

Celina City School District
CEA Negotiations
March 9, 2016

TENTATIVE AGREEMENT

The following is the Tentative Agreement on all unresolved issues. All other proposals are mutually withdrawn. Except as provided in this document, or as previously agreed by the teams in tentative agreements, the intent is that current contract language will remain in place.

1. In Article 1.00 and Article 36.00, the dates of the Agreement shall be changed to September 1, 2015, through August 31, 2018.
2. Article 14.00, see attached.
3. Article 27.00, see attached.
4. Article 30.00, see attached [The regular and supplemental salary schedules [Articles 31.00 and 32.00] shall be recalculated accordingly in the contract document.

Lora L. Darras
3/9/16

For the Board
G. Q. [Signature]
3/9/16

Tentative agreement -
the following replaces
Article II in its entirety

BOE/CEA Negotiations

12/21/15

ARTICLE 11.00 – TEACHER PERFORMANCE APPRAISAL PROCEDURE

11.01 Evaluation Procedure Defined

The evaluation procedure established in this agreement conforms to the framework for the evaluation of teachers developed pursuant to Sections 3319.111 and 3319.112 of the Ohio Revised Code.

11.02 Evaluation Committee

Evaluation of personnel is clearly a management right provision and shall be conducted accordingly. Suggested changes in the assessment program will come from the Evaluation committee. The Evaluation Committee will be comprised of the Association President or his/her designee and two (2) Association members selected by the President. In addition, the Superintendent or his/her designee and two (2) administrators selected by the Superintendent. Such a program will be recommended to the Board by the Superintendent.

Definitions

"OTES" - stands for the Ohio Teacher Evaluation System as adopted by the Ohio State Board of Education in 2011, or as otherwise modified by the State Board of Education.

"Teacher" – For purposes of this policy, "teacher" means licensed instructors who spend at least fifty percent (50%) of his/her time providing content-related student instruction and who is working under one of the following:

- A. A license issued under R.C. 3319.22, 3319.26, 3319.222 or 3319.226; or
- B. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2003; or
- C. A permanent certificate issued under R.C. 3319.222 as it existed prior to September, 2006; or
- D. A permit issued under R.C. 3319.301.

Substitute teachers and teachers not meeting this definition are not subject to evaluation under this policy. Full time bargaining unit members who do not meet the definition will be evaluated utilizing the evaluation procedures of the collective bargaining agreement in effect between the Board and the CEA.

The Superintendent, Treasurer, assistant superintendent and any "other administrator" as defined by R.C. 3319.02 are not subject to evaluation under this policy.

"Credentialed Evaluator" - For purposes of this policy, each teacher subject to evaluation will be evaluated by a person who:

G. Lamm
W. Goss 2/11/16

A. Darras
2/11/16

- A. meets the eligibility requirements under R.C. 3319.111(D); and
- B. holds a credential established by the Ohio Department of Education for teacher evaluation; and
- C. has completed State-sponsored evaluation training and has passed an online credentialing assessment.

The Board shall authorize the Superintendent/designee to approve and maintain a list of credentialed evaluators as necessary to effectively implement this policy.

"Core Subject Area" – means reading and English language arts, mathematics, science, foreign language, government, economics, fine arts, history and geography.

"Student Growth Measure" – for the purpose of the District's evaluation policy, student growth is defined as the change in student achievement for an individual student between two (2) or more points in time.

"Student Learning Objectives" ("SLOs") - include goals identified by a teacher or group of teachers that identify expected learning outcomes or growth targets for a group of students over a period of time.

"Shared Attribution Measures" – student growth measures that can be attributed to a group.

"Value-Added" – refers to the EVAAS Value-Added methodology provided by SAS, Inc., which provides a measure of student progress at the District and school level based on each student's scores on State issued standardized assessments.

"Vendor Assessment" – student assessments approved by the Ohio Department of Education that measure mastery of the course content for the appropriate grade level, which may include nationally normed standardized assessments, industry certification exams, or end-of-course examinations for grade level and subjects for which the Value-Added measure does not apply.

"Evaluation Cycle" – is the period of time for the completion of the evaluation procedure. The evaluation cycle is completed when student growth measures are combined with the teacher performance to assign a summative evaluation rating.

"Evaluation Factors" – refers to the multiple measures that are required by law to be used in the teacher evaluation procedure. The two (2) factors, which are weighted equally, are student growth measures at fifty percent (50%) and teacher performance at fifty percent (50%).

"Evaluation Framework" – means the document created and approved by the Ohio Department of Education (ODE) in accordance with R.C. 3319.111(A) that establishes the standards-based framework for the evaluation of teachers developed under R.C. 3319.112.

"Evaluation Instruments" – refers to the forms used by the teacher's evaluator. Those forms, developed by the ODE, are located in the Appendix to this policy.

GW

LJB

2

"**Evaluation Procedure**" – the procedural requirements set forth in this policy are intended to provide specificity to the statutory obligations established under R.C. 3319.111 and R.C. 3319.112 and to conform to the framework for the evaluation of teachers developed under R.C. 3319.112.

