reflection Supervisor	1	Site	\$1,000.00
Safety Patrol	1	Site	\$500.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Student Council (shared)	0.5	District	\$250.00
Student Council (shared)	0.5	District	\$250.00
Technology Cadre	1	District	\$1,000.00
Yearbook	0.5	District	\$500.00
Yearbook	0.5	District	\$500.00
<b>NORTH INTERMEDIATE</b>	<b>FTE</b>	<b>Funding Source</b>	<b>Amount</b>
Administrative Intern	1	Site	\$1,000.00
Bixby Buddies (Peer Mediation)	1	Site	\$250.00
Bixby Buddies (Peer Mediation)	1	Site	\$250.00
Bus/Car Traffic Duty	1	Site	\$1,000.00
Honor Choir	1	District	\$750.00
Media Specialist Inventory Review	1	District	\$1,000.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Student Council (shared)	0.5	District	\$250.00
Student Council (shared)	0.5	District	\$250.00
Study Academy	1	Site	\$500.00
Study Academy	1	Site	\$500.00
Technology Cadre	1	District	\$1,000.00
Yearbook (shared)	0.5	District	\$500.00
Yearbook (shared)	0.5	District	\$500.00

<b>WEST INTERMEDIATE</b>	FTE	Funding Source	Amount
Admin Intern Intermediate	1	Site	\$1,000.00
Crossing Guard	1	Site	\$1,000.00
Honor Choir	1	District	\$750.00
Media Specialist Inventory Review	1	District	\$1,000.00
Peer Mentor	1	Site	\$500.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Student Council	1	District	\$500.00
Technology Cadre	1	District	\$1,000.00
Yearbook	1	District	\$1,000.00
<b>CENTRAL ELEMENTARY</b>	FTE	Funding Source	Amount
Administrative Intern	1	Site	\$750.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Technology Cadre (shared)	0.5	District	\$500.00
Technology Cadre (shared)	0.5	District	\$500.00
Yearbook	1	District	\$1,000.00
<b>EAST ELEMENTARY</b>	FTE	Funding Source	Amount
Administrative Intern Specials	1	Site	\$1,000.00
Benchmark /interventions/curriculum	1	Site	\$500.00
Maker's Space Facilitator	1	Site	\$500.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Tech Cadre	1	District	\$1,000.00
Traffic Duty	1	Site	\$1,000.00
Yearbook (shared)	0.5	District	\$500.00
Yearbook (shared)	0.5	District	\$500.00
<b>NORTH ELEMENTARY</b>	FTE	Funding Source	Amount
Administrative Intern	1	Site	\$1,000.00
Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Tech Cadre (shared)	0.5	District	\$500.00
Tech Cadre (shared)	0.5	District	\$500.00
Yearbook (shared)	0.5	District	\$500.00
Yearbook (shared)	0.5	District	\$500.00
<b>WEST ELEMENTARY</b>	FTE	Funding Source	Amount
Administrative Intern	1	Site	\$1,000.00
Path Monitor	1	Site	\$1,000.00

Site Comms Cadre	1	District	\$500.00
Site Sub Coordinator	1	District	\$500.00
Technology Cadre	1	District	\$1,000.00
Yearbook	1	District	\$1,000.00
<b>SHORT TERM RETENTION BONUSES (SPEC ED)</b>			
School Psych Full Time	1	Spec Ed ESSR	\$2,000.00
School Psych Full Time	1	Spec Ed ESSR	\$2,000.00
School Psych Full Time	1	Spec Ed ESSR	\$2,000.00
School Psych Part Time	1	Spec Ed ESSR	\$1,200.00

**2023-24 EXTRA DUTY STIPENDS - Athletic Department**

<b>Program Name</b>	<b>FTE</b>	<b>Funding Source</b>	<b>Stipend Amount</b>
<b><u>CHEER, POM/DANCE, &amp; SPIRIT</u></b>			
HEAD CHEER COACH (FB/BB)	1	District	\$7,500.00
HEAD STUNT COACH	1	District	\$4,500.00
ASSISTANT CHEER COACH (WR)	1	District	\$4,500.00
JV HEAD CHEER/STUNT COACH (FB/BB)	1	District	\$5,000.00
JV ASSISTANT CHEER COACH (WR)	1	District	\$3,000.00
Cheer Program Assistant	1	District	\$1,500.00
8th HEAD CHEER COACH	1	District	\$2,500.00
8th HEAD STUNT COACH	1	District	\$2,500.00
8th ASSISTANT CHEER COACH	1	District	\$1,500.00
MS Cheer Sponsors	1	District	\$1,000.00
MS Cheer Sponsors	1	District	\$1,000.00
<b><u>DANCE/POM</u></b>			
HEAD DANCE COACH	1	District	\$7,500.00
ASSISTANT DANCE COACH	1	District	\$4,500.00
MS Dance Head	1	District	\$2,500.00
Asst MS Dance	1	District	\$1,500.00
<b><u>HIGH SCHOOL FOOTBALL</u></b>			
DIRECTOR OF FOOTBALL OPERATIONS/Head Coach	1	District	\$40,000.00
ATHLETIC TRAINING COORDINATOR	1	District	\$30,000.00
Associate Head Coach	1	District	\$5,500.00
Assistant Head Coach	1	District	\$3,000.00
Offensive Coordinator	1	District	\$7,500.00
Defensive Coordinator	1	District	\$7,500.00
Special Teams Coordinator	1	District	\$5,800.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$5,500.00
Laundry Uniform/Equipment Coordinator	1	District	\$1,000.00
Equipment Coordinator	1	District	\$1,000.00
Character Ed / Media Coordinator	1	District	\$1,200.00
College Coordinator	1	District	\$1,200.00
<b><u>9TH GRADE FOOTBALL</u></b>			

