Woodhaven-Brownstown School District

Learning and Leading for Tomorrow

2024 - 2027
Master Agreement

Between the
Woodhaven-Brownstown School District

and the

Woodhaven-Brownstown
Education Association

Agreement
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Agreement

This Agreement, effective the 1st day of September, 2018 by and between the Woodhaven-Brownstown School District, hereinafter called the "Employer" or the "Board" and the Woodhaven-Brownstown Education Association-MEA/NEA, hereinafter called the "Union" or the "Association".

The parties agree, however, that the provisions of this agreement shall be effective prospectively only, commencing upon ratification of this agreement by both parties.

Witnesseth

Whereas, the Employer and the Union recognize and declare that providing a quality education for the children of the Woodhaven-Brownstown School District is their mutual aim and that the character of such education depends predominantly upon the equality and morale of the teaching service, and

Whereas, the Employer has a statutory obligation, pursuant to the Public Employment Relations Act 379 of the Michigan Public Acts of 1965, as amended, to bargain with the Union as the representatives of its teaching personnel with respect to hours, wages, terms and conditions of employment, and

Whereas, the parties have reached certain understandings which they desire to confirm in this agreement.

In consideration of the following mutual covenants, it is hereby agreed as follows:

Article 1
Recognition

The Woodhaven-Brownstown Board of Education hereby recognizes the Woodhaven-Brownstown Education Association, an affiliate of the MEA/NEA, as the exclusive bargaining representative, as defined in Section II of Act 336, Public Acts of 1947, for all full-time and regularly part-time certified professional personnel whether under contract, on leave, employed or to be employed by the Board of Education, including social workers, guidance counselors, school psychologists, certified library/media specialists, occupational therapists, physical therapists, speech language pathologists, and nurse, but excluding all supervisory or administrative personnel. Also excluded are individuals performing any extracurricular assignments who are not otherwise part of the bargaining unit, per diem substitute teachers, ~~aides,~~ paraprofessionals, any personnel engaged 50% or more of the time in administration, and all other employees of the Board of Education or any other employer.

The term “teacher” or “employee” when used herein shall refer to all certified professional personnel represented by the Union in the bargaining unit as above defined.

The term “Association” when used hereinafter shall refer to the Woodhaven-Brownstown Education Association—MEA/NEA.

Should the district reinstate the cosmetology program within the district and operate the program within its buildings and/or facilities with non-certified bargaining unit members, the parties agree to set the salary paid to the non-certified bargaining unit members employed in the cosmetology teacher positions at step 5 of the BA degree salary schedule of the then implemented collective bargaining agreement. The hours and other terms and conditions of employment, including but not limited to pay for hours worked over the regular school year, shall be determined by the parties through the collective bargaining process.

Article 2
Association and Teacher Rights

Section A - Teacher Rights

Pursuant to the Michigan Public Employment Relations Act, the Employer hereby agrees that every employee of the Board shall have the right freely to organize, join and support the Union for the purpose of engaging in collective bargaining or negotiation and other concerted activities for mutual aid and protection. As a duly elected body exercising governmental power under the laws of the state of Michigan, the Employer undertakes and agrees that it will not directly or indirectly discourage or deprive or coerce any teacher in the enjoyment of any rights conferred by the Act or other laws of Michigan and the United States; that it will not discriminate against any teacher with respect to hours, wages, or any terms or conditions of employment by reason of membership in the Union, participation in any activities of the Union or collective professional negotiations with the Employer, or the institution of any grievance, complaint or proceeding under this agreement or otherwise with respect to any terms or conditions of employment. Nothing contained herein shall be construed to deny or restrict to any teacher rights the teacher may have under the Michigan General School Laws or other applicable laws and regulations. The rights granted to teachers hereunder shall be deemed to be in addition to those provided elsewhere.

Section B - Building Use

The Association and its representatives shall have the right to use school buildings at all reasonable hours for meetings, provided that when special custodial services is required, the Board may make a reasonable charge therefore. No charge shall be made for use of school rooms before the commencement of the school day nor until 6:00 p.m.

Section C - Property Use

Duly authorized representatives of the Union or Association and their respective affiliates shall be permitted to transact official business on school property at all reasonable times, provided that this shall not interfere with or interrupt normal school operations.

Section D - Facilities and Equipment Use

The Association shall have the right to use school facilities and equipment, including typewriters, computers, fax machines, other duplicating equipment calculating and all types of audio-visual equipment at reasonable times, when such equipment is not otherwise in use. The Association shall pay for the reasonable cost of all materials and supplies incident to such use. The Association agrees to be responsible for the financial loss due to carelessness or negligence in the use of school premises and school equipment. No equipment shall be removed from the school premises without the consent of the Board.

Section E - Bulletin Boards

The Association shall have the exclusive right to post notices of activities and materials of concern on teacher bulletin boards, at least one of which shall be provided in each school building. The Association building representative shall have the responsibility for posting materials on the bulletin board. No material concerned with partisan politics or nonpartisan politics shall be posted. The Association may have the use of any available district mail service, including U.S. postage, if required, and teacher mailboxes for communications to teachers.

Section F - School Board Minutes

The Employer agrees to furnish to the Union in response to reasonable requests public information and minutes of the regularly scheduled school meetings, census and membership data, register of all certified teachers, and such other information as will assist the Union in developing a constructive program on behalf of the teachers and the students. Minutes and agenda of all regularly scheduled meetings will be available on the district webpage.

Section G - Non-Discrimination

The Woodhaven-Brownstown School District does not discriminate on the basis of race, color, national origin, religion, sex, marital status, genetic information, age, or disability in its programs and activities.

Section H - Association President's Release Time

The Association president shall be released 300 minutes per week in addition to the regular preparation period at the expense of the Board. Said release time shall be the last class period of the day unless changed by mutual agreement. In addition, the Association president may be released from teaching duties at any time upon the approval of the superintendent or designee. It is expected that this time will be used to benefit both the Association and the Board of Education by improving personnel relations.

Section I - Association Release Time

Twenty-five (25) paid leave days will be credited to the Woodhaven-Brownstown Education Association for the use of its representatives to participate in activities of the teachers' professional Association. Additional days may be granted upon petition and approval of the superintendent or designee.

Section J - Association Business

An Association officer shall be released from non-teaching duties to attend to Association business during a preparatory period to conduct teacher professional organization activities in order to maintain a smooth relationship between faculty and duly authorized school board or agents thereof. If such duties involve a necessity to leave the school building, the principal or designee will be notified.

Section K - Teacher Release Time

A teacher engaged during the school day in negotiating on behalf of the Association with any representative of the Board or participating in any grievance, including arbitration, shall be released from regular duties without loss of salary. Every effort shall be made to conduct grievance procedures and/or negotiation meetings outside of normal school hours.

Section L - Association Phone

The Association president will be provided with a telephone at the Association president's workstation or in an office, if available, at the Employer's expense. All long distance calls will be paid for by the Association.

Article 3
Rights of the Board

The Board, on its own behalf and on the behalf of the electors of the district, hereby retains and reserves unto itself, without limitations, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the constitution of the state of Michigan and/or the United States, included but not limited to the following:

> The management and control of school properties, facilities, grades and courses of instruction, athletic and recreation programs, method of instruction, materials used for instruction and the selection, direction, transfer, promotion or demotion, discipline or dismissal of all personnel. The exercise of these powers, rights, authority, duties, and responsibilities by the Board and the adoption of such rules, regulations and policies as it may deem necessary shall be limited only by the specific and express terms of this agreement.

Article 4
Payroll Deductions

Section A - Authorized Dues/Fees Deduction

Any teacher who is a member of the Union or who has applied for membership, may sign and deliver to the Board an assignment authorizing deduction of membership dues, which shall be determined by the Union. The authorization shall continue in effect from year to year unless revoked in writing between June 1st and September 1st of any year. Pursuant to such authorization, dues shall be deducted from each regular salary check of the Union member beginning September 1st and ending on June 30th of each year. Deductions for teachers employed after the commencement of the school year shall be appropriately prorated to complete payments by the following June.

Section B - Dues Collection

All sums deducted by the Board pursuant to authorization of the employee shall be remitted to the Union promptly with an alphabetical list of teacher members that had dues deducted for the respective month. The Union agrees to furnish the Board the information necessary to fulfill the provisions of this Article, and not otherwise available to the Board.

Section C - Hold Harmless

The Union agrees to save the Board harmless and to reimburse it for: any damages including salaries, legal fees and court costs which it may suffer by virtue of dues deduction, provided the Board notify the Union of any claims made against it and permits the Union to intervene, select legal counsel, and defend against any such claims. The Board agrees not to compromise any such claim without the consent of the Union and grants permission to the Union to take all necessary legal action to defend against such claims.

In the event any court of last resort determines this Article is contrary to the laws of the State of Michigan or is unenforceable under such laws, the parties will meet and bargain language necessary to comply with the law.

Section D - Payroll Deductions

Upon appropriate written authorization from the teachers, the Employer shall deduct from the salary of the teacher and make appropriate remittance for annuities, charitable donations, and any other plans or programs jointly approved by the Association and the Board.

Section E - Pay Periods

Salaries shall be paid in twenty-four (24) equal installments, beginning in September, on the 10th and 25th of each month, through August, and via direct deposit. Teachers shall access their payment vouchers on-line.

Article 5
Contact and Preparation Time

Section A - Duty Hours

The teachers' workday shall not exceed four hundred twenty (420) consecutive minutes except where modified by other sections of this contract. Teachers shall be required to be on duty in their classrooms or in an area of professional preparation as designated by the building principal five (5) minutes before their first regularly scheduled assignment and shall remain for five (5) minutes after their last regularly scheduled assignment for the duration of this contract. The administration will make a reasonable effort to limit teacher-student contact prior to the start of the regular school day. Instructional duties begin at the official school starting times. The teacher shall be assigned to the regular building schedule unless a flexible schedule is mutually agreed upon by the teacher and administrator. This provision is intended to provide organizational time for the teacher and may also be used, if necessary, for teacher-student contact prior to the start of the regular school day. Teachers are encouraged to remain after the permitted time of departure to attend to professional obligations related to the educational program. Fridays and days preceding holidays are exempt from the preceding requirements, when teachers may leave following the teachers' last regularly scheduled assignment, unless assigned to duties on a voluntary basis. In the event no volunteers are available, administrators have the right to assign said duties.

Teachers will not be required to be on bus duty before or after school. However, teachers may volunteer to participate in bus duty.

"Regularly scheduled assignment" shall mean teaching time and teacher preparation period.

Section B - Contact and Preparation Time

The normal weekly teaching contact time for classroom teachers shall not exceed 1,625 minutes including passing time.

Vocational teachers may exceed the maximum including passing time but will be compensated according to Article 20, Section G.

The minimum weekly preparation time in minutes for a classroom teacher shall be 275 minutes.

For the purposes of providing intervention and/or enrichment, preparation time may be reduced by 10 minutes per week.

If possible, teachers will receive a preparation period each day of the week. Teachers may use for preparation all time during which their classes are receiving instruction from various teaching specialists and shall not be required to grade students in any area taught by the specialist. When teaching specialists are not present and a substitute is not hired, the teacher affected will have the options under Section C.

Teachers may volunteer to teach on their preparatory period if there is a need.

The secondary day shall consist of six (6) instructional periods, one of which shall be a teacher preparation period. Teachers in a six (6) period day shall teach no more than five (5) instructional periods per day and have one (1) preparation period per day equal to one teaching period.

The secondary day may include an additional period per day, up to two (2) days per week, for the purposes of intervention and/or enrichment, without additional compensation, as long as weekly preparation time is at least 265 minutes.

An intervention committee comprised of eight (8) WBSD administrators, four (4) WHS teachers, and four (4) BMS teachers selected by the WBEA shall be seated by October 1, 2024 to develop and monitor the effectiveness of the intervention program. Annual updates, developed by the intervention committee, shall be included in strategic plan updates provided to the Board of Education.

If the District chooses to run a similar intervention program in the elementary buildings, then the District and the WBEA shall seat a committee to develop the elementary program.

If the District decides to discontinue offering intervention/enrichment via this program, the time allocated shall immediately revert to being allocated as teacher preparation time.

Teachers will be paid an additional 1/(total # of daily class periods) of their normal salary for teaching an additional section on their preparatory period. For example, teachers in buildings with six (6) instructional periods will be paid an additional 1/6 of their normal salary for teaching an additional section on their preparatory period.

Teaching periods shall be equal in length to the extent reasonably possible. Where a deviation in class minutes exceeds three minutes between any class periods, an agent of the board, the building administrator, and two representatives of the Association shall meet to explore means of eliminating the deviation. Intervention and enrichment periods shall not count as a class period.

Parent/Teacher Conferences will be scheduled on at least two days per year to be mutually agreed upon. The 2nd set of parent/teacher conferences at Upper Elementary and Elementary will annually rotate which conference takes place on Wednesday.

All references to elementary assignments refer to those assignments in Bates, Erving, Gudith, Wegienka, and Yake buildings. Elementary buildings will have three (3) mutually agreed upon marking periods.

To facilitate anticipated changes in building use, grade configuration and curriculum, and to comply with legislated changes, the Board and the Association agree to the following:

> Proposed changes to Article 5, Section B, for grades 6-12 that do not affect the maximum weekly teaching contact time or minimum weekly preparation time will be submitted to the Curriculum Study Council, then administrative cabinet, then superintendent, then Board for final approval.

Any other district restructuring plan which affects or potentially affects working conditions defined in the master agreement must be negotiated with the Association unless prohibited by law. Legislated or state mandated changes may be implemented by the Board while good faith negotiations are underway.

If teachers are assigned extra planning and organizational duties associated with the changes defined above, the Board will negotiate with the Association, to the extent not prohibited by law, on how teachers are selected for these extra duties, what the extra duties will be, and compensation for extra duties.

Section C - Teacher as a Substitute

Teachers shall not be assigned as substitutes without compensation. If a teacher is assigned as a substitute, the teacher shall be paid at the Schedule B rate or shall accrue compensatory time. The election of hourly rate or compensatory time shall be at the option of the teacher.

Compensation time shall be subject to the following conditions:

1. Shall not be granted before or after holidays or recess periods.
2. Shall be taken only on days when regular substitutes are available and must be requested and approved forty-eight (48) hours in advance but in no case may it be taken on parent conference days, teacher in-service days, record days, or examination days.
3. Shall be granted during the period of time that falls between two (2) weeks after school starts and two (2) weeks before school ends.

Compensatory time shall be earned at the rate of (1) day of compensatory time for every 550 minutes of substituting in the high school, middle schools, and elementary schools.

Time accrued as described in the above paragraphs may be taken only in full days and on such future days that the building principal or immediate supervisor approves, per the above criteria.

Teachers shall be paid their accumulated compensatory time at the current hourly rate of compensation for substituting at the end of each school year.

Section D - Lunch Periods

All teachers shall be entitled to a duty free, uninterrupted lunch period of not less than thirty (30) minutes.

Five (5) minutes of passing time shall be shown in building schedules.

Section E - Sharing Recess Duties

A system of sharing recess duties will be established in each elementary school on a voluntary basis.

Section F - Specialists' Preparation Time

All specialists, including but not limited to, teachers of music, art, physical education, and learning clinicians shall be provided with relief and preparation time to the same extent as other teachers in the district. Cumulative compensatory time shall be granted for weekly prep time less than the minimum provided to other teachers in the district. Specialists' preparation periods shall not be less than ten (10) minutes in length.

Section G - Instructional Preparation Periods

Every reasonable effort will be made to limit instructional preparations to three (3) per quarter in secondary schools. This number can be exceeded by teachers volunteering or when scheduling conflicts cannot be resolved.

Section H - Dual Preparation Period

The parties agree that it is management's responsibility to build a high school master schedule. Teaching a secondary dual preparation is strictly voluntary on the part of the teacher or when an unavoidable situation exists and the Association shall be notified in each instance.

The parties agree to use the following criteria to determine if a secondary dual preparation exists:

A secondary dual preparation exists when a teacher is responsible for student achievement in two (2) substantially different curricula in the same room at the same time. Evidence: different state objectives, different core curriculum, and/or course book descriptions.

An assignment is not considered a dual preparation if it is interdisciplinary in nature; if the difference is exclusively grade level; if the outcome (product) is the same for all in the class; if the teacher is already compensated on Schedule B for the class; or if the class is designed for individualized instruction, departmentalized special education or resource room programming. Student aides requested by the teacher also would not be considered a dual preparation.

Section I - Counselors' Lunch Period

Counselors shall not be regularly assigned lunch duty or hall duty during the school lunch hours except in an emergency.

Section J - Split Class (Elementary)

Any elementary teacher assigned a split class shall be compensated at the rate set forth in Schedule B of this agreement. A split class shall be defined as an assignment of an elementary classroom teacher (including the subjects of art, music, physical education, and media specialist) to more than one (1) grade level of students, in the same section, for reasons other than ability grouping or special education needs. Teachers may volunteer for split assignments in successive school years. However, if no teacher volunteers, principals will rotate such assignments as necessary.

Compensation will not be given to those teachers who mutually assign students to ability groups for purpose of instruction, as is the practice at Yake Elementary. This does not preclude compensation for individual teachers assigned two (2) specific grade levels for the purpose of homeroom assignment and/or instructional purposes.

Section K - Elementary Special Subject Area

A special subject area for purposes of this provision shall be defined as including the subjects of art, music, physical education, media specialist, and any other similar position.

A special subject area teacher whose daily schedule includes more than seven (7) periods will be paid $200 per period in excess of seven (7), up to a maximum of $1,000 per year.

Special subject area teachers shall not have their classes split.

Section L - Open Houses

All teachers shall attend a fall open house, 1.5 hours. Administration will collaborate with the teaching staff on a mutually agreeable format for the content and structure of the open house. Otherwise, open house formats shall be:

- Elementary schools: three (3) 20 minute sessions that are repeated
- Secondary schools: an abbreviation of the daily class schedule, periods 1-6, followed in that order.

Article 6
Special Student Program

Section A - Special Education Assistance

The parties recognize that students having special physical, mental and emotional–needs may require specialized instruction. These students will be placed in regular classrooms according to rules set forth by Michigan Department of Education with regard to Least Restrictive Environment (LRE) and Free and Appropriate Education (FAPE).

Section B - Referral

The parties, accordingly, will cooperate with professionally assisting in providing specific student performance-based information during the course of reviewing and addressing any referrals for special education and/or related services within the guidelines of legal disclosure and student record confidentiality.

Section C - Student Files

It is the mutual responsibility of the parties to this agreement to keep a student personal file current with respect to physical, emotional and other special circumstances once such information is disclosed. This information should be communicated to the building administrator. It will then be communicated to the affected personnel by the building principal or designee.

Section D - Medically Fragile and Special Needs Students

Notification of enrollment - Any bargaining unit member assigned a student who is identified as medically fragile or has special needs shall be provided information concerning the student's condition before the student enters the class, as appropriate. Provider of services—For the purposes of this section, the term "school health services" shall mean any act or function constituting the "practice of medicine" within the meaning of Section 17007 of the Public Health Code (MCL 333.16.106(2) and 333.16.215).

No bargaining unit member, except a school nurse, shall be required to provide school health services. The school nurse or any bargaining unit member who volunteers to provide school health services shall be provided all of the following:

(a) a copy of a written medical procedural authorization completed and signed by a licensed physician and the student (or the student's parent/guardian) including the procedures to be utilized as approved by the physician and the completed "Request for Medical Verification of Health Status and Needs" for the student. Forms must be provided at least five (5) school days before the member is to start providing the service to the student.
(b) appropriate training by a licensed health professional regarding the acts or functions delegated to the bargaining unit member in the authorization and attached procedures.

The Employer shall pay all costs in connection with the training, including the time taken by the member to receive the training, calculated on a pro-rata basis, and all necessary supplies, if any, and a location or setting appropriate to provide the services (e.g., private when the service is personal).

Article 7
Teaching Conditions

Section A - Class Size

The parties hereto recognize that the pupil-teacher ratio is an important aspect of an effective educational program. When the maximum number is reached, an agent of the Board, the teacher affected, and a representative of the Association shall meet to find means of alleviating any excessive class size.

General Education: The parties agree that the class size should be lowered whenever possible to meet the standard of 25 students per teacher.

1. The maximum number of students assigned to a classroom to a classroom shall be 32.
2. Performing arts and student government classes (K-12) may exceed 32 without additional compensation.
3. The maximum number of students assigned to a kindergarten class shall be 26.
4. The maximum number of students assigned to a Young 5's class shall be 20.

Administration may assign a 33rd and 34th student to a classroom for additional compensation payable at the end of each term. For each day that enrollment exceeds 32 students, the teacher(s) will be compensated at the rate of $2,500 per 33rd student or $2,800 per 34th student based on the student school year, scheduled school days, and prorated by contact time. Students who appear on the original enrollment list, but do not actually attend school before the fall count day, will not be included in the enrollment compensation. In no event will the class size exceed the number of learning stations.

Alternative Education Program: The maximum total number of students on any one (1) alternative education teacher's caseload shall not exceed 100 students.

Special Education: Special education professional staff is eligible to take two school business days per school year to plan and/or conduct Individual Education Planning Committee (IEPC) meetings. Professional special education staff whose caseloads exceed 18 students on March 15th, are eligible for one additional school business day for a total of three (3) school business days per school year to plan and/or conduct IEPCs. The scheduling of school business days must be pre-approved and coordinated with the building principal and the director or supervisor of special education.

Special education teachers/consultants will be compensated for caseload numbers for their particular program that exceed the caseload limit defined in the *Michigan Administrative Rules for Special Education* and, given implementation of a Wayne County rule waiver, are within the number allowable by the waiver. The compensatory rate will be $1.90 per scheduled school day, per additional student up to and including the upper limit allowed by the waiver. Compensation will be based on the student school year with the start date determined by the initiation of service date on the IEP.

Special education departmentalized teachers will be compensated when their average class size exceeds the number allowed by the *Michigan Administrative Rules for Special Education* and a Wayne County rule waiver is in effect. In this case, the total number of students in the teacher's departmentalized classes must fall within the allowable limit of the waiver. If the average number of students per class period per instructional day exceeds the "*Administrative Rule Limit"* but is within the approved waiver, the teacher will be compensated in the following manner: In a five (5) hour day, the compensatory rate will be $2.96 per student, for up to three (3) students. Compensation will be based on the student school year, scheduled school days, and prorated by contact time.

Speech Pathologists/Occupational and Physical Therapists/TOTE: Individual teacher caseloads shall not exceed those as identified in the Wayne RESA Act-18 Reimbursement Criteria. Adjustments in caseload shall be made following Fourth Friday and as needed thereafter.

Section B - Educational Tools

The Employer agrees at all times to keep the schools reasonably equipped and maintained. Accordingly, the Employer recognizes that appropriate texts, library reference facilities, maps, globes, laboratory equipment, current periodicals, standard tests and questionnaires and similar materials are tools of the teaching profession. The parties will confer from time to time for the purpose of improving the selection and use of such educational tools. The Employer undertakes to implement all joint recommendations thereon made by its representative and Association. The final determination shall be made by the Board.

Section C - Duplicating Facilities

The Employer agrees to make available to each school adequate duplicating facilities to aid teachers in the preparation of instructional material.

Section D - Classroom Needs

The Employer shall provide:

1. A separate desk for each teacher in the district. Some lockable space shall be provided each teacher in the district.
2. Suitable closet space for each teacher to store coats, overshoes, and personal articles.
3. Adequate whiteboard space in every classroom.
4. Copies, exclusively for each teacher's use, of all texts used in each of the courses to be taught.
5. Adequate storage space in every classroom (for instructional material).
6. Adequate access to attendance software, paper, pencils, pens, dry board erasers, markers, and other such material required in daily teaching responsibility.
7. One item of protective clothing such as a lab coat, a smock, or an apron shall be provided without charge to instructors in appropriate courses of instruction.

The teacher shall be assigned to the regular high school schedule unless a flexible schedule is mutually agreed upon by the teacher and administrator. An administrator shall be present in the building during the mutually agreed upon flexible hours.

Section E - Faculty Facilities

The Employer shall make available in each school adequate lunchroom, rest room and lavatory facilities exclusively for teacher use and at least one (1) room, appropriately furnished, which shall be reserved for use as a faculty lounge. This lounge may be shared by other employees in the district. If teachers desire privacy, non-employees—parents, vendors, etc.—will be discouraged from using lounge facilities.

Section F - Faculty Phones

Private telephone facilities, in a location affording privacy, shall be made available to teachers for their reasonable use. All long distance calls shall be cleared through the office before being made. All long distance calls not dealing with school business shall be paid for by the teacher.

Section G - Parking Facilities

The Employer shall provide paved, lighted, off-street parking facilities for school staff employees.

Section H - Elementary Specialist Teachers

Elementary specialist teachers, including but not limited to art, physical education, and music, shall receive the following considerations:

1. Teachers (grades 1-6) shall not be assigned class periods of less than thirty (30) minutes in length.
2. All traveling done by specialist between class periods shall count as teaching time.
3. Teachers may develop and recommend their teaching schedules to the building principal, with the final decision to be made by the building principal.
4. Students shall not be assigned to more than two (2) special classes consecutively except in unavoidable situations.
5. Each teacher shall be assigned to a home building for purposes of (a) compensation, (b) Association representation, (c) staff meetings, (d) evaluation.
6. The building principal may require a sign-in/sign-out sheet for all teachers, but the time of arrival or departure will not be required.

Section I - Personal Property Loss or Damage

During the term of this agreement, a fund shall be established from which individual teachers may be reimbursed for approved claims for property loss due to theft, burning, or willful or malicious damage provided such damage or destruction occurs within the school building or designated teacher parking area, while the teacher is on duty and is connected with the execution of the teacher's assigned responsibilities. Said loss or damage shall not be occasioned by the negligence of the affected teacher.

Personal property is defined as anything normally worn or carried into the building by the teacher, but shall not include cash or jewelry.

$2,250 will be allocated per year to cover claims. If an unused balance is available at the end of any year, then previous claims that have been denied will be reconsidered.

Claims on individual items must have a replacement value of $10.00 or more to be eligible for reimbursement.

Items of over $200 in value other than clothing that a teacher may wish to bring into the building to be used in the teacher's assigned responsibilities must have building administrative approval to be eligible for reimbursement claims. Items brought into the building that are not described in this article will not be eligible for reimbursement claims. The district shall not be obligated beyond a $250 maximum designated to compensate the teacher for his insurance deductible.

Claims filed due to damage done to personal cars shall be compensated in the following manner:

Personal cars must be parked in parking areas designated as teacher parking lots to be eligible for coverage. Bargaining unit members must report to the building principal's office as soon as knowledge of said damage occurs. A police report shall be filed on the day of the incident and submitted to the Board for review. Compensation for auto claims shall be made at 100% of the individual's deductible fee for personal auto insurance coverage, capped at $250.

All claims will be reviewed by a committee whose membership will include W.B.E.A. president and two (2) designees**;** the director of finance and two (2) designees. Claims made under a homeowner's insurance policy will not be eligible for reimbursement.

Section J - T.O.T.E. Teachers

T.O.T.E. teachers required in the course of their work to drive personal automobiles shall receive a car allowance equal to the IRS standard mileage rate for deductible business travel. The home base for purposes of computing mileage shall be designated by the Employer. Also, the T.O.T.E. teachers will be paid mileage from home base to their first stop and from their last stop to home base, but do not have to report to home base unless directed by their supervisor.

Section K - Band Director

The teacher assigned to secondary band will also be required to assume the responsibility of marching band director. In addition to the appropriate salary under Schedule A, the teacher will receive additional compensation as listed under Schedule B for fulfilling the marching band director's responsibilities.

Section L - Alternative Education Teachers

Students will be enrolled in a variety of online subjects, therefore, the teachers are not responsible for the preparation or delivery of content; as such, the alternative education teacher is acting in the capacity of a mentor teacher. The mentor teacher shall be a certified WBEA teacher. The teachers will not be eligible for the dual prep stipend.

In addition to Article 7 Section E Classroom Needs, all teachers in this program shall have their own assigned workspace, which will have a telephone and working computers.

The teacher shall be assigned to the regular high school schedule unless a flexible schedule is mutually agreed upon by the teacher and administrator. An administrator shall be present in the building during the mutually agreed upon flexible hours.

Enrolled special education students shall have an assigned special education teacher to serve as their mentor teacher other than the alternative education teacher.