"**Evaluation Rating**" – means the final summative evaluation level that is assigned to a teacher pursuant to terms of this policy. The evaluation rating is assigned at the conclusion of the evaluation cycle when the teacher performance rating is combined with the results of student growth measures where fifty percent (50%) of the evaluation rating is based on student growth measures as provided for in this policy and fifty percent (50%) the evaluation rating is based on a teacher performance rating as provided for in this policy. Each completed evaluation will result in the assignment of one (1) of the following evaluation ratings to Accomplished, Skilled, Developing, or Ineffective.

"**Teacher Performance**" – is the assessment of a teacher's performance, resulting in a performance rating. As an evaluation factor, the teacher performance dimension is based on direct observations of a teacher's practice (including materials and other instructional artifacts) and walkthroughs that are performed by a credentialed evaluator. Teacher performance results are reported as a teacher performance rating that may be coded as "1" indicating lowest performance to "4" indicating highest performance.

"**Teacher-Student Data Linkage**" (TSDL) – refers to the process of connecting the teacher(s) of record (based upon above definition) to a student and/or defined group of students' achievement scores for the purpose of attributing student growth to that teacher.

11.03 Criteria for Performance Assessment

Teacher evaluations will utilize multiple factors, with the intent of providing meaningful feedback to each teacher and assigning an effectiveness rating based in equal part upon teacher performance and student growth.

Each teacher evaluation will result in an effectiveness rating of:

1. Accomplished;
2. Skilled;
3. Developing; or
4. Ineffective

11.04 Teacher Performance

Teacher performance will be evaluated during formal observations and at least two (2) informal observations also known as "classroom walkthroughs" occurring prior to the summative rating.

- A. The purpose of performance evaluations is to identify strengths of employees, to discover areas in which employees may have difficulties, to determine and provide what help the employee may require to be successful, and to document the circumstances that lead to the decision.



3

- B. Performance evaluations will be done openly with the full knowledge of the employee, and will be carried out in a fair, reasonable and objective manner.
- C. All observations and evaluations will be conducted by the building principal/designee as long as designee has regular contact with the employee, and is properly certified to perform evaluations.

11.05 Walkthroughs

- A. The walkthrough shall be less than thirty (30) minutes but shall not constitute a formal observation.
- B. Data gathered from a walkthrough for evaluation purposes, must be documented.

11.06 Procedures for Evaluations

A. The first formal classroom observation must be completed on or before January 20th and the second observation must be completed by May 1st.

B. A teacher who has been granted a continuing contract by the Board of Education and who receives a rating of "Accomplished" on his/her most recent evaluation shall be evaluated once every three (3) school years, so long as the teacher's academic growth measures for the most recent school year for which data is available is average or higher, as determined by the Department of Education.

C. The Board may evaluate each teacher who received a rating of skilled on the teacher's most recent evaluations once every two (2) years, so long as the teacher's student growth measure, for the most recent school year for which data is available is average or higher, as determined by the Department of Education.

D. For skilled and accomplished teachers not evaluated under B and C above, the following evaluation procedure applies: a credentialed evaluator may hold a pre-conference; conduct at least one observation, as defined in law on the standards in performance and be at least thirty(30) consecutive minutes and hold at least one conference with the teacher and must coincide with the observation. Additionally, the post-conference shall be held prior to May 1st.

E. Teachers new to the District will start the full OTES cycle regardless of previous OTES Summative Ratings in a prior district.

GW

h20

4

11.07 Formal Observations

- A. All formal observations may at the teacher's and or evaluator's request, be preceded by a conference between the evaluator and the teacher in order for the teacher to explain plans and objectives for the work situation to be observed. The conference shall be held no more than ten (10) workdays prior to the observation.
- B. Formal observations shall be for a duration of at least thirty (30) consecutive minutes.
- C. Within ten (10) workdays of each formal observation, the evaluator shall provide the bargaining unit member with the first written observation report (in the Appendix). Within fifteen (15) workdays of the observation, the evaluator shall meet with the teacher to discuss the observation.

11.08 Criteria for Student Growth Measures

- A. Student growth measures shall account for fifty percent (50%) of a teacher's evaluation.
- B. In determining student growth measures, the Board adopts the Ohio Department of Education's Ohio Teacher Evaluation System (OTES), which calculates student growth by assessing achievement for an individual student occurring between two points in time. It is important to note that a student who has forty five (45) or more unexcused absences for the school year will not be included in the determination of student academic growth.
- C. The following categories shall be used to determine this aspect of a teacher's evaluation, depending upon the instructor involved:
 - B: Approved teacher level vendor assessment data is available. The percentage of vendor assessment used will be established by each buildings' Building Leadership Team (BLT).
 - C: No teacher level vendor assessment data is available.
- D. While state mandated test results are required in law as part of a teacher's evaluation cycle, the state mandated test results will not be the sole or the majority used for any recommendation for teacher non-renewal.
- E. The Building Leadership Team (BLT) will approve SLOs using the SLO rubric.
- F. When using SLOs as one of the Student Growth Measures (SGM), the teacher shall submit the SLO template to the BLT for approval of the SLO no later than twenty (20) calendar days after the start of the course to which the SLO applies. Any unapproved SLO must be returned for formal approval within ten (10) days of receipt.