HEAD COACH of Red Team	1	District	\$4,500.00
ASSISTANT of Red Team	1	District	\$3,500.00
HEAD COACH of Blue Team	1	District	\$4,500.00
ASSISTANT of Blue Team	1	District	\$3,500.00
Assistant Coach	1	District	\$3,500.00
Assistant Coach request	1	District	\$3,500.00
New Asst Coach request	1	District	\$3,500.00
New Asst Coach request	1	District	\$3,500.00
<b>8TH GRADE FOOTBALL</b>			
HEAD COACH of Red Team	1	District	\$4,500.00
ASSISTANT of Red Team	1	District	\$3,500.00
HEAD COACH of Blue Team	1	District	\$4,500.00
ASSISTANT of Blue Team	1	District	\$3,500.00
Assistant Coach	1	District	\$3,500.00
Assistant Coach	1	District	\$3,500.00
Assistant Coach	1	District	\$3,500.00
Assistant Coach	1	District	\$3,500.00
<b>SOFTBALL: FAST-PITCH</b>			
HEAD COACH	1	District	\$10,000.00
ASSISTANT COACH	1	District	\$3,800.00
ASSISTANT COACH	1	District	\$3,800.00
ASSISTANT COACH	1	District	\$3,800.00
ASSISTANT COACH	1	District	\$3,800.00
8th Grade Head Coach Blue Team	1	District	\$2,750.00
8th Grade Assistant Coach Blue Team	1	District	\$2,250.00
8th Grade Head Coach Red Team	1	District	\$2,750.00
8th Grade Assistant Coach Red Team	1	District	\$2,250.00
<b>VOLLEYBALL</b>			
HEAD COACH	1	District	\$6,000.00
Head JV Coach Request	1	District	\$3,000.00
ASSISTANT HIGH SCHOOL/JV COACH	1	District	\$3,000.00
ASSISTANT HIGH SCHOOL/JV COACH	1	District	\$3,000.00
ASSISTANT HIGH SCHOOL/JV COACH	1	District	\$3,000.00
ASSISTANT HIGH SCHOOL/JV COACH	1	District	\$3,000.00
8th Grade	1	District	\$2,250.00
8th Grade	1	District	\$2,250.00
8th Grade	1	District	\$2,250.00
<b>CROSS COUNTRY</b>			
HEAD BOYS & GIRLS - HS	1	District	\$4,500.00
ASSISTANT COACH - HS	1	District	\$2,500.00
ASSISTANT COACH - HS	1	District	\$2,500.00
HEAD BOYS & GIRLS - MS	1	District	\$2,250.00
ASSISTANT BOYS & GIRLS - MS	1	District	\$1,750.00

<b>HIGH SCHOOL BASKETBALL</b>			
<b>Coordinator of Boys' BB Programs/Head Boys' Coach</b>	1	District	\$10,500.00
ASSISTANT BOYS COACH	1	District	\$4,300.00
ASSISTANT BOYS COACH	1	District	\$4,300.00
<b>10 Grade Coach</b>	1	District	\$2,250.00
<b>9TH BOYS HEAD COACH</b>	1	District	\$3,250.00
<b>8TH BOYS Head Coach Red Team</b>	1	District	\$2,750.00
<b>8TH BOYS Head Coach Blue Team</b>	1	District	\$2,750.00
<b>8TH BOYS HEAD Coach White Team</b>	1	Booster Club	\$2,750.00
<b>HEAD GIRLS COACH</b>	1	District	\$10,500.00
ASSISTANT GIRLS COACH	1	District	\$4,300.00
ASSISTANT GIRLS COACH	1	District	\$4,300.00
<b>9TH GIRLS HEAD COACH</b>	1	District	\$3,500.00
<b>8TH GIRLS Head Coach Red Team</b>	1	District	\$2,750.00
<b>8TH GIRLS Head Coach Blue Team</b>	1	District	\$2,750.00
<b>WRESTLING</b>			
HEAD COACH - Boys	1	District	\$11,000.00
ASSISTANT COACH	1	District	\$4,000.00
ASSISTANT COACH	1	District	\$4,000.00
ASSISTANT COACH	1	District	\$4,000.00
ASSISTANT COACH	1	District	\$4,000.00
HEAD COACH - Girls	1	District	\$11,000.00
ASSISTANT COACH	1	District	\$4,000.00
New girls asst	1	District	\$4,000.00
New girls asst	1	District	\$4,000.00
JR. HIGH HEAD COACH - boys	1	District	\$3,600.00
JH head Coach - girls	1	District	\$3,600.00
JH girls asst coach	1	District	\$2,500.00
JR. HIGH ASSISTANT COACH - boys	1	District	\$2,500.00
JR. HIGH ASSISTANT COACH - boys	1	District	\$2,500.00
JR. HIGH ASSISTANT COACH - boys	1	District	\$2,500.00
<b>SWIMMING</b>			
BOYS HEAD COACH	1	District	\$5,500.00
GIRLS HEAD COACH	1	District	\$5,500.00
ASSISTANT COACH	1	District	\$2,500.00
MS HEAD COACH	1	District	\$1,000.00
MS ASST COACH	1	District	\$500.00
<b>BASEBALL</b>			
HEAD COACH	1	District	\$10,500.00
ASSISTANT COACH	1	District	\$3,900.00
ASSISTANT COACH	1	District	\$3,900.00