Article 8
Professional Qualifications

Section A - Teacher Certification

The Board recognizes as established criteria the policy of hiring new teachers who have no less than a bachelor degree from an accredited college or university and who possess or qualify for a standard, professional, or advanced professional, or previous certifications known as provisional, permanent, or continuing certificate. Teachers who do not qualify under the laws of the state of Michigan and/or the administrative rules governing "Certification of Michigan Teachers" may be employed by the district if the teacher has outstanding credentials or in cases of absolute necessity.

Whenever possible, including during periods of layoff, vocationally certified teachers shall be used in vocational programs in order to meet state vocational program requirements.

Section B - Substitute Teaching

A substitute teacher who meets the state mandated requirements may remain until the regular teacher returns or is otherwise released by the building principal.

Section C - Teaching Assignment

Teachers shall not be assigned teaching duties outside the scope of their teaching certificate in their major or minor field of study, except temporarily or for good cause, and the Association shall be so notified in each instance.

Section D - Additional Assignments

Any assignment, in addition to the normal teaching schedule of the regular school year, including summer school courses, shall not be obligatory but shall be with the consent of the teacher. Preference in making such an assignment will be given to tenured teachers regularly employed within the district if they possess the necessary qualifications for the assignment.

Section E - Faculty Meetings/Professional Development Hours

Attendance at staff meetings, conferences, professional development meetings, and the like, will be limited to four (4) meetings per month.

There shall be no more than one (1) staff meeting during any week, the duration of which shall not exceed forty-five (45) minutes before the teachers' first regularly scheduled assignment or after the teachers' last regularly scheduled assignment. There shall be no staff meetings scheduled during the week of a particular building's parent/teacher conferences and open houses. "Regularly scheduled assignment" shall mean teaching time and teacher preparation period.

A total of thirty (30) professional development hours are required throughout the school year. Nineteen (19) hours will occur on the teacher PD day before Labor Day (6 hours), on Election Day (6.5 hours), and on MLK Jr. Day (6.5 hours). Eleven (11) hours will occur in the form of PLC meetings, minimally one (1) per month, September - June, with an additional hour in October (Halloween half-day, after students have been released). PLC meetings shall be documented utilizing the district-wide PLC form (see addendum). The WBSD shall make efforts to schedule professional development activities virtually and/or on-line when deemed appropriate and effective.

A majority of the staff and administration may agree to hold consecutive professional development hours. Each hour will count as one (1) meeting.

Emergency meetings may be called with the agreement of the local Association building representative.

All staff meetings shall be on a regular schedule as jointly determined by the principal and the teaching staff. If no agreement can be jointly determined, only Tuesdays after the teachers' last regularly scheduled assignment may be reserved for staff meetings. An agenda shall be given to each teacher. Teachers shall be excused from staff meetings without loss of compensation for emergencies or upon approval of the building principal. Annually required trainings that do not count as professional development (i.e. - OSHA requirements) shall take place during staff meetings.

Section F - Department Heads

The district may employ department heads who will coordinate programs and materials with their respective staffs as well as serving as a liaison between the members of the department and the school administration. All teachers shall continue to have full access to principals or other administrators.

The department head shall not be considered a managerial or administrative position. To insure that decisions made in a department are not administrative and/or managerial, the following will apply to all departments. Beginning no later than the 2nd semester, the department head will hold meetings with all members of the department. The purpose of these meetings is to determine and complete a needs assessment report for the following year. A building administrator will attend at least one of these meetings. The assessment report will establish the rules and regulations that will govern the operations of each department and will include but not be limited to department goals, budget, and class schedule. The needs assessment report for the following year will be due by April 1st. Decisions relative to the needs assessment report will be approved by a majority of the department members.

Failure to reach a decision will not prevent administration from establishing procedures, rules, and class schedules for the department. All decisions made by the department are subject to amendment and approval by the building principal.

Article 9
Promotions, Vacancies, Transfers and Assignments

Section A - Quality Education

Since the quality of education is determined by the competency of the teaching staff, the Board is pledged to seek the most competent persons, utilizing all sources for whatever positions may exist.

Section B - Promotion

A promotion is an upward change in position which results in additional compensation for additional duties or responsibilities performed during the regular work day. Promotions are not meant to include the taking on of additional duties in connection with extracurricular or extra duty services. The intent of the district is to promote from within its staff whenever candidates from within the system meet the criteria established by the Board for the position.

Section C - Teacher Requested Change of Assignment

On or before March 1 of each year, teachers may request a change of assignment from a school, grade, subject area, or to a reduced time position* for the ensuing school year commencing the following September. All requests for a change in assignment must be in writing and received by the personnel office no later than March 15.

*Reduced Time Positions: Voluntary reduced time positions may be granted by the district on an annual basis so long as they do not compromise service to students and the overall staffing needs of the district. Professional responsibilities (professional development, parent/teacher conferences, etc.) and benefits (sick/personal leave, insurance, seniority, etc.) shall be pro-rated commensurate to the reduced time pro-ration. The experience and educational step increase for the reduced time teacher shall be the same as those afforded to full-time teachers. A teacher requesting a return to a full-time position may be permitted to do so only when a full-time position exists. Reduced time teachers may substitute in the district, when available, and shall be compensated at the substitute teacher pay rate.

All teachers shall be given written notice of their tentative teaching and building assignment for the forthcoming year and no later than the last day of school as set forth in the school calendar.

Section D - Posting

Whenever a vacancy in a professional position in the district shall occur the Board shall publicize the same by posting such vacancy via district email for at least fourteen (14) calendar days. The basic terms and conditions will be included in the posting. Any qualified and certified teacher may apply for such vacancy. The Board will also consider the most recent change of assignment requests when filling such vacancies.

In filling such vacancy, the Board will make teacher placement decisions based on the following criteria, in order:

- certification,
- staffing needs,
- prior year effectiveness rating (Effective, Developing, Needs Support),
- disciplinary record (up to previous four (4) years),
- seniority

When determining the placement of teachers whose prior year effectiveness rating is Developing or Needs Improvement, placement shall be determined by the Board in consideration of best meeting the needs of students while also considering teacher growth.

All teachers shall be given written notice of their tentative teaching and building assignment for the forthcoming year and no later than the last day of school as set forth in the school calendar.

The policy of the district is to fill vacancies from within its staff whenever the candidates from within the system meet the criteria established by the Board for the position. If said teacher is denied the position, the teacher shall be notified of the specific reasons, in writing, of said denial.

* Positions that are available within two (2) weeks of the start of a school year and/or during the school year for which the assignment is needed, shall be posted and filled at the discretion of the Board. Should such position(s) be needed for the following school year, they shall be considered vacant and subject to the posting and filling expectations of this article, unless otherwise mutually agreed.

Section E - Change of Assignment

Since the frequent change of assignment of teachers from one school to another during the school year is disruptive to the educational process and interferes with optimum teacher performance, the parties hereto agree that there will be no unrequested change of assignment of teachers unless an emergency situation exists. The Board shall be required to meet and provide the Association with specific reasons and show cause any change of assignment.

Section F - Transfers and Reassignments

Inter-building transfers and intra-building reassignments shall be made on a voluntary basis whenever possible.

Section G - Involuntary Transfer

No teacher shall be involuntarily transferred without just cause. An involuntarily transferred teacher shall have right of first refusal to return to the position from which they were involuntarily transferred when the conditions that precipitated the involuntary transfer no longer exist.

Article 10
Illness or Disability

Section A - Sick Leave

At the beginning of each school year, each teacher shall be credited with ten (10) days of sick leave allowance to be used for absence caused by illness or physical disability of the teacher. Absence occasioned by an emergency illness in the immediate family (spouse, parents, grandparents, children) shall be allowed at full pay as in the case of personal illness and will be deducted from normal sick leave allowance. The unused portion of such allowance shall accumulate from year to year, without limitations (see Schedule C). Teachers employed less than a full school year (start after the first day of school or leave before the end of the school year) shall have their leave day benefits prorated commensurate to their time of service.

If a teacher is absent five (5) consecutive work days (sick and/or personal business) or has demonstrated a pattern of absences on half-days, professional development days, or day(s) immediately before or after a holiday/break, a doctor's statement concerning the illness may be required by the director of human resources.

Section B - Sick Leave Bank

At the beginning of the school year, the Employer shall provide a sick leave bank equal to three (3) days per teacher employed in the district to be administered by the Association. Unused days remaining in the sick leave bank at the end of the school year shall not accumulate to the following year.

Teachers who have exhausted their accumulative personal sick leave allowance may make reasonable withdrawals from the common bank as determined by the following sick bank policy of the Association:

1. The sick bank is established, and administered, jointly by the Association and the Board of Education (WBEA/WBSD Sick Bank Committee) to provide for the possibility of extended protection for individuals who are members of the sick leave bank and are unable to perform their professional responsibilities because of catastrophic personal illness or disability.

1a. The WBEA/WBSD Sick Bank Committee shall be comprised of two (2) WBEA members and two (2) WBSD Board Representatives. The Sick Bank Committee shall be seated at the beginning of each school year. A majority vote is needed for all approvals; all voting shall be confidential. In the event of a tie vote, a MERC mediator will be used for one (1) appeal per incident. The mediator's decision shall be binding.

2. Coverage from the sick leave bank may be requested during a school year after a thirty (30) work day waiting period and the exhaustion of the employee's personal sick bank personal sick time shall be exhausted while the leave runs concurrently to the Family Medical Leave Act.

2a. The thirty (30) work day period shall be waived if any illness/ disability is a result of the initial illness/ disability that causes the member to use the sick bank during the same school year. All subsequent absences related to the condition that resulted in the approval of the Sick Bank request shall be covered by the Sick Bank, when no other paid leave days are available.

3. When applying for sick bank usage, it is the responsibility of the employee to provide the WBEA/WBSD Sick Bank Committee with the completed Sick Bank Application.

4. Written application will be submitted to the appointed member of the WBEA Executive Board, and forwarded to the WBEA/WBSD Sick Bank Committee for review. Application form is found in the addendums of the contract.

5. WBEA/WBSD Sick Bank Committee will function as the review committee and shall govern the use of the sick bank.
6. WBEA/WBSD Sick Bank Committee shall examine the merits of each case and all requests for use from the sick leave bank will be reviewed and re-evaluated every fifteen (15) working days.
7. A second doctor's opinion may be required by the WBEA/WBSD Sick Bank Committee, at the employee's expense, after sixty (60) days of sick days.
8. A teacher who draws from the sick leave bank is not obligated to repay sick days. A maximum of 180-day lifetime maximum shall be available for qualifying employees with qualifying catastrophic illness/injuries/disabilities (as determined by the WBEA/WBSD Sick Bank Committee).
9. It is the WBEA/WBSD Sick Bank Committee responsibility to present copies of all signed forms requesting sick bank leave usage to the director of human resources' office following the WBEA/WBSD Sick Bank Committee meeting.
10. The above stated policy shall preclude all past practices of the Woodhaven-Brownstown Education Association in granting sick bank leaves.

All teachers determined to qualify for Sick Bank Leave shall receive such benefits until such time that a Board paid long-term disability coverage is available. Long-term disability coverage will be at 70% of salary after 90 total days of disability, with a $6,000 monthly maximum. The Board shall continue to pay the premium for the employee's medical benefits for employees who are covered by long-term disability insurance for up to one (1) year. Employees shall be responsible for their portion of the premium costs that they are currently paying to the district.

Section C - Donating Sick Days

Upon approval by the Superintendent, or designee, a WBEA employee shall be allowed to donate sick days from their accumulated sick bank to another WBEA employee for the care of an employee's immediate household family member due to a catastrophic illness or injury.

The maximum number of donated sick days an employee may receive per incident of catastrophic illness or injury is ninety (90) days.

Before using donated sick days, an employee shall have exhausted all personal sick and business days, both current allotment and accumulated.

Unused donated sick days shall be returned, at the end of the school year, to the donating employee(s) in a method that is proportional to the original number of days donated.

Section D - Medical Leave of Absence

A teacher who is unable to teach because of personal illness or disability with documentation from a physician of the need for such absence and who has exhausted all sick leave available shall be granted a leave of absence, without pay, for the duration of such illness or disability, up to one (1) year, and the leave may be renewed upon written request by the teacher for a maximum of two (2) years, with documentation from a physician of the continued need for such absence. The Employer reserves the right to request satisfactory medical evidence of recovery upon return.

Section E - Workers' Compensation

Absence due to injury or illness as documented by a physician in the course of the teacher's employment shall not be charged against the teacher's sick leave days provided that the Employer shall pay to such teacher the difference between the teacher's salary and the benefits received under the Michigan Workers' Compensation Act for the duration of such absence.

Section F - Reporting Absence

Teachers shall report absences through AESOP as soon as the need to be absent is known. Absence reporting includes the reason for the absence as well as the anticipated length of the absence.

Section G - Terminal Pay

Terminal pay will be granted employees who leave the district and have been employed in the district a minimum of five (5) years. Such compensation will be paid for accumulated sick leave days using the following formula:

- Five (5) to fifteen (15) years of employment within the district, fifty percent (50%) of the BA step 2 per diem.
- Sixteen (16) to twenty-five (25) years of employment within the district, seventy-five percent (75%) of BA step 2 per diem.
- Twenty-six (26) years and above within the district, one hundred percent (100%) of the BA step 2 per diem.

The total terminal pay shall be limited to a maximum of one hundred ten (110) days.

Section H - Retirement Notification Incentive

Employees who officially qualify for retirement under the Michigan Public Schools Employee Retirement System (MSPERS) criteria and who notify the Board by March 1 of the school year in which they retire, shall receive an incentive payment of one thousand, five hundred dollars ($1,500) upon retirement. Retirement shall be defined as final notification from the Office of Retirement Services.

Article 11
Professional and Personal Business Days

Section A - Personal Business Leave

Each teacher shall be credited with three (3) days per school year without loss of pay to take care of matters of a personal nature that cannot be taken care of at a time other than school time. Such business days shall be in addition to sick leave and shall not be accumulative. Personal business days that remain at the end of each school year will be added to the individual's sick leave allowance. The teacher shall not be required to give reasons for requesting this type of leave. The teacher must notify the principal as far in advance of such business day as possible. Upon application and approval of the superintendent or designee, up to two (2) additional personal business days may be granted, provided they can be deducted from that person's unused sick leave allowance. Teachers employed less than a full school year (Start after the first day of school or leave before the end of the school year) shall have their leave day benefits prorated commensurate to their time of service.

It is expressly understood that personal business leave days should not be used for personal pleasure. The teacher may be asked by the building principal and/or superintendent to explain the reason for any personal leave requested for a school day immediately before or after a holiday or vacation period, and reasonable restrictions may be imposed on personal leaves on such days.

If a teacher is absent five (5) consecutive work days (sick and/or personal business) or has demonstrated a pattern of absences on half-days, professional development days, or day(s) immediately before or after a holiday/break, a doctor's statement concerning the illness may be required by the director of human resources.

Section B - Jury Duty

A teacher called for jury duty or to give testimony before any judicial or administrative tribunal shall be compensated for the difference between the teaching pay and the pay received for the performance of such obligation. The teacher shall receive regular salary for days spent in performance of such obligation, then will reimburse the district in the exact amount of the jury duty compensation. Time spent in performing such obligation shall not be subtracted from any leave days granted.

Section C - Funeral Leave

Due to a death in a teacher's or spouse's immediate family, the teacher shall be granted up to five (5) days with pay (not chargeable to any leave otherwise granted) at any one time. The term "immediate family" as used in this section shall mean spouse, parents, grandparents, grandchildren, children, brothers, or sisters, including step and foster.

Upon application and approval of the superintendent, or designee, one (1) day, per occurrence may be granted for nieces, nephews, uncles, and aunts; up to five (5) days per school year.

Article 12
Unpaid Leaves of Absence

Section A - Leave of Absence

A leave of absence of up to two (2) years shall be granted to any teacher, upon application and approval of the Board, for the purpose of participation in exchange teaching programs in other states, territories or countries, foreign or military teaching programs, the Peace Corps, Teachers Corps, or Job Corps as a full-time participant in such programs provided said teacher states in writing an intention to return to the school system. Upon return from such leave, a teacher shall be placed at the same position on the salary schedule as the teacher had upon leaving the district.

A leave of absence may not be granted by the Board for the purpose of obtaining employment elsewhere and a written letter of resignation from employment with the District may be required from the employee that has been granted employment elsewhere.

Section B - Military Leave of Absence

A military leave of absence shall be granted to any teacher who shall enlist for military duty in any branch of the armed forces of the United States. Upon return from such leave, the teacher shall be placed on the same position on the salary schedule as the teacher would have been had the teacher taught in the district during such period, but in no event shall this exceed four (4) years or one (1) term, whichever is greater.

Section C - Association Leave of Absence

A leave of absence of up to two (2) years shall be granted to any teacher upon application for the purpose of serving as an officer of the Union, the Association, or its staff. Upon return from such leave, a teacher shall be placed at the same position on the salary schedule as the teacher had upon leaving the district.

Section D - Public Office Leave of Absence

A leave of absence—not to exceed four (4) years—shall be granted to any teacher upon application and approval of the Board for the purpose of campaigning for, or serving in, public office. Upon return from such leave, a teacher shall be placed at the same position on the salary schedule as the teacher had upon leaving the district.

Section E - Maternity and Child Care Leaves of Absence

A leave of one (1) year plus any unfinished school year shall be granted to a teacher upon written request and upon proper certification of pregnancy by the employee's physician or after the birth of a child. After two (2) such leaves, the employee shall only be granted applicable FMLA leave.

The leave will commence at a time solely determined by the employee in consultation with a physician, provided that such date shall be at least thirty (30) days following the written request. Such request will indicate the termination date of the leave. In cases of emergency, the thirty (30) day notice may be waived. No teacher shall be required to teach beyond the fourth month of pregnancy.

During said leave, the teacher shall maintain tenure, insurance benefits on a self-pay basis, accumulated allowable leave days, and all other rights provided in the professional agreement.

Reinstatement to former teaching position, if possible, or a position of like nature shall be granted prior to the termination or at termination of said leave, provided the employee, in consultation with a physician, deems it advisable to return to service and provided further said teacher gives sixty (60) days notice to return prior to the start of the next full term, quarter, or marking period. If a teacher chooses not to return at the termination date of the leave but requests an extension of said leave, if approved by the Board, the teacher shall retain the right to be restored to the teacher's former position, if possible, or to a position of like nature. A teacher returning from leave provided in this paragraph shall be placed at the position on the salary schedule commensurate with prior teaching experience.

A teacher in the process of adopting a child may receive a similar leave.

Section F - Extension of Leaves of Absence

When a leave is granted at less than the optimum length allowed by definition in the previous sections of this article, then request for extension will be granted.

Beyond the 2nd year of leave, a teacher on leave may request an extension of the leave of absence in order to prevent the involuntary layoff of another teacher. The leave of absence may be extended on an annual basis if the leave of absence continues to prevent the involuntary layoff of another teacher.

Section G - Return from Leaves of Absence

All teachers on an unpaid leave of absence must give written notice to the director of human resources by March 15th of the year the leave expires of the teacher's intention to return, request an extension, or resign. Failure to furnish such notice may, at the discretion of the Board, lead to dismissal proceedings in accordance with the Tenure Act.

Section H - Family and Medical Leave Act (FMLA)

The School District will fully comply with the Family and Medical Leave Act (FMLA), 42 USC 12201 et seq., and corresponding regulations. The School District will use the rolling calendar method under the FMLA. The FMLA leave of any employee of the School District will be without pay, unless the employee has paid leave time available under an applicable contract. The employee will be required to use that paid time concurrent with any FMLA leave.

Article 13
Academic Freedom

Section A - Individual Freedom

The parties seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning, and in which academic freedom for the teacher and student is encouraged.

Section B - Academic Freedom

Academic freedom shall be guaranteed to teachers and no special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning human behavior, human society, the physical and biological world, and other branches of learning subject to accepted standards of professional responsibility.

Section C - Individual ExpressionAddendum

Freedom of individual expression will be encouraged, and fair procedure will be developed to safeguard the legitimate interests of the schools and to exhibit by appropriate examples the basic objectives of a democratic society.

Article 14
Teacher Evaluation

Section A – Evaluation

The purpose of the Woodhaven-Brownstown School District's teacher evaluation system is to foster professional development and student growth. All elements of a teacher's performance shall be subject to the evaluation process.

Beginning with the 2024-25 school year, subject to MCL-Section 380.1249 of the Revised School Code and grievable pursuant to Article 23-Professional Grievance Procedures, the negotiated performance evaluation system shall be rigorous, transparent, and fair, which includes:

1. Specific performance goals identified by the teacher to improve their effectiveness in the upcoming school year.
2. An evaluation of the teacher's job performance with timely and constructive feedback.
3. Clear approaches to measuring student growth with relevant data on student growth.
4. Multiple rating categories that take into account student growth and assessment data or student learning objective metrics that have been negotiated with the Association.
5. The use of student growth and assessment data or student learning objective metrics as 20% of the year-end evaluation determination. Student growth and assessment data shall be determined using Evaluation Growth Rubric (See Addendum)2013 Charlotte Danielson evaluation form that utilizes other objective criteria for 80% of the year-end evaluation determination.
6. Bargaining unit employees shall not evaluate other bargaining unit employees.
7. The negotiated Performance Evaluation System and all forms shall be included in "Addendum - Evaluation" of the Collective Bargaining Agreement.

   Forms:

   - Observation Lesson Plan
   - Observation Form
   - Danielson 2013 Rubric (teacher, special education, counseling, etc.)
   - Year-End Summative Evaluation
   - Individual Development Plan (IDP)
   - Area of Growth Form
   - Plan of Improvement
   - Student Growth Rubrics (Secondary, Elementary, Special Education)
   - Student Growth Performance Level Descriptor

   All documents will be posted in the evaluation instrument. Administrators shall not acknowledge documents on the teacher's behalf.

Section B – Evaluation Process

1. The teacher shall be notified no later than September 30 of each year (or within two weeks for an employee hired after the start of the school year) who the administrator will be that conducts their year-end evaluation.

2. Meetings

    a. Beginning of the year Meeting shall occur within the months of September and October or within thirty (30) days if hired after the start of the school year. During this meeting, the evaluating Administrator and the teacher will review the Danielson Rubric to establish a baseline rating for the teacher using the previous year's end of the year evaluation. For new hires, the Administrator and teacher shall review the rubric element by element.

    b. Mid-Year Meeting may occur during the months of January and February unless mutually agreed upon. During this meeting, mid-year data and rubric will be reviewed. Administrator will re-clarify status regarding Distinguished, Effective, Developing, or Needs Improvement on the rubric elements. Administrator will document in the evaluation instrument the specific elements that current score may be reduced including strategies needed for improvement. Any reduction from a rating of Distinguished or Effective to Developing or Needs Support will be documented in the Area of Growth document (Addendum - Teacher Evaluation). Any reduction from a Distinguished status to Effective shall be documented in the evaluation instrument.

    c. The Administrator shall give written notification of the areas of concern on the rubric and strategies for improvement should a teacher have a reduction in rubric score after the mid-year meeting. The administrator and/or teacher may request to hold a meeting to discuss the reduction.

    d. Final Meetings shall occur during the months of May and June. During this meeting, teachers shall present Danielson Domains Evidence and Student Growth Evidence. Domain evidence can be tangible and anecdotal. If discussions and evidence do not warrant an improvement in the rubric score for targeted elements, the administrator shall provide rationale in writing (Summative form), including strategies the teacher can implement the following school year.

Section C - Observations

1. There shall be a minimum of two classroom observations conducted during an Evaluation year. The observations shall be conducted in the following manner:

    a. 1st Observation: scheduled within minimum 5 days notice

    b. 2nd Observation: unscheduled within a 5-day window. In the event the administrator is unable to conduct the observation, then the second observation shall also be scheduled unless mutually agreed upon.

    c. Observations shall be at least 15 minutes in length, up to the length of the lesson (not to exceed 55 minutes).

The classroom observations used in the year-end evaluation must include a review of the teacher's lesson plan for the day of the observation, the state curriculum standard being used in the lesson, and a review of pupil engagement in the lesson. These requirements shall be discussed in the post-observation meeting via the Observation Lesson Plan document. The lesson plan (see addendum) shall be available to the administrator no more than two (2) days before the scheduled classroom observation. The lesson plan for the unscheduled observation shall be available for review.

2. The post-observation meeting shall be held no later than twenty (20) calendar days after the observation occurred. At the post-observation meeting, the teacher will be provided written feedback on the Observation form. If the Observation form includes specific concerns, the evaluator shall inform the employee of performance area(s) that need to be improved with strategies.

3. Beginning July 1, 2024, the annual performance evaluation system will assign a year-end rating of "effective", "developing" or "needing support". The year-end evaluation determination and form shall be delivered at a meeting with the observing administrator and the teacher no later than June 5th of each year.

   The rating scores are as follows:
   - Effective: 2.70 - 4.00
   - Developing: 1.70 - 2.69
   - Needing Support: less than 1.70

4. Teachers who work less than 60 days in any school year, who have an accumulated leave of absence from work during the school year amounting to a total of thirty (30) days or more, who have their evaluation results vacated through the grievance procedure, or are otherwise not evaluated due to extenuating circumstances the district deems applicable for exempting a teacher from the annual evaluation process, as agreed upon by the Association, shall not be provided an evaluation for that year. Said teachers shall receive the same rating they received in the prior year for the current year if it was conducted by the district

5. Beginning in the 2024-25 school year, tenured teachers shall be evaluated every other year if the tenured teacher has been rated "highly effective" or "effective" for three (3) consecutive year-end evaluations. If the subsequent year-end rating is not "effective" on an evaluation following the third year, the teacher shall be evaluated annually until receiving an "effective" rating for an additional three (3) consecutive years.

6. In addition to the above procedures (Sections B. and Section C), teachers who are evaluated with an IDP (received a "minimally effective", "ineffective" prior to July 1, 2024, or "needing support", or "developing" rating thereafter, and/or 1st year teachers) shall be provided the following:

   a. Specific performance goals, in writing, that will be used to assist in improving effectiveness for the next school year developed with consultation and agreement by the teacher.

b. Training to be provided by the district to assist the teacher in meeting the goals of the IDP.
c. A mid-year progress report that is used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist in any needed additional improvement that is aligned with the existing IDP.
d. A Mentor teacher that is informed of the conditions and requirements of the IDP in order to assist the mentee in the described performance goals of the IDP.

7. All teachers shall have the right to submit a rebuttal to their evaluation which will be included in their personnel file and attached to the year-end evaluation.

Section D - Rights of Tenured Teachers

1. A tenured teacher who is rated as "needing support" on a year-end evaluation shall have the following options made available to them:
    a. The teacher may request a review of the evaluation and the rating by the district's superintendent. The request for a review must be made in writing within 30 calendar days after the teacher is informed of the rating. A meeting with the superintendent and a written response to the review meeting with any modifications of the year-end performance rating shall be provided to the teacher within thirty (30) calendar days of receipt of the request.
    b. If the written response does not resolve the matter, the teacher or the Association may request mediation through the Michigan Employment Relations Commission and provide a copy of that request to the administration.
        i. The request must be submitted in writing within thirty (30) calendar days after the teacher receives the written response from the superintendent.
        ii. Within fifteen (15) calendar days of receipt of the request for mediation, the district shall provide a written response to the teacher and the association confirming the mediation will be scheduled as appropriate.

2. A tenured teacher who receives two (2) consecutive ratings of "needing support" may demand to use the grievance procedure as outlined in Article 23.

    While a teacher has the right to arbitration after receiving two (2) consecutive ratings of "needing support", the Union will determine whether arbitration will be pursued and paid for by the Union. A decision by the Union to not pursue arbitration shall not restrict the right of the teacher, pursuant to statute, to pursue and pay for arbitration.

Section E - Probationary Employee Non-Renewal

No later than five (5) days before formally non-renewing a probationary employee, the teacher, Association, and Superintendent shall receive a final written evaluation report. If the report contains any information not previously made known to, and discussed with the probationary teacher, the teacher shall have an opportunity to submit additional information to the Superintendent for consideration in advance of the formal non-renewal. The teacher shall be informed in writing of the final decision.

Article 15
Professional Behavior

Section A - Rules and Regulations

Teachers are expected to comply with reasonable rules, regulations, and directions from time to time adopted by the Board or its representatives which are not inconsistent with the provisions of the agreement, An electronic copy of policies adopted by the Board of Education shall be made available to all teachers.

Section B - Professional Performance

The Association recognizes that abuses of sick leave or other leaves, chronic tardiness or absence, willful deficiencies in professional performance, or other violations of discipline by a teacher reflect adversely upon the teaching profession and create undesirable conditions in the school building. Alleged breaches of discipline or professional behavior shall be promptly reported to the offending teacher and to the Association. The Association will use its best efforts to work with the Board to correct breaches of professional behavior by any teacher.