GW

LTD

5

- G. Teachers who are required to submit an SLO need to submit at least one (1) and no more than four (4).

11.09-Finalization of Evaluation

- A. Each teacher's performance rating will be combined with the assessment of student growth measures to produce the summative evaluation rating, based upon the OTES "Evaluation Matrix".
- B. The evaluating administrator will schedule and meet with the teacher for the final evaluation conference within fifteen (15) workdays of the second observation. This timeline will be extended if the bargaining unit member or evaluator is absent.
- C. The evaluation report shall be signed by the evaluator. The evaluation report should then be signed by the teacher, electronically or on paper, to verify notification to the teacher that the evaluation will be placed on file, but the teacher's signature should not be construed as evidence that the teacher agrees with the contents of the evaluation report. This will be signed by May 10.
- D. A teacher shall have the right and opportunity to submit a written statement for attachment to the written evaluation placed in the member's personnel file.
- E. If the evaluation is not completed due to the absence of the teacher, the evaluation shall be deemed completed based upon the portion of the evaluation procedure completed.

11.10- Professional Growth Plan

- A. Professional Growth Plans help teachers focus on areas of professional development that will enable them to improve their practice.
- B. Teachers rated Accomplished, Skilled or Developing will develop a professional growth plan collaboratively with the credentialed evaluator.
- C. Professional growth plans for a school year shall be developed no later than October 1.
- D. Professional growth plans shall describe the specific performance expectations, resources, and assistance to be provided.
- E. The Board shall provide for the allocation of financial resources to support professional development.

GW

LJD

11.11 Improvement Plans

- A. A professional improvement plan is a clearly articulated assistance program for a teacher who has a final summative rating of ineffective.
- B. The professional improvement plan shall include:
 - 1. Specific performance expectations, deficiencies, goals, resources, and assistance to be provided.
 - 2. The District will provide for the allocation of financial resources to support professional development for a teacher on an improvement plan.
- C. The evaluator involved shall assist the teacher in correcting identified deficiencies. The primary responsibility for improvement rests with the teacher.
- D. The District may provide the teacher with trained mentors/coaches as appropriate. If mentors/coaches are prescribed in the improvement plan, release time to allow for meetings/observations with the teacher under an improvement plan will be provided.
- E. Once a teacher receives a rating of Developing or higher, the teacher will no longer be under an improvement plan.

11.12 Due Process

A grievance may be filed for procedural errors, fraudulent and/or inaccurate data or information.

11.13 Evaluations of Non-OTES Teachers

- A. The Board must evaluate any teacher on a limited contract or an extended limited contract in any school year in which the Board may wish to nonrenew said teacher.
 - a. The evaluation process requires:
 - 1. At least two (2) evaluation cycles (two [2] observations equals one [1] evaluation cycle) during the school year with observations not less than thirty (30) minutes in duration;
 - 2. The first observation(s) must be conducted and completed no later than January 15 using the Observation Form For Professional Staff;
 - 3. The teacher must receive a written report of the evaluation results not later than January 25 using the Evaluation Form;

GW

SP

4. The second observation(s) must be conducted and completed on or after January 16 and be completed no later than April 10;
 5. The teacher must receive a written report (Evaluation Form) not later than April 10;
 6. The written report of the evaluation includes specific recommendations regarding any improvements needed in the performance of the teacher being evaluated and regarding the means by which the teacher may obtain assistance in making such improvements.
- C. The evaluator must be a Credentialed Evaluator
- D. The observation and evaluation forms for non-classroom teachers are found in the Appendix .

11.14 Conferences

Unless otherwise mutually agreed to, all conferences between the Administration and a bargaining unit member shall be held during the workday.

11.15 This section does not apply to teachers subject to evaluation procedures under O.R.C. §§3319.01 and 3319.02 or to any teacher employed as a substitute for less than one hundred twenty (120) days during a school year pursuant to O.R.C. §3319.10.

11.16 All forms used in the evaluation process are found in the Appendix of this negotiated agreement.

11.17 State Mandated Testing

11.17.1 –Teachers shall have access to all state mandated test results for their students.

11.17.2 –Teachers shall be given reasonable notice when students are to be out of their classroom for state mandated testing, tutoring or intervention.