ASSISTANT COACH	1	District	\$3,900.00
ASSISTANT COACH	1	District	\$3,900.00
JV Blue Head Coach	1	District	\$3,900.00
JV Blue Assistant Coach	1	District	\$3,300.00
JV White Head Coach	1	District	\$3,900.00
JV White Assistant Coach	1	District	\$3,300.00
JV Red Head Coach	1	District	\$3,900.00
JV Red Asst Coach	1	Booster	\$3,300.00
<b>GOLF</b>			
BOYS HEAD COACH	1	District	\$4,000.00
GIRLS HEAD COACH	1	District	\$4,000.00
BOYS ASSISTANT COACH	1	District	\$2,250.00
GIRLS ASSISTANT COACH	1	District	\$2,250.00
8TH GRADE Boys HEAD COACH	1	District	\$1,950.00
8TH GRADE Girls HEAD COACH	1	District	\$1,950.00
8TH GRADE ASSISTANT COACH	1	District	\$1,750.00
ASSISTANT INSTRUCTIONAL COACH-other pay	1	819-813/817	\$1,500.00
<b>SOCCER</b>			
HEAD BOYS	1	District	\$5,500.00
BOYS ASSISTANT COACH	1	District	\$2,750.00
BOYS ASSISTANT COACH	1	District	\$2,750.00
HEAD GIRLS	1	District	\$5,500.00
GIRLS ASSISTANT COACH	1	District	\$2,750.00
GIRLS ASSISTANT COACH	1	District	\$2,750.00
<b>SOFTBALL: SLOW-PITCH</b>			
HEAD COACH	1	District	\$7,000.00
ASSISTANT COACH	1	District	\$2,750.00
ASSISTANT COACH	1	District	\$2,750.00
<b>TENNIS</b>			
GIRLS TENNIS HEAD COACH	1	District	\$4,500.00
BOYS TENNIS HEAD COACH	1	District	\$4,500.00
ASSISTANT BOYS COACH	1	District	\$2,500.00
ASSISTANT GIRLS COACH	1	District	\$2,500.00
8TH GRADE HEAD COACH BOYS	1	District	\$2,200.00
8TH GRADE HEAD COASH GIRLS	1	District	\$2,200.00
8TH GRADE ASSISTANT BOYS	1	District	\$1,750.00
8TH GRADE ASSISTANT GIRLS	1	District	\$1,750.00
<b>TRACK</b>			
HEAD COACH BOYS	1	District	\$6,000.00
ASSISTANT BOYS	1	District	\$3,000.00
ASSISTANT BOYS	1	District	\$3,000.00
ASSISTANT BOYS	1	District	\$3,000.00



HEAD COACH GIRLS	1	District	\$6,000.00
ASSISTANT GIRLS	1	District	\$3,000.00
ASSISTANT GIRLS	1	District	\$3,000.00
ASSISTANT GIRLS	1	District	\$3,000.00
ASSISTANT BOYS & GIRLS	1	District	\$3,000.00
ASSISTANT BOYS & GIRLS	1	District	\$3,000.00
8TH GRADE HEAD BOYS COACH	1	District	\$2,800.00
8TH GRADE HEAD GIRLS COACH	1	District	\$2,800.00
8TH ASSISTANT BOYS AND GIRLS	1	District	\$2,500.00
8TH ASSISTANT BOYS AND GIRLS	1	District	\$2,500.00
<b><u>DEPARTMENT</u></b>			
GAME MANAGER	1	District	\$6,000.00
GAME MANAGER	1	District	\$6,000.00
GAME MANAGER	1	District	\$6,000.00
GAME MANAGER	1	District	\$6,000.00
Head Strength Coach	1	District	\$10,000.00

# TLE RUBRICS



## TLE Observation and Evaluation Rubric Teachers

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

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

2

Domain: **Classroom Management**Dimension: **Discipline****Teacher clearly defines and effectively manages student behavior.**

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

3

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

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

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

5

Domain: **Classroom Management**Dimension: **Assessment Practices**

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

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

6

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

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

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



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

**Note One:** Examples of literacy strategies include, but are not limited to, students: (1) using graphic organizers to cement/understand information; (2) presenting/explaining their learning, thinking or examples (“turn and talk”); (3) summarizing information into written notes; (4) using primary source documents (receipts, tickets, bills, advertisements, logs, game/sport statistics and rules, etc.) to glean information; (5) writing for communication; and (6) choral/echo reading, (7) researching and reporting.

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

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

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

9 Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Involves All Learners</b>		
<b>Teacher uses active learning, questioning techniques and/or guided practices to involve all students.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior
Does not require student participation or the teacher discourages student involvement.	A few students dominate the lesson, or only a few students are engaged in the class. For example, typically calls only on students who raise their hands first or who blurt out answers.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.
Students are not mentally engaged in active learning experiences during any significant portion of the class.	Students are engaged in active learning around 50 percent of the class time.	Engages most students in active learning experiences 80 percent of the class time.	Engages an overwhelming majority of students in active learning 80 percent of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes.	Engages all students in active learning 80 percent of the class time, and students initiate or develop their own activities to enhance their learning.
Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.	All or most questions used are recall questions.	Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions.
Displays no knowledge of students' interests and skills.	Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.	Provides adequate wait time for student response and engagement.	Skillfully uses wait time as a tool to engage students in active learning.	Skillfully uses wait time as a tool to engage students in active learning.
		Engages students by incorporating their general skills and interests into the lesson.	Engages students by incorporating their individual skills and interests into the lesson.	Engages students by incorporating and expanding their individual skills and interests.

