

CONTRACTUAL AGREEMENT

BETWEEN THE

**BOARD OF EDUCATION
JOHNSTON CITY COMMUNITY UNIT
SCHOOL DISTRICT NO. 1**

AND THE

JOHNSTON CITY EDUCATION ASSOCIATION

AFFILIATED WITH THE

ILLINOIS EDUCATION ASSOCIATION – NEA

AND

NATIONAL EDUCATION ASSOCIATION

2023 – 2027

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ARTICLE 1

PREAMBLE & RECOGNITION

1.1 PREAMBLE

This contract between the Board of Education of Unit #1, Williamson County, Johnston City, Illinois, and the Johnston City Education Association, incorporates a number of understandings which derive from the parties' mutual beliefs that each pupil is entitled to an education of the highest quality within the financial resources of the district and the attainment of this objective is partially dependent upon the quality and morale of the employees.

1.2 RECOGNITION

The Board of Education of Unit District #1, Williamson County, Illinois, hereinafter referred to as the "Board", recognizes the Johnston City Education Association, an affiliate of the Illinois Education Association-NEA and the National Education Association, hereinafter referred to as the "Association", as the sole and exclusive negotiating agent for all certified teaching personnel and other employees on the teacher salary schedule, who are employed for the school term, hereinafter referred to as "employees".

1.3 REPRESENTATION REFERENDUM

PETITION REQUIREMENTS - Recognition shall remain in effect unless recognition is challenged in accordance with Public Act 83-1014.

1.4 SCHOOL CODE RIGHTS

Nothing contained herein shall be construed to deny any employee or the Board their rights under the School Code of Illinois or under applicable state and federal laws and regulations.

ARTICLE 2

NEGOTIATION PROCEDURES

2.1 TERM OF CONTRACT

This contract shall be effective August 14, 2023 and shall continue in full force and effect until 12 midnight of the day prior to the first day of school for the 2027-2028 school year.

2.2 REOPENERS

Negotiations for the 2026-2027 school year shall consist of only salaries, fringe benefits of a direct economic benefit to the employee and no more than three (3) additional issues.

2.3 SCOPE

The scope of bargaining shall be in accordance with Public Act 83-1014.

2.4 PROCEDURES

Negotiations shall be conducted through joint discussion between representatives of the Board and Association. The teams shall contain a maximum of five (5) members each. Each team may also have a maximum of two (2) observers. The Board and Association shall exchange proposals no later than June 15. Negotiations shall begin no later than July 1.

2.5 IMPASSE

If agreement is not reached on all issues by August 1, either party may declare that an impasse exists and request the Federal Mediation and Conciliation Service to provide a mediator to assist the parties. The mediator shall take such steps as he may deem appropriate, in accordance with the rules and regulations of the Federal Mediation and Conciliation Service, to persuade the parties to resolve their differences and effect a mutually acceptable agreement.

2.6 CONTRACT DISTRIBUTION

Within thirty (30) calendar days following ratification by both parties of this contract, the Association shall have sufficient copies of the contract prepared and delivered to each employee in the district. The Board may request additional copies.

ARTICLE 3

GRIEVANCE PROCEDURE

3.1 DEFINITIONS

- A. Any claim by an employee or the association, with written consent of an employee(s), that there has been a violation, misrepresentation, or misapplication of the terms of this Agreement shall be a grievance. The initial filing of a grievance shall be within thirty (30) days from the time the grievant knew of the violation, misrepresentation, or misapplication of the terms of this agreement.
- B. All time limits consist of school days, except that when a grievance is submitted fewer than ten (10) days before the close of the current school term, time limits shall consist of all weekdays. Weekdays shall be defined as all days except Saturday, Sunday, holidays, and other days the Unit #1 office is not open for business.