11.18 The parties intend this procedure shall supersede the evaluation requirements of O.R.C. §3319.11 and 3319.111.



Celina City School District
Celina Education Association (CEA)
Initial Proposal to
Celina City School Board of Education
March 9, 2016

10:00 am

Article 14.00 SCHOOL YEAR AND SCHOOL DAY

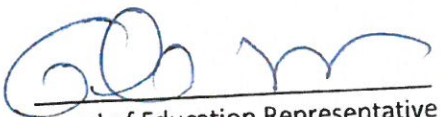
14.04.5-Should the board determine that a make-up day should be scheduled, teachers will not receive additional compensation for working the make-up day. No teacher will be asked to work more than the contractual number of one hundred eighty-six days without receiving additional compensation. No teacher will be asked to work a make-up day that is not a student make-up day.


3/9/16

GW
LMA
3/9/16

16.00 Teacher Assignment

16.02.8 – TBT (Teacher Based Teams) meetings will be held during the teacher day. Each scheduled TBT session will be a minimum of 30 minutes.


Board of Education Representative
2/10/16
Date


Association Representative
2/10/16
Date

2/11/16

Celina City School District
Board of Education
CEA Negotiations
~~Board Counterproposal~~
September 23, 2015

Tentative Agreement -
Article 19, reduction in force,
remains current contract language
except as shown below, Section 19.03(2)

For limited contract teachers, the rating of "Ineffective" shall be based only on the principal's rating (not including any student growth measures) until three consecutive years of student growth data are available and then the overall (summative) rating including student growth measures will be used.

- b. The next teachers to be suspended shall be those teachers on limited contracts with ratings of "Developing" who have improvement plans.
- c. The next teachers to be suspended shall be those teachers on limited contracts with ratings of "Developing" who have professional growth plans.

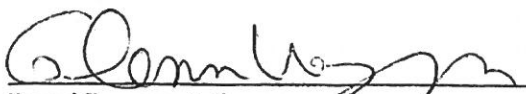
For b. and c. (above), the rating of "Developing" shall be based only on the principal's rating (not including any student growth measures) until three consecutive years of student growth data are available, and then the overall (summative) rating - including student growth measures - will be used.

- 2. Seniority shall only be used when deciding between teachers with comparable evaluations. Comparable evaluations shall include those teachers with evaluation ratings of "Accomplished" and/or "Skilled-Proficient."


No new personnel will be hired until all reduced staff members qualified to fill vacation positions are restored, or all qualified staff members on reduction decline the offer to fill the vacancy.

19.04 For the purpose of this section, "teaching field" is defined as those subjects or fields on the teacher's certificates/licenses. Seniority is defined as including only continuous, unbroken service within the District. A seniority list will be posted annually and at least thirty (30) days prior to the effective date of a staff reduction.

19.05 It is understood that the final decision as to reductions will be determined by the Board in accordance with this Agreement and Ohio law.


Board Representative

2/11/16
Date


Association Representative

2/11/16
Date

2/11/16
Tentative Agreement -
current contract article 24
except as shown.

ARTICLE 24.00 - PROFESSIONAL GROWTH

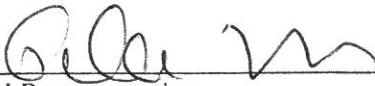
- 24.01 During the period of this contract, and/or as long as the Federal Government requires and funds the "Highly Qualified Teacher" requirements, it is the intention of the Board to provide an additional incentive to insure the opportunity for all of our teaching staff to meet the requirements. The definition of a "Highly Qualified Teacher" provided by the State of Ohio and the Federal Government states that every teacher must be certified in the area in which he/she serves the district. Therefore, the District will reimburse those teachers striving to meet this requirement one hundred percent (100%) of the tuition costs upon successful completion of each course needed for that certification.
- 24.02 ~~During the period of this contract,~~ A teacher who earns graduate hours of credit in his/her major field or any approved educationally related field or area, in addition to his/her regular salary during the following contract year, will receive a stipend according to the following chart except as adjusted as defined in 24.03. No retroactivity for any present certified employee.

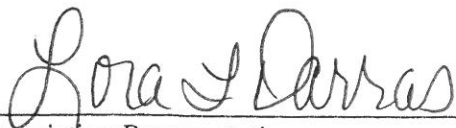
\$300.00-150.00/semester hour
\$175-100.00/quarter hour

per contract
year

The maximum reimbursement will be **Two Thousand Four Hundred Dollars (\$2,400)** ~~One Thousand Two Hundred Dollars (\$1,200)~~ per individual, per school year. Reimbursement under Section 24.01 does not count towards reimbursement under Section 24.02. **Once a teacher has earned a master's degree, only coursework relevant to the teacher's assignment or advancement of his/her education career will be eligible for this benefit.**

- 24.03 The Board will be pay an annual aggregate maximum ~~(FY04, FY05)~~ of **Forty-Five Thousand Dollars (\$45,000)** ~~forty thousand dollars (\$40,000)~~ for classes taken during the preceding year. No payments will be made until after September 30 of the following year. If the total aggregate amount to be reimbursed based upon the total hours submitted by bargaining unit membership exceeds the annual aggregate maximum limit, the district will reduce the per hour reimbursement so that the annual aggregate maximum of Section 24.03 is not exceeded.
- 24.04 Part-time personnel governed by this contract shall receive a pro-rata percentage benefit based upon the employee's hours worked.