**Note:** Active learning is learning that requires student to attain knowledge by participating or contributing. When students are active in their learning, they are involved in gathering information, questioning, thinking and problem solving. (Adapted from Collins & O'Brien, *The Greenwood Dictionary of Education*, 2011.) Examples of active learning are: cooperative learning activities, advance organizers, researching and reporting out, or other teaching strategies that foster participation and an understanding of the objectives.

**Teacher teaches the objectives through a variety of methods.**

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

**Teacher provides clear instruction and direction.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Instruction, directions and procedures are not provided or are confusing. When instruction/directions are initially inaccurate or confusing to students, does not offer clarifying instruction or directions.</p> <p>Does not give students directions for transitions and does not plan for transitions.</p> <p>Spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly causing students to be confused.</p>	<p>When instruction, directions or procedures are inaccurate or initially confusing to students, teacher does not appropriately or successfully correct and clarify.</p> <p>Attempts to give students directions for transitions but does not plan for transitions.</p> <p>Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated / presented and relate to the learning objectives.</p> <p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p> <p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear. Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.</p> <p>Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.</p> <p>Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.</p>	<p>Uses all of the characteristics of Levels 3 and 4.</p> <p>Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.</p> <p>Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.</p> <p>Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.</p>

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

**Teacher checks to determine if students are progressing toward stated objectives.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When movement happens it is to the same area of classroom.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed reviews / re-teaches it to the whole class.
Never uses student response techniques to check for understanding.	Seldom uses student response techniques to check for understanding.	Uses different types of student response techniques, both individual / group. Uses student response techniques to check for understanding.	Routinely uses developmentally appropriate student response techniques to check for understanding.	Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.
Never uses feedback from students regarding their understanding.	Seldom uses feedback from students regarding their understanding.	Uses feedback from students regarding their understanding.	Immediately and adeptly uses immediate feedback concerning student's understanding.	
Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.	Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.	Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.

**Teacher changes instruction based on the results of monitoring.**

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



**Teacher summarizes and fits into context what has been taught.**

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

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

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

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

<b>18</b>	<b>Domain: Professional Growth and Continuous Improvement</b>			
	<b>Dimension: Professional Accountability</b>			
<b>Exhibits behaviors and efficiencies associated with professionalism.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.

<b>19</b>	<b>Domain: Interpersonal Skills</b>			
	<b>Dimension: Effective Interpersonal Skills</b>			
<b>Effective Interactions and Collaboration with Stakeholders.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program.  Does not consult or collaborate with other staff members.	Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program.  Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.	Interacts with families and colleagues in a timely, consistent, positive and professional manner.  Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.  Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Communicates frequently and sensitively with families and colleagues and engages them in the educational program.  Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.	Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation.  Communication is clearly understood by diverse stakeholders.  Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.

## Exhibits Positive Leadership through Varied Involvements.

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



T U L S A

PUBLIC SCHOOLS

## TLE Observation and Evaluation Rubric Counselors

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

<b>1</b>	Domain: <b>Counselor Center Management</b>		Dimension: <b>Work Area Environment</b>	
<b>The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.</p>

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

3

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

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

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



4

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

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

**School Counselor demonstrates accountability.**

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

6

Domain: **School Counseling Effectiveness**Dimension: **Consults and Collaborates**

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

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

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

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

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

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

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

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

**Effective interactions and communications with stakeholders.**

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

<b>12</b>	<b>Domain: Interpersonal Skills</b>			<b>Dimension: Fair Share Duties</b>	
<b>Counselor participates in Fair Share Duties and Responsibilities.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Left blank by design.	Left blank by design.	School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.	Left blank by design.	Left blank by design.	

<b>13</b>	<b>Leadership</b>			<b>Dimension: Involvements</b>	
<b>School Counselor leads and participates in school-wide efforts to involve parents.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Provides no evidence of leadership as described in performance category 3 – Effective.	Declines becoming involved in school events.  Avoids becoming involved in school and district projects.  Makes no effort to share knowledge with others or to assume professional responsibilities.	Participates in school events when asked.  Participates in school and district projects when asked.  Finds ways to contribute to the profession and follows through.	Volunteers to participate in school events making a substantial contribution.  Volunteers to participate in school and district projects making a substantial contribution.  Participates actively in assisting other educators.	Includes the narrative descriptions in performance category 4.  Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.  Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.	



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

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



T U L S A

PUBLIC SCHOOLS

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

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

Indicator No.

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

<b>2</b>	Domain: <b>Organization and Management</b>		Dimension: <b>Preparation and Delivery of Services</b>	
<b>The Professional plans and prepares for delivery of services.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely ensures materials and equipment are ready at the start of each session.</p> <p>Rarely schedules and prioritizes delivery of services.</p>	<p>Occasionally ensures materials and equipment are ready at the start of each session.</p> <p>Occasionally schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session.</p> <p>Effectively schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session with flexibility for unexpected changes.</p> <p>Effectively schedules, prioritizes and consistently provides for the delivery of services.</p>	<p>Uses all of the characteristics of levels 3 &amp; 4, and creatively adjusts schedule to meet student needs.</p>

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

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

<b>5</b>	Domain: <b>Instructional Support</b>			Dimension: <b>Skill Knowledge</b>	
	<b>Adherence to Professional Responsibilities and Standards</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Rarely demonstrates knowledge of current district and IDEA policies and procedures. Rarely demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Occasionally demonstrates knowledge of current district and IDEA policies and procedures.  Occasionally demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates knowledge of current district and IDEA policies and procedures.  Demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Demonstrates and implements knowledge of current district and IDEA policies and procedures. Consistently demonstrates knowledge of child and adolescent development in choice of materials and assessments.	Uses all of the characteristics of Levels 3 & 4 plus serves as a training resource.  Consistently demonstrates and pragmatically implements knowledge of child and adolescent development in choice of materials and assessments which incorporates students' interests and needs.	