Section C - Representation

If requested, a teacher shall be entitled to have a Union representative present in any case involving discipline, a reprimand, a reduction in rank or compensation, or when deprived of any professional advantage. When a request for representation is made, no action shall be taken until a representative of the Union is present.

No teacher shall be disciplined, reprimanded, reduced in rank or compensation, or deprived of any professional advantage without application of the standard for such as required by the Teacher Tenure Act , except that the following shall not be the basis of any grievance filed under the grievance procedure of this Agreement:

1. The discharge or demotion of a tenured teacher when the teacher has elected to appeal the matter to the State Tenure Commission.
2. The discharge or nonrenewal of a probationary teacher who has not completed three (3) years of service. This provision shall not be construed to preclude a grievance by a probationary teacher contending a violation of the terms of this agreement related to the evaluation procedure.

C. Discipline shall be progressive and rehabilitative in nature. It is understood, however, the level of discipline imposed may (be) at a higher level based upon the severity of the offense and/or circumstances.

Article 16
Professional Improvement

Section A - Continued Training

The parties support the principle of continuing training of teachers, participation by teachers and professional organizations in the areas of their specialization, leaves for work on advanced degrees or special studies, and participation in community education projects.

Section B - Professional Conferences

Upon application by the teacher to the building principal and approval of the Board or upon the Board's initiative, funds will be made available to teachers who desire to attend select professional conferences, visitations to view other instructional techniques or programs, and Michigan Department of Educational curriculum committee meetings. Travel, meals, lodging, and registration fees shall be deemed appropriate expenses of the Board, as well as the cost of substitute teachers needed to relieve the participant attending such conferences without loss of compensation. Teachers will, upon request, submit a written report regarding such conferences as well as verification of actual expenses.

Section C - Workshops

Upon application by the Association and approval of the Board, funds may be made available for the purpose of making arrangements for after school courses, workshops, conferences and programs designed to improve the quality of instruction. Every effort will be made to obtain people of the highest qualifications to participate in the presentation of such programs. All teachers desiring to attend shall be allowed to do so.

Section D - Conference Reimbursement

Any teacher who is required by the Board of Education to engage in any after school courses, workshops, conferences and programs designed to improve the quality of instruction shall be reimbursed the cost of the tuition by the Board.

Section E - Mentor Program

The Board will implement section 1526 of P.A. 335 by adopting the policies and procedures set forth in the jointly developed "Mentor Handbook".

The mentor teacher will be:

1. a volunteer tenure teacher;
2. selected by the administration in accordance with the mutually agreed upon WBEA Mentor Job Description and the process outlined in the Mentor Handbook;
3. compensated as per Schedule B~~;~~
4. excluded from any evaluation procedure, grievance procedure, or administrative hearing regarding the probationary teacher;
5. assigned to only one probationary teacher at a time**,** unless mutually agreed upon due to a lack of interested and qualified mentors and the District and Union President agree. After there is a mutual agreement between the Union and the District, the District may seek out volunteers.

The probationary teacher will be:

1. excluded from any evaluation procedure, grievance procedure, or administrative hearing regarding the mentor;
2. allowed to request a change of mentor;
3. provided with a minimum of fifteen (15) days of professional development instruction during his/her first three (3) years of classroom teaching. Up to five (5) of the days may be outside of the regular workday and work year without per diem compensation. Every effort will be made to schedule professional development within the parameters of the regular workday and work year.

Article 17
Continuity of Operations

Section A - Uninterrupted Operation

Both parties recognize the desirability of continuous and uninterrupted operation of the instructional program during the normal school year and the avoidance of disputes which threaten to interfere with such operations. Since the parties are establishing a comprehensive grievance procedure under which unresolved disputes may be settled by an impartial third party, the parties have removed the basic cause of work interruptions during the period of this agreement. The Association accordingly agrees that it will not, during the period of this agreement, directly or indirectly engage in or assist in any strike against the Woodhaven-Brownstown School District as defined by the Public Employees Relations Act.

Section B - Unfair Labor Practice

The Employer and the Association agree that they will not, during the period of this agreement, directly or indirectly engage in or assist in any unfair labor practice as defined by Section 10 of the Public Employment Relations Act, as amended.

Section C - Act of God

When an Act of God or a superintendent directive forces the closing of a school or schools within the district, teachers shall be excused from reporting for duty. In the event a school is closed for more than one (1) day due to mechanical failure, fire, vandalism or calamity, management has the right to reschedule building assignments of the affected teachers and students so as to continue the educational process of students the next school day. In no event will staff be assigned as a substitute at another building.

Virtual Learning Plan: The mutually agreed upon Virtual Learning Plan may be implemented, at District discretion, in the following instances:

- A 3rd, or more, weather-related cancellation within a two-week window.
- School closures not accounted for in the calendar for which proper planning time is available.
- State-mandated testing for which student attendance does not allow for proper pupil accounting (i.e. WHS spring testing)

See Virtual Learning Plan Addendum

Section D - State Aid Act Section 101

The first six (6) scheduled days of student instruction which are not held because of conditions not within control of school authorities such as inclement weather or health conditions as defined by city, county or state health authorities shall not be rescheduled by the district. Additional days beyond the six (6) days shall be rescheduled. Rescheduled days shall be made up with no additional compensation.

Section E - Revocation

Should Section 101 of the State Aid Act or Department of Education rules regarding the makeup of lost instruction days be revoked or modified, then Section D of this article shall be considered null and void and subject to re-negotiation.

Article 18

School Calendar

Section A

2024-25 School Year

August 27	Teacher Work Day
	Elementary Open House (4:30 p.m. - 6:00 p.m.)
	WHS Open House (5:00 p.m. - 6:30 p.m.)
August 28	Teacher Professional Development
	UE Open House (4:30 p.m. - 6:00 p.m.)
	BMS Open House (5:00 p.m. - 6:30 p.m.)
September 3	Students First Day (full day)
October 24	BMS P/T Conferences (half day for students)
October 31	Halloween (half day) *teacher half of the day - partially used for pd*
November 5	Election Day (no school for students)
November 7	WHS P/T Conferences (half day for students)
November 15	Elem/UE/BMS Records Day (half day for students)
November 20	UE P/T Conferences (half day for students)
November 21	Elementary P/T Conferences (half day for students)
November 27	Half day (day before Thanksgiving)
November 28 - 29	Thanksgiving Recess
Dec. 23 - Jan. 3	Winter Recess
January 20	MLK Jr. Day (no school for students)
January 22 - 24	WHS Exams (half days for students)
January 30	BMS P/T Conferences (half day for students)
February 14	Mid-Winter Break (half-day)
February 17 - 18	Mid-Winter Break
March 7	Elem/UE/BMS Records Day (half day for students)
March 12	Elementary P/T Conferences (half day for students)
March 13	UE P/T Conferences (half day for students)
March 20	WHS P/T Conferences (evening only)
March 24 - 28	Spring Recess
April 18	No School (Good Friday)
May 23	Half Day of School (day before Memorial Day)
May 26	Memorial Day
June 9 - 11	WHS Exams (half days for students)
June 10	Records Day (half day for students)
June 11	Last Day of School (half day for students)

2025-26 School Year

August 26	Teacher Work Day
	BMS Open House (4:30 p.m. - 6:00 p.m.)
	UE Open House (5:00 p.m. - 6:30 p.m.)
August 27	Teacher Professional Development
	WHS Open House (4:30 p.m. - 6:00 p.m.)
	Elementary Open House (5:00 p.m. - 6:30 p.m.)
September 2	Students First Day (full day)
October 23	BMS P/T Conferences (half day for students)
October 31	Halloween (half day) *teacher half of the day - partially used for pd*
November 4	Election Day (no school for students)
November 6	WHS P/T Conferences (half day for students)
November 14	Elem/UE/BMS Records Day (half day for students)
November 19	UE P/T Conferences (half day for students)
November 20	Elementary P/T Conferences (half day for students)
November 26	Half day (day before Thanksgiving)
November 27 - 28	Thanksgiving Recess
Dec. 22 - Jan. 2	Winter Recess
January 19	MLK Jr. Day (no school for students)
January 21 - 23	WHS Exams (half days for students)
January 29	BMS P/T Conferences (half day for students)
February 13	Mid-Winter Break (half-day)
February 16 - 17	Mid-Winter Break
March 6	Elem/UE/BMS Records Day (half day for students)
March 11	UE P/T Conferences (half day for students)
March 12	Elementary P/T Conferences (half day for students)
March 19	WHS P/T Conferences (evening only)
March 30 - April 6	Spring Recess
May 22	Half Day of School (day before Memorial Day)
May 25	Memorial Day
June 8 - 10	WHS Exams (half days for students)
June 9	Records Day (half day for students)
June 10	Last Day of School (half day for students)

2026-27 School Year

September 1	Teacher Work Day
	Elementary Open House (4:30 p.m. - 6:00 p.m.)
	WHS Open House (5:00 p.m. - 6:30 p.m.)
September 2	Teacher Professional Development
	UE Open House (4:30 p.m. - 6:00 p.m.)
	BMS Open House (5:00 p.m. - 6:30 p.m.)
September 8	Students First Day (full day)
October 29	BMS P/T Conferences (half day for students)
October 30	Halloween (half day) *teacher half of the day - partially used for pd*
November 3	Election Day (no school for students)
November 12	WHS P/T Conferences (half day for students)
November 13	Elem/UE/BMS Records Day (half day for students)
November 18	UE P/T Conferences (half day for students)
November 19	Elementary P/T Conferences (half day for students)
November 25	Half day (day before Thanksgiving)
November 26 - 27	Thanksgiving Recess
Dec. 21 - Jan. 1	Winter Recess
January 18	MLK Jr. Day (no school for students)
January 27 - 29	WHS Exams (half days for students)
February 4	BMS P/T Conferences (half day for students)
February 12	Mid-Winter Break (half-day)
February 15 - 16	Mid-Winter Break
March 12	Elem/UE/BMS Records Day (half day for students)
March 17	Elementary P/T Conferences (half day for students)
March 18	UE P/T Conferences (half day for students)
March 24	WHS P/T Conferences (evening only)
March 26 - April 2	Spring Recess
May 28	Half Day of School (day before Memorial Day)
May 31	Memorial Day
June 14 - 16	WHS Exams (half days for students)
June 15	Records Day (half day for students)
June 16	Last Day of School (half day for students)

Section B - Exam Days

The last three (3) days of each semester shall be scheduled for exams for Woodhaven High School. Each exam day shall consist of two (2) consecutive exams that are each 1 hour 25 minutes to 1 hour 30 minutes in length. The remainder of the teacher day shall be designated as teacher preparation for the purpose of grading exams.

Section C - Record Days

Teachers of students K-12 will be provided a half day for the purpose of record keeping for each report card grading period. Teachers present for the half day with students shall be allowed to complete their records remotely. Otherwise, an absence on a records day shall be considered a full-day absence unless the teacher returns to the building to complete their records in the afternoon.

Section D - Literacy Assessment Test Schedule

The board shall provide a ½-day release for each mandated literacy assessment testing date.

Article 19
Professional Compensation

Section A - Basic Salaries

The basic salaries of teachers covered by this agreement are set forth in Schedule A which is attached to and incorporated in this agreement. Such salary schedule shall remain in effect during the designated term of this contract.

Section B - School Nurse

The school nurse(s) shall be compensated as set forth in Schedule A and receive full teacher benefits as per the professional agreement. The nurse will work up to 200 days or six (6) days less than an elementary principal's work year, whichever is less, when administratively requested. The nurse shall be compensated at their daily rate for all work days beyond the teacher work year. The appropriate administrator and the school nurse will establish a schedule in June for the following year.

Section C - Outside Teaching Experience

All teachers, newly employed, may be given credit as determined by the superintendent on the agreed salary schedule set forth in Schedule A for full years of outside teaching experience in any school district.

Section D - Mileage Reimbursement

Teachers required in the course of their work to drive personal automobiles from one school building to another shall receive a mileage reimbursement equal to the IRS standard mileage rate for deductible business travel. The same mileage reimbursement shall be given for use of personal cars for field trips or other business of the district upon prior approval.

Section E - Extracurricular Activities

For extracurricular activities, see Schedule B.

Section F - Vocationally Certified Personnel

Vocationally certified personnel teaching above the 1,540 minute limitation shall be compensated at the employee's hourly wage rate (60 minutes or prorated on any part thereof).

Section G - Vocationally Certified, Experience Step

Vocationally certified personnel who hold a valid vocational certificate shall be advanced one (1) experience step on the salary schedule provided that such teacher is teaching in the vocational certified area. This step shall be paid annually, unless said teacher requests and receives approval for a change in assignment outside their vocational certified area. New teachers initially hired by the Board will be compensated in the pre-employment negotiations.

Section H - Extra Days Worked

Teachers requested to work prior to or after the normal school year in the capacity of their regular teaching assignment will be compensated at their per diem rate. Teachers who are requested to work prior to or after the normal school year in areas of workshop or in-service activities will be compensated at one-half (½) the BA step 1 per diem rate for each day.

Section I - Schedule B Pay Periods

Payment of all expenses submitted to the business office shall be paid within two (2) pay periods of the date submitted. These shall include approved trips, mileage, etc. Schedule B hourly rates will be paid according to regular pay periods.

Athletic Schedule B stipends shall be made in two (2) payments: All fall sports shall be paid half (½) by the 1st pay in October and half (½) by the 1st pay of December; high school winter sports shall be paid half (½) by the 1st pay in February and half (½) by the 1st pay of April, middle school winter sports shall be paid for all of season 1 by the 1st pay in February and for all of season 2 by the 1st pay of April; all spring sports shall be paid half (½) by the 1st pay of May and half (½) by the 1st pay of June. All other Schedule B activities shall be paid the 1st pay of June.

Section J - Substitute Principal

In the event an individual substitutes for a principal, compensation will be ten percent (10%) per diem, prorated as applicable, in addition to regular earnings**.**

Section K - T. B. Test

The Board will provide, at no cost to the teacher, a T.B. test for each member in accordance with the current Board policy.

Section L - Split Class Compensation

Elementary teachers (grades 1-6) will be compensated at the Schedule B rate per split class assignment as defined in Article 5, Section J. A prorated amount of $.028 times the number of minutes of split special class instruction per week times thirty-six (36) weeks shall be given the subjects of art, music, physical education, and media specialist.

Article 20
Insurance Protection

Section A - Health Care

The Board shall purchase insurance protection through MESSA Choices, MESSA ABC 1, MESSA ABC 2, or MESSA ABC 2 w/ 20% Co-insurance on behalf of members (see addendum).

The Board shall contribute towards the cost of medical insurance the capped amounts in accordance with state law. Should there be a change in state law regarding 2011 Public Act 152, the parties will reconvene to bargain the impact.

Members electing insurance coverage who are married with children shall select either single or family medical coverage.

For premium levels below the cap amounts, the Board shall contribute the difference to a qualifying District FSA or HSA account.

Employees Shall Contribute 10% towards the cost of dental and vision insurance. All employee contributions shall be deducted over all pays.

Section B - Life Insurance

The Board shall provide term life insurance protection in the amount of $35,000 that will be paid to the teacher's designated beneficiary. In the event of accidental death, the insurance will pay double the specified amount.

Section C - Insurance Option

For those WBEA employees electing not to enroll in the group health insurance plan offered by the Board of Education, the Board agrees to pay directly to the employee the appropriate amount specified within the chart below for each month the employee elects not to be enrolled in the plan:

Number of WBEA Members Participating in In-Lieu Of	Monthly In-Lieu Of Payment	Annual Payment Per Employee
1-50	$250	$3,000
51-60	$350	$4,200
61-70	$450	$5,400
71+	$550	$6,600

Cash in lieu participation is determined twice per year by the number of members enrolled by January 1 and July 1 each year.

Section D - Dental Insurance

The Board shall provide a dental care program for all teachers and their eligible dependents as described in Appendix A.

Section E - Vision Insurance

The Board shall provide a vision care plan for all teachers and their eligible dependents as described in Appendix A.

Section F – Part-Time Staff

Teachers employed for a continuous part-time position shall have their benefits/costs prorated to their hours of service. Teachers shall only be employed at less than full-time by mutual agreement. No more than one (1), less than full-time employee shall be assigned to each building, unless otherwise agreed to with the WBEA Executive Board.

Article 21
Student Discipline and Teacher Protection

Section A - Teacher Assistance

The Board recognizes its responsibility to give all reasonable support and assistance to teachers with respect to the maintenance of control and discipline in the classroom. Whenever it appears that a particular pupil requires the attention of special counselors, social workers, law enforcement personnel, physicians, or other professional persons, appropriate referral procedures shall be used to determine the scope of the problem and its remedy. Once it is determined that outside help is required, the Board will exhaust all reasonable avenues in assisting the teacher in the classroom with the instruction of the student and/or the placement of the student in a special program if necessary.

Section B - Student Discipline

It is recognized that discipline problems are less likely to occur in classes which are well-taught and where a high level of student interest is maintained. It is likewise recognized that when discipline problems occur, they may most constructively be dealt with by encouragement, praise and emphasis upon the child's desirable characteristics. Teachers may use such force as is necessary to protect themselves from attack or to prevent injury to another student.

Section C - Student Exclusion

Only in the most severe instances of misbehavior may a teacher exclude a pupil from the class; where the grossness of the offense, the persistence of the misbehavior or the disruptive effect of the violation makes the continued presence of the student in the classroom intolerable. In such cases, the teacher will notify the principal of the problem, in writing, with full particulars of the incident.

Section D - Student Suspension

Suspension of students from school may be imposed only by a principal or designated representative. School authorities will endeavor to achieve correction of student misbehavior through counseling and interviews with the child and parents when warranted. Transfer of the student to another willing teacher or other measures, short of suspension, will first be exhausted. When a teacher has one or more pupils in class who constitute an intolerable behavior problem, relief shall be sought through the joint efforts of the Board and the Association.

Section E - Classroom Discipline

Each teacher shall be responsible for the teacher's own classroom discipline and only the more serious problems will come to the attention of the principal. The principal will take the position of backing the teacher to the limit where the circumstances show the pupil in error. Any treatment of a disciplinary case which fails to improve the individual should be considered unsatisfactory. Good discipline should be considered a product of good teaching, rather than an end which requires the primary energy of the teacher. Each teacher must assume responsibility for student conduct in the building and on the school grounds, as well as in the classroom.

The general procedure for taking care of students who the teacher feels should be sent from the class is as follows:

Whenever it is necessary to dismiss a student from class, the teacher will send a note with the student giving reasons for dismissal and confer with the principal before leaving the building or as soon as possible. Any further disciplinary action will be determined after teacher-principal conference.

Section F - Parental Contacts

All parent contacts made by teachers that have anything to do with school should be cleared through the principal. If notes are written to parents, a duplicate should be made and retained by the principal. This procedure is strongly recommended in the interests of the teacher and the district.

Section G - In Loco Parentis

It is recognized under the state law that the teacher acts in *loco parentis* and therefore may legally maintain the same control of a student in school as a parent at home.

Section H - Teacher Assault

Any case of assault upon a teacher shall be promptly reported to the Board or its designated representative. The Board will provide legal counsel to advise the teacher of the teacher's rights and obligations with respect to such assault and shall promptly render all reasonable assistance to the teacher in connection with handling of the incident by law enforcement and judicial authorities.

Section I - Legal Counsel

If any teacher is complained against or sued as a result of any action taken by the teacher while in the scope of the teacher's employment, the Board will render all necessary assistance to the teacher in the teacher's defense. This may be construed to include the services of legal counsel.

Section J - Teacher Lost Time

Time lost by a teacher in connection with any incident mentioned in this article shall not be charged against the teacher.

Section K - Parent Complaint

No action shall be taken upon any complaint by a parent of a student directed toward a teacher, nor shall any notice thereof be included in said teacher's personnel file unless such matter is promptly reported in writing to the teacher concerned. If any question of breach of professional ethics is involved, the Association shall be notified.

Section L - Teacher Reprimand

No teacher shall be reprimanded in the presence of a student, parent, staff member, or in a situation where they could possibly overhear.

Article 22
Curriculum Study Council

The Board and the Association recognize the value of cooperative effort involving the administration and the teaching staff in the areas of curriculum implementation and improvement. It is, therefore, essential that a Curriculum Study Council be established.

1. The Curriculum Study Council shall be composed of two (2) teachers from each elementary school, two (2) teachers from Brownstown, two (2) teachers from Patrick Henry, three (3) senior high teachers, and one (1) from special services selected by the Association yearly.
2. The assistant superintendent in charge of curriculum shall serve as chairperson.
3. The Curriculum Study Council, functioning as an advisory and consultative body, shall review, study, research programs and make recommendations in writing to the superintendent in curriculum areas that are beneficial to the district. If changes are made, said proposals shall be returned to the Council for further study and approval before presentation to the Board by the superintendent.
4. The Board and the Association agree that the Curriculum Study Council serves in an advisory and consultative capacity and that the failure of the Board to place recommendations into effect shall not constitute a basis for a grievance. However, the Board or its designee shall respond in writing, giving reasons for their decision.
5. The Curriculum Study Council shall determine long and short range goals at the second regular meeting.
6. The duties of the council are as follow:
    a. They shall attend all meetings and report minutes to their buildings.
    b. They shall discuss, investigate, evaluate, and make suggestions to the superintendent pertinent to problems regarding curriculum, teaching material, and teaching methods and procedures.
    c. They shall review and evaluate any recommendations which the administration might make regarding changes in curriculum, materials, methods, or procedures affecting the learning process.
    d. This committee shall consider all proposals from any source pertaining to the improvement of the educational programs carried on or proposed to be carried on in the public schools.
    e. The Board recognizes that the professional staff shall have a responsible voice in textbook selection. The adoption, continuation, or discontinuation of textbooks shall be a matter of review and consideration by the Curriculum Study Council.
    f. The committee will issue an annual report to the superintendent and a copy to the Association concerning their activities, and said report will include the minutes of each meeting, and a prospectus of the work of future committees. This report will be made no later than June 1st of each year.
7. Curriculum Study Council members will be compensated for meetings attended at the rate per schedule B.

Article 23
Professional Grievance Procedure

Section A - Definition of Grievance

A claim is made by a teacher or the Union that there has been an alleged violation, misinterpretation or misapplication of any provision of the agreement, or any rule, order, or regulation of the Board and processed as a grievance as hereinafter provided.

Section B - Grievance Procedure

Level I In the event that a teacher believes there is a basis for a grievance, the teacher shall first discuss the alleged grievance with the building principal and/or immediate supervisor either personally or accompanied by a Union representative within five (5) school days from the occurrence or knowledge of occurrence.

Level II If, as a result of the informal discussion with the building principal, a grievance still exists within ten (10) school days the teacher may invoke the formal grievance procedure using the proper form, signed by the grievant and a representative of the Association, which form shall be available from the Union representative in each building. If the grievance involves more than one (1) school building, it may be filed with the superintendent or designee.

Within five (5) school days of receipt of the grievance, the principal and/or immediate supervisor shall meet with the Union in an effort to resolve the grievance. The principal and/or immediate supervisor shall indicate the disposition of the grievance in writing within five (5) school days of such meeting, and shall furnish a copy thereof to the Union.

Level III If the Union is not satisfied with the disposition of the grievance, or if no disposition has been made within five (5) school days of such meeting, the grievance shall be transmitted to the superintendent. Within five (5) school days, the superintendent or designee shall meet with the Union on the grievance and shall indicate the disposition of this in writing within five (5) school days of such meeting, and shall furnish a copy thereof to the Union.

Level IV If the Union is not satisfied with the disposition of the grievance by the superintendent or designee, or if no disposition has been made within five (5) school days of such meeting (or ten (10) school days from the date of filing, which shall be later), the grievance shall be transmitted to the Board by filing a written copy thereof with the secretary or other designee of the Board. The Board, no later than its next regular meeting or two (2) calendar weeks, whichever shall be later, may hold a hearing on the grievance, a disposition in writing by the Board shall be made no later than seven (7) days thereafter. A copy of such disposition shall be furnished to the Union.

Neither party shall present new facts as evidence at level IV which have not been disclosed at levels I, II, or III except facts not discovered at levels I, II, or III. Every effort will be made to disclose to the other party new facts discovered after level III prior to presentation to the Board.

Level V If the Union is not satisfied with the disposition of the grievance by the Board, or if no disposition has been made within the period above provided, the grievance may be submitted to arbitration before an impartial arbitrator within sixty (60) calendar days of such response, or lack thereof. If the parties cannot agree as to the arbitrator, one shall be selected by the American Arbitration Association in accordance with its rules which shall likewise govern the arbitration proceeding. The Board and the Union shall not be permitted to assert in such arbitration proceeding any ground or to rely on any evidence not previously disclosed to the other party. The arbitrator shall have no power to alter, to add, or to subtract from the terms of the agreement.

Both parties agree to be bound by the award of the arbitrator and agree that judgment thereon may be entered in any court of competent jurisdiction. The fees and expenses of the arbitrator shall be shared equally by the parties to the grievance.

Section C - Appropriate Step

If a grievance arises from the action of authority higher than the principal or immediate supervisor of a school, it may be initiated at the appropriate step of this procedure.

Section D - Teacher Discharge

If any teacher for whom a grievance is sustained shall be found to have been unjustly discharged, the teacher shall be reinstated with full reimbursement of all professional compensation lost or such other relief as the arbitrator may determine. If the teacher shall have been found to have been improperly deprived of any professional compensation or advantage, the same or its equivalent in money shall be paid to the employee.

Section E - Time Limit Extension

The time limits provided in this article shall be strictly observed but may be extended by written agreement of the parties. In the event a grievance is filed after May 15th of any year and strict adherence to the time limits may result in hardship to any party, the Board shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible.

Section F - Association Responsibility

If an individual teacher has a personal complaint which the teacher desires to discuss with a supervisor, the teacher is free to do so without recourse to the grievance procedure. However, if an individual teacher proceeds as above, no grievance shall be adjusted without prior notification to the Union and opportunity for a Union representative to be present, nor shall any adjustment of a grievance be inconsistent with the terms of this agreement. In the administration of the grievance procedure, the interests of the teachers shall be the sole responsibility of the Union.

Article 24
Negotiations Procedures

Section A - New Matters

It is contemplated that the terms and conditions of employment provided in this agreement shall remain in effect until altered by mutual consent in writing between the parties. Nevertheless, because of the special nature of the public educational process, it is likewise recognized that matters previously unforeseen or not negotiated may be negotiated by mutual consent of the parties. It is in the public interest that the opportunity for mutual discussion of such matters be provided. The parties accordingly undertake to cooperate in arranging meetings, selecting representatives for discussion, furnishing necessary information, and otherwise constructively considering and resolving any such matters. New matters not previously negotiated may be negotiated by mutual consent of both parties to the agreement.

Section B - Agenda

Before each negotiation session officially adjourns, the agenda, time and place for the next session shall be mutually agreed upon by the chief negotiators.

Article 25
Miscellaneous Provisions

Section A - Individual Contracts

Any individual contract between the Board and an individual teacher heretofore executed shall be subject to and consistent with the terms and conditions of this agreement or written memorandum of understanding. Any individual contract hereafter executed shall be expressly made subject to and consistent with the terms of this or any subsequent agreement to be executed by the parties. If an individual contract contains any language inconsistent with this agreement, this agreement during its duration shall be controlling.

Section B - Board Policies

This agreement shall supersede any rules, regulations, or practices of the Board which shall be contrary to or inconsistent with its terms. The provisions of this agreement shall be incorporated into and be considered part of the established policies of the Board.

Section C - Invalid Sections

If any provision of this agreement between the parties hereto shall be found contrary to law, then such provision shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions shall continue in full force and effect.

Section D - Agreement Reproduction

Fifty (50) copies of this agreement titled “Professional Agreement between the Woodhaven-Brownstown School District and Woodhaven-Brownstown Education Association MEA/NEA” shall by typed at the expense of the Employer and provided to the WBEA within thirty (30) days after the agreement is signed. All teachers now employed and hereafter employed shall have access to a copy of the agreement electronically.

Section E - Signed Copies of Agreement

After ratification by both parties, their representatives shall sign the ratified agreement within ten (10) work days of reaching a tentative agreement. There shall be six (6) signed copies for the purpose of the record: three (3) copies for the Board and three (3) copies for the Association.

Article 26
Staff Reduction

Section A - Reduction

In the event that a professional staff reduction becomes necessary due to lack of finances, program reduction, or a decrease in student enrollment, the Employer may initiate staff reductions or layoffs.