Board Representative


Association Representative

2/11/16
Date

2/11/16
Date

BOE/CEA Negotiations
2/10/16

Board Counter- Article 26

Current contract language
except as follows:

~~11:45 am~~
~~1:45 pm~~
1:56 PM

CEA Counter 2-10-16

Replace current contract language with: 26.04.1 Resident Educator Mentors and Alternate Mentors will be paid as follows based on the year of the program of the teacher they mentor:

Resident Educator year 1 mentors will be paid \$1,000.
Resident Educator year 2 mentors will be paid \$500.
Resident Educator year 3 mentors will be paid \$250.
Resident Educator year 4 mentors will be paid \$250.
Alternate Mentors will be paid \$200.

MENTOR REQUIREMENT CHART (from page 40):

Summary of Differences between years of the mentorship programs:

| Program | Resident Educator Year 1 | Resident Educator Year 2 | Resident Educator Year 3 | Resident Educator Year 4 | Alternate Mentorship |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| Contact Time | 40 hours | 30 hours | 20 hours | 20 hours | 20 hours |
| Observations | 2 each, total of 4 | 2 each, total of 4 | 1 each, total of 2 | 1 each, total of 2 | 1 each, total of 2 |
| Meeting with Lead Mentor | 3 | 2 | 2 | 2 | 2 |
| Stipend per Mentee | \$1,000* | \$500* | \$250 | \$250 | \$200 |
| Maximum Number of Mentees | 1 | 2 | 4 | 4 | 2 |

- * Mentors of 1st & 2nd year Resident Educators must receive Resident Educator & Instructional Mentoring training.
- + Mentors of 3rd year Resident Educators must receive Resident Educator & Instructional Mentoring training in addition to Resident Educator Summative Assessment Facilitator training.
- ^ Mentors of 4th year Resident Educators must receive Resident Educator & Instructional Mentoring training in addition to any additional training offered by ODE.

Reject CEA proposal on Section 26.05.3.

Amend Section 20.09.1 to state as follows: " Professional staff members may, upon approval by the Board and/or Superintendent, attend professional meetings, conferences or visitations which provide the opportunity to advance professionally; or complete the Resident Educator Summative Assessment or any other State mandated equivalent." Professional leave days granted for completion of the Resident Educator Summative Assessment or any other state mandated equivalent shall not count towards days granted in section 20.09.5.

ARTICLE 27.00 – INSURANCE

Current contract language except as follows:

27.01 Benefit Plan Description and Benefits

The Benefit Plan description ~~booklets are on file and available in the Office of the Treasurer. The plans will also be available on the insurance consortium web site and in .pdf format on the Celina Board web site.~~ The District will offer to the employees covered by this agreement, unless otherwise excluded elsewhere in the agreement, the option to participate in any of the benefit plans for medical, dental, and prescription drugs as approved by the Mercer/Auglaize Employee Benefit Trust.

* * *


27.05 Medical Insurance Opt-Out Provision

The Board will pay an employee within the bargaining unit **Three Thousand Dollars (\$3,000.00)** ~~fifteen percent (15%)~~ of the Board's annual contribution toward the Preferred Provider Plan of the medical benefit plan at the rate in effect when no insurance was selected during the November open-enrollment period. The Board will not provide an opt-out payment to either spouse if both are employed within the bargaining unit and either is enrolled in a medical benefits plan.

The payment will be made during the following October prior to the next open enrollment period if the employee maintains his/her employment status with the district and the employee remains without the benefit plan until October 1.

Part time employees are eligible but the payment will be calculated based upon the percent of time under contract.


* * *



Board Representative

3/9/16

Date



Association Representative

3/9/16

Date

Celina City School District
Board of Education
CEA Negotiations
~~Board Counterproposal~~
September 23, 2015

2/11/16
Tentative Agreement -
Article 28 is
deleted

ARTICLE 28.00 - FRINGE BENEFITS

* * *

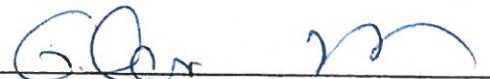
~~28.04 Early Retirement Incentive:~~ The Board of Education shall participate with the STRS in allowing teachers to opt for early retirement in accordance with Revised Code Section 3307.35.

~~28.04.1 Eligibility Requirements~~


- ~~a. Employee must be a full-time employee.~~
- ~~b. Employee must be a member of STRS at time of application.~~
- ~~c. Employee must be at least 50 years old by the retirement date or the termination of this plan.~~
- ~~d. The employee must be eligible for STRS service retirement or qualify for service retirement with the purchase of retirement incentive credit.~~

~~28.04.2 Effective Date of Plan:~~ The early retirement incentive plan will remain in effect from July 1, 1998, and shall continue for the life of this Agreement.