<b>6</b>	Domain: <b>Instructional Support</b>			Dimension: <b>Evaluation and Assessment</b>	
	<b>The professional is able to select and administer individualized assessments</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Rarely selects and administers appropriate tests as determined by professional standards.	Occasionally selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards.	Selects and administers appropriate tests as determined by professional standards, in an efficient manner.	Uses the elements of 3 and 4 in addition to serving as a training resource to other professionals.	

<b>7</b>	Domain: <b>Instructional Support</b>			Dimension: <b>Evaluation and Assessment</b>	
	<b>The professional interprets test data and assessment.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Inaccurately interprets test data and provides poorly written documentation to determine IDEA eligibility.	Interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility.	Accurately interprets test data and provides written documentation to determine IDEA eligibility and can clearly explain results.	Uses the elements of 3 and 4 plus gives further recommendations and interventions that support student learning.	

<b>8</b>	Domain: <b>Instructional Support</b>			Dimension: <b>Delivery of Services</b>	
<b>Designs and implements appropriate student plans.</b>					
<b>1</b> <b>Ineffective</b>	<b>2</b> <b>Needs Improvement</b>	<b>3</b> <b>Effective</b>	<b>4</b> <b>Highly Effective</b>	<b>5</b> <b>Superior</b>	
Rarely designs and implements appropriate IEP student goals.  Rarely provides services as stated on the IEP.	Occasionally designs and implements appropriate IEP student goals.  Occasionally provides services as stated on the IEP.	Design and implement appropriate IEP student goals.  Provide services as stated on the IEP.	Design and implement appropriate IEP student goals, and provide additional therapeutic opportunities in the general classroom setting.  Provide services as stated on the IEP and provides makeup sessions.	Uses elements of 3 and 4 plus provides resources plus provides additional opportunities in the home environment.	

<b>9</b>	Domain: <b>Instructional Support</b>			Dimension: <b>Delivery of Services</b>	
<b>Provides consultation for improvement of student performance.</b>					
<b>1</b> <b>Ineffective</b>	<b>2</b> <b>Needs Improvement</b>	<b>3</b> <b>Effective</b>	<b>4</b> <b>Highly Effective</b>	<b>5</b> <b>Superior</b>	
Rarely provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Occasionally provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation and strategies for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Uses elements 3 and 4 plus classroom observations to monitor and adjust strategies.	

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

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

**Effective Interactions and Communications with Stakeholders.**

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



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



T U L S A

PUBLIC SCHOOLS

## TLE Observation and Evaluation Rubric Librarian

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

Indicator No.

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

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

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

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

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

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

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

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

***Evaluator note regarding Indicators #9 through 15.***

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

9 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Demonstrating Knowledge of Curriculum</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not exhibit awareness of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is somewhat aware of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is knowledgeable of the curriculum and its correlation to the forms of literacy, resources, and a research process.  Makes curriculum and learning connections for students.	Has a broad knowledge of the curriculum and correlates it to the forms of literacy, resources, and a research process.  The connections are effectively articulated and modeled.	Has commendable knowledge of the curriculum and its application to the library program.  Actively seeks other resources from agencies, organizations and institutions within the community and beyond for curriculum support.

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

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

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



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

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

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

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

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

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

19

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

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

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

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



T U L S A

PUBLIC SCHOOLS

## TLE Observation and Evaluation Rubric Nurses

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

<b>1</b>	Domain: <b>Program Management</b>			Dimension: <b>Program Scheduling</b>	
	<b>Establishes a school health program within a goal-based program schedule.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not establish, maintain, and evaluate a comprehensive school health program with monthly goal based program schedule.	Rarely establish, maintain and evaluate a comprehensive school health program with monthly goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with monthly goal-based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with 6 month goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with annual goal based program schedule.	

<b>2</b>	Domain: <b>Program Management</b>			Dimension: <b>Collaboration</b>	
	<b>Collaboration is the fundamental key for the successful delivery of health services.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not collaborate with members of the school community and stakeholders in the delivery of health services.	Occasionally collaborate with members of the school community and stakeholders in the delivery of health services.	Effectively collaborate with members of the school community and stakeholders in the delivery of health services.	Provide opportunities for partnerships with members of the school community and stakeholders in the delivery of health services.	Consistently engage in partnership building with members of the school community and stakeholders in the delivery of health services.	

<b>3</b>	Domain: <b>Program Management</b>			Dimension: <b>Clinic Environment</b>	
	<b>The Nurse optimizes the physical environment to assure efficacy / student health and safety advantages in alignment with best practices.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not organize clinic to provide health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not secured and used as designed and intended.	Rarely organize clinic for health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are rarely secured and optimized for effective utilization.	Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately and readily available.	Clinic is organized for efficacy in health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately, readily available and not overstocked.	Includes the narrative descriptions in performance category 4 plus the clinic serves as an exemplary model for replication beyond the site level.	

4

Domain: **Program Management**Dimension: **Discipline Focus****The Nurse clearly defines expected student behavior.**

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



5

Domain: **Instructional Skills**Dimension: **Educational Impact****Aligns health education needs with a health education curricula and educational focus.**

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

6

Domain: **Professional Services**Dimension: **Assessment**

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

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

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

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

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

10 Domain: <b>Professional Growth and Continuous Improvement</b> <b>Exhibits behaviors and efficiencies associated with professionalism.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.