No reduction of staff shall take place until all reasonable avenues of placement of teachers have been explored by the Board.

Section B - Seniority Date

Seniority date shall be either the date of Board approval of the teacher's initial contract with the district or the date of the first day worked, whichever comes first. A district-wide seniority list shall be established by the Board and presented to the Association. This list shall be updated periodically as Board action indicates losses or additions to the staff with a copy available to the Association upon request. Teachers on non-FMLA unpaid leaves will not accrue seniority.

Section C - List Staff Needs

Prior to layoff, the Board shall develop a list of necessary staff needs based upon the proposed educational program for the forthcoming school year.

Section D - Layoff

In the event a teacher reduction or layoff becomes necessary, layoffs will be based on the department and location, using the following criteria, in order:

- Certification
- Lowest effectiveness rating(s) on most recent evaluation (Needs Support, Developing, then Effective)
- Disciplinary record (past four (4) years)
- Seniority

Section E - Recall

Recall shall be done based on valid certification for the positions available and then in reverse order of layoff.

Section F - Teacher Refusal

Refusal of a laid off teacher to accept a position for which the employee is qualified and certified will result in termination of services.

Section G - Benefits

Benefits for released teachers:

1. A teacher released because of staff reduction will be compensated for all of the employee's sick leave days, if so desired, at the employee's current per diem rate. A maximum of twenty (20) days will be paid for a teacher not recalled by September 1st.
2. A teacher who has been released because of staff reduction shall, if the employee so desires, have priority on the substitute list, according to seniority.
3. Provisions for early retirement shall be made for the teacher who may wish to so retire, provided there is no conflict with established state retirement policies.
4. Leaves of absence will be granted by the Board upon written request when reduction of staff is necessary in compliance with Article 13—Leaves of Absence.
5. During said reduction such reduced teachers shall receive no insurance benefits at Board expense. Terminated (laid off) teachers may elect to continue insurance benefits as described in Article 21, if available, at their own expense. This section is contingent upon approval of the insurance carriers and Board requirements for the payment of premiums.

Article 27
Professional Relations Committee

Section A - Professional Relations Committee Structure

The Board and the Association will establish a professional relations committee not to exceed eight (8) members (four from each party) which shall meet within ten (10) days of a request for a meeting by either of the parties, but in no instance more than once each month, except by mutual agreement. The purpose of this committee is to discuss and study matters of a mutual interest concerning the Woodhaven-Brownstown Schools and related personnel policies.

Section B - Purpose of Meetings

The purpose of these meetings shall be to provide a means whereby:

1. The items of concern to the Association may be brought to the attention of the Board representatives for consideration;
2. Items of concern to the Board representatives may be brought to the attention of the Association for consideration;
3. Information may be exchanged; and
4. A high level of mutual understanding may be maintained.

Section C - Operation Procedures

The operating procedures and meeting times for discussion of the committee shall be determined by the committee and reflected in the minutes of the initial meeting. The chair of the committee shall be rotated quarterly.

Article 28
School Improvement

The Board of Education of the Woodhaven-Brownstown School District and the Woodhaven-Brownstown Education Association recognize the collaborative nature of the education of the students of the Woodhaven-Brownstown School District and the desirability and necessity of extending their collaborative efforts into the area of school improvement.

School improvement is a joint planning and problem-solving process that seeks to improve the quality of life in the school and the delivery of quality education.

The parties hereby agree that the following conditions shall govern teacher participation in all programs or projects in the areas of school improvement specifically the implementation of P.A. 25 of the state of Michigan and the Elementary & Secondary Education Act, No Child Left Behind Act of 2001, Public Law 107-110, (1/8/02), 20 USC 6301 et seq.

1. The collective bargaining agreement between the Board and the Union may not be modified in whole, or in part, except by mutual written agreement by the Association and the Board, after negotiations initiated by either party.
2. All teachers shall be offered the opportunity to participate in each activity. Participation on a school improvement committee is voluntary and shall not be part of a teacher's evaluation, or otherwise be used to discipline the teacher. When the S.I. plans/procedures are approved by the Board of Education, the appropriate teachers shall be subject to its content.
3. Each building shall have a school improvement team.
4. The school improvement team shall choose its own chairperson and secretary. Minutes shall be kept of all school improvement team committee and subcommittee meetings.
5. Each school improvement team shall set up its own operating procedures.
6. The district school improvement committee shall be established to advise the superintendent and the Board of Education.
7. The district school improvement committee will oversee the research, development, implementation and operation of any school improvement plan. The major emphasis of the committee will be in reviewing proposed actions by the building committees and facilitating agreements reached at the building level. The district S.I. committee shall not overrule the substantive plans of building school improvement teams.
8. If activities related to school improvement are scheduled during a teacher's regular work day, the teacher shall be released from duties without loss of pay to participate in those meetings. If such activities are scheduled beyond the teacher's regular work day, scheduling shall be done in such a way that the length of the teacher's day and the teacher's workload are not increased beyond current contractual limits.
9. The Union reserves all rights that it may have, under law of the collective bargaining agreement, to bargain with the Board before any action is taken that affects the bargaining unit members.
10. If any provision of this article or any application of this article shall be found 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 and applications shall continue in full force and effect.
11. This article shall not abridge the Board's rights under Article 3.
12. This article will not bypass Article 23 of this agreement.

Article 29
Seniority

Section A - Seniority Date

Seniority date shall be either the date of Board approval of the teacher's initial contract with the district or the date of the first day worked, whichever comes first. A district-wide seniority list shall be established by the Board and presented to the Association. This list shall be updated periodically as Board action indicates losses or additions to the staff with a copy available to the Association upon request. Teachers on non-FMLA unpaid leaves will not accrue seniority.

Section B - Super Seniority

The Association president and the Union chief negotiator shall not be subject to layoff. The names of these two (2) individuals shall be presented to the Board prior to April 1st of each year.

Section C - Seniority List

The following procedures prevail when establishing a school district-wide seniority list:

1. In the conversion of years to days, all previous years shall be considered 186 days.
2. Portions of the first year worked will be figured on a per day basis from date of hire or first day worked.
3. Beginning September 1, 1983, teachers who are granted an unpaid leave by the Board shall not accrue seniority for the duration of that leave with the exception of unpaid medical leaves, which shall accrue seniority up to one (1) year.
4. In the circumstances of more than one (1) individual beginning on the same date, all individuals so affected will participate in a drawing to determine position on the seniority list. The Association and teacher(s) so affected will be notified, in writing, of the date, place and time of the drawing. The drawing shall be conducted openly and at a time and place which will reasonably allow affected teachers and Association representative to be in attendance.
5. If a seniority tie is created by an employee's non-accrual of seniority, such employee will be considered the lowest senior person among those with whom the employee is tied.
6. Beginning July 1, 1994, any W.B.E.A. member on a leave of absence or who becomes a Woodhaven-Brownstown School district administrator shall have their seniority retained and frozen while they hold an administrative position in Woodhaven-Brownstown.

Duration of Agreement

This agreement shall be effective as of September 1, 2024 and will extend to August 31, 2027.

Woodhaven-Brownstown School District

Board of Education

President - Jenn Padoett

Secretary - Kerri Sanders

Woodhaven-Brownstown

Education Association

President - Susan Nealey

Shawna Williams

Melanie Merolla

Blake Bannon

2024/25 WBEA SALARY SCHEDULE

Step	BA	BA+18	BA+30 MA	MA+15	MA+30 / ED Spec / 2nd MA	Doctorate
1	53,558	57,278	60,999	63,219	66,201	67,289
2	55,751	59,702	63,657	65,889	68,850	69,979
3	58,034	62,229	66,431	68,674	71,603	72,779
4	60,410	64,863	69,325	71,573	74,467	75,692
5	62,884	67,609	72,346	74,599	77,445	78,717
6	65,459	70,471	75,497	76,730	80,542	81,866
7	68,140	73,452	78,787	81,034	83,764	85,141
8	70,928	76,561	82,220	84,458	87,115	88,548
9	73,832	79,803	85,801	88,027	90,599	92,090
10	76,855	83,181	89,540	91,746	94,226	95,773
11	80,003	86,703	93,440	95,622	97,992	99,605
12	83,279	90,373	97,512	99,662	101,912	103,588
13	88,656	96,366	104,069	106,229	108,391	109,463

2025/26 WBEA SALARY SCHEDULE

Step	BA	BA+18	BA+30 MA	MA+15	MA+30 / ED Spec / 2nd MA	Doctorate
1	54,083	59,839	61,597	63,839	66,850	67,949
2	56,298	60,286	64,281	66,535	69,525	70,666
3	58,603	62,839	67,082	69,347	72,304	73,493
4	61,002	65,499	70,005	72,275	75,197	76,434
5	63,500	68,271	73,055	75,330	78,204	79,490
6	66,101	71,162	76,237	78,512	81,332	82,669
7	68,808	74,173	79,559	81,828	84,586	85,976
8	71,624	77,312	83,026	85,286	87,963	89,416
9	74,556	80,585	86,643	88,890	91,488	92,992
10	77,609	83,997	90,418	92,645	95,149	96,712
11	80,787	87,553	94,356	96,559	98,953	100,581
12	84,095	91,259	98,468	100,639	102,912	104,604
13	89,525	97,310	105,089	107,270	109,454	110,537

2026/27 WBEA SALARY SCHEDULE

Step	BA	BA+18	BA+30 MA	MA+15	MA+30 / ED Spec / 2nd MA	Doctorate
1	55,706	59,574	63,445	66,754	68,855	69,987
2	57,987	62,095	66,209	68,531	71,611	72,786
3	60,361	64,724	69,094	71,427	74,474	75,698
4	62,832	67,464	72,105	74,443	77,453	78,727
5	65,405	70,320	75,246	77,590	80,550	81,874
6	68,084	73,297	78,524	80,867	83,772	85,149
7	70,842	76,398	81,946	84,283	87,123	88,555
8	73,772	79,631	85,517	87,845	90,608	92,098
9	76,792	83,003	89,242	91,556	94,233	95,782
10	79,937	86,516	93,130	95,425	98,003	99,613
11	83,310	90,180	97,187	99,456	101,922	103,599
12	86,618	93,997	101,422	103,658	105,999	107,742
13	92,211	100,229	108,242	110,488	112,738	113,853

As measured by the Fund Balance per the annual October audit:

Fund balance falls below 15%:
- the Board shall consider prudent action, including solicitation of bargaining unit leaders, in an effort to restore a fund balance above 15%

Fund balance falls below 10%:
- 1% off-schedule reduction, applied to the entire schedule

Fund balance falls below 5%:
- additional 1% off-schedule reduction, applied to the entire schedule

Fund balance above 20%:
- the Board shall consider prudent action, including solicitation of bargaining unit leaders, in terms of program enhancements

Fund balance above 25%:
- 1% off-schedule increase, applied to the entire schedule

Fund balance above 30%:
- 1% off-schedule increase, applied to the entire schedule

Benefit Reopeners

There shall be benefit reopeners should the Board and WBEA fail to reach an agreement on benefits on or before August 31 of each year, the Board shall provide benefits that are no greater than those in effect the previous year. Employees who receive health, dental, vision, prescription, and/or other insurance benefits shall pay any increased cost of maintaining those benefits after August 31.

Section B - Mid-Year Salary Schedule Placement

A. Any WBEA member hired after the start of the normal school year shall have their salary prorated, commensurate with their start date.

B. Any WBEA member who takes a non-FMLA unpaid leave that is greater than 91 days in one school year shall remain at that year's step for the following school year.

Section C - Additional Salary Allowance

Additional salary allowance shall be granted to all certified personnel for semester hours earned beyond their provisional certification as specified in the following pay classifications:

1. BA+18 semester hours
2. BA+30 semester hours
3. MA
4. MA+15 semester hours
5. MA+30 semester hours
6. Second MA
7. Education Specialist
8. Doctorate

Semester hours earned shall be in either a course relevant and meaningful to the teacher's area of instruction or a planned course of study beyond the bachelor's or master's degrees, contributing specifically to professional improvement in the field of education as determined by the degree granting institution.

Evidence for additional salary allowance shall be submitted to the personnel office in the form of official transcripts from the degree granting institution along with a letter from same indicating that hours earned are part of a planned course of study, if applicable. Official documents must be received by October 15th or March 1st of the current school semester for payment on the appropriate pay classification schedule for that semester.

Section D - Additionally Houred Individual Masters Degrees

For positions whose masters degree required more than 45 credit hours, an additional $500 stipend shall be provided on the last pay in June.

Section E - Experience Increments and Degree Changes

In compliance with section 380.1250 of the Revised School Code, payment of the experience increments and compensation for degree changes and additional hours of coursework shall only be made for employees whose job performance, evaluated through a rigorous, transparent, and fair evaluation system, has been deemed at a level of effectiveness to warrant continued employment by the Board. Such payments will commence at the beginning of each school year for the duration of the contract.

Section F – Longevity

Employees who start the school year with 20-24 years and 25+ years of service in the WBSD shall be provided an annual, lump sum longevity payment on the last pay of the school year.

20-24 Years:	$500
25+ Years:	$1,000

(*Individuals employed for the 2023/24 school year and earlier shall continue to have their eligibility for longevity determined based on years of service in MPSERS. The employee must notify and provide documentation of years of service from the Office of Retirement Services (ORS) to the District Human Resources Office no later than the end of the first student day of the school year in September.)*

Schedule B
Extracurricular Activities

A. No tenure applies in any of the following positions. Performance evaluations of bargaining unit members relative to Schedule B positions shall not affect a teacher's evaluation pursuant to Article 15 of this agreement.

B. The Board does not have to fill any of the positions if it so desires except for the positions of the elementary and middle school unit leader, teacher as substitute, elementary splits, and secondary splits, and mentors. The Board retains the authority however not to fill any of the foregoing positions if such occurs as a result of change in the law or structural change in the curriculum delivery system.

The Board and the WBEA believe that when qualified to do so, it is advantageous and desired for teachers in the District to also serve as coaches and sponsors. An interview committee comprised of two (2) administrators and two (2) WBEA appointed representatives will review all applications and conduct interviews. The Board and the WBEA agree that individuals selected to serve on interview committees will be qualified to judge the applicants and realize that participation on the committee may vary for each vacancy.
Hiring recommendations from the majority of the committee shall not be subject to the grievance process. Hiring recommendations that are split shall be subject to the grievance process.

In the event that no qualified individual of the bargaining unit applies for these positions, then they may be filled at the discretion of the Board. Bargaining unit members who resign their teaching position in the district will also relinquish all Schedule B positions.

C. Stipends indicated below are the maximum paid of any one position except where indicated. Co-sponsoring is optional and stipend will then be divided unless otherwise indicated.

D. In the event that all or any part of Schedule B activities may not be implemented due to a Board declared austerity period, individuals may petition the Board to carry on activities on a voluntary basis without compensation from the Woodhaven-Brownstown School District.

E. Postings may require specific building assignments. During the months of August - May, vacancies shall be posted for five (5) days. During the months of June - July, vacancies shall be posted for fourteen (14) days. The basic terms and conditions shall be included in the posting.

F. Vacancies shall result from voluntary relinquishment of the position, disqualification by the M.H.S.A.A. or other governing board, or involuntary removal from the position by the Board. Involuntary removal will result only for reasons, such as misconduct and/or unsatisfactory performance on a mutually agreed upon evaluation tool (see addendum) as shown pursuant to the Schedule B performance evaluation process and shall be based on just cause. Involuntary removal from a Schedule B position may be processed pursuant to the grievance procedure.

G. All Schedule B employees with an assignment to a new sport or new academic position will serve a one (1) year probationary period, unless waived by supervisor. At the end of this probationary period, all employees will be evaluated by their supervisor as to the status of continued employment.

H. Evaluation Procedures:
Following satisfactory completion of the probationary period, the following shall apply:

Step 1: The supervisor meets with member before the season and explains the expectations in writing. This may be individual or group, if appropriate.

Step 2: A folder is maintained by the appropriate Schedule B administrator (athletic director, building principal, personnel manager). The Association member places in this folder any items he/she feel support his/her performance (i.e., student participation, student or advisor awards, news articles, etc.). The supervisor may also add items to the folder (i.e., parent compliments or complaints), if signed. Any items in the folder must be acknowledged by the Association member.

Step 3: The supervisor meets with the member during and after the season, reviews the portfolio, observations, evaluation, and determines whether the member's performance is satisfactory, needs improvement, or unsatisfactory. If needs improvement or unsatisfactory, the supervisor must indicate why in writing and what can be done during the remainder of the season and next season to become satisfactory. The supervisor must design a written improvement strategy which contains at least administrative directives, administrative assistance, and timelines to accomplish a satisfactory rating.

Step 4: If the member's performance does not improve to a satisfactory level during or by the conclusion of the season for which the written improvement strategy is in place, the member may be involuntarily removed from the position.

I. All teacher applicants will be notified of extracurricular assignment for the ensuing school year no later than the last day of school.

J. A leave of absence, without pay, from a Schedule B position will, upon proper application made at least thirty (30) days prior to the commencement of the season/assignment and approval of the Board, be granted for a period not to exceed one (1) year to teachers who have seven (7) or more years of continuous service in the Schedule B position from which the leave is being requested and whose most recent Schedule B evaluation was satisfactory. A leave of absence for a teacher with less than seven (7) years of continuous service in the Schedule B position may be considered for approval on a case by case basis, with mutual agreement between the District and WBEA. All transfers and assignments to fill a leave of absence shall be temporary.

K. Any percentage increase applied to Schedule A will be applied to Schedule B.

L. For before- and after-school club activities, minimum/middle/maximum stipend amounts for each activity shall be $200/$400/$600.

A four (4) person committee (2 admin. and 2 WBEA members) at each school shall use the rubric below to review club activity applications and determine minimum/middle/maximum stipend amounts:

a. Student contact hours beyond the normal day
    i. 1 point: 1-10 hours
    ii. 2 points: 11-20 hours
    iii. 3 points: 21+ hours
b. Number of sessions/meetings:
    i. 1 points: 1-8
    ii. 2 points: 9-16
    iii. 3 points: 17+
c. Average number of students participating per session:
    i. 1 point: 1-24
    ii. 2 points: 25-49
    iii. 3 points: 50+

d. Teacher prep time:
    i. 1 point: less than a 1:1 ratio
    ii. 2 points: at or about 1:1 ratio
    iii. 3 points: greater than a 1:1 ratio

The committee shall meet in September/October to review club activity applications and shall meet again in May to evaluate actual club activities.

a. September/October meeting is to determine whether a proposed club activity will receive a stipend and a preliminary stipend amount.
b. May meeting is to determine if the club activity met expectations outlined in application.
c. The end stipend amount may change from the preliminary amount.

Schedule B

Athletic Salaries

Percentages based on:
BA1 for years 1-2 in role
BA2 for years 3-4 in role
BA3 for years 5+ in role

Varsity Head Coaches

Baseball	A	12.00%
Basketball - Boys	A	12.00%
Basketball - Girls	A	12.00%
Football	A	14.00%
Hockey	A	12.00%
Softball	A	12.00%
Volleyball	A	12.00%
Wrestling	A	12.00%
Competitive Cheer	B	10.50%
Dance - Competitive	B	10.50%
Lacrosse	B	10.50%
Soccer - Boys	B	10.50%
Soccer - Girls	B	10.50%
Swim - Boys	B	10.50%
Swim - Girls	B	10.50%
Tennis - Boys	B	10.50%
Tennis - Girls	B	10.50%
Track - Boys	B	10.50%
Track - Girls	B	10.50%
Bowling - Boys/Girls	C	9.00%
Cross Country - Boys	C	9.00%
Cross Country - Girls	C	9.00%
Dance	C	9.00%
Golf - Boys	C	9.00%
Golf - Girls	C	9.00%
Sideline Cheer	C	9.00%

Varsity Asst. Coaches

Baseball	A	8.00%
Basketball - Boys	A	8.00%
Basketball - Girls	A	8.00%
Football	A	8.00%
Hockey	A	8.00%
Softball	A	8.00%
Volleyball	A	8.00%
Wrestling	A	8.00%
Competitive Cheer	B	7.00%
Dance - Competitive	B	7.00%
Lacrosse	B	7.00%
Soccer - Boys	B	7.00%
Soccer - Girls	B	7.00%
Swim - Boys	B	7.00%
Swim - Girls	B	7.00%
Tennis - Boys	B	7.00%
Tennis - Girls	B	7.00%
Track - Boys	B	7.00%
Track - Girls	B	7.00%
Bowling - Boys/Girls	C	6.00%
Cross Country - Boys	C	6.00%
Cross Country - Girls	C	6.00%
Dance	C	6.00%
Golf - Boys	C	6.00%
Golf - Girls	C	6.00%
Sideline Cheer	C	6.00%

JV Head Coaches

Baseball	A	8.00%
Basketball - Boys	A	8.00%
Basketball - Girls	A	8.00%
Football	A	8.00%
Softball	A	8.00%
Volleyball	A	8.00%
Competitive Cheer	B	6.50%
Dance - Competitive	B	6.50%
Soccer - Boys	B	6.50%
Soccer - Girls	B	6.50%
Tennis - Boys	B	6.50%
Tennis - Girls	B	6.50%
Dance	C	5.00%
Sideline Cheer	C	5.00%

JV Asst. Coaches

Baseball	A	5.33%
Basketball - Boys	A	5.33%
Basketball - Girls	A	5.33%
Football	A	5.33%
Softball	A	5.33%
Volleyball	A	5.33%
Competitive Cheer	B	4.33%
Dance - Competitive	B	4.33%
Soccer - Boys	B	4.33%
Soccer - Girls	B	4.33%
Tennis - Boys	B	4.33%
Tennis - Girls	B	4.33%
Dance	C	3.33%
Sideline Cheer	C	3.33%

Freshmen Head Coaches

Baseball	A	8.00%
Basketball - Boys	A	8.00%
Basketball - Girls	A	8.00%
Football	A	8.00%
Softball	A	8.00%
Volleyball	A	8.00%

Freshmen Asst. Coaches

Baseball	A	5.33%
Basketball - Boys	A	5.33%
Basketball - Girls	A	5.33%
Football	A	5.33%
Softball	A	5.33%
Volleyball	A	5.33%

M.S. Head Coaches

Baseball - 7th grade	-	6.00%
Baseball - 8th grade	-	6.00%
Basketball - 7th grade boys	-	6.00%
Basketball - 8th grade boys	-	6.00%
Basketball - 7th grade girls	-	6.00%
Basketball - 8th grade girls	-	6.00%
Competitive Cheer	-	6.00%
Cross Country	-	6.00%
Football - 7th grade	-	6.00%
Football - 8th grade	-	6.00%
Sideline Cheer	-	6.00%
Soccer	-	6.00%
Softball - 7th grade	-	6.00%
Softball - 8th grade	-	6.00%
Swim	-	6.00%
Track - Boys	-	6.00%
Track - Girls	-	6.00%
Volleyball - 7th grade	-	6.00%
Volleyball - 8th grade	-	6.00%
Wrestling	-	6.00%

M.S. Asst. Coaches

Baseball - 7th grade	-	4.00%
Baseball - 8th grade	-	4.00%
Basketball - 7th grade boys	-	4.00%
Basketball - 8th grade boys	-	4.00%
Basketball - 7th grade girls	-	4.00%
Basketball - 8th grade girls	-	4.00%
Competitive Cheer	-	4.00%
Cross Country	-	4.00%
Football - 7th grade	-	4.00%
Football - 8th grade	-	4.00%
Sideline Cheer	-	4.00%
Soccer	-	4.00%
Softball - 7th grade	-	4.00%
Softball - 8th grade	-	4.00%
Swim	-	4.00%
Track - Boys	-	4.00%
Track - Girls	-	4.00%
Volleyball - 7th grade	-	4.00%
Volleyball - 8th grade	-	4.00%
Wrestling	-	4.00%

Unified Sports Head Coaches

Bowling Coach	-	3.50%
Bowling Coordinator	-	3.50%
Basketball Coach	-	6.00%
Basketball Coordinator	-	6.00%
Track Coach	-	3.50%
Track Coordinator	-	3.50%
Bocce Ball Coach	-	2.25%
Bocce Ball Coordinator	-	2.25%
Summer Fitness Coach	-	1.25%
Summer Fitness Coordinator	-	1.25%

Unified Sports Head Coaches

Bowling Coach	-	2.33%
Basketball Coach	-	4.00%
Track Coach	-	2.33%
Bocce Ball Coach	-	1.50%
Summer Fitness Coach	-	0.83

$500 stipends for additional asst. coaches
as needed, when ratio is greater than 30 to 1,
or for added responsibilities

Home Event Manager	0.06%	per hour
Athletic Worker	0.07%	per game
Weight Training	4.50%	per season
Equestrian	4.50%	per season

Schedule B

Academic Salaries

Percentages based on BA3

High School Positions	
Advanced Placement Coordinator	3.00%
Freshman Class Sponsor	2.00%
Sophomore Class Sponsor	2.00%
Junior Class Sponsor	4.00%
Senior Class Sponsor	4.00%
Debate Club	3.00%
National Honor Society	3.50%
Quiz Bowl	3.50%
Science Olympiad	3.50%
Social Studies Olympiad	3.50%
Other Clubs	3.00%
Department Head	9.25%
Band (per event)	3.00%
Chorus (per event)	3.00%
Newspaper	3.00%
Robotics	6.00%
Robotics Assistant	4.00%
Student Council	3.00%
Yearbook - curricular	3.00%
Yearbook - non-curricular	4.00%
Marching Band Director	9.00%
Marching Band Assistant Director	6.00%
Marching Band Assistants (max 5)	1.00%
Marching Band Camp Assistants (max 5)	1.00%
School Play (per approved play)	3.75%
Theatre Assistant (1 max/fall and winter)	1.88%
Theatre Choreographer (1 max/year)	1.88%
Theatre Musical Director (2 max/year)	1.88%
Maple Grove Tutoring	0.065%
E2020 Mentor	0.065%
CyberPatriots	3.50%
MME Supervisor	2.40%
TAC Supervisor	2.40%
MME Backup Supervisor	1.20%
PSAT/PLAN	0.600%
Link Crew	**3.00%**

Middle School Positions	
Art Show (per event)	2.00%
Band (per event)	3.00%
Chorus (per event)	3.00%
National Junior Honor Society	3.50%
Newspaper	1.50%
Robotics	4.00%
Robotics Assistant	2.67%
Student Council	2.50%
Unit Leaders	3.33%
Yearbook	4.00%
Theatre (per approved play)	2.50%
Theatre Assistants (1 max/performance)	0.97%
PSAT Supervisor	2.40%

Elementary School Positions	
Art Show (per event)	2.00%
Technology/Media (per event)	2.00%
Camp (per night)	0.40%
Music/Gym Program (per event)	2.00%
Safety Patrol	1.55%
Split Classes	6.50%
Student Council	1.30%
Unit Leaders	3.33%
Extended Day	0.065%
Arrival/Dismissal (per building)	3.00%

District-wide Positions	
Detention Monitor (per 60 minutes)	0.065%
Dual Prep (per semester/prep)	1.30%
Curriculum Study Council (per meeting)	0.065%
Substitute Principal	1.30%
Teacher as Substitute (per 60 minutes)	0.0685%
Summer School Principal (per 60 minutes)	0.080%
Summer School Teacher (per 60 minutes)	0.065%
Reproductive Health Coordinator	1.200%
Homebound Services (per 60 minutes)	0.0721%
Crisis Team	0.065%
Mentor	2.375%

Schedule C

Special Projects Teacher Guidelines

It is agreed that Special Projects teaching positions will be posted that will conform to the "Special Projects Teaching Guidelines" developed jointly by the Administration and Association in August 1999. Teachers who volunteer for these positions will give up their rights under Article 10 Sections G and H for any sick days applied to this program.

The WBEA and the Woodhaven-Brownstown Board of Education have agreed to the following guidelines:

1. The special project must be of a professional nature, examples: tutoring, student supervision, curriculum development.
2. The special project must not replace a paid position.
3. The hours worked must be logged by the teacher, signed by the building principal, and turned in to the assistant superintendent monthly. All recorded activities will be rounded up to the half hour.
4. Maximum paid hours during a teacher's tenure with the district are determined by:

$$\frac{\text{(Accrued sick days with a maximum of 110) (\% of BA step 2 daily rate per Article 10, Section G or H)}}{\text{Schedule C rate (1/6 of the BA step 2 daily rate) (N)}}$$

N = 1 if rate is 50% of BA step 2 daily rate
N = 1.5 if rate is 75% of BA step 2 daily rate
N = 2 if rate is 100% of BA step 2 daily rate

5. Any hours/days paid in connection with this program will result in a corresponding reduction in the teacher's sick leave accumulation under Article 10, Section A of the professional agreement between the Woodhaven-Brownstown School District and the Woodhaven-Brownstown Education Association. Any hours/days applied to this program may not be used as a sick day nor compensated for under Article 10, Sections G or H.
6. A teacher may assign this position at any time. The teacher will be compensated for the work done under the program.
7. A teacher who exceeds 13 absences (not school business) automatically resigns the Schedule C position.
8. Final accounting and pay for the special projects position will occur after the last student day each year, but before July 1.
9. Any dispute involving this position must be resolved through the grievance procedure.