~~28.04.3 Early Retirement Benefits - Notice and Application:~~ The Board of Education will purchase, for all eligible employees who make application in accordance with the provision of the plan and the applicable regulations of the State Teachers Retirement System (STRS) one (1) year of retirement service credit. Eligible employees who desire to participate in the plan must submit written notice of intent to retire by completing the teacher portion of the State Teachers Retirement Form ER1-2 and by submitting it to the Treasurer of the Celina City Schools. Such employees will submit completed State Teachers Retirement Form A-1(A) requesting State Teachers Retirement System to estimate retirement benefits available under the plan. Retirement must be completed no less than ninety (90) days after the employee is notified of the purchase of additional service credit by the Board of Education.


Board Representative

2/11/16
Date


Association Representative

2/11/16
Date

GW
fjb

ARTICLE 30.00 – REGULAR AND SUPPLEMENTAL SALARIES

- 30.01 **Regular Salary:** The BA-0 Base Salary shall be **increased three percent (3%) each year for the 2015-16 and 2016-17 school years, respectively, and one percent (1%) for the 2017-2018 school year.** Step advancement will resume effective with the 2015-16 school year. Steps frozen in the past will not be restored except as provided below ~~Thirty Two Thousand Five Hundred Thirty Six Dollars (\$32,536) for the period September 1, 2013, through August 31, 2015.~~ The salary schedule and index appear in Article 31 of this Agreement, respectively. ~~In year one of the contract (2013-2014 school year), teachers will receive one step on the salary schedule. Those teachers not eligible for a step will receive a cash bonus equivalent to a one percent (1%) increase. This step also applies on the same terms to advancement on the Supplemental Salary Schedule in Article 32. Bonuses will be paid on the first pay period in December as a lump sum for both years of the contract.~~

2015-16 Base

\$33,512


2016-17 Base

\$34,517

2017-2018 Base


\$34,862

Additionally, each teacher who has experienced a step freeze shall have one step restored for the 2015-2016 school year. [Example: Teacher who began the 2015-2016 school year on Step 5 while this Master Agreement was being renegotiated, and who did not advance to Step 6 due to a step freeze, shall be placed


Board Representative

3/9/16

Date


Association Representative

3/9/16

Date


Celina City School District
Board of Education
CEA Negotiations
March 9, 2016

5 of 5

GW

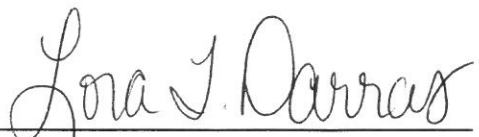
LD

on Step 7, representing both a resumption of steps and a restoration of one frozen step.] Additionally, each teacher who has experienced more than one year of a step freeze shall have one additional step restored for the 2017-2018 school year, for a total of two restored steps during the term of the Agreement.


Board Representative

3/9/16

Date


Association Representative

3/9/16

Date



Celina City Schools SLO Approval Form



Teacher Name: _____

SLO Team (circle one): CHS CMS CIS CES CPS

Subject: _____ Grade(s): _____

SLO Focus Area: _____ Date: _____

Based on the BLT's review, the SLO approval status is:

☐ **APPROVED**

The SLO has met the criteria and expectations outlined in the SLO Template Checklist:

- ☐ Uses baseline & trend data
- ☐ Takes into account the appropriate student population
- ☐ Outlines an appropriate and acceptable interval of instruction
- ☐ Identifies relevant standards & content covered
- ☐ Uses an appropriate and valid assessment measure for student growth
- ☐ Sets appropriate growth targets using available data
- ☐ Includes rationale for growth targets

☐ **NOT APPROVED**

The SLO does not meet the criteria and expectations outlined in the SLO Template Checklist. The SLO requires further development in the areas marked below. Once the outstanding areas are sufficiently addressed, the SLO may be resubmitted (by 10/30) to the building principal for final approval.

- | | |
|--|---|
| <input type="checkbox"/> Baseline & Trend Data | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> Student Population | <input type="checkbox"/> Growth Targets |
| <input type="checkbox"/> Interval of Instruction | <input type="checkbox"/> Rationale for Growth Targets |
| <input type="checkbox"/> Standards & Content | <input type="checkbox"/> Other: _____ |

Administrator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

L. Darras
2/11/16

C. Darras
2/11/16

Celina City Schools SLO Template



Teacher Name: _____
Subject/Course(s): _____
Grade(s): _____ Academic Year: _____

Please use the guidance provided in addition to this template, including the SLO Template Checklist, to develop components of the Student Learning Objective and populate each component in the space below.

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Rationale for Growth Target(s)

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

63

gma

Final Summative Rating of Teacher Effectiveness

| | | | | | |
|---|--------------------|------------------------|---------|------------------|-------------------|
| Proficiency on Standards 50% | INEFFECTIVE | DEVELOPING | SKILLED | ACCOMPLISHED | |
| Cumulative Performance Rating (Holistic Rating using Performance Rubric) | | | | | |
| Areas of reinforcement/ refinement: | | | | | |
| Student Growth Data 50% | LEAST EFFECTIVE | APPROACHING AVERAGE | AVERAGE | ABOVE AVERAGE | MOST EFFECTIVE |
| Student Growth Measure of Effectiveness | | | | | |
| Areas of reinforcement/ refinement: | | | | | |
| Final Summative (Overall) Rating | INEFFECTIVE | DEVELOPING | SKILLED | ACCOMPLISHED | |
| | | | | | |

☐ Check here if Improvement Plan has been recommended.