11

Domain: **Interpersonal Skills****Effective interactions and communications with stakeholders.**

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

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



T U L S A

PUBLIC SCHOOLS

## **TLE Observation and Evaluation Rubric Instructional Coaches/Instructional Technology Coaches/New Teacher Mentors\* 2015-2016**

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Professional Development</b> 10%	1. Preparation	2
	2. Presentations	3
<b>Organization and Management</b> 10%	3. Record Keeping	4
	4. Coaching Documentation Resources	5
<b>Instructional Effectiveness</b> 25%	5. Instructional Planning	6
	6. Instructional Strategies for Teaching	7
	7. Support of District Initiatives	8
<b>Coaching Effectiveness</b> 25%	8. Coaching Strategies	10
	9. Coaching Cycle	11
<b>Professional Growth and Continuous Improvement</b> 10%	10. Growing and Developing Professionally	11
	11. Exhibits Professional Behaviors and Efficiency	12
<b>Interpersonal Skills</b> 10%	12. Effective Interactions and Communications	13
	13. Collaborative and Professional Partnerships	14
<b>Leadership</b> 10%	14. Leadership Involvement	15

\*For the purpose of this rubric, Instructional Technology Coaches and New Teacher Mentors are defined as Instructional Coaches.

**1** Domain: **Organization and Management** Dimension: **Preparation**  
**Instructional Coach plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.**

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



2

Domain: **Organization and Management**Dimension: **Presentations****Instructional Coach provides professional development opportunities for teachers.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instructional Coach does not present professional development	Instructional Coach offers professional development at individual school sites.	Instructional Coach offers professional development at individual school sites.	Instructional Coach creates and offers professional development for multiple school sites	Instructional Coach creates and offers professional development at a district or regional level.
	Instructional coach uses a singular mode for presenting professional development.	Instructional coach uses a singular mode for presenting professional development.	Instructional Coach uses multiple modes of professional development such as face to face and digital PD.	Instructional Coach has a plan for follow through with teachers after face to face or digital PD.
Instructional Coach does not provide any evenings of professional development throughout the year.	Instructional Coach provides one after hours professional development opportunities each year.	Instructional Coach provides a minimum of two after hours professional development opportunities each year.	Instructional Coach provides a minimum of three after hours professional development opportunities each year.	Instructional Coach provides four or more after hours professional development opportunities each year.

3

Domain: **Organization and Management**Dimension: **Record Keeping****Instructional Coach generates and maintains accurate records and analyzes data.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instructional Coach does not utilize the required data tracking log	Instructional Coach sporadically completes the required coaching log with meeting information	Instructional Coach completes required data tracking log with daily meeting information.	Instructional Coach completes required data tracking log on a daily basis.	Instructional Coach completes required data tracking form on a daily basis and uses data to reflect on and improve practice.
Instructional Coach does not align teacher/coach interactions with teacher TLE indicators	Instructional Coach sometimes aligns teacher/coach interactions with teacher TLE indicators	Instructional Coach aligns teacher/coach interactions with teacher TLE indicators	Instructional Coach aligns teacher/coach interactions with teacher TLE indicators and includes strategies offered specific to aligned dimension	Instructional Coach aligns teacher/ coach interactions with teacher TLE indicators and includes strategies offered specific to aligned dimension
Instructional Coach does not maintain an interaction log to account for teacher meetings	Instructional Coach maintains an Interaction log stating what times teacher meetings took place	Instructional Coach maintains an interaction log stating what times teacher meetings took place and the strategies offered	Instructional Coach maintains an interaction log which includes: Time of Meetings, total number of minutes, Teacher TLE alignment, strategies offered, coaching tool used	Instructional Coach maintains an interaction log which includes: Time of Meetings, total number of minutes, Teacher TLE alignment, strategies offered, completed coaching tool, follow up appointments and next steps

4

Domain: **Organization and Management**Dimension: **Coaching Documentation Resources****Instructional Coach uses effective tools to promote teachers as leaders and learners.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Instructional Coach does not use coaching tools when working with certified teaching staff.</p> <p>Instructional Coach does not use coaching tools in a prescribed manner.</p>	<p>Instructional Coach inconsistently uses coaching tools when working with certified teaching staff.</p> <p>Instructional Coach inconsistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances.</p>	<p>Instructional Coach consistently uses a coaching tool when working with certified teaching staff and provides copy/feedback in a timely manner.</p> <p>Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances.</p>	<p>Instructional Coach consistently uses a variety of coaching tools when working with certified teaching staff and provides a copy/feedback in a timely manner.</p> <p>Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances to provide certified teaching staff with data that drives teacher developed action steps.</p>	<p>Instructional Coach consistently a skillfully uses a variety coaching tools when working with certified teaching staff and provides a copy/feedback in a timely manner.</p> <p>Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances to provide certified teaching staff with data that drives teacher developed action steps. Instructional coach provides follow up to determine the effectiveness of certified staff's action steps.</p>