Schedule D

In order to accommodate rapidly changing needs for curriculum development and technological implementation, the Board and Association agree that the Board may design and post positions for work assignments beyond the teacher's normal work day that are created for a specified time period, such as a semester or a year. The Board does not have to fill any of the positions if it so desires. These positions shall not replace or conflict with any current Schedule B positions. These positions will be compensated at an hourly rate as follows: $30 per hour with a minimum of 5 hours per project. Schedule D positions will be posted specifying the hours and hourly rate. The person awarded these positions shall be expected to turn in timesheets.

It is agreed that these assignments:

1. are voluntary
2. will be posted

Addendum

PLC Form

"School Name"

Professional Learning Community

PLC Department: _____

PLC Members: _____

PLC Norms: _____

Date of Meeting: _____

Location: _____

Agenda:

1. _____
2. _____
3. _____

PLC Questions Addressed:

- What do we want students to learn?
- How will we know when they learn it?
- What will we do if they don't learn it?
- What will we do if they already know it?

PLC Meeting Notes/MInutes:

-

Addendum
Insurance

	Employer Paid **	**Employee Paid**
Medical	**MESSA Choices** $20/$25/$50 - Saver Rx - $500/$1,000 Or **MESSA ABC Plan 1** PPH HDHP - ABC Rx - $1,350/$2,700 Or **MESSA ABC Plan 2** PPO HDHP - ABC Rx - $2,000/$4,000 Or **MESSA ABC Plan 2** 20% co-insurance - PPO HDHP - ABC Rx - $2,000/$4,000	Anything over the capped amount See Article **20** - Insurance
Dental	**Delta Dental** - Full Family Class I: 100% Class II: 90% Class III: 90% Annual Max: $1,000 Orthodontics: 90%, $900 lifetime max No adult orthodontics	10%
Vision	**VSP 3** - Full Family	10%
Term Life	**Base Benefit Level** - $35,000	Supplemental Life Dependent Life
Disability Income	**Long-term disability** After the 90-day waiting period, 70% monthly benefit, max $6,000/month **Short-term disability** Eligible for teacher sick bank w/ Sick Bank Committee approval after 30 work days	
Medical Expense Reimbursement *** Section 125**	N/A	**Pre-tax dollars used for:** Deductibles Co-pays Non-covered and other expenses in accordance with IRS regulations up to the maximum amount allowed by the IRS
Dependent Care *** Section 125**	N/A	**Pre-tax dollars used for:** Child Care Adult Care Other expenses in accordance with IRS regulations up to the maximum amount allowed by the IRS
Supplemental Insurance *** Section 125**	N/A	AFLAC Supplemental American Fidelity Supplemental

* Section 125 - These benefits may be elected at the employee's expense with pre-tax, payroll deducted dollars

** For qualified employees

Addendum

Evaluation Forms

- **Teacher Summative Rubric**
- **Special Education Summative Rubric**
- **Counselor Summative Rubric**
- **Instructional Specialist Summative Rubric**
- **Therapeutic Specialist Summative Rubric**
- **Psychologist Summative Rubric**
- **Nurse Summative Rubric**
- **Media Specialist Summative Rubric**
- **Lesson Plan for Evaluation**
- **Individual Development Plan**
- **Area of Growth Form**
- **Plan of Improvement Form**
- **Student Growth Rubric - Includes Elementary Growth Model**
- **Secondary Student Growth Model**

Teacher Summative

Summative Date:

Domain 1: Planning & Preparation

Previous Year Rating - Component 1a

FfT 2013 (MI Levels) - Component 1a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1a Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. **Critical Attributes:** 1. The teacher makes content errors. 2. The teacher does not consider prerequisite relationships when planning. 3. The teacher's plans use inappropriate strategies for the discipline.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students. **Critical Attributes:** 1. The teacher's understanding of the discipline is rudimentary. 2. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. 3. Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject. **Critical Attributes:** 1. The teacher can identify important concepts of the discipline and their relationships to one another. 2. The teacher provides clear explanations of the content. 3. The teacher answers students' questions accurately and provides feedback that furthers their learning. 4. Instructional strategies in unit and lesson plans are entirely suitable to the content.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions. **Critical Attributes:** 1. The teacher cites intra- and interdisciplinary content relationships. 2. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. 3. The teacher's plans reflect recent developments in content-related pedagogy.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1a Critical Attributes

- [ ] Ineffective - The teacher makes content errors.
- [ ] Ineffective - The teacher does not consider prerequisite relationships when planning.
- [ ] Ineffective - The teacher`s plans use inappropriate strategies for the discipline.
- [ ] Minimally Effective - The teacher`s understanding of the discipline is rudimentary.
- [ ] Minimally Effective - The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- [ ] Minimally Effective - Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.
- [ ] Effective - The teacher can identify important concepts of the discipline and their relationships to one another.
- [ ] Effective - The teacher provides clear explanations of the content.
- [ ] Effective - The teacher answers students` questions accurately and provides feedback that furthers their learning.
- [ ] Effective - Instructional strategies in unit and lesson plans are entirely suitable to the content.
- [ ] Highly Effective - The teacher cites intra- and interdisciplinary content relationships.
- [ ] Highly Effective - The teacher`s plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- [ ] Highly Effective - The teacher`s plans reflect recent developments in content-related pedagogy.

Previous Year Rating - Component 1b

FfT 2013 (MI Levels) - Component 1b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1b Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn - and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages - and does not indicate that such knowledge is valuable. **Critical Attributes:** 1. The teacher does not understand child development characteristics and has unrealistic expectations for students. 2. The teacher does not try to ascertain varied ability levels among students in the class. 3. The teacher is not aware of students' interests or cultural heritages. 4. The teacher takes no responsibility to learn about students' medical or learning disabilities.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole. **Critical Attributes:** 1. The teacher cites developmental theory but does not seek to integrate it into lesson planning. 2. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." 3. The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. 4. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. **Critical Attributes:** 1. The teacher knows, for groups of students, their levels of cognitive development. 2. The teacher is aware of the different cultural groups in the class. 3. The teacher has a good idea of the range of interests of students in the class. 4. The teacher has identified "high," "medium," and "low" groups of students within the class. 5. The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. 6. The teacher is aware of the special needs represented by students in the class.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages. **Critical Attributes:** 1. The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. 2. The teacher seeks out information from all students about their cultural heritages. 3. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1b Critical Attributes

- ☐ Ineffective - The teacher does not understand child development characteristics and has unrealistic expectations for students.
- ☐ Ineffective - The teacher does not try to ascertain varied ability levels among students in the class.
- ☐ Ineffective - The teacher is not aware of students` interests or cultural heritages.
- ☐ Ineffective - The teacher takes no responsibility to learn about students` medical or learning disabilities.
- ☐ Minimally Effective - The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- ☐ Minimally Effective - The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."
- ☐ Minimally Effective - The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- ☐ Minimally Effective - The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.
- ☐ Effective - The teacher knows, for groups of students, their levels of cognitive development.
- ☐ Effective - The teacher is aware of the different cultural groups in the class.
- ☐ Effective - The teacher has a good idea of the range of interests of students in the class.
- ☐ Effective - The teacher has identified "high," "medium," and "low" groups of students within the class.
- ☐ Effective - The teacher is well informed about students` cultural heritages and incorporates this knowledge in lesson planning.
- ☐ Effective - The teacher is aware of the special needs represented by students in the class.
- ☐ Highly Effective - The teacher uses ongoing methods to assess students` skill levels and designs instruction accordingly.
- ☐ Highly Effective - The teacher seeks out information from all students about their cultural heritages.
- ☐ Highly Effective - The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Previous Year Rating - Component 1c

FfT 2013 (MI Levels) - Component 1c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1c Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. **Critical Attributes:** 1. Outcomes lack rigor. 2. Outcomes do not represent important learning in the discipline. 3. Outcomes are not clear or are stated as activities. 4. Outcomes are not suitable for many students in the class.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class. **Critical Attributes:** 1. Outcomes represent a mixture of low expectations and rigor. 2. Some outcomes reflect important learning in the discipline. 3. Outcomes are suitable for most of the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students. **Critical Attributes:** 1. Outcomes represent high expectations and rigor. 2. Outcomes are related to "big ideas" of the discipline. 3. Outcomes are written in terms of what students will learn rather than do. 4. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. 5. Outcomes, differentiated where necessary, are suitable to groups of students in the class.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students. **Critical Attributes:** 1. The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. 2. The teacher connects outcomes to previous and future learning. 3. Outcomes are differentiated to encourage individual students to take educational risks.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1c Critical Atrtibutes

- ☐ Ineffective - Outcomes lack rigor.
- ☐ Ineffective - Outcomes do not represent important learning in the discipline.
- ☐ Ineffective - Outcomes are not clear or are stated activities.
- ☐ Ineffective - Outcomes are not suitable for many students in the class.
- ☐ Minimally Effective - Outcomes represent a mixture of low expectations and rigor.
- ☐ Minimally Effective - Some outcomes reflect important learning in the discipline.
- ☐ Minimally Effective - Outcomes are suitable for most of the class.
- ☐ Effective - Outcomes represent high expectations and rigor.
- ☐ Effective - Outcomes are related to "big ideas" of the discipline.
- ☐ Effective - Outcomes are written in terms of what students will learn rather than do.
- ☐ Effective - Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- ☐ Effective - Outcomes, differentiated where necessary, are suitable to groups of students in the class.
- ☐ Highly Effective - The teacher`s plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- ☐ Highly Effective - The teacher connects outcomes to previous and future learning.
- ☐ Highly Effective - Outcomes are differentiated to encourage individual students to take educational risks.

Previous Year Rating - Component 1d

FfT 2013 (MI Levels) - Component 1d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1d Demonstrating Knowledge Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill. **Critical Attributes:** 1. The teacher uses only district-provided materials, even when more variety would assist some students. 2. The teacher does not seek out resources available to expand her own skill. 3. Although the teacher is aware of some student needs, he does not inquire about possible resources.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge. **Critical Attributes:** 1. The teacher uses materials in the school library but does not search beyond the school for resources. 2. The teacher participates in content- area workshops offered by the school but does not pursue other professional development. 3. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources. **Critical Attributes:** 1. Texts are at varied levels. 2. Texts are supplemented by guest speakers and field experiences. 3. The teacher facilitates the use of Internet resources. 4. Resources are multidisciplinary. 5. The teacher expands her knowledge through professional learning groups and organizations. 6. The teacher pursues options offered by universities. 7. The teacher provides lists of resources outside the classroom for students to draw on.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. **Critical Attributes:** 1. Texts are matched to student skill level. 2. The teacher has ongoing relationships with colleges and universities that support student learning. 3. The teacher maintains a log of resources for student reference. 4. The teacher pursues apprenticeships to increase discipline knowledge. 5. The teacher facilitates student contact with resources outside the classroom.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1d Critical Attributes

- ☐ Ineffective - The teacher uses only district- provided materials, even when more variety would assist some students.
- ☐ Ineffective - The teacher does not seek out resources available to expand her own skill.

- [ ] Ineffective - Although the teacher is aware of some student needs, he does not inquire about possible resources.
- [ ] Minimally Effective - The teacher uses materials in the school library but does not search beyond the school for resources.
- [ ] Minimally Effective - The teacher participates in content- area workshops offered by the school but does not pursue other professional development.
- [ ] Minimally Effective - The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.
- [ ] Effective - Texts are at varied levels.
- [ ] Effective - Texts are supplemented by guest speakers are field experiences.
- [ ] Effective - The teacher facilitates the use of internet resources.
- [ ] Effective - Resources are multidisciplinary.
- [ ] Effective - The teacher expands her knowledge through professional learning groups and organizations.
- [ ] Effective - The teacher pursues options offered by universities.
- [ ] Effective - The teacher provides lists of resources outside the classroom for students to draw on.
- [ ] Highly Effective - Texts are matched to student skill level.
- [ ] Highly Effective - The teacher has ongoing relationships with colleges and universities that support student learning.
- [ ] Highly Effective - The teacher maintains a log of resources for student reference.
- [ ] Highly Effective - The teacher pursues apprenticeships to increase discipline knowledge.
- [ ] Highly Effective - The teacher facilitates student contact with resources outside the classroom.

Previous Year Rating - Component 1e

FfT 2013 (MI Levels) - Component 1e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1e Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. **Critical Attributes:** 1. Learning activities are boring and/or not well aligned to the instructional goals. 2. Materials are not engaging or do not meet instructional outcomes. 3. Instructional groups do not support learning. 4. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. **Critical Attributes:** 1. Learning activities are moderately challenging. 2. Learning resources are suitable, but there is limited variety. 3. Instructional groups are random, or they only partially support objectives. 4. Lesson structure is uneven or may be unrealistic about time expectations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups. **Critical Attributes:** 1. Learning activities are matched to instructional outcomes. 2. Activities provide opportunity for higher-level thinking. 3. The teacher provides a variety of appropriately challenging materials and resources. 4. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. 5. The plan for the lesson or unit is well structured, with reasonable time allocations.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in highlevel cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. **Critical Attributes:** 1. Activities permit student choice. 2. Learning experiences connect to other disciplines. 3. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. 4. Lesson plans differentiate for individual student needs.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1e Critical Attributes

- [ ] Ineffective - Learning activities are boring and/or not well aligned to the instructional goals.
- [ ] Ineffective - Materials are not engaging or do not meet instructional outcomes.
- [ ] Ineffective - Instructional groups do not support learning.
- [ ] Ineffective - Lesson plans are not structured or sequenced and are unrealistic in their expectations.
- [ ] Minimally Effective - Learning activities are moderately challenging.
- [ ] Minimally Effective - Learning resources are suitable, but there is limited variety.
- [ ] Minimally Effective - Instructional groups are random, or they only partially support objectives.
- [ ] Minimally Effective - Lesson structure is uneven or may be unrealistic about time expectations.
- [ ] Effective - Learning activities are matched to instructional outcomes.
- [ ] Effective - Activities provide opportunity for higher level thinking.
- [ ] Effective - The teacher provides a variety of appropriately challenging materials and resources.
- [ ] Effective - Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- [ ] Effective - The plan for the lesson or unit is well structured, with reasonable time allocations.
- [ ] Highly Effective - Activities permit student choice.
- [ ] Highly Effective - Learning experiences connect to other disciplines.
- [ ] Highly Effective - The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- [ ] Highly Effective - Lesson plans differentiate for individual student needs.

Previous Year Rating - Component 1f

FfT 2013 (MI Levels) - Component 1f

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1f Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit. **Critical Attributes:** 1. Assessments do not match instructional outcomes. 2. Assessments lack criteria. 3. No formative assessments have been designed. 4. Assessment results do not affect future plans.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes. **Critical Attributes:** 1. Only some of the instructional outcomes are addressed in the planned assessments. 2. Assessment criteria are vague. 3. Plans refer to the use of formative assessments, but they are not fully developed. 4. Assessment results are used to design lesson plans for the whole class, not individual students.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a welldeveloped strategy for using formative assessment and has designed particular approaches to be used. **Critical Attributes:** 1. All the learning outcomes have a method for assessment. 2. Assessment types match learning expectations. 3. Plans indicate modified assessments when they are necessary for some students. 4. Assessment criteria are clearly written. 5. Plans include formative assessments to use during instruction. 6. Lesson plans indicate possible adjustments based on formative assessment data.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. **Critical Attributes:** 1. Assessments provide opportunities for student choice. 2. Students participate in designing assessments for their own work. 3. Teacher-designed assessments are authentic, with real-world application as appropriate. 4. Students develop rubrics according to teacher-specified learning objectives. 5. Students are actively involved in collecting information from formative assessments and provide input.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1f Critical Attributes

- [ ] Ineffective - Assessments do not match instructional outcomes.
- [ ] Ineffective - Assessments lack criteria.
- [ ] Ineffective - No formative assessments have been designed.
- [ ] Ineffective - Assessment results do not affect future plans.
- [ ] Minimally Effective - Only some of the instructional outcomes are addressed in the planned assessments.
- [ ] Minimally Effective - Assessment criteria are vague.
- [ ] Minimally Effective - Plans refer to the use of formative assessments, but they are not fully developed.
- [ ] Minimally Effective - Assessment results are used to design lesson plans for the whole class, not individual students.
- [ ] Effective - All the learning outcomes have a method for assessment.
- [ ] Effective - Assessment types match learning expectations.
- [ ] Effective - Plans indicate modified assessments when they are necessary for some students.
- [ ] Effective - Assessment criteria are clearly written.
- [ ] Effective - Plans include formative assessments to use during instruction.
- [ ] Effective - Lesson plans indicate possible adjustments based on formative assessment data.
- [ ] Highly Effective - Assessments provide opportunities for student choice.
- [ ] Highly Effective - Students participate in designing assessments for their own work.
- [ ] Highly Effective - Teacher-designed assessments are authentic, with real-world application as appropriate.
- [ ] Highly Effective - Students develop rubrics according to teacher-specified learning objectives.
- [ ] Highly Effective - Students are actively involved in collecting information from formative assessments and provide input.

Domain 1 Score: 0

Domain 1 Average: Ineffective

Domain 2: The Classroom Environment

Previous Year Rating - Component 2a

FfT 2013 (MI Levels) - Component 2a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2a Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. **Critical Attributes:** 1. The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. 2. Students' body language indicates feelings of hurt, discomfort, or insecurity. 3. The teacher displays no familiarity with, or caring about, individual students. 4. The teacher disregards disrespectful interactions among students.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. **Critical Attributes:** 1. The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. 2. The teacher attempts to respond to disrespectful behavior among students, with uneven results. 3. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. **Critical Attributes:** 1. Talk between the teacher and students and among students is uniformly respectful. 2. The teacher successfully responds to disrespectful behavior among students. 3. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. 4. The teacher makes general connections with individual students. 5. Students exhibit respect for the teacher.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. **Critical Attributes:** 1. The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. 2. There is no disrespectful behavior among students. 3. When necessary, students respectfully correct one another. 4. Students participate without fear of put-downs or ridicule from either the teacher or other students. 5. The teacher respects and encourages students' efforts.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2a Critical Attributes

- ☐ Ineffective - The teacher is disrespectful toward students or insensitive to students` ages, cultural backgrounds, and developmental levels.
- ☐ Ineffective - Students` body language indicates feelings of hurt, discomfort, or insecurity.
- ☐ Ineffective - The teacher displays no familiarity with, or caring about, individual students.
- ☐ Ineffective - The teacher disregards disrespectful interactions among students.
- ☐ Minimally Effective - The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- ☐ Minimally Effective - The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- ☐ Minimally Effective - The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.
- ☐ Effective - Talk between the teacher and students and among students is uniformly respectful.
- ☐ Effective - The teacher successfully responds to disrespectful behavior among students.
- ☐ Effective - Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- ☐ Effective - The teacher makes general connections with individual students.
- ☐ Effective - Students exhibit respect for the teacher.
- ☐ Highly Effective - The teacher demonstrates knowledge and caring about individual students` lives beyond the class and school.
- ☐ Highly Effective - There is no disrespectful behavior among students.
- ☐ Highly Effective - When necessary, students respectfully correct one another.
- ☐ Highly Effective - Students participate without fear of put-downs or ridicule from either the teacher or other students.
- ☐ Highly Effective - The teacher respects and encourages students` efforts.

Previous Year Rating - Component 2b

FfT 2013 (MI Levels) - Component 2b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2b Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. **Critical Attributes:** 1. The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. 2. The teacher conveys to at least some students that the work is too challenging for them. 3. Students exhibit little or no pride in their work. 4. Students use language incorrectly; the teacher does not correct them.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. **Critical Attributes:** 1. The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. 2. The teacher conveys high expectations for only some students. 3. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." 4. The teacher's primary concern appears to be to complete the task at hand. 5. The teacher urges, but does not insist, that students use precise language.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. **Critical Attributes:** 1. The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. 2. The teacher demonstrates a high regard for students' abilities. 3. The teacher conveys an expectation of high levels of student effort. 4. Students expend good effort to complete work of high quality. 5. The teacher insists on precise use of language by students.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. **Critical Attributes:** 1. The teacher communicates passion for the subject. 2. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. 3. Students indicate through their questions and comments a desire to understand the content. 4. Students assist their classmates in understanding the content. 5. Students take initiative in improving the quality of their work. 6. Students correct one another in their use of language.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2b Critical Attributes

- [ ] Ineffective - The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- [ ] Ineffective - The teacher conveys to at least some students that the work is too challenging for them.
- [ ] Ineffective - Students exhibit little or no pride in their work.
- [ ] Ineffective - Students use language incorrectly; the teacher does not correct them.
- [ ] Minimally Effective - The teacher`s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- [ ] Minimally Effective - The teacher conveys high expectations for only some students.
- [ ] Minimally Effective - Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- [ ] Minimally Effective - The teacher`s primary concern appears to be to complete the task at hand.
- [ ] Minimally Effective - The teacher urges, but does not insist, that students use precise language.
- [ ] Effective - The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- [ ] Effective - The teacher demonstrates a high regard for students` abilities.
- [ ] Effective - The teacher conveys an expectation of high levels of student effort.
- [ ] Effective - Students expend good effort to complete work of high quality.
- [ ] Effective - The teacher insists on precise use of language by students.
- [ ] Highly Effective - The teacher communicates passion for the subject.
- [ ] Highly Effective - The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- [ ] Highly Effective - Students indicate through their questions and comments a desire to understand the content.
- [ ] Highly Effective - Students assist their classmates in understanding the content.
- [ ] Highly Effective - Students take initiative in improving the quality of their work.
- [ ] Highly Effective - Students correct one another in their use of language.

Previous Year Rating - Component 2c

FfT 2013 (MI Levels) - Component 2c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2c Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks. **Critical Attributes:** 1. Students not working with the teacher are not productively engaged. 2. Transitions are disorganized, with much loss of instructional time. 3. There do not appear to be any established procedures for distributing and collecting materials. 4. A considerable amount of time is spent off task because of unclear procedures. 5. Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties. **Critical Attributes:** 1. Students not working directly with the teacher are only partially engaged. 2. Procedures for transitions seem to have been established, but their operation is not smooth. 3. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. 4. Classroom routines function unevenly. 5. Volunteers and paraprofessionals require frequent supervision.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class. **Critical Attributes:** 1. Students are productively engaged during small-group or independent work. 2. Transitions between large- and small-group activities are smooth. 3. Routines for distribution and collection of materials and supplies work efficiently. 4. Classroom routines function smoothly. 5. Volunteers and paraprofessionals work with minimal supervision.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class. **Critical Attributes:** 1. With minimal prompting by the teacher, students ensure that their time is used productively. 2. Students take initiative in distributing and collecting materials efficiently. 3. Students themselves ensure that transitions and other routines are accomplished smoothly. 4. Volunteers and paraprofessionals take initiative in their work in the class.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2c Critical Attributes

- [ ] Ineffective - Students not working with the teacher are not productively engaged.
- [ ] Ineffective - Transitions are disorganized, with much loss of instructional time.
- [ ] Ineffective - There do not appear to be any established procedures for distributing and collecting materials.
- [ ] Ineffective - A considerable amount of time is spent off task because of unclear procedures.
- [ ] Ineffective - Volunteers and paraprofessionals have no defined role and/or are idle much of the time.
- [ ] Minimally Effective - Students not working directly with the teacher are only partially engaged.
- [ ] Minimally Effective - Procedures for transitions seem to have been established, but their operation is not smooth.
- [ ] Minimally Effective - There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- [ ] Minimally Effective - Classroom routines function unevenly.
- [ ] Minimally Effective - Volunteers and paraprofessionals require frequent supervision.
- [ ] Effective - Students are productively engaged during small-group or independent work.
- [ ] Effective - Transitions between large- and small- group activities are smooth.
- [ ] Effective - Routines for distribution and collection of materials and supplies work efficiently.
- [ ] Effective - Classroom routines function smoothly.
- [ ] Effective - Volunteers and paraprofessionals work with minimal supervision.
- [ ] Highly Effective - With minimal prompting by the teacher, students ensure that their time is used productively.
- [ ] Highly Effective - Students take initiative in distributing and collecting materials efficiently.
- [ ] Highly Effective - Students themselves ensure that transitions and other routines are accomplished smoothly.
- [ ] Highly Effective - Volunteers and paraprofessionals take initiative in their work in the class.

Previous Year Rating - Component 2d

FfT 2013 (MI Levels) - Component 2d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2d Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity. **Critical Attributes:** 1. The classroom environment is chaotic, with no standards of conduct evident. 2. The teacher does not monitor student behavior. 3. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. **Critical Attributes:** 1. The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. 2. The teacher attempts to keep track of student behavior, but with no apparent system. 3. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective. **Critical Attributes:** 1. Standards of conduct appear to have been established and implemented successfully. 2. Overall, student behavior is generally appropriate. 3. The teacher frequently monitors student behavior. 4. The teacher's response to student misbehavior is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. **Critical Attributes:** 1. Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. 2. The teacher silently and subtly monitors student behavior. 3. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2d Critical Attributes

- [ ] Ineffective - The classroom environment is chaotic, with no standards of conduct evident.
- [ ] Ineffective - The teacher does not monitor student behavior.
- [ ] Ineffective - Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.
- [ ] Minimally Effective - The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- [ ] Minimally Effective - The teacher attempts to keep track of student behavior, but with no apparent system.
- [ ] Minimally Effective - The teacher`s response to student misbehavior is inconsistent: sometimes harsh, other times lenient.
- [ ] Effective - Standards of conduct appear to have been established and implemented successfully.
- [ ] Effective - Overall, student behavior is generally appropriate.
- [ ] Effective - The teacher frequently monitors student behavior.
- [ ] Effective - The teacher`s response to student misbehavior is effective.
- [ ] Highly Effective - Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- [ ] Highly Effective - The teacher silently and subtly monitors student behavior.
- [ ] Highly Effective - Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Previous Year Rating - Component 2e

FfT 2013 (MI Levels) - Component 2e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2e Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities. **Critical Attributes:** 1. There are physical hazards in the classroom, endangering student safety. 2. Many students can't see or hear the teacher or see the board. 3. Available technology is not being used even if it is available and its use would enhance the lesson.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness. **Critical Attributes:** 1. The physical environment is safe, and most students can see and hear the teacher or see the board. 2. The physical environment is not an impediment to learning but does not enhance it. 3. The teacher makes limited use of available technology and other resources.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively. **Critical Attributes:** 1. The classroom is safe, and all students are able to see and hear the teacher or see the board. 2. The classroom is arranged to support the instructional goals and learning activities. 3. The teacher makes appropriate use of available technology.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning. **Critical Attributes:** 1. Modifications are made to the physical environment to accommodate students with special needs. 2. There is total alignment between the learning activities and the physical environment. 3. Students take the initiative to adjust the physical environment. 4. The teacher and students make extensive and imaginative use of available technology.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2e Critical Attributes

- [ ] Ineffective - There are physical hazards in the classroom, endangering student safety.
- [ ] Ineffective - Many students can`t see or hear the teacher or see the board.
- [ ] Ineffective - Available technology is not being used even if it is available and its use would enhance the lesson.
- [ ] Minimally Effective - The physical environment is safe, and most students can see and hear the teacher or see the board.
- [ ] Minimally Effective - The physical environment is not an impediment to learning but does not enhance it.
- [ ] Minimally Effective - The teacher makes limited use of available technology and other resources.
- [ ] Effective - The classroom is safe, and all students are able to see and hear the teacher or see the board.
- [ ] Effective - The classroom is arranged to support the instructional goals and learning activities.
- [ ] Effective - The teacher makes appropriate use of available technology.
- [ ] Highly Effective - Modifications are made to the physical environment to accommodate students with special needs.
- [ ] Highly Effective - There is total alignment between the learning activities and the physical environment.
- [ ] Highly Effective - Students take the initiative to adjust the physical environment.
- [ ] Highly Effective - The teacher and students make extensive and imaginative use of available technology.