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

The signatures above indicate that the teacher and evaluator have discussed the Summative Rating.

Note: The teacher may provide additional information to the evaluator within 10 working days of the receipt of this form, and may request a second conference with the evaluator. Any additional information will become part of the summative record. Challenges may be made according to the local contract agreement.

Improvement Plan

Teacher Name: _____

Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Improvement Plan Conference: _____

Written improvement plans are to be developed in the circumstances when an educator has a final summative rating of ineffective. However, districts have discretion to place a teacher on an improvement plan at any time based on deficiencies in any individual component of the evaluation system subject to collective bargaining. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Section 1: Improvement Statement - List specific areas for improvement as related to the *Ohio Standards for the Teaching Profession*. Attach documentation.

| Performance Standard(s) Addressed in this Plan | Date(s) Improvement Area or Concern Observed | Specific Statement of the Concern: Areas of Improvement |
|--|--|---|
| | | |

Section 2: Desired Level of Performance - List specific measurable goals to improve performance. Indicate what will be measured for each goal.

| Beginning Date | Ending Date | Level of Performance |
|----------------|-------------|--|
| | | Specifically Describe Successful Improvement Target(s) |
| | | |

Improvement Plan (continued)

Section 3: Specific Plan of Action

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

| Actions to be Taken | Sources of Evidence that Will Be Examined |
|---------------------|---|
| | |

Section 4: Assistance and Professional Development

Describe in detail specific supports that will be provided as well as opportunities for professional development.

Date for this Improvement Plan to Be Evaluated: _____

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

Improvement Plan: Evaluation of Plan

Teacher Name: _____ Grade Level/ Subject: _____

School year: _____ Building: _____ Date of Evaluation: _____

The improvement plan will be evaluated at the end of the time specified in the plan. Outcomes from the improvement plan demonstrate the following action to be taken;

- ☐ Improvement is demonstrated and performance standards are met to a satisfactory level of performance*
- ☐ The Improvement Plan should continue for time specified:
- ☐ Dismissal is recommended.

Comments: Provide justification for recommendation indicated above and attach evidence to support recommended course of action.

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

The evaluator's signature on this form verifies that the proper procedures as detailed in the local contract have been followed.

*The acceptable level of performance varies depending on the teacher's years of experience. Teachers in residency—specifically in Years 1 through 4—are expected to perform at the Developing level or above. Experienced teachers—with five or more years of experience—are expected to meet the Skilled level or above.

Professional Growth Plan

As a result of the evaluation process, teachers and evaluators should focus on accelerating and continuing teacher growth through professional development. Professional development should be individualized to the needs of the teacher, and specifically relate to his/her areas of refinement as identified in the teachers' evaluation. The evaluator should recommend professional development opportunities, and support the teacher by providing resources (e.g., time, financial).

☐

Self-Directed

☐

Collaborative

Teacher

Evaluator

| Annual Focus These are addressed by the evaluator as appropriate for this teacher. | Date Record dates when discussed | Areas for Professional Growth supports needed, resources, professional development Comments during conference with teacher and evaluator are made appropriate to the needs of the teacher. |
|---|---|--|
| Goal 1: Student Achievement/Outcomes for Students Goal Statement: Evidence Indicators: | | |
| Goal 2: Teacher Performance on the Ohio Standards for the Teaching Profession Goal Statement: Evidence Indicators: | | |

Evaluator Signature

Date

Teacher Signature

Date

The signatures above verify that the teacher and evaluator have discussed and agreed upon this Professional Growth Plan.

Teacher Performance Evaluation Rubric

The *Teacher Performance Evaluation Rubric* is intended to be scored holistically. This means that evaluators will assess which level provides the best *overall* description of the teacher. The scoring process is expected to occur upon completion of each thirty (30) minute observation and post-conference. The evaluator is to consider evidence gathered during the pre-observation conference, the observation, the post-observation conference, and classroom walkthroughs (if applicable). When completing the performance rubric, please note that evaluators are not expected to gather evidence on all indicators for each observation cycle. Likewise, teachers should not be required to submit additional pieces of evidence to address all indicators. The professionalism section of the rubric may use evidence collected during the pre-observation and post-observation conferences as well as information from the Professional Growth and/or Improvement Plan (if applicable).