5

Domain: **Instructional Effectiveness**Dimension: **Instructional Planning****Instructional Coach collaborates with teachers to design rigorous, standards-based classroom instruction.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not work with teachers in the design of lessons.	Assists teachers staff in the design of lesson plans or units.	Assists teachers in the design of lessons or units that are developmentally appropriate and align to the current state standards and district curriculum maps.	Collaborates with teachers in the design of lessons, units and long range plans that are developmentally appropriate and align to the current state standards and district curriculum maps.	Collaborates with teachers in the design of lessons, units and long range plans that are integrated, developmentally appropriate and align to the current state standards and district curriculum maps.
Does not consider student background knowledge and experiences in instructional planning.	Makes the teachers aware of the importance students' background knowledge and experiences but does not provide procedures to obtain this information.	Assists teachers with the creation of procedures that can be used to obtain students' background knowledge and experiences	Collaborates with teachers to determine the appropriate tools to become familiar with students background knowledge and experiences.	Collaborates with teachers to make meaningful and relevant connections between the lesson content and background knowledge and experiences.
Does not consider students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	Assists in interpreting data related to the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences but does not link it to instructional planning	Assists the certified teaching staff in Instructional planning that draws upon an analysis of the students' preferred learning modalities, background knowledge and developmental readiness.	Collaborates to develop specific strategies, content, and delivery that will meet the needs of individual students based on the accurate analysis of the students' preferred learning modalities, background knowledge and developmental readiness.	Guides the certified teaching staff to differentiate instructional plans to meet students' preferred learning modalities, background knowledge and developmental readiness.
Does not assist in data interpretation.	Assists in interpreting data, but does not assist the certified teaching staff in linking analysis to instructional planning.	Assists with certified teaching staff in interpreting data and its use in assessments and standards based instruction.	Collaborates with certified teaching staff in developing and analyzing a variety of formal and informal student assessment formats, including pre-assessment, formative assessment, and summative assessment to improve instruction.	Guides certified teaching staff to revise plans according to multiple data sources.

6

Domain: **Instructional Effectiveness**Dimension: **Job-Embedded Professional Development**

**Instructional Coach uses a variety of strategies to communicate research-based practices for professional development.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not provide instructional strategies.	Provides non-specific instructional strategies that diagnose primary and secondary flaws, but does not provide ways to increase overall effectiveness of teacher practice.	Provides a variety of specific instructional strategies to increase student engagement, student differentiation, and student achievement.	Provides clear and specific instructional strategies to increase student engagement, student differentiation, and student achievement. Monitors the effectiveness of and models strategies that apply to a variety of classroom situations, including independent, whole group, and small group instruction.	Provides clear research-based instructional strategies to increase student engagement, student differentiation, and student achievement. Assists certified teaching staff with and models strategies for a variety of classroom situations, including independent, whole group, and small group instruction. Assists certified teaching staff with and models tools to enhance active learning, questioning techniques, and/ or guided practice to involve all learners, as well as monitoring and adjustment techniques based on monitoring.
Does not support communication of similar messaging between certified teaching staff or in groups.	Inconsistently supports communicating similar messaging between certified teaching staff of the same grade or team.	Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same grade or team.	Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same content areas and grade levels. Supports horizontal or vertical articulation across content areas and grade levels.	Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same grade or team. Supports vertical and horizontal articulation across content areas and grade level configurations when appropriate.
Does not support certified teaching staff in implementing research based instructional strategies.	Minimally supports certified teaching staff in implementing research based instructional strategies.	Supports certified teaching staff in implementing research based instructional strategies.	Supports certified teaching staff in implementing, monitoring, and recognizing when research based instructional strategies are not meeting the needs of students.	Supports certified teaching staff in implementing, monitoring, reflecting on and adjusting research based instructional strategies to ensure the needs of students are being met.

Tulsa Public Schools

7

TLE IC Evaluation and Observation Rubric

7

Domain: **Instructional Effectiveness**Dimension: **Support of District Initiatives****Instructional Coach supports District Initiatives.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate commitment to the TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.	Inconsistently demonstrates commitment to the TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement	Demonstrates commitment to TPS priorities for professional development by providing coaching and/or training opportunities for teachers aimed at student achievement.	Demonstrates commitment to TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.	Serves as champion for TPS priorities for professional development by consistently communicating the vision and mission of the professional learning department, and by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.
Does not collaborate with other departments to ensure alignment of support to teachers around district initiatives.	Inconsistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.	Consistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.	Consistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.	Initiates opportunities to collaborate with other departments to ensure alignment of support to teachers around district initiatives.
Does not use practices and procedures that align with TPS vision, goals, policies, and regulations.	Inconsistently uses practices and procedures that align with the TPS vision, goals, policies and regulations.	Uses practices and procedures that align with TPS vision, goals, policies, and regulations.	Models and practices the procedures that align with TPS vision, goals, policies, and regulations.	Models and encourages the use of practices and procedures that align with TPS vision, goals, policies, and regulations.

8		Domain: <b>Coaching Effectiveness</b>			Dimension: <b>Coaching Strategies</b>				
<b>Instructional Coach effectively uses coaching strategies to meet the needs of teachers.</b>									
<b>1</b> <b>Ineffective</b>		<b>2</b> <b>Needs Improvement</b>		<b>3</b> <b>Effective</b>		<b>4</b> <b>Highly Effective</b>			
<b>5</b> <b>Superior</b>									
Instructional Coach does not use coaching strategies when working with a teacher.		Inconsistent use of coaching strategies when working with teachers.		Instructional Coach consistently uses coaching strategies such as: providing resources, consultation and reflections.		Instructional Coach uses appropriate coaching language while utilizing coaching strategies such as: modeling, providing resources, consultation, individual reflections, and coach/teacher prescribed digital resources.		Instructional Coach uses appropriate coaching language while utilizing multiple coaching strategies such as: modeling, providing resources, consultation, individual reflections, coach/teacher prescribed digital resources, whisper coaching, and co-teaching.	
Instructional Coach does not align coaching strategies to the needs of the teachers.		Instructional Coach inconsistently aligns coaching strategies to the needs of the teacher.		Instructional Coach consistently aligns coaching strategies to the needs of the teacher and individual circumstances.		Instructional coach analyzes previous interactions to determine appropriate coaching strategies to meet individual teacher needs.		Instructional coach analyzes previous interactions and creates a long term plan of action that will enhance teacher practice through the use of various coaching strategies.	
Instructional Coach does not facilitate observation opportunities for individual teachers to observe peers.		Instructional Coach inconsistently facilitates observation opportunities for individual teachers to observe peers.		Instructional Coach consistently facilitates observation opportunities for individual teachers to observe peers.		Instructional Coach reaches out to colleagues to facilitate observation opportunities for individual teachers to observe peers within the district.		Instructional Coach reaches out to colleagues to facilitate observation opportunities for individual teachers to observe peers within the district.	