Domain 2 Score: 0

Domain 2 Average: Ineffective

Domain 3: Instruction

Previous Year Rating - Component 3a

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective

3a Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. **Critical Attributes:** 1. At no time during the lesson does the teacher convey to students what they will be learning. 2. Students indicate through body language or questions that they don't understand the content being presented. 3. The teacher makes a serious content error that will affect students' understanding of the lesson. 4. Students indicate through their questions that they are confused about the learning task. 5. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. 6. The teacher's vocabulary is inappropriate to the age or culture of the students.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. **Critical Attributes:** 1. The teacher provides little elaboration or explanation about what the students will be learning. 2. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. 3. The teacher makes no serious content errors but may make minor ones. 4. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. 5. The teacher must clarify the learning task so students can complete it. 6. The teacher's vocabulary and usage are correct but unimaginative. 7. When the teacher attempts to explain academic vocabulary, it is only partially successful. 8. The teacher's vocabulary is too advanced, or too juvenile, for students.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. **Critical Attributes:** 1. The teacher states clearly, at some point during the lesson, what the students will be learning. 2. The teacher's explanation of content is clear and invites student participation and thinking. 3. The teacher makes no content errors. 4. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. 5. Students engage with the learning task, indicating that they understand what they are to do. 6. If appropriate, the teacher models the process to be followed in the task. 7. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. 8. The teacher's vocabulary is appropriate to students' ages and levels of development.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. **Critical Attributes:** 1. If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. 2. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. 3. The teacher points out possible areas for misunderstanding. 4. The teacher invites students to explain the content to their classmates. 5. Students suggest other strategies they might use in approaching a challenge or analysis. 6. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. 7. Students use academic language correctly.
Totals				

FfT 2013 (MI Levels) - Component 3a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3a Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. **Critical Attributes:** 1. At no time during the lesson does the teacher convey to students what they will be learning. 2. Students indicate through body language or questions that they don't understand the content being presented. 3. The teacher makes a serious content error that will affect students' understanding of the lesson. 4. Students indicate through their questions that they are confused about the learning task. 5. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. 6. The teacher's vocabulary is inappropriate to the age or culture of the students.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. **Critical Attributes:** 1. The teacher provides little elaboration or explanation about what the students will be learning. 2. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. 3. The teacher makes no serious content errors but may make minor ones. 4. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. 5. The teacher must clarify the learning task so students can complete it. 6. The teacher's vocabulary and usage are correct but unimaginative. 7. When the teacher attempts to explain academic vocabulary, it is only partially successful. 8. The teacher's vocabulary is too advanced, or too juvenile, for students.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. **Critical Attributes:** 1. The teacher states clearly, at some point during the lesson, what the students will be learning. 2. The teacher's explanation of content is clear and invites student participation and thinking. 3. The teacher makes no content errors. 4. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. 5. Students engage with the learning task, indicating that they understand what they are to do. 6. If appropriate, the teacher models the process to be followed in the task. 7. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. 8. The teacher's vocabulary is appropriate to students' ages and levels of development.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. **Critical Attributes:** 1. If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. 2. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. 3. The teacher points out possible areas for misunderstanding. 4. The teacher invites students to explain the content to their classmates. 5. Students suggest other strategies they might use in approaching a challenge or analysis. 6. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. 7. Students use academic language correctly.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 3a Critical Attributes

- ☐ Ineffective - At no time during the lesson does the teacher convey to students what they will be learning.
- ☐ Ineffective - Students indicate through body language or questions that they don`t understand the content being presented.
- ☐ Ineffective - The teacher makes a serious content error that will affect students` understanding of the lesson.
- ☐ Ineffective - Students indicate through their questions that they are confused about the learning task.
- ☐ Ineffective - The teacher`s communications include errors of vocabulary orusage or imprecise use of academic language.
- ☐ Ineffective - The teacher`s vocabulary is inappropriate to the age or culture of the students.
- ☐ Minimally Effective - The teacher provides little elaboration or explanation about what the students will be learning.
- ☐ Minimally Effective - The teacher`s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- ☐ Minimally Effective - The teacher makes no serious content errors but may make minor ones.
- ☐ Minimally Effective - The teacher`s explanations of content are purely procedural, with no indication of how students can think strategically.
- ☐ Minimally Effective - The teacher must clarify the learning task so students can complete it.
- ☐ Minimally Effective - The teacher`s vocabulary and usage are correct but unimaginative.
- ☐ Minimally Effective - When the teacher attempts to explain academic vocabulary, it is only partially successful.
- ☐ Minimally Effective - The teacher`s vocabulary is too advanced, or too juvenile, for students.
- ☐ Effective - The teacher states clearly, at some point during the lesson, what the students will be learning.
- ☐ Effective - The teacher`s explanation of content is clear and invites student participation and thinking.
- ☐ Effective - The teacher makes no content errors.
- ☐ Effective - The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they`re learning.
- ☐ Effective - Students engage with the learning task, indicating that they understand what they are to do.
- ☐ Effective - If appropriate, the teacher models the process to be followed in the task.
- ☐ Effective - The teacher`s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- ☐ Effective - The teacher`s vocabulary is appropriate to students` ages and levels of development.
- ☐ Highly Effective - If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- ☐ Highly Effective - The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- ☐ Highly Effective - The teacher points out possible areas for misunderstanding.
- ☐ Highly Effective - The teacher invites students to explain the content to their classmates.
- ☐ Highly Effective - Students suggest other strategies they might use in approaching a challenge or analysis.

☐ Highly Effective - The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.

☐ Highly Effective - Students use academic language correctly.

Previous Year Rating - Component 3b

FfT 2013 (MI Levels) - Component 3b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3b Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion. **Critical Attributes:** 1. Questions are rapid-fire and convergent, with a single correct answer. 2. Questions do not invite student thinking. 3. All discussion is between the teacher and students; students are not invited to speak directly to one another. 4. The teacher does not ask students to explain their thinking. 5. Only a few students dominate the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results. **Critical Attributes:** 1. The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. 2. The teacher invites students to respond directly to one another's ideas, but few students respond. 3. The teacher calls on many students, but only a small number actually participate in the discussion. 4. The teacher asks students to explain their reasoning, but only some students attempt to do so.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. **Critical Attributes:** 1. The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. 2. The teacher makes effective use of wait time. 3. Discussions enable students to talk to one another without ongoing mediation by teacher. 4. The teacher calls on most students, even those who don't initially volunteer. 5. Many students actively engage in the discussion. 6. The teacher asks students to justify their reasoning, and most attempt to do so.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. **Critical Attributes:** 1. Students initiate higher- order questions. 2. The teacher builds on and uses student responses to questions in order to deepen student understanding. 3. Students extend the discussion, enriching it. 4. Students invite comments from their classmates during a discussion and challenge one another's thinking. 5. Virtually all students are engaged in the discussion.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 3b Critical Attributes

☐ Ineffective - Questions are rapid-fire and convergent, with a single correct answer.

☐ Ineffective - Questions do not invite student thinking.

☐ Ineffective - All discussion is between the teacher and students; students are not invited to speak directly to one another.

☐ Ineffective - The teacher does not ask students to explain their thinking.

☐ Ineffective - Only a few students dominate the discussion.

☐ Minimally Effective - The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.

☐ Minimally Effective - The teacher invites students to respond directly to one another`s ideas, but few students respond.

☐ Minimally Effective - The teacher calls on many students, but only a small number actually participate in the discussion.

☐ Minimally Effective - The teacher asks students to explain their reasoning, but only some students attempt to do so.

☐ Effective - The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.

☐ Effective - The teacher makes effective use of wait time.

☐ Effective - Discussions enable students to talk to one another without ongoing mediation by teacher.

☐ Effective - The teacher calls on most students, even those who don't initially volunteer.

☐ Effective - Many students actively engage in the discussion.

☐ Effective - The teacher asks students to justify their reasoning, and most attempt to do so.

☐ Highly Effective - Students initiate higher- order questions.

☐ Highly Effective - The teacher builds on and uses student responses to questions in order to deepen student understanding.

☐ Highly Effective - Students extend the discussion, enriching it.

☐ Highly Effective - Students invite comments from their classmates during a discussion and challenge one another`s thinking.

☐ Highly Effective - Virtually all students are engaged in the discussion.

Previous Year Rating - Component 3c

FfT 2013 (MI Levels) - Component 3c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3c Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. **Critical Attributes:** 1. Few students are intellectually engaged in the lesson. 2. Learning tasks/activities and materials require only recall or have a single correct response or method. 3. Instructional materials used are unsuitable to the lesson and/or the students. 4. The lesson drags or is rushed. 5. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime." **Critical Attributes:** 1. Some students are intellectually engaged in the lesson. 2. Learning tasks are a mix of those requiring thinking and those requiring recall. 3. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. 4. The materials and resources are partially aligned to the lesson objectives. 5. Few of the materials and resources require student thinking or ask students to explain their thinking. 6. The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others. 7. The instructional groupings used are partially appropriate to the activities	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. **Critical Attributes:** 1. Most students are intellectually engaged in the lesson. 2. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. 3. Students are invited to explain their thinking as part of completing tasks. 4. Materials and resources support the learning goals and require intellectual engagement, as appropriate. 5. The pacing of the lesson provides students the time needed to be intellectually engaged. 6. The teacher uses groupings that are suitable to the lesson activities.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. **Critical Attributes:** 1. Virtually all students are intellectually engaged in the lesson. 2. Lesson activities require high-level student thinking and explanations of their thinking. 3. Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. 4. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 3c Critical Attributes

- ☐ Ineffective - Few students are intellectually engaged in the lesson.
- ☐ Ineffective - Learning tasks/activities and materials require only recall or have a single correct response or method.
- ☐ Ineffective - Instructional materials used are unsuitable to the lesson and/or the students.
- ☐ Ineffective - The lesson drags or is rushed.
- ☐ Ineffective - Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.
- ☐ Minimally Effective - Some students are intellectually engaged in the lesson.
- ☐ Minimally Effective - Learning tasks are a mix of those requiring thinking and those requiring recall.
- ☐ Minimally Effective - Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- ☐ Minimally Effective - The materials and resources are partially aligned to the lesson objectives.
- ☐ Minimally Effective - Few of the materials and resources require student thinking or ask students to explain their thinking.
- ☐ Minimally Effective - The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others.
- ☐ Minimally Effective - The instructional groupings used are partially appropriate to the activities.
- ☐ Effective - Most students are intellectually engaged in the lesson.
- ☐ Effective - Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- ☐ Effective - Students are invited to explain their thinking as part of completing tasks.
- ☐ Effective - Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- ☐ Effective - The pacing of the lesson provides students the time needed to be intellectually engaged.
- ☐ Effective - The teacher uses groupings that are suitable to the lessong activities.
- ☐ Highly Effective - Virtually all students are intellectually engaged in the lesson.
- ☐ Highly Effective - Lesson activities require high-level student thinking and explanations of their thinking.
- ☐ Highly Effective - Students take initiative to adapt (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- ☐ Highly Effective - Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Previous Year Rating - Component 3d

FfT 2013 (MI Levels) - Component 3d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3d Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. **Critical Attributes:** 1. The teacher gives no indication of what high-quality work looks like. 2. The teacher makes no effort to determine whether students understand the lesson. 3. Students receive no feedback, or feedback is global or directed to only one student. 4. The teacher does not ask students to evaluate their own or classmates' work.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. **Critical Attributes:** 1. There is little evidence that the students understand how their work will be evaluated. 2. The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. 3. Feedback to students is vague and not oriented toward future improvement of work. 4. The teacher makes only minor attempts to engage students in self- or peer assessment.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self assessment. **Critical Attributes:** 1. The teacher makes the standards of high-quality work clear to students. 2. The teacher elicits evidence of student understanding. 3. Students are invited to assess their own work and make improvements; most of them do so. 4. Feedback includes specific and timely guidance, at least for groups of students.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings. **Critical Attributes:** 1. Students indicate that they clearly understand the characteristics of high- quality work, and there is evidence that students have helped establish the evaluation criteria. 2. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. 3. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. 4. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 3d Critical Attributes

- [ ] Ineffective - The teacher gives no indication of what high-quality work looks like.
- [ ] Ineffective - The teacher makes no effort to determine whether students understand the lesson.
- [ ] Ineffective - Students receive no feedback, or feedback is global or directed to only one student.
- [ ] Ineffective - The teacher does not ask students to evaluate their own or classmates` work.
- [ ] Minimally Effective - There is little evidence that the students understand how their work will be evaluated.
- [ ] Minimally Effective - The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- [ ] Minimally Effective - Feedback to students is vague and not oriented toward future improvement of work.
- [ ] Minimally Effective - The teacher makes only minor attempts to engage students in self- or peer assessment.
- [ ] Effective - The teacher makes the standards of high-quality work clear to students.
- [ ] Effective - The teacher elicits evidence of student understanding.
- [ ] Effective - Students are invited to assess their own work and make improvements; most of them do so.
- [ ] Effective - Feedback includes specific and timely guidance, at least for groups of students
- [ ] Highly Effective - Students indicate that they clearly understand the characteristics of high- quality work, and there is evidence that students have helped establish the evaluation criteria.
- [ ] Highly Effective - The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- [ ] Highly Effective - Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- [ ] Highly Effective - High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Previous Year Rating - Component 3e

FfT 2013 (MI Levels) - Component 3e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3e Demonstrating Flexibility and Responsive	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content. **Critical Attributes:** 1. The teacher ignores indications of student boredom or lack of understanding. 2. The teacher brushes aside students' questions. 3. The teacher conveys to students that when they have difficulty learning, it is their fault. 4. In reflecting on practice, the teacher does not indicate that it is important to reach all students. 5. The teacher makes no attempt to adjust the lesson in response to student confusion.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective. **Critical Attributes:** 1. The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. 2. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. 3. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. 4. The teacher's attempts to adjust the lesson are partially successful.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly. **Critical Attributes:** 1. The teacher incorporates students' interests and questions into the heart of the lesson. 2. The teacher conveys to students that she has other approaches to try when the students experience difficulty. 3. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 4. When improvising becomes necessary, the teacher makes adjustments to the lesson.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help. **Critical Attributes:** 1. The teacher seizes on a teachable moment to enhance a lesson. 2. The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. 3. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. 4. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 3e Critical Attributes

- ☐ Ineffective - The teacher ignores indications of student boredom or lack of understanding.
- ☐ Ineffective - The teacher brushes aside students` questions.
- ☐ Ineffective - The teacher conveys to students that when they have difficulty learning, it is their fault.
- ☐ Ineffective - In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- ☐ Ineffective - The teacher makes no attempt to adjust the lesson in response to student confusion.
- ☐ Minimally Effective - The teacher makes perfunctory attempts to incorporate students` questions and interests into the lesson.
- ☐ Minimally Effective - The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- ☐ Minimally Effective - In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- ☐ Minimally Effective - The teacher`s attempts to adjust the lesson are partially successful.
- ☐ Effective - The teacher incorporates students` interests and questions into the heart of the lesson.
- ☐ Effective - The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- ☐ Effective - In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- ☐ Effective - When improvising becomes necessary, the teacher makes adjustments to the lesson.
- ☐ Highly Effective - The teacher seizes on a teachable moment to enhance a lesson.
- ☐ Highly Effective - The teacher conveys to students that she won`t consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
- ☐ Highly Effective - In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- ☐ Highly Effective - The teacher`s adjustments to the lesson, when they are needed, are designed to assist individual students.

Domain 3 Score: 0

Domain 3 Average: Ineffective

Domain 4: Professional Responsibilities

Previous Year Rating - Component 4a

FfT 2013 (MI Levels) - Component 4a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4a Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved. **Critical Attributes:** 1. The teacher considers the lesson but draws incorrect conclusions about its effectiveness. 2. The teacher makes no suggestions for improvement.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved. **Critical Attributes:** 1. The teacher has a general sense of whether or not instructional practices were effective. 2. The teacher offers general modifications for future instruction.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught. **Critical Attributes:** 1. The teacher accurately assesses the effectiveness of instructional activities used. 2. The teacher identifies specific ways in which a lesson might be improved	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action. **Critical Attributes:** 1. The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. 2. The teacher's suggestions for improvement draw on an extensive repertoire.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 4a Critical Attributes

- ☐ Ineffective - The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- ☐ Ineffective - The teacher makes no suggestions for improvement.
- ☐ Minimally Effective - The teacher has a general sense of whether or not instructional practices were effective.
- ☐ Minimally Effective - The teacher offers general modifications for future instruction.
- ☐ Effective - The teacher accurately assesses the effectiveness of instructional activities used.
- ☐ Effective - The teacher identifies specific ways in which a lesson might be improved.
- ☐ Highly Effective - The teacher`s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- ☐ Highly Effective - The teacher`s suggestions for improvement draw on an extensive repertoire.

Previous Year Rating - Component 4b

FfT 2013 (MI Levels) - Component 4b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4b Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion. **Critical Attributes:** 1. There is no system for either instructional or noninstructional records. 2. Record-keeping systems are in disarray and provide incorrect or confusing information.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors. **Critical Attributes:** 1. The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. 2. The teacher's process for tracking student progress is cumbersome to use. 3. The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. **Critical Attributes:** 1. The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. 2. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. 3. The teacher's process for recording noninstructional information is both efficient and effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records. **Critical Attributes:** 1. Students contribute to and maintain records indicating completed and outstanding work assignments. 2. Students contribute to and maintain data files indicating their own progress in learning. 3. Students contribute to maintaining noninstructional records for the class.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 4b Critical Attributes

- ☐ Ineffective - There is no system for either instructional or noninstructional records.
- ☐ Ineffective - Record-keeping systems are in disarray and provide incorrect or confusing information.
- ☐ Minimally Effective - The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- ☐ Minimally Effective - The teacher`s process for tracking student progress is cumbersome to use.
- ☐ Minimally Effective - The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.
- ☐ Effective - The teacher`s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- ☐ Effective - The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they`re progressing.
- ☐ Effective - The teacher`s process for recording noninstructional information is both efficient and effective.
- ☐ Highly Effective - Students contribute to and maintain records indicating completed and outstanding work assignments.
- ☐ Highly Effective - Students contribute to and maintain data files indicating their own progress in learning.
- ☐ Highly Effective - Students contribute to maintaining noninstructional records for the class.

Previous Year Rating - Component 4c

FfT 2013 (MI Levels) - Component 4c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4c Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns. **Critical Attributes:** 1. Little or no information regarding the instructional program is available to parents. 2. Families are unaware of their children's progress. 3. Family engagement activities are lacking. 4. There is some culturally inappropriate communication.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families. **Critical Attributes:** 1. School- or district-created materials about the instructional program are sent home. 2. The teacher sends home infrequent or incomplete information about the instructional program. 3. The teacher maintains a school-required gradebook but does little else to inform families about student progress. 4. Some of the teacher's communications are inappropriate to families' cultural norms.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program. **Critical Attributes:** 1. The teacher regularly makes information about the instructional program available. 2. The teacher regularly sends home information about student progress. 3. The teacher develops activities designed to engage families successfully and appropriately in their children's learning. 4. Most of the teacher's communications are appropriate to families' cultural norms.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful. **Critical Attributes:** 1. Students regularly develop materials to inform their families about the instructional program. 2. Students maintain accurate records about their individual learning progress and frequently share this information with families. 3. Students contribute to regular and ongoing projects designed to engage families in the learning process. 4. All of the teacher's communications are highly sensitive to families' cultural norms.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 4c Critical Attributes

- ☐ Ineffective - Little or no information regarding the instructional program is available to parents.
- ☐ Ineffective - Families are unaware of their children`s progress.
- ☐ Ineffective - Family engagement activities are lacking.
- ☐ Ineffective - There is some culturally inappropriate communication.
- ☐ Minimally Effective - School- or district-created materials about the instructional program are sent home.
- ☐ Minimally Effective - The teacher sends home infrequent or incomplete information about the instructional program.
- ☐ Minimally Effective - The teacher maintains a school- required gradebook but does little else to inform families about student progress.
- ☐ Minimally Effective - Some of the teacher`s communications are inappropriate to families` cultural norms.
- ☐ Effective - The teacher regularly makes information about the instructional program available.
- ☐ Effective - The teacher regularly sends home information about student progress.
- ☐ Effective - The teacher develops activities designed to engage families successfully and appropriately in their children`s learning.
- ☐ Effective - Most of the teacher`s communications are appropriate to families` cultural norms.
- ☐ Highly Effective - Students regularly develop materials to inform their families about the instructional program.
- ☐ Highly Effective - Students maintain accurate records about their individual learning progress and frequently share this information with families.
- ☐ Highly Effective - Students contribute to regular and ongoing projects designed to engage families in the learning process.
- ☐ Highly Effective - All of the teacher`s communications are highly sensitive to families` cultural norms.

Previous Year Rating - Component 4d

FfT 2013 (MI Levels) - Component 4d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4d Participating in the Professional Community	The teacher's relationships with colleagues are negative or selfserving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects. **Critical Attributes:** 1. The teacher's relationships with colleagues are characterized by negativity or combativeness. 2. The teacher purposefully avoids contributing to activities promoting professional inquiry. 3. The teacher avoids involvement in school activities and district and community projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked. **Critical Attributes:** 1. The teacher has cordial relationships with colleagues. 2. When invited, the teacher participates in activities related to professional inquiry. 3. When asked, the teacher participates in school activities, as well as district and community projects.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. **Critical Attributes:** 1. The teacher has supportive and collaborative relationships with colleagues. 2. The teacher regularly participates in activities related to professional inquiry. 3. The teacher frequently volunteers to participate in school events and school district and community projects.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life. **Critical Attributes:** 1. The teacher takes a leadership role in promoting activities related to professional inquiry. 2. The teacher regularly contributes to and leads events that positively impact school life. 3. The teacher regularly contributes to and leads significant district and community projects.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 4d Critical Attributes

- [ ] Ineffective - The teacher`s relationships with colleagues are characterized by negativity or combativeness.
- [ ] Ineffective - The teacher purposefully avoids contributing to activities promoting professional inquiry.
- [ ] Ineffective - The teacher avoids involvement in school activities and district and community projects.
- [ ] Minimally Effective - The teacher has cordial relationships with colleagues.
- [ ] Minimally Effective - When invited, the teacher participates in activities related to professional inquiry.
- [ ] Minimally Effective - When asked, the teacher participates in school activities, as well as district and community projects.
- [ ] Effective - The teacher has supportive and collaborative relationships with colleagues.
- [ ] Effective - The teacher regularly participates in activities related to professional inquiry.
- [ ] Effective - The teacher frequently volunteers to participate in school events and school district and community projects.
- [ ] Highly Effective - The teacher takes a leadership role in promoting activities related to professional inquiry.
- [ ] Highly Effective - The teacher regularly contributes to and leads events that positively impact school life.
- [ ] Highly Effective - The teacher regularly contributes to and leads significant district and community projects.

Previous Year Rating - Component 4e

FfT 2013 (MI Levels) - Component 4e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4e Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities. **Critical Attributes:** 1. The teacher is not involved in any activity that might enhance knowledge or skill. 2. The teacher purposefully resists discussing performance with supervisors or colleagues. 3. The teacher ignores invitations to join professional organizations or attend conferences.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession. **Critical Attributes:** 1. The teacher participates in professional activities when they are required or provided by the district. 2. The teacher reluctantly accepts feedback from supervisors and colleagues. 3. The teacher contributes in a limited fashion to professional organizations.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. **Critical Attributes:** 1. The teacher seeks regular opportunities for continued professional development. 2. The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. 3. The teacher actively participates in organizations designed to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession. **Critical Attributes:** 1. The teacher seeks regular opportunities for continued professional development, including initiating action research. 2. The teacher actively seeks feedback from supervisors and colleagues. 3. The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 4e Critical Attributes

- [ ] Ineffective - The teacher is not involved in any activity that might enhance knowledge or skill.
- [ ] Ineffective - The teacher purposefully resists discussing performance with supervisors or colleagues.
- [ ] Ineffective - The teacher ignores invitations to join professional organizations or attend conferences.
- [ ] Minimally Effective - The teacher participates in professional activities when they are required or provided by the district.
- [ ] Minimally Effective - The teacher reluctantly accepts feedback from supervisors and colleagues.
- [ ] Minimally Effective - The teacher contributes in a limited fashion to professional organizations.
- [ ] Effective - The teacher seeks regular opportunities for continued professional development.
- [ ] Effective - The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- [ ] Effective - The teacher actively participates in organizations designed to contribute to the profession.
- [ ] Highly Effective - The teacher seeks regular opportunities for continued professional development, including initiating action research.
- [ ] Highly Effective - The teacher actively seeks feedback from supervisors and colleagues.
- [ ] Highly Effective - The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

Previous Year Rating - Component 4f

FfT 2013 (MI Levels) - Component 4f

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations. **Critical Attributes:** 1. The teacher is dishonest. 2. The teacher does not notice the needs of students. 3. The teacher engages in practices that are self- serving. 4. The teacher willfully rejects district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations. **Critical Attributes:** 1. The teacher is honest. 2. The teacher notices the needs of students but is inconsistent in addressing them. 3. The teacher does not notice that some school practices result in poor conditions for students. 4. The teacher makes decisions professionally but on a limited basis. 5. The teacher complies with district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations. **Critical Attributes:** 1. The teacher is honest and known for having high standards of integrity. 2. The teacher actively addresses student needs. 3. The teacher actively works to provide opportunities for student success. 4. The teacher willingly participates in team and departmental decision making. 5. The teacher complies completely with district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues. **Critical Attributes:** 1. The teacher is considered a leader in terms of honesty, integrity, and confidentiality. 2. The teacher is highly proactive in serving students. 3. The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. 4. The teacher takes a leadership role in team and departmental decision making. 5. The teacher takes a leadership role regarding district regulations.

Enter Notes and Evidence

Print this form

Rubric Score: 0/0

FfT 2013 - 4f Critical Attributes

- [ ] Ineffective - The teacher is dishonest.
- [ ] Ineffective - The teacher does not notice the needs of students.
- [ ] Ineffective - The teacher engages in practices that are self-serving.
- [ ] Ineffective - The teacher willfully rejects district regulations.
- [ ] Minimally Effective - The teacher is honest.
- [ ] Minimally Effective - The teacher notices the needs of students but is inconsistent in addressing them.
- [ ] Minimally Effective - The teacher does not notice that some school practices result in poor conditions for students.
- [ ] Minimally Effective - The teacher makes decisions professionally but on a limited basis.
- [ ] Minimally Effective - The teacher complies with district regulations.
- [ ] Effective - The teacher is honest and known for having high standards of integrity.
- [ ] Effective - The teacher actively addresses student needs.
- [ ] Effective - The teacher actively works to provide opportunities for student success.
- [ ] Effective - The teacher willingly participates in team and departmental decision making.
- [ ] Effective - The teacher complies completely with district regulations.
- [ ] Highly Effective - The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- [ ] Highly Effective - The teacher is highly proactive in serving students.
- [ ] Highly Effective - The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- [ ] Highly Effective - The teacher takes a leadership role in team and departmental decision making.
- [ ] Highly Effective - The teacher takes a leadership role regarding district regulations.