Teacher Name: _____

Date: _____

INSTRUCTIONAL PLANNING

| | | Ineffective | Developing | Skilled | Accomplished |
|------------------------|--|---|---|---|---|
| INSTRUCTIONAL PLANNING | FOCUS FOR LEARNING (Standard 4: Instruction) <i>Sources of Evidence:</i> Pre-Conference | The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards. | The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measurable goals. | The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students. | The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills. |
| | Evidence | | | | |
| ASSESSMENT DATA | (Standard 3: Assessment) <i>Sources of Evidence:</i> Pre-Conference | The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance. | The teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery. | The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively inform instructional planning and delivery. | The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth. |
| | Evidence | | | | |

| INSTRUCTIONAL PLANNING | | | | | |
|------------------------|---|---|--|---|--|
| INSTRUCTIONAL PLANNING | | Ineffective | Developing | Skilled | Accomplished |
| | <p>PRIOR CONTENT KNOWLEDGE / SEQUENCE / CONNECTIONS (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)</p> <p><i>Sources of Evidence:</i> Pre-Conference</p> | <p>The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.</p> | <p>The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.</p> | <p>The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.</p> <p>The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.</p> | <p>The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems.</p> <p>The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.</p> |
| | <p>Evidence</p> | | | | |

INSTRUCTIONAL PLANNING

| INSTRUCTIONAL PLANNING | KNOWLEDGE OF STUDENTS (Standard 1: Students) | The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. | The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information. | The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. | The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. |
|------------------------|--|---|---|--|---|
| | Sources of Evidence: Analysis of Student Data Pre-Conference | The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences. | The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom. | The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences. | The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students. |
| | Evidence | | | | |

Instruction and Assessment

| | | Ineffective | Developing | Skilled | Accomplished |
|----------------------------|--|--|---|---|--|
| INSTRUCTION AND ASSESSMENT | LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication) | A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking. | Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion. | Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. | Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques. |
| | Sources of Evidence: Formal Observation Classroom Walkthroughs/ Informal Observations | The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed. | The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed. | The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning. | The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator. |
| | Evidence | | | | |
| | DIFFERENTIATION (Standard 1: Students; Standard 4: Instruction) | The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate. | The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged. | The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group. | The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery. |
| | Sources of Evidence: Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations | | | | |
| | Evidence | | | | |

| RESOURCES (Standard 2: Content; Standard 4: Instruction) | Ineffective | Developing | Skilled | Accomplished |
|--|--|--|--|---|
| | Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students. | The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning. | Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students. | Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning. |
| Evidence | | | | |

6-2-17

12

Instruction and Assessment

| INSTRUCTION AND ASSESSMENT | Instruction and Assessment | | | |
|--|---|---|--|--|
| | Ineffective | Developing | Skilled | Accomplished |
| <p>CLASSROOM ENVIRONMENT (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations</p> | <p>There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments.</p> <p>There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.</p> <p>Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.</p> <p>The teacher creates a learning environment that allows for little or no communication or engagement with families.</p> <p>Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.</p> | <p>The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall well-being.</p> <p>Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle.</p> <p>The teacher transitions between learning activities, but occasionally loses some instructional time in the process.</p> <p>The teacher welcomes communication from families and replies in a timely manner.</p> <p>Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.</p> | <p>The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.</p> <p>Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.</p> <p>Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).</p> <p>The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.</p> <p>A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate, and effective.</p> | <p>The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p> <p>Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.</p> <p>Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.</p> <p>The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.</p> <p>A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.</p> |
| Evidence | | | | |

Instruction and Assessment

| | | Ineffective | Developing | Skilled | Accomplished |
|----------------------------|--|---|--|---|---|
| INSTRUCTION AND ASSESSMENT | <p>ASSESSMENT OF STUDENT LEARNING (Standard 3: Assessment)</p> <p><i>Sources of Evidence:</i> Pre-Conference Formal Observation Classroom Walkthroughs/ Informal Observations Post-Conference</p> | <p>The teacher does not routinely use assessments to measure student mastery.</p> <p>The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion.</p> <p>The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggest the approach is not succeeding.</p> <p>The teacher does not provide students with feedback about their learning.</p> | <p>The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information.</p> <p>The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion</p> <p>The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.</p> <p>Students receive occasional or limited feedback about their performance from the teacher.</p> | <p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.</p> <p>The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.</p> <p>The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.</p> <p>The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.</p> | <p>The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.</p> <p>The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.</p> <p>By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p> <p>The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p> |
| | Evidence | | | | |

| Professionalism | | | | | |
|-----------------|---|--|---|---|--|
| PROFESSIONALISM | PROFESSIONAL RESPONSIBILITIES (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth) Sources of Evidence: Professional Development Plan or Improvement Plan; Pre-conference; Post-conference; daily interaction with others | Ineffective | Developing | Skilled | Accomplished |
| | | The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues. The teacher fails to understand and follow regulations, policies, and agreements. The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development. | The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. The teacher understands and follows district policies and state and federal regulations at a minimal level. The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth. | The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work, and identify targeted strategies. The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations. The teacher sets data-based short- and long-term professional goals and takes action to meet these goals. | The teacher communicates effectively with students, families, and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence. |
| | Evidence | | | | |

6-2-2019

15