9		Domain: <b>Coaching Effectiveness</b>		Dimension: <b>Observed Coaching Cycle</b>	
<b>Instructional Coach uses the observation coaching cycle when working with certified teaching staff.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
Instructional Coach does not use the defined observation coaching cycle when working with teachers.	Instructional Coach uses only portions of the defined coaching cycle when working with teachers.	Instructional Coach completes all steps of the defined coaching cycle with the teachers.	Instructional Coach uses defined pre-observation strategies to determine areas of focus during classroom observations and provides targeted, specific feedback on these areas during post observation conferences.	Instructional Coach uses defined pre-observation strategies to determine areas of focus during classroom observations and provides targeted, specific feedback on these areas during post observation conferences, and assists teachers in developing action plan.	



10

Domain: **Professional Growth and Continuous Improvement**Dimension: **Growing and Developing Professionally****Instructional Coach uses professional growth as an improvement strategy.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in any ongoing professional development.	Only participates in inconsistent or unintentional professional development.	Participates in the required hours of professional development updating their content knowledge and current professional practice.	Participates above required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the Instructional Coach makes a substantial contribution to the teaching or coaching profession.
Does not participate in any peer coaching cycles.	Does not participate in at least one peer coaching cycle per semester.	Participates in at least one peer coaching cycle per semester.	Participates in at least one peer coaching cycle per semester, using defined pre-observation strategies to determine areas of focus during observations and provides targeted, specific feedback on these areas during post observation conferences.	Participates in at least one peer coaching cycle, using defined pre-observation strategies to determine areas of focus during observations and provides targeted, specific feedback on these areas during post observation conferences, and assists teachers in developing action plan.
		Seeks opportunities to enhance professional development through Instructional Coach training sessions.	Reflects on own strengths and weaknesses.	Reflects on own strengths and weaknesses and modifies professional activities accordingly.
			Seeks opportunities to enhance professional development through Instructional Coach training sessions, information from specialists, conferences, professional organizations, etc.	Seeks opportunities to enhance professional development through Instructional Coach training sessions, information from specialists, conferences, professional organizations, etc. and brings ideas back to the school and models the use of these strategies in his/her own practice.

**Note:** Additional contributes to the teaching or coaching profession may include, but not necessarily be limited to activities such as training teachers in professional practices, making presentations, conducting action research, writing articles for grade level, department level, internal/school-wide and/or external publication. Writings that could be used as “models” may include newsletters, informational resources for teachers, etc.

**Instructional Coach exhibits behaviors and efficiencies associated with professionalism.**

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

**Instructional Coach promotes a collaborative work environment.**

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

**Instructional Coach exhibits behaviors that build positive relationships among colleagues and certified teaching staff.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of Collaborative and professional partnerships as described in performance category 3 - Effective</p>	<p>Inconsistently builds trusting and confidential relationships among colleagues</p> <p>Does not manage time in an efficient manner</p> <p>Does not participate in collaborative protocols with colleagues.</p>	<p>Builds trusting and confidential relationships among colleagues and certified teaching staff</p> <p>Demonstrates efficient time management</p> <p>Participates in collaborative protocols with colleagues.</p> <p>Encourages the participation collaborative protocols among teachers.</p>	<p>Fosters trusting and confidential relationships among colleagues and certified teaching staff that creates a safe environment for certified teaching staff to request assistance.</p> <p>Manages his/her own schedule proactively to make efficient/flexible use of time and honors the time of others.</p> <p>Engages colleagues and facilitates their participation in collaborative protocols.</p> <p>Assists in the development of a collaborative group, utilizing protocols that meet the needs of teachers.</p>	<p>Sustains a trusting and confidential relationship among colleagues and certified teaching staff based on honesty and respect. Relationship allows certified teaching staff to openly reflect on individual practices to increase student learning.</p> <p>Manages his/her own schedule both proactively and in response to the needs of colleagues and certified teaching staff.</p> <p>Engages colleagues and facilitates their participation in collaborative protocols. Relationships and trust formed through the use of protocols allows colleagues to openly reflect on circumstances to improve practice.</p> <p>Assists in the development of a teacher-driven collaborative group utilizing protocols that meet the needs of teachers. Provides follow up to maintain sustainability.</p>

**Instructional Coach utilizes and promotes professional growth as an improvement strategy.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in Organization and Professional Development events.</p> <p>Avoids becoming involved in district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Participates in Organization and Professional Development events when asked.</p> <p>Participates in district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p>	<p>Volunteers to participate in Organization and Professional Development events making a substantial contribution.</p> <p>Volunteers to participate in district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators while contributing to the profession and following through.</p>	<p>Volunteers to participate in Organization and Professional Development events making a substantial contribution and assumes a leadership role.</p> <p>Volunteers to participate in district projects making a substantial contribution/ and taking on a leadership role.</p> <p>Initiates important activities to contribute to the profession such as mentoring new teachers, writing articles, and/or making district-level presentations.</p>