Domain 4 Score: 0

Domain 4 Average: Ineffective

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

Special Education Summative

Summative Date:

Domain 1: Planning and Preparation

Previous Year Rating

Special Education Support Teacher Domain 1

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
1a: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn - and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages - and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also sytematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
			Enter Notes	
1b: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks our such resources.	The teacher's knowledge of resources for classroom use for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
			Enter Notes	
1c: Demonstrating Knowledge of School's Program and Levels of Teacher Skill in Delivering that Program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
			Enter Notes	
1d: Establishing Goals for the Instructional Support Program Appropriate to the Setting and the Teachers Served	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
			Enter Notes	
1e: Demonstrating Knowledge or Resources, Both Within and Beyond the School and District	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.
			Enter Notes	
			Rubric Score: 0/0	

Domain 1 Score: 0

Domain 1 Average: Ineffective

Domain 2: The Environment

Previous Year Rating

Special Education Support Teacher Domain 2

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
	Enter Notes			
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
	Enter Notes			
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
	Enter Notes			
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
	Enter Notes			
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of environment to advance learning.
	Enter Notes			
	Rubric Score: 0/0			

Domain 2 Score: 0

Domain 2 Average: Ineffective

Domain 3: Delivery of Service

Previous Year Rating

Special Education Support Teacher Domain 3

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
			Enter Notes	
3b: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
			Enter Notes	
3c: Collaborating with Teachers in the Design of Instructional Units and Lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
			Enter Notes	
3d: Locating Resources for Teachers to Support Instructional Improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
			Enter Notes	
3e: Demonstrating Flexibility and Responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.
			Enter Notes	
Rubric Score: 0/0				

Domain 3 Score: 0

Domain 3 Average: Ineffective

Domain 4: Professional Responsibilities

Previous Year Rating

Special Education Support Teacher Domain 4

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
			Enter Notes	
Rubric Score: 0/0				

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4b: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
	Enter Notes			
4c: Participating in a Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
	Enter Notes			
4d: Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
	Enter Notes			
4e: Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
	Enter Notes			
Rubric Score: 0/0				

Domain 4 Score: 0

Domain 4 Average: Ineffective

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

Counselor Summative

Summative Date:

Domain 1: Planning & Preparation

Previous Year Rating

Counselor Domain 1

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
1a: Demonstrating knowledge of counseling theory and techniques				
		Enter Notes		
1b: Demonstrating knowledge of students				
		Enter Notes		
1c: Establishing counseling outcomes				
		Enter Notes		
1d: Demonstrating knowledge of resources				
		Enter Notes		
1e: Designing a coherrent counseling program				
		Enter Notes		
1f: Designing program assessment				
		Enter Notes		
Rubric Score: 0/0				

Domain 1 Score: 0

Domain 1 Average: Ineffective

Domain 2: The Environment

Previous Year Rating

Counselor Domain 2

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Creating an environment of respect and rapport				
		Enter Notes		
2b: Establishing a culture for learning				
		Enter Notes		
2c: Managing routines and procedures				
		Enter Notes		
2d: Managing student behavior				
		Enter Notes		
2e: Organizing physical space				
		Enter Notes		
Rubric Score: 0/0				

Domain 2 Score: 0

Domain 2 Average: Ineffective

Domain 3: Delivery of Service

Previous Year Rating

Counselor Domain 3

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Communication with students				
		Enter Notes		
3b: Using appropriate counseling techniques				
		Enter Notes		
3c: Engaging students in the formulation of current and future plans				
		Enter Notes		
3d: Assessing student needs				
		Enter Notes		
3e: Implementing responsive services				
		Enter Notes		
Rubric Score: 0/0				

Domain 3 Score: 0

Domain 3 Average: Ineffective

Domain 4: Professional Responsibilities

Previous Year Rating

Counselor Domain 4

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Reflecting on practice				
		Enter Notes		
4b: Maintaining accurate records and using appropriate data to guide practice				
		Enter Notes		
4c: Communicating with families, staff, and community				
		Enter Notes		
4d: Participating in the professional community				
		Enter Notes		
4e: Growing and developing professionally				
		Enter Notes		
4f: Showing professionalism				
		Enter Notes		
Rubric Score: 0/0				

Domain 4 Score: 0

Domain 4 Average: Ineffective

Areas of Strength:

Areas for Growth:

Recommendations:

Instructional Specialist Summative

Summative Date:

Domain 1: Planning & Preparation

Previous Year Rating - Component 1a

FfT 2007 Instructional Specialist (HEMI) - 1a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1a. Demonstrating knowledge of current trends in specialty area and professional development	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 1b

FfT 2007 Instructional Specialist (HEMI) - 1b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 1c

FfT 2007 Instructional Specialist (HEMI) - 1c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1c. Establishing goals for the instructional support program appropriate to the setting and the teachers served	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 1d

FfT 2007 Instructional Specialist (HEMI) - 1d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1d. Demonstrating knowledge of resources, both within and beyond the school and district	Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 1e

FfT 2007 Instructional Specialist (HEMI) - 1e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1e. Planning the instructional support program, integrated with the overall school program	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 1f

FfT 2007 Instructional Specialist (HEMI) - 1f

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1f. Developing a plan to evaluate the instructional support program	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Enter Notes and Evidence

Rubric Score: 0/0

Domain 1 Score: 0

Domain 1 Average: Ineffective

Domain 2: The Environment

Previous Year Rating - Component 2a

FfT 2007 Instructional Specialist (HEMI) - 2a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2a. Creating an environment of trust and respect	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 2b

FfT 2007 Instructional Specialist (HEMI) - 2b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2b. Establishing a culture for ongoing instructional improvement	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 2c

FfT 2007 Instructional Specialist (HEMI) - 2c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2c. Establishing clear procedures for teachers to gain access to instructional support	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 2d

FfT 2007 Instructional Specialist (HEMI) - 2d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2d. Establishing and maintaining norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 2e

FfT 2007 Instructional Specialist (HEMI) - 2e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2e. Organizing physical space for workshops or training	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Enter Notes and Evidence

Rubric Score: 0/0

Domain 2 Score: 0

Domain 2 Average: Ineffective

Domain 3: Delivery of Service

Previous Year Rating - Component 3a

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3a. Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Totals				

FfT 2007 Instructional Specialist (HEMI) - 3a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3a. Collaborating with teachers in the design of instructional units and lessons	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 3b

FfT 2007 Instructional Specialist (HEMI) - 3b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3b. Engaging teachers in learning new instructional skills	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 3c

FfT 2007 Instructional Specialist (HEMI) - 3c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3c. Sharing expertise with staff	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 3d

FfT 2007 Instructional Specialist (HEMI) - 3d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3d. Locating resources for teachers to support instructional improvement	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 3e

FfT 2007 Instructional Specialist (HEMI) - 3e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3e. Demonstrating flexibility and responsiveness	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Enter Notes and Evidence

Rubric Score: 0/0

Domain 3 Score: 0

Domain 3 Average: Ineffective

Domain 4: Professional Responsibilities

Previous Year Rating - Component 4a

FfT 2007 Instructional Specialist (HEMI) - 4a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4a. Reflecting on practice	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 4b

FfT 2007 Instructional Specialist (HEMI) - 4b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4b. Preparing and submitting budgets and reports	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 4c

FfT 2007 Instructional Specialist (HEMI) - 4c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4c. Coordinating work with other instructional specialists	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 4d

FfT 2007 Instructional Specialist (HEMI) - 4d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4d. Participating in a professional community	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 4e

FfT 2007 Instructional Specialist (HEMI) - 4e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4e. Engaging in professional development	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

Enter Notes and Evidence

Rubric Score: 0/0

Previous Year Rating - Component 4f

FfT 2007 Instructional Specialist (HEMI) - 4f

Component	Ineffective	Minimally Effective	Effective	Highly Effective
4f. Showing professionalism, including integrity and confidentiality	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Enter Notes and Evidence

Rubric Score: 0/0

Domain 4 Score: 0

Domain 4 Average: Ineffective

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

Therapeutic Specialist Summative

Summative Date:

Domain 1: Planning & Preparation

Previous Year Rating

Therapeutic Specialist Domain 1

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license				
		Enter Notes		
1b: Establishing goals for the therapy program appropriate to the setting and the students served				
		Enter Notes		
1c: Demonstrating knowledge of district, state, and federal regulations and guidelines				
		Enter Notes		
1d: Demonstrating knowledge of resources, both within and beyond the school and district				
		Enter Notes		
1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students				
		Enter Notes		
1f: Developing a plan to evaluate the therapy program				
		Enter Notes		

Rubric Score: 0/0

Domain 1 Score: 0

Domain 1 Average: Ineffective

Domain 2: The Environment

Previous Year Rating

Therapeutic Specialist Domain 2

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Establishing rapport with students				
		Enter Notes		
2b: Organizing time effectively				
		Enter Notes		
2c: Establishing and maintaining clear procedures for referrals				
		Enter Notes		
2d: Establishing standards of conduct in the treatment center				
		Enter Notes		
2e: Organizing physical space for testing and providing therapy				
		Enter Notes		

Rubric Score: 0/0

Domain 2 Score: 0

Domain 2 Average: Ineffective

Domain 3: Delivery of Service

Previous Year Rating

Therapeutic Specialist Domain 3

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Responding to referrals and evaluating student needs				
		Enter Notes		
3b: Developing and implementing treatment plans to maximize students' success				
		Enter Notes		
3c: Communicating with families				
		Enter Notes		

Rubric Score: 0/0

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3d: Collecting information; writing reports				
		Enter Notes		
3e: Demonstrating flexibility and responsiveness				
		Enter Notes		
Rubric Score: 0/0				

Domain 3 Score: 0

Domain 3 Average: Ineffective

Domain 4: Professional Responsibilities

Previous Year Rating

Therapeutic Specialist Domain 4

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Reflecting on practice				
		Enter Notes		
4b: Collaborating with teachers and administrators				
		Enter Notes		
4c: Maintaining an effective data-management system				
		Enter Notes		
4d: Participating in a professional community				
		Enter Notes		
4e: Engaging in professional development				
		Enter Notes		
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality				
		Enter Notes		
Rubric Score: 0/0				

Domain 4 Score: 0

Domain 4 Average: Ineffective

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

Psychologist Summative

Summative Date:

Domain 1: Planning & Preparation

Previous Year Rating

Psychologist Domain 1

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students				
		Enter Notes		
1b: Demonstrating knowledge of child and adolescent development and psychopathology				
		Enter Notes		
1c: Establishing goals for the psychology program appropriate to the setting and the students served				
		Enter Notes		
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
		Enter Notes		
1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention				
		Enter Notes		
1f: Developing a plan to evaluate the psychology program				
		Enter Notes		

Rubric Score: 0/0

Domain 1 Score: 0

Domain 1 Average: Ineffective

Domain 2: The Environment

Previous Year Rating

Psychologist Domain 2

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Establishing rapport with students				
		Enter Notes		
2b: Establishing a culture for positive mental health throughout the school				
		Enter Notes		
2c: Establishing and maintaining clear procedures for referrals				
		Enter Notes		
2d: Establishing standards of conduct in the testing center				
		Enter Notes		
2e: Organizing physical space for testing of students and storage of materials				
		Enter Notes		

Rubric Score: 0/0

Domain 2 Score: 0

Domain 2 Average: Ineffective

Domain 3: Delivery of Service

Previous Year Rating

Psychologist Domain 3

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Responding to referrals; consulting with teachers and administrators				
		Enter Notes		
3b: Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines				
		Enter Notes		
3c: Chairing evaluation team				
		Enter Notes		

Rubric Score: 0/0

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3d: Planning interventions to maximize students' likelihood of success				
		Enter Notes		
3e: Maintaining contact with physicians and community mental health services				
		Enter Notes		
3f: Demonstrating flexibility and responsiveness				
		Enter Notes		
Rubric Score: 0/0				

Domain 3 Score: 0

Domain 3 Average: Ineffective

Domain 4: Professional Responsibilities

Previous Year Rating

Psychologist Domain 4

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Reflecting on practice				
		Enter Notes		
4b: Communicating with families				
		Enter Notes		
4c: Maintaining accurate records				
		Enter Notes		
4d: Participating in a professional community				
		Enter Notes		
4e: Engaging in professional development				
		Enter Notes		
4f: Showing professionalism				
		Enter Notes		
Rubric Score: 0/0				

Domain 4 Score: 0

Domain 4 Average: Ineffective

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

Nurse Summative

Summative Date:

Domain 1: Planning & Preparation

Previous Year Rating

Nurse Domain 1

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
1a: Demonstrating medical knowledge and skill in nursing techniques	Nurse demonstrates little understanding of medical knowledge and nursing techniques.	Nurse demonstrates basic understanding of medical knowledge and nursing techniques.	Nurse demonstrates understanding of medical knowledge and nursing techniques.	Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques.
	Enter Notes			
1b: Demonstrating knowledge of child and adolescent development	Nurse displays little or no knowledge of child and adolescent development.	Nurse displays partial knowledge of child and adolescent development	Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns.
	Enter Notes			
1c: Establishing goals for the nursing program appropriate to the students served	Nurse has no clear goals for the nursing program, or they are inappropriate to either the situation or the age of the students.	Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and the age of the students.	Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students.	Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
	Enter Notes			
1d: Demonstrating knowledge of government, community, and district regulations and resources	Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school.	Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community.
	Enter Notes			
1e: Planning the nursing program for both individuals and groups of students, integrated with the regular school program	Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Nurse has developed a plan that includes the important aspects of work in the setting.	Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
	Enter Notes			
1f: Developing a plan to evaluate the nursing program	Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Nurse has a rudimentary plan to evaluate the nursing program.	Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
	Enter Notes			

Rubric Score: 0/0

Domain 1 Score: 0

Domain 1 Average: Ineffective

Domain 2: The Environment

Previous Year Rating

Nurse Domain 2

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Creating an environment of respect and rapport	Nurse's interactions with at least some students are negative or inappropriate.	Nurse's interactions with students are a mix of positive and negative.	Nurse's interactions with students are positive and respectful.	Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship.
			Enter Notes	
2b: Establishing a culture for health and wellness	Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, or among students or among teachers.	Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful.	Nurse promotes a culture throughout the school for health and wellness.	The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students.
			Enter Notes	
2c: Following health protocols and procedures	Nurse's procedures for the nursing office are nonexistent or in disarray.	Nurse has rudimentary and partially successful procedures for the nursing office.	Nurse's procedures for the nursing office work effectively.	Nurse's procedures for the nursing office are seamless, anticipating unexpected situations.
			Enter Notes	
2d: Supervising health associates	No guidelines for delegated duties have been established, or the guidelines are unclear. Nurse does not monitor staff health related activities.	Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors staff health related activities sporadically.	Nurse has established guidelines for delegated duties and monitors health related staff responsibilities.	Staff with health related responsibilities work independently, indicating clear guidelines for their work. Nurse's oversight is subtle and professional.
			Enter Notes	
2e: Organizing physical space	Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored.	Nurse's attempts to create a well- organized physical environment are partially successful. Medications are stored properly but are difficult to find.	Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized.	Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized.
			Enter Notes	

Rubric Score: 0/0

Domain 2 Score: 0

Domain 2 Average: Ineffective

Domain 3: Delivery of Service

Previous Year Rating

Nurse Domain 3

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Assessing student needs	Nurse does not assess student needs, or the assessments result in inaccurate conclusions.	Nurse's assessments of student needs are perfunctory.	Nurse assesses student needs and knows the range of student needs in the school.	Nurse conducts detailed and individualized assessment of student needs to contribute to program planning.
			Enter Notes	
3b: Administering medications to students	Medications are administered with no regard to state or district policies.	Medications are administered by designated individuals, but signed release forms are not conveniently stored.	Medications are administered by designated individuals, and signed release forms are conveniently stored and available when needed.	Medications are administered by designated individuals, and signed release forms are conveniently stored. Students take an active role in medication compliance.
			Enter Notes	

Rubric Score: 0/0

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3c: Promoting wellness through classes or classroom presentations	Nurse's work with students in classes fails to promote wellness.	Nurse's efforts to promote wellness through classroom presentations are partially effective.	Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle.	Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle.
			Enter Notes	
3d: Managing emergency situations	Nurse has no contingency plans for emergency situations.	Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others.	Nurse's plans for emergency situations have been developed for many situations.	Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies.
			Enter Notes	
3e: Demonstrating flexibility and responsiveness	Nurse adheres to the plan or program, in spite of evidence of its inadequacy.	Nurse makes modest changes in the nursing program when confronted with evidence of the need for change.	Nurse makes revisions in the nursing program when they are needed.	Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent, or teacher input.
			Enter Notes	
3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs	Nurse declines to collaborate with classroom teachers to develop specialized educational programs.	Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units.	Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school.
			Enter Notes	
Rubric Score: 0/0				

Domain 3 Score: 0

Domain 3 Average: Ineffective

Domain 4: Professional Responsibilities

Previous Year Rating

Nurse Domain 4

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Reflecting on practice	Nurse does not reflect on practice, or the reflections are inaccurate or self-serving.	Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved.	Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies.
			Enter Notes	
4b: Maintaining health records in accordance with policy and submitting reports in a timely fashion	Nurse's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Nurse's reports, records, and documentation are generally accurate, but are occasionally late.	Nurse's reports, records, and documentation are accurate and are submitted in a timely manner.	Nurse's approach to record keeping is highly systematic and efficient and serves as a model for colleagues across the school.
			Enter Notes	
4c: Communicating with families	Nurse provides no information to families, either about the nursing program as a whole or about individual students.	Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students.	Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students.	Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means.
			Enter Notes	
Rubric Score: 0/0				

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4d: Participating in a professional community	Nurse's relationships with colleagues are negative or self-serving, and nurse avoids being involved in school and district events and projects.	Nurse's relationships with colleagues are cordial, and nurse participates in school and district events and projects when specifically requested to do so.		Nurse makes a substantial contribution to school and district events and projects and assumes leadership role with colleagues.
	Enter Notes			
4e: Engaging in professional development	Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills.	Nurse's participation in professional development activities is limited to those that are convenient or are required.	Nurse seeks out opportunities for professional development based on an individual assessment of need.	Nurse actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
	Enter Notes			
4f: Showing professionalism	Nurse displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality	Nurse is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Nurse displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Nurse can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
	Enter Notes			
Rubric Score: 0/0				

Domain 4 Score: 0

Domain 4 Average: Ineffective

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

Media Specialist Summative

Summative Date:

Domain 1: Planning and Preparation

Previous Year Rating

Media Specialist Domain 1

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
	Enter Notes			
1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
	Enter Notes			
1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
	Enter Notes			
1d: Demonstrating knowledge of resources, both within and beyond the school district, and access to such resources as interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
	Enter Notes			
1e: Planning the library/media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
	Enter Notes			
1f: Developing a plan to evaluate the library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
	Enter Notes			

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Rubric Score: 0/0				

Domain 1 Score: 0

Domain 1 Average: Ineffective

Domain 2: The Environment

Previous Year Rating

Media Specialist Domain 2

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Creating an environment of respect and rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and student and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students are and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
	Enter Notes			
2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
	Enter Notes			
2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either non-existent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
	Enter Notes			
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
	Enter Notes			
Rubric Score: 0/0				

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
2e: Organizing physical space to enable smooth flow	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

Enter Notes

Rubric Score: 0/0

Domain 2 Score: 0

Domain 2 Average: Ineffective

Domain 3: Delivery of Service

Previous Year Rating

Media Specialist Domain 3

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
	Enter Notes			
3b: Collaborating with teachers in the design of instructional units and lessons	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
	Enter Notes			
3c: Engaging students in enjoying literature and in learning information skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
	Enter Notes			
3d: Assisting students and teachers in the use of technology in the library/media center	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
	Enter Notes			

Rubric Score: 0/0

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3e: Demonstrating flexibility and responsiveness	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

Enter Notes

Rubric Score: 0/0

Domain 3 Score: 0

Domain 3 Average: Ineffective

Domain 4: Professional Responsibilities

Previous Year Rating

Media Specialist Domain 4

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4a: Reflecting on practice	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
	Enter Notes			
4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports and sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
	Enter Notes			
4c: Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
	Enter Notes			
4d: Participating in a professional community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
	Enter Notes			

Rubric Score: 0/0

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4e: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
			Enter Notes	
4f: Showing professionalism, including integrity and confidentiality	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public, violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.
			Enter Notes	
Rubric Score: 0/0				

Domain 4 Score: 0

Domain 4 Average: Ineffective

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

Lesson Plan

Learning Target and Standard Addressed:

Strategies / Activities / Differentiation

Strategies:

Activities:

Differentiation:

Methods of Assessment / Feedback to students:

Teacher Reflection of Lesson (to be completed after the lesson)

Individual Development Plan

Goal 1 (Domain 1 - Planning and Preparation)

Goal 1 Purpose of Goal:

Goal 1 Action Plan:

Goal 1 Timeline: (when each component of the action plan will be accomplished)

Goal 1 Indicators of progress to be collected:

Goal 1 Resources needed:

Goal 1 Admin Support:

Goal 1 Mentor Teacher Support:

Goal 2 (Domain 2 - The Classroom Environment)

Goal 2 Purpose of Goal:

Goal 2 Action Plan:

Goal 2 Timeline: (when each component of the action plan will be accomplished)

Goal 2 Indicators of progress to be collected:

Goal 2 Resources needed:

Goal 2 Admin Support:

Goal 2 Mentor Teacher Support:

Goal 3 (Domain 3 - Instruction)

Goal 3 Purpose of Goal:

Goal 3 Action Plan:

Goal 3 Timeline: (when each component of the action plan will be accomplished)

Goal 3 Indicators of progress to be collected:

Goal 3 Resources needed:

Goal 3 Admin Support:

Goal 3 Mentor Teacher Support:

Goal 4 (Domain 4 - Professional Responsibilities)

Goal 4 Purpose of Goal:

Goal 4 Action Plan:

Goal 4 Timeline: (when each component of the action plan will be accomplished)

Goal 4 Indicators of progress to be collected:

Goal 4 Resources needed:

Goal 4 Admin Support:

Goal 4 Mentor Teacher Support:

Goal 5 (Student Growth)

Goal 5 Purpose of Goal:

Goal 5 Action Plan:

Goal 5 Timeline: (when each component of the action plan will be accomplished)

Goal 5 Indicators of progress to be collected:

Goal 5 Resources needed:

Goal 5 Admin Support:

Goal 5 Mentor Teacher Support:

Area of Growth - Focus Area 1

Area of Improvement (Include Domain)

Strategies:

Admin Support:

Evidence of Success

Focus Area 1 - Summative

The Area of Growth will be reviewed and documented in the final summative evaluation.

Plan of Improvement - Focus Area 1

Area of Improvement (Include Domain)

Action Plan (include timeline):

Admin Support:

Evidence of Success

Focus Area 1 - Summative

Area of Improvement - Focus Area 2

Area of Improvement (Include Domain)

Action Plan (Include Timeline):

Evidence of Success

Admin Support:

Focus Area 2 - Summative

Student Growth

Student Growth A (2024)

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
A baseline for learning has been established (5%)	Teaching makes no reference to baseline student performance data or teaching is directed by the textbook.	Teaching makes no reference to prior student performance but teacher is directed by the State Standards listed in the grade level or departmental common syllabus/curriculum map.	Previous scores on National or State assessments are recorded and monitored. Where these instruments are not available, an assessment is administered to determine current level of student performance at the beginning, middle and end of the unit/year.	Previous scores on National or State assessments, on/or local teacher made benchmark testing that encompasses learning levels on a periodic basis are recorded and utilized to determine modifications for instruction.

Enter Notes

Rubric Score: 0/0

Student Growth B (2024)

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Modifies instruction based on data to improve student growth (10%)	There is little evidence that the teacher uses achievement data or other assessment results to plan instruction. Artifacts are not aligned with district curriculum. Artifacts are disorganized and do not support student growth. There is little or no correlation between artifacts and instructional best practice.	Teacher occasionally uses achievement data and other assessment results to plan instruction for the entire class. Artifacts are aligned with district curriculum. Artifacts minimally support student growth. There is minimal correlation between artifacts and instructional best practice.	Teacher consistently uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs. Artifacts are aligned with district curriculum. Artifacts support student growth. Artifacts reflect implementation and understanding of instructional best practice.	Teacher analyzes and uses achievement data and other assessment results to plan instruction to meet individual/group instructional needs on a continuous basis. Artifacts are aligned with district curriculum. Artifacts support student growth and reflect research-based instructional practice.

Enter Notes

Rubric Score: 0/0

STANDARDS FOR STUDENT GROWTH:
Elementary and Middle School:

District Identified Standards for student growth using I-Ready:
Any student who has made typical growth on mid-year or end-of-the-year
AND/OR

In conversation with the evaluator, the teacher may show growth through an alternate method acceptable by the evaluator and teacher for that student such as portfolio, pre-post test, MLPP or DRA, etc.

High School:

See Secondary Student Growth Model (https://docs.google.com/document/d/1Cmtotbt5h3jXBiDz0eEdPlFHDqt6ovd0Uy4UEsNHmGE/edit)

Student Growth C (2024)

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Improves student growth (5%)	Data indicates that 55 percent or less of the students demonstrated improved student growth.	Data indicates that at least 56 percent of the students demonstrated improved student growth.	Data indicates that at least 75 percent of the students demonstrated improved student growth.	Data indicates that 85 percent or above of the students demonstrated improved student growth.

Enter Notes

Rubric Score: 0/0

Student Growth A Weighted Score:	0
Student Growth B Weighted Score:	0
Student Growth C Weighted Score:	0
Student Growth Score:	0
Student Growth Average:	Ineffective

Secondary Student Growth Model

Business Rules

PLCs/ Teachers and administration will review the process of secondary student growth model for each building.

At the initial meeting teacher and administrator will come to agreement on the course to be used to measure the teacher's student growth.

- The course should reflect the majority of the teachers schedule OR the course that is determined to be the most rigorous / central to the core curriculum.
    - Considerations should be made for the teacher's entire year schedule and which PLC the teacher is in.

Based on the course chosen, the teacher and administrator would come to agreement on what growth model will be used and standards set.

- If the course is common to teachers in his/her PLC, then the teacher will use the same growth model and standards submitted by the PLC.
- If the course is not common with other teachers, the teacher will submit their own standards.

At the final meeting the teacher will present his/her student growth data.

- Student growth data will reflect the agreed upon growth model.
- A teacher may exclude an individual student's data. Administrator must agree.
  Reasons that a student's data would be excluded may be, but are not limited to:
    - Attendance (an extreme number of absences)
    - Demographics (extreme language barrier, or not enrolled for full academic year)
    - Missing data points (no score for student on assessments)

If there is disagreement between administrator and teacher on any of the above, an appeal, that would include only information, will be made to union rep and central office.

PLC / Teacher chooses one of the following models

Simple Growth: Change in student achievement from two points in time based on a valid test. Each student will have a gain score based on the difference between the pre-test and post-test.
PLCs establish a gain cut score based on pre and post test data. Teacher's Student Growth score is determined based on how many students gain at or above the gain-cut score.

Proficiency: PLCs establish a proficiency cut score for all assessments. Teacher's Student Growth score is determined on how many students score above the established cut score.

Guiding Questions to choose a Model:

PLCs/Teachers should consider the following questions to help them choose a growth model.

- Does my assessment measure the development of a series of skills?
- Does each of my unit assessments measure similar skills?
- Is a unit assessment best measured by a rubric ?
- Do I find meaning in a pre-test?
- Do you have data from previous years?

If yes to most of these questions, consider a Simple Growth model.
If no to most of these questions, consider the Growth based on Proficiency model.

Process

Each PLC / Teacher will explain the process of how they developed their baseline and cut score. That process will be plugged into part A of Student Growth Rubric.

Each PLC / Teacher will produce a number that indicates how many students achieved growth, based on the model chosen, that will be plugged into part C of the Student Growth Rubric.

How does a PLC determine the Simple Gain Cut Score?

1. Collect the data from the previous year you will use from pre-/post test.
2. Subtract the pre-test from the post-test to get the gain score.
3. Rank Student Gain Scores.
4. Find the median. (DON'T USE MEAN)
5. Start your calculation with the bottom 15%. Adjust up or down based on the Performance Descriptors to determine the proficiency cut score.

How does a PLC determine the Proficiency Cut Score?

1. Collect the data from the previous year.
2. Rank student scores.
3. Find the median. (DON'T USE MEAN)
4. Start your calculation with the bottom 25%. Adjust up or down based on to the Performance Descriptors to determine the proficiency cut score.

WBSD Secondary **Student** Performance Level Descriptor

Unsatisfactory	Satisfactory
Student growth in the Unsatisfactory category is defined as gains or proficiency levels in scores that are less than expected.	Student growth in the effective category is defined as gains or proficiency levels in scores that are expected.

Determine the number the Teacher will use to insert into Part C of the Student Growth Rubric on the Teacher Evaluation Document.

Using established cut scores, the Teacher will calculate the percentage of students who made the cut. This number will be inserted into part C of the Student Growth Rubric

Example:

Course	Total Students	Students Proficient	Percentage Proficient	Student Growth Part C
Hour 1, Semester 1	32	28	88	
Hour 2, Semester 1	28	20	71	
Hour 3, Semester 1	24	21	88	
Hour 4, Semester 1	30	27	90	
Hour 1, Semester 2	27	17	63	
Hour 2, Semester 2	30	27	90	
Totals	170	140	**82**	**Effective**

The 82% total from the example above is carried over to part C of the Student Growth Rubric, which equates to an effective rating for that teacher for Student Growth Part C.

When a Teacher submits data

Teacher will use appropriate data from all classes identified at initial meeting.

If scheduled changes causing an individual teacher to have different PLC semester to semester, the teacher will use appropriate model to collect data for each PLC he/she is working with in a given semester and follow the chart above.

Special Education
Rubrics and Growth Model

Secondary Special Education Teachers

Secondary Resource Room Teacher:
A Resource Room teacher is assigned as the teacher of record for more that 51% of their day. Resource Room teachers will utilize the Framework for Teaching Evaluation Rubric.

Support Teachers:
A support teacher is a Special Education teacher who provides a wide range and definition of services but is not assigned as teacher of record for more than 51% of their work day.

Support teachers will utilize the Teaching and Instructional Specialists Evaluation Framework in the following categories:

1b, 1d **Teaching Rubric** 1b, 1c, 1d **Instructional Specialists**
2a, 2b, 2c, 2d, 2e **Teaching Rubric**
3a, 3e **Teaching Rubric** 3a, 3d, 3e **Instructional Support**
4b, 4c, 4d, 4e, 4f **Teaching Rubric** 4a **Instructional Support**

Secondary Special Education Teachers Student Growth Model:

PHMS / WHS: In collaboration with building administrator teachers may choose one of the three following student growth goals:

1) 75% of students in support area will earn a 60% or better as the summative grade for the class
2) 75% of students on a caseload will achieve _____ % of their IEP goals and objectives
3) Any other specific growth goal that is approved.

BMS teachers will work with administrators to define the best fit goal for their building
BMS:

- 75% of students will earn a 60% or better as the summative grade in core classes or show growth in reading and math skills as evidenced by improvement on STAR scaled scores.
  OR
- Any other specific growth goal that is approved.

Elementary Resource Room Teachers:

Elementary Resource Room Teacher:
A Resource Room teacher is assigned as the teacher of record for more that 51% of their day. Resource Room teachers will utilize the Framework for Teaching Evaluation Rubric.

Support Teachers:
A support teacher is a Special Education teacher who provides a wide range and definition of services but is not assigned as teacher of record for more than 51% of their work day.

Support teachers will utilize the Teaching and Instructional Specialists Evaluation Framework in the following categories:

1b, 1d **Teaching Rubric** 1b, 1c, 1d **Instructional Specialists**
2a, 2b, 2c, 2d, 2e **Teaching Rubric**
3a, 3e **Teaching Rubric** 3a, 3d, 3e **Instructional Support**
4b, 4c, 4d, 4e, 4f **Teaching Rubric** 4a **Instructional Support**

Elementary Special Education Teachers Student Growth Model:

Students will achieve at least 50% of the objectives that have been taught during the current school year.
Or
A mutually agreed upon goal.

- Resource teachers will fill out Student Growth Goals Tracking Sheet for end of the year meeting.
- Resource teachers will be able to show growth using other mutually agreed upon measures.
- Students can be excluded from data group if mutually agreed upon.
- Teacher's growth rating will be based off the percentage of students who have met 50% of their objectives (i.e Highly Effective= 85% or more students, Effective 75-84% of students; Minimally Effective= 65-74% of students; Ineffective= 55% or less

Support Teachers:
A support teacher is a Special Education teacher who provides a wide range and definition of services but is not assigned as teacher of record for more than 51% of their work day.

Support teachers will utilize the following Evaluation Framework:

Review the current Teacher Evaluation Protocol for accessibility and applicability to support teachers.

The following areas of the Framework for teaching and Instructional specialists would be appropriate for a SE Support Teacher:
1b, 1d Teaching Rubric 1b, 1c, 1d Instructional Specialists
2a, 2b, 2c, 2d, 2e Teaching Rubric
3a, 3e Teaching Rubric 3a, 3d, 3e Instructional Support
4b, 4c, 4d, 4e, 4f Teaching Rubric 4a Instructional Support

Student Growth:

Brownstown: currently based upon I-READY scores - G.E. 3x/yr.
S.E. - per teacher discretion
WHS: - 75% of students in support area will earn a 60% or better as the summative grade for the class.

OR
-75% of students on a caseload will achieve _____ % of their IEP goals and objectives.
-Any other specific growth goal that is approved.

BMS teachers will work with administrators to define the best fit goal for their building
BMS:

- 75% of students will earn a 60% or better as the summative grade in core classes or show growth in reading and math skills as evidenced by improvement on I-READY
  OR
- Any other specific growth goal that is approved.

ELEMENTARY RESOURCE
STUDENT GROWTH TRACKING FORM

	A	B	C	D	E	F	G
1	**Name of Student**	**# of Objectives Addressed**	**# of Objectives Not Addressed**	**# of Objectives In Progress**	**# of Objectives Met**	**Met 50% of Addressed Objectives**	**Comments**
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
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18							
19							
20							
21							
22							
23							

Addendum

Coaches Evaluation Rubrics

Varsity Head Coach - Evaluation Rubric

1. ADMINISTRATIVE AND ORGANIZATIONAL SKILLS

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Compliance with MHSAA and league rules, regulations, and deadlines.	Coach independently knows and complies with MHSAA and league rules, regulations, and deadlines without directive.	Coach needs regular redirection in being compliant with MHSAA and league rules, regulations, and deadlines.	Coach does not know and is not compliant with MHSAA and league rules, regulations, and deadlines.
Adherence to athletic office and District rules, regulations, and deadlines.	Coach independently knows and complies with athletic office and District rules, regulations, and deadlines without directive.	Coach needs regular redirection in being compliant with athletic office and District rules, regulations, and deadlines.	Coach does not know and is not compliant with athletic office and District rules, regulations, and deadlines.
Care for Equipment and Facilities	Coach keeps equipment organized and inventoried. Needs are communicated. Facilities are supervised, secured, and cared for.	Coach collects, but does not organize equipment. Needs are not communicated in a timely manner.	Coach does not organize and inventory equipment. Equipment needs are not communicated. Facilities are not supervised, secured, and/or cared for.
Flexibility	Coach makes practice and scheduling adjustments when necessary.	Coach is resistant to make practice and scheduling adjustments and will only do so when directed.	Coach is argumentative and/or refuses to make practice and scheduling adjustments when necessary.
Health and Safety Standards	Coach completes the required health and safety trainings (i.e., CPR/first aid, concussion, etc.) and always follows injury and concussion protocols and guidelines.	Coach needs to be reminded to complete the required health and safety trainings (i.e., CPR/first aid, concussion, etc.) and to always follow injury and concussion protocols and guidelines.	Coach does not complete the required health and safety trainings (i.e., CPR/first aid, concussion, etc.) and does not follow injury and concussion protocols and guidelines.
Fundraising and Cash Handling	Coach follows all District guidelines, procedures, and timelines for fundraising and cash handling.	Coach needs assistance and reminders to follow all District guidelines, procedures, and timelines for fundraising and cash handling.	Coach does not follow District guidelines, procedures, and timelines for fundraising and cash handling.

2. PROGRAM DEVELOPMENT/CULTURE

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Leadership	Coach is responsible for development and vertical alignment of the program, while clearly serving as the face of the program.	Coach is engaged in the program, however, there are gaps in the development and/or vertical alignment of the program.	The coach's program lacks alignment and/or the program lacks an identity. Coach is disengaged at all levels.
Communication of Vision	Coach communicates a clear and concise vision as well as guidelines for the team and program.	Coach needs improvement in communicating a clear and concise vision and guidelines for the team and program.	Coach has not communicated and/or has not developed a clear and concise vision as well as guidelines for the team and program.
Effort	Coach puts in the time, effort, and energy necessary for a successful program.	Coach puts in minimal time, effort, and energy to the program.	On multiple occasions, coach has missed, cancelled, and/or been late to practices, games, and team/department meetings.
Trust	Coach has earned the trust and respect of stakeholders.	Coach's actions lead to some level of conflict with certain stakeholder groups.	Coach is engaged in regular conflict with multiple stakeholder groups.
Accountability	Coach promotes a standard of excellence in ethics, integrity, sportsmanship, and leadership and holds all in the program accountable to these standards.	Coach needs improvement in promoting a standard of excellence in ethics, integrity, sportsmanship, and leadership and/or holding all in the program accountable to these standards.	Coach and/or program do not adhere to a standard of excellence in ethics, integrity, sportsmanship, and leadership; coach does not hold all in the program accountable to these standards.
Delegation	Coach listens to and seeks input from other program coaches, and then delegates responsibilities to provide shared leadership opportunities within the program.	Coach needs improvement in listening to, seeking input from, and/or delegating responsibility to others in the program.	Coach does not listen to or seek input from other program coaches. Opportunities for responsibility and shared leadership are not provided.
Enthusiasm	Coach is passionate about the sport and it is evident by a high level of enthusiasm for the sport/program.	Coach's passion for the sport is not always evident.	Coach displays no passion for the sport, resulting in little or no enthusiasm throughout the program.

3. STUDENT ATHLETE DEVELOPMENT

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Knowledge and skills	Coach maintains up-to-date knowledge of the skills, rules, strategies, and safety precautions of the sport.	Coach makes only some effort to stay up-to-date and implement skills, rules, strategies, and safety precautions of the sport.	Coach's knowledge is limited and/or not up-to-date.
Role defining – maximizing student athlete potential	Coach has effectively established and communicated student athlete roles.	Coach's actions have led to isolated incidents of student athletes not accepting their role on the team.	Coach's actions have led to numerous student athletes not accepting their role on the team.
Promoting multisport athletes	Coach strongly promotes and supports student to be multi-sport athletes.	Some coach's actions restrict student ability to be multi-sport athletes.	Coach directly, and/or indirectly, discourages students to be multi-sport athletes.
Academics	Coach creates a culture of academic importance by monitoring academic performance throughout the season by taking an active role in assisting students.	Coach reacts to academic monitoring provided by athletic office.	Coach does not abide by the rules of academic eligibility and places no value on academics.
Sportsmanship	Coach and athletes demonstrate respect to opponents, officials, and fans and encourages others to do the same.	Coach and/or athletes demonstrate some respect, but not at all times and towards all parties.	There are repeated and/or serious conflicts between coaches and/or athletes and opponents, officials, and fans throughout the season.
Responsibility and discipline	Coach always takes responsibility for athlete behavior and discipline as a member of the team/program.	Coach is inconsistent in taking responsibility for athlete behavior and discipline as a member of the team/program.	Coach doesn't have and/or enforce a set of expectations for student behavior.
Positive coaching	Coach always provides sound and constructive instruction in a respectful and encouraging manner.	Coach occasionally provides instruction in a discouraging manner.	Coach provides instruction and direction in a negative and demeaning manner.
Character and leadership building	Coach is always able to challenge, teach, and instill confidence in athletes while building character and leadership skills.	Coach has an apathetic approach to adversity, potentially negatively impacting student confidence and leadership skills.	Coach's actions results in student athletes' lack of confidence and leadership skills.
Preparation	Coach employs appropriate preparation strategies for practices and games.	Coach's practices are repetitive and not differentiated in response to individual and/or team needs.	Coach's practices are unorganized and games are reflective of such.
Fundamentals	Coach has strong knowledge of fundamentals and skills required.	Coach needs improvement in the fundamentals and skills required.	Coach has little to no knowledge of fundamentals and skills required.

4. COMMUNICATION AND RELATIONSHIPS

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Athletic department	Coach's communications with the athletic department are timely, transparent, and proactive.	Coach needs frequent reminders on communicating.	Coach provides little or late communication on requirements, needs, and problems.
Student athletes	Coach's communications with student athletes are timely, respectful, and proactive.	Coach provides infrequent communication with student athletes and/or does not address issues in a timely manner.	Coach's communication is reactive, disrespectful or inappropriate with student athletes.
Parents	Coach's communications with parents are timely, respectful, and proactive.	Coach provides infrequent communication with parents and/or does not address issues in a timely manner.	Coach's communication is reactive, disrespectful or inappropriate with parents.
Boosters	Coach will be involved with the athletic boosters and will encourage participation in booster club activities.	Coach will discuss booster club activities at parent meeting, but does not promote ongoing participation.	Coach has no involvement with the booster club and does not promote participation.
Other district coaches	Coach is a positive supporter of other coaches, programs, and all student athletes.	Coach's focus is solely on their own program/team.	Coach is negative about other District programs and/or teams.
Campus and community involvement	Coach provides opportunities for student athletes to be engaged in campus and/or community service activities.	Little to no student participation in opportunities for campus and/or community service activities.	Coach does not provide opportunities for student athletes to be engaged in campus and/or community service activities.

Scoring:

58 total points possible

43 – 58 points: Satisfactory
34 – 42 points: Needs Improvement
0 – 33 points: Unsatisfactory

Sub-Varsity Head Coach - Evaluation Rubric

1. ADMINISTRATIVE AND ORGANIZATIONAL SKILLS

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Compliance with MHSAA and league rules, regulations, and deadlines.	Coach independently knows and complies with MHSAA and league rules, regulations, and deadlines without directive.	Coach needs regular redirection in being compliant with MHSAA and league rules, regulations, and deadlines.	Coach does not know and is not compliant with MHSAA and league rules, regulations, and deadlines.
Adherence to athletic office and District rules, regulations, and deadlines.	Coach independently knows and complies with athletic office and District rules, regulations, and deadlines without directive.	Coach needs regular redirection in being compliant with athletic office and District rules, regulations, and deadlines.	Coach does not know and is not compliant with athletic office and District rules, regulations, and deadlines.
Care for Equipment and Facilities	Coach keeps equipment organized and inventoried. Needs are communicated. Facilities are supervised, secured, and cared for.	Coach collects, but does not organize equipment. Needs are not communicated in a timely manner.	Coach does not organize and inventory equipment. Equipment needs are not communicated. Facilities are not supervised, secured, and/or cared for.
Flexibility	Coach makes practice and scheduling adjustments when necessary.	Coach is resistant to make practice and scheduling adjustments and will only do so when directed.	Coach is argumentative and/or refuses to make practice and scheduling adjustments when necessary.
Health and Safety Standards	Coach completes the required health and safety trainings (i.e., CPR/first aid, concussion, etc.) and always follows injury and concussion protocols and guidelines.	Coach needs to be reminded to complete the required health and safety trainings (i.e., CPR/first aid, concussion, etc.) and to always follow injury and concussion protocols and guidelines.	Coach does not complete the required health and safety trainings (i.e., CPR/first aid, concussion, etc.) and does not follow injury and concussion protocols and guidelines.
Fundraising and Cash Handling	Coach follows all District guidelines, procedures, and timelines for fundraising and cash handling.	Coach needs assistance and reminders to follow all District guidelines, procedures, and timelines for fundraising and cash handling.	Coach does not follow District guidelines, procedures, and timelines for fundraising and cash handling.

2. PROGRAM DEVELOPMENT/CULTURE

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Leadership	Coach accepts and embraces role within the program. Coach demonstrates commitment to the Varsity coach and supports continuity throughout the program.	Coach is engaged in the program, however, there are gaps in the development and/or vertical alignment of the program.	The coach does not accept role within the program. Coach refuses to implement Varsity coach's program guidelines.
Effort	Coach puts in the time, effort, and energy necessary for a successful program.	Coach puts in minimal time, effort, and energy to the program.	On multiple occasions, coach has missed, cancelled, and/or been late to practices, games, and team/department meetings.
Trust	Coach has earned the trust and respect of stakeholders.	Coach's actions lead to some level of conflict with certain stakeholder groups.	Coach is engaged in regular conflict with multiple stakeholder groups.
Accountability	Coach promotes a standard of excellence in ethics, integrity, sportsmanship, and leadership and holds all in the program accountable to these standards.	Coach needs improvement in promoting a standard of excellence in ethics, integrity, sportsmanship, and leadership and/or holding all in the program accountable to these standards.	Coach and/or program do not adhere to a standard of excellence in ethics, integrity, sportsmanship, and leadership; coach does not hold all in the program accountable to these standards.
Delegation	Coach listens to and seeks input from other program coaches, and then delegates responsibilities to provide shared leadership opportunities within the program.	Coach needs improvement in listening to, seeking input from, and/or delegating responsibility to others in the program.	Coach does not listen to or seek input from other program coaches. Opportunities for responsibility and shared leadership are not provided.
Enthusiasm	Coach is passionate about the sport and it is evident by a high level of enthusiasm for the sport/program.	Coach's passion for the sport is not always evident.	Coach displays no passion for the sport, resulting in little or no enthusiasm throughout the program.

3. STUDENT ATHLETE DEVELOPMENT

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Knowledge and skills	Coach maintains up-to-date knowledge of the skills, rules, strategies, and safety precautions of the sport.	Coach makes only some effort to stay up-to-date and implement skills, rules, strategies, and safety precautions of the sport.	Coach's knowledge is limited and/or not up-to-date.
Role defining – maximizing student athlete potential	Coach has effectively established and communicated student athlete roles.	Coach's actions have led to isolated incidents of student athletes not accepting their role on the team.	Coach's actions have led to numerous student athletes not accepting their role on the team.
Promoting multisport athletes	Coach strongly promotes and supports student to be multi-sport athletes.	Some coach's actions restrict student ability to be multi-sport athletes.	Coach directly, and/or indirectly, discourages students to be multi-sport athletes.
Academics	Coach creates a culture of academic importance by monitoring academic performance throughout the season by taking an active role in assisting students.	Coach reacts to academic monitoring provided by athletic office.	Coach does not abide by the rules of academic eligibility and places no value on academics.
Sportsmanship	Coach and athletes demonstrate respect to opponents, officials, and fans and encourage others to do the same.	Coach and/or athletes demonstrate some respect, but not at all times and towards all parties.	There are repeated and/or serious conflicts between coaches and/or athletes and opponents, officials, and fans throughout the season.
Responsibility and discipline	Coach always takes responsibility for athlete behavior and discipline as a member of the team/program.	Coach is inconsistent in taking responsibility for athlete behavior and discipline as a member of the team/program.	Coach doesn't have and/or enforce a set of expectations for student behavior.
Positive coaching	Coach always provides sound and constructive instruction in a respectful and encouraging manner.	Coach occasionally provides instruction in a discouraging manner.	Coach provides instruction and direction in a negative and demeaning manner.
Character and leadership building	Coach is always able to challenge, teach, and instill confidence in athletes while building character and leadership skills.	Coach has an apathetic approach to adversity, potentially negatively impacting student confidence and leadership skills.	Coach's actions results in student athletes' lack of confidence and leadership skills.
Preparation	Coach employs appropriate preparation strategies for practices and games.	Coach's practices are repetitive and not differentiated in response to individual and/or team needs.	Coach's practices are unorganized and games are reflective of such.
Fundamentals	Coach has strong knowledge of fundamentals and skills required.	Coach needs improvement in the fundamentals and skills required.	Coach has little to no knowledge of fundamentals and skills required.

4. COMMUNICATION AND RELATIONSHIPS

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Athletic department	Coach's communications with the athletic department are timely, transparent, and proactive.	Coach needs frequent reminders on communicating.	Coach provides little or late communication on requirements, needs, and problems.
Student athletes	Coach's communications with student athletes are timely, respectful, and proactive.	Coach provides infrequent communication with student athletes and/or does not address issues in a timely manner.	Coach's communication is reactive, disrespectful or inappropriate with student athletes.
Parents	Coach's communications with parents are timely, respectful, and proactive.	Coach provides infrequent communication with parents and/or does not address issues in a timely manner.	Coach's communication is reactive, disrespectful or inappropriate with parents.
Boosters	Coach will be involved with the athletic boosters and will encourage participation in booster club activities.	Coach will discuss booster club activities at parent meeting, but does not promote ongoing participation.	Coach has no involvement with the booster club and does not promote participation.
Other district coaches	Coach is a positive supporter of other coaches, programs, and all student athletes.	Coach's focus is solely on their own program/team.	Coach is negative about other District programs and/or teams.
Campus and community involvement	Coach provides opportunities for student athletes to be engaged in campus and/or community service activities.		Coach does not provide opportunities for student athletes to be engaged in campus and/or community service activities.

Scoring:

56 total points possible

42 – 56 points: Satisfactory
33 – 41 points: Needs Improvement
0 – 32 points: Unsatisfactory

Assistant Coach - Evaluation Rubric

1. ADMINISTRATIVE AND ORGANIZATIONAL SKILLS

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Compliance with MHSAA and league rules, regulations, and deadlines.	Coach independently knows and complies with MHSAA and league rules, regulations, and deadlines without directive.	Coach needs regular redirection in being compliant with MHSAA and league rules, regulations, and deadlines.	Coach does not know and is not compliant with MHSAA and league rules, regulations, and deadlines.
Adherence to athletic office and District rules, regulations, and deadlines.	Coach independently knows and complies with athletic office and District rules, regulations, and deadlines without directive.	Coach needs regular redirection in being compliant with athletic office and District rules, regulations, and deadlines.	Coach does not know and is not compliant with athletic office and District rules, regulations, and deadlines.
Care for Equipment and Facilities	Coach keeps equipment organized and inventoried. Needs are communicated. Facilities are supervised, secured, and cared for.	Coach collects, but does not organize equipment. Needs are not communicated in a timely manner. Facilities have been left unsupervised, unsecured, and/or uncared for.	Coach does not organize and inventory equipment. Equipment needs are not communicated. Facilities are not supervised, secured, and/or cared for.
Health and Safety Standards	Coach completes the required health and safety trainings (i.e., CPR/first aid, concussion, etc.) and always follows injury and concussion protocols and guidelines.	Coach needs to be reminded to complete the required health and safety trainings (i.e., CPR/first aid, concussion, etc.) and to always follow injury and concussion protocols and guidelines.	Coach does not complete the required health and safety trainings (i.e., CPR/first aid, concussion, etc.) and does not follow injury and concussion protocols and guidelines.

2. PROGRAM DEVELOPMENT/CULTURE

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Program Commitment	Coach accepts and embraces role within the program. Coach demonstrates commitment to the head coach and supports continuity throughout the program.	Coach is engaged in the program, however, there are gaps in the development and/or commitment to the program.	The coach does not accept role within the program and/or refuses to implement the head coach's program guidelines.
Effort	Coach puts in the time, effort, and energy necessary for a successful program.	Coach puts in minimal time, effort, and energy to the program.	On multiple occasions, coach has missed, cancelled, and/or been late to practices, games, and team/department meetings.
Trust	Coach has earned the trust and respect of stakeholders.	Coach's actions lead to some level of conflict with certain stakeholder groups.	Coach is engaged in regular conflict with multiple stakeholder groups.
Accountability	Coach promotes a standard of excellence in ethics, integrity, sportsmanship, and leadership and holds all in the program accountable to these standards.	Coach needs improvement in promoting a standard of excellence in ethics, integrity, sportsmanship, and leadership and/or holding all in the program accountable to these standards.	Coach and/or program do not adhere to a standard of excellence in ethics, integrity, sportsmanship, and leadership; coach does not hold all in the program accountable to these standards.
Enthusiasm	Coach is passionate about the sport and it is evident by a high level of enthusiasm for the sport/program.	Coach's passion for the sport is not always evident.	Coach displays no passion for the sport, resulting in little or no enthusiasm throughout the program.

3. STUDENT ATHLETE DEVELOPMENT

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Knowledge and skills	Coach maintains up-to-date knowledge of the skills, rules, strategies, and safety precautions of the sport.	Coach makes only some effort to stay up-to-date and implement skills, rules, strategies, and safety precautions of the sport.	Coach's knowledge is limited and/or not up-to-date.
Role defining – maximizing student athlete potential	Coach has effectively established and communicated student athlete roles.	Coach's actions have led to isolated incidents of student athletes not accepting their role on the team.	Coach's actions have led to numerous student athletes not accepting their role on the team.
Promoting multisport athletes	Coach strongly promotes and supports student to be multi-sport athletes.	Some coach's actions restrict student ability to be multi-sport athletes.	Coach directly, and/or indirectly, discourages students to be multi-sport athletes.
Academics	Coach creates a culture of academic importance by monitoring academic performance throughout the season by taking an active role in assisting students.	Coach reacts to academic monitoring provided by athletic office.	Coach does not abide by the rules of academic eligibility and places no value on academics.
Sportsmanship	Coach and athletes demonstrate respect to opponents, officials, and fans and encourages others to do the same.	Coach and/or athletes demonstrate some respect, but not at all times and towards all parties.	There are repeated and/or serious conflicts between coaches and/or athletes and opponents, officials, and fans throughout the season.
Responsibility and discipline	Coach always takes responsibility for athlete behavior and discipline as a member of the team/program.	Coach is inconsistent in taking responsibility for athlete behavior and discipline as a member of the team/program.	Coach doesn't have and/or enforce a set of expectations for student behavior.
Positive coaching	Coach always provides sound and constructive instruction in a respectful and encouraging manner.	Coach occasionally provides instruction in a discouraging manner.	Coach provides instruction and direction in a negative and demeaning manner.
Character and leadership building	Coach is always able to challenge, teach, and instill confidence in athletes while building character and leadership skills.	Coach has an apathetic approach to adversity, potentially negatively impacting student confidence and leadership skills.	Coach's actions results in student athletes' lack of confidence and leadership skills.
Preparation	Coach employs appropriate preparation strategies for practices and games.	Coach's practices are repetitive and not differentiated in response to individual and/or team needs.	Coach's practices are unorganized and games are reflective of such.
Fundamentals	Coach has strong knowledge of fundamentals and skills required.	Coach needs improvement in the fundamentals and skills required.	Coach has little to no knowledge of fundamentals and skills required.

4. COMMUNICATION AND RELATIONSHIPS

	Satisfactory - 2	Needs Improvement - 1	Unsatisfactory - 0
Athletic department	Coach's communications with the athletic department are timely, transparent, and proactive.	Coach needs frequent reminders on communicating.	Coach provides little or late communication on requirements, needs, and problems.
Student athletes	Coach's communications with student athletes are timely, respectful, and proactive.	Coach provides infrequent communication with student athletes and/or does not address issues in a timely manner.	Coach's communication is reactive, disrespectful or inappropriate with student athletes.
Parents	Coach's communications with parents are timely, respectful, and proactive.	Coach provides infrequent communication with parents and/or does not address issues in a timely manner.	Coach's communication is reactive, disrespectful or inappropriate with parents.
Boosters	Coach will be involved with the athletic boosters and will encourage participation in booster club activities.	Coach will discuss booster club activities at parent meeting, but does not promote ongoing participation.	Coach has no involvement with the booster club and does not promote participation.
Other district coaches	Coach is a positive supporter of other coaches, programs, and all student athletes.	Coach's focus is solely on their own program/team.	Coach is negative about other District programs and/or teams.
Campus and community involvement	Coach provides opportunities for student athletes to be engaged in campus and/or community service activities.		Coach does not provide opportunities for student athletes to be engaged in campus and/or community service activities.

Scoring:

50 total points possible

37 – 50 points: Satisfactory
29 – 36 points: Needs Improvement
0 – 28 points: Unsatisfactory

Addendum
Sick Bank Application

Physician's Statement

MUST BE FILLED OUT BY THE PHYSICIAN

Name of Patient:_____

1. Date of doctor's visit _____
2. Beginning date of medical leave _____
3. Expected date of return to work _____
4. Diagnosis _____

_____

5. Is the procedure elective? Yes No
6. Can the procedure be delayed? Yes No

   If yes, how long can it be delayed? _____
7. Can the person return to work with accommodations? Yes No

   If yes, what are the accommodations?

   _____

Physician Signature:_____

Physician Printed Name:_____

Physician Address:_____

Physician Phone Number:_____

* Physician statements that do not include all 4 items will be considered incomplete and the leave will not be approved

Addendum
Virtual Learning Plan

In the event the district is closed due to weather, building issues, or other unforeseen circumstances the following is a procedure Woodhaven-Brownstown School District will use to recover up to 15 days of lost instruction through section 5-0-D of the State of Michigan's Pupil Accounting Manual (PAM). This plan is not intended to be implemented before the 6 days of forgiveness is exhausted.

In order to satisfy the attendance requirement, one of the following must be completed:

a. Document attendance of live synchronous instruction via Google Meet.
b. Completion of a class assignment, lesson, activity, or accessing an ongoing lesson. Teachers may post asynchronous material(s) to be completed (we suggest in the district LMS, Google Classroom) or by other means determined by the appropriate grade level and building administrator.

The Superintendent or Designee will work with the WBEA to determine specific logistics of the framework provided.

Requirement	Virtual Learning Plan
Grades	PreK-12+
Teacher	Teacher of record, including elementary special teachers
Parent Consent / EDP	No – unless virtual is more than 15 days.
Mode and technological needs of the student	Digital learning environment (online and computer-based learning)
How to distribute technology	Students will be asked to take home their 1:1 device (Chromebook or iPad)
How the content will be provided	Teachers will post (or email) asynchronous material(s) to the District LMS. The teacher may also have a live Google Meet with their class and take attendance.
Expectations of the students	Complete the asynchronous assignment and/or login and participate in the synchronous lesson
Expectation of the teaching staff	Post an asynchronous assignment and be available synchronously (Google Meet and/or Email) to support students and provide feedback
Notice to Families	All families will be informed of the virtual learning day with as much advance notice as possible. Virtual learning days will be used to mitigate the impact of excess school closures. They will not automatically be implemented for every snow day/school closure. Individual teachers will notify their students of their availability on virtual learning days.