3.2 PROCEDURES

The parties hereto acknowledge that it is usually most desirable for an employee and his immediately involved supervisor to resolve problems through free and informal communications. At any step in the following procedures, when, requested by the employee, an Association representative may accompany the employee to assist in the formal or informal resolution of the grievance. If, however, the informal process fails to satisfy the employee or the Association, a grievance may be processed as follows:

- A. The employee may present the grievance in writing to the immediately involved supervisor, who will arrange for a meeting to take place within seven (7) days after receipt of the grievance. The grievant, and the immediately involved supervisor shall be present for the meeting. Within twelve (12) days of the meeting, the grievant shall be provided with the supervisor's written response, including the reasons for the decision.
- B. If the grievance is not resolved at Step A, then the grievant may refer the grievance to the superintendent or his official designee within twelve (12) days after receipt of the Step A answer or within twenty-four (24) days after the Step A meeting whichever is the latter. The superintendent shall arrange for a meeting to take place with the grievant within seven (7) days of the superintendent's receipt of the appeal. Each party shall have the right to include in its representation such witnesses and counselors as it deems necessary. Within twelve (12) days of the meeting, the grievant shall be provided with the superintendent's written response, including the reasons for the decision.
- C. Final Step of the Grievance Procedures – If the Association is not satisfied with the disposition of the grievance at steps A and B or the time limits expire without the issuance of the superintendent's reply, the Association may submit the

grievance to final and binding arbitration under the Voluntary Labor Arbitration Rules of the American Arbitration Association, which shall act as the administrator of the proceedings. If a demand for arbitration is not filed within thirty (30) days of the date of the Step B reply, then the grievance shall be deemed withdrawn.

1. Neither the Board nor the Association shall be permitted to assert any grounds or evidence before the arbitrator which was not previously disclosed to the other party.
2. The arbitrator shall have no power to alter the terms of this agreement.
3. The arbitrator is empowered to include in any award such financial reimbursements or other remedies as he judges to be proper.

3.3 BYPASS TO SUPERINTENDENT

If the grievant and the superintendent agree, Step A or B of this grievance procedure may be bypassed and the grievance brought directly to Step B or C.

3.4 BYPASS TO ARBITRATION

If the superintendent and the grievant agree, a grievance may be submitted directly to Step C.

3.5 CLASS GRIEVANCE

Class grievances involving one or more employees or one or more supervisors, and grievances involving an administrator above the building level may be initially filed by the Association with written consent of the involved Grievant(s) at Step B.

3.6 NO REPRISALS CLAUSE

No reprisals shall be taken by the Board or the administration against a grievant because of his/her participation in a grievance.

3.7 RELEASED TIME

Should the processing of any grievance require that an employee or an Association representative be released from his regular assignment, he shall be released without loss of pay or benefits upon approval by the Board.

3.8 GRIEVANCE WITHDRAWAL

A grievance may be withdrawn at any level without establishing precedent.

3.9 COST OF ARBITRATOR

Each party shall bear the full costs for its representation in the arbitration. The costs of the arbitrator and AAA shall be divided equally between the parties.

ARTICLE 4

ASSOCIATION RIGHTS

4.1 DUES DEDUCTION

The Board shall deduct from the pay of each employee all current membership dues of the Association, including the IEA and NEA, providing that at the time of such deduction there is in the possession of the Association a continuing membership written authorization form for dues deduction executed by the employee. The Association shall specify the amount of dues to be deducted from each employee's salary for the current school year.

- A.** An employee employed on or before the start of the school term may authorize dues deduction by having presented an authorization card to the Association on or before September 15. The amount specified by the Association will be pro-rated and deducted from the employee's pay starting in September and ending in May according to current payroll procedures.
- B.** Any employee employed after the start of the school term may authorize dues deduction by presenting an authorization card to the Association within thirty (30) days after the date of employment. The combined annual membership dues will be pro-rated and deducted from the remaining months to complete payment by May 30.
- C.** If an employee resigns from the employment of the Board prior to termination of the effective period of the then current authorization, the Board shall deduct the unpaid portion of such authorization from the employee's final pay check.
- D.** All dues deducted by the Board shall be remitted to the treasurer of the Association no later than ten (10) days after the deductions are made.
- E.** In the event that an employee does not join the Association, the Superintendent agrees to send a letter to said employee inviting him/her to become aware of possible benefits of membership in the Association.

4.2 MEETINGS, NOTICES, AND GENERAL INFORMATION

The Association shall not be denied the following:

- A.** The use of school buildings for meetings in accordance with Board policy;
- B.** The use of employee mail boxes, interschool mail, and designated school bulletin boards for the purpose of internal communication;
- C.** Copies of the agenda and minutes, including attachments, of all Board meetings. The Board shall make available, in response to reasonable requests, any information which is necessary for the Association to process any grievance or

complaint or any information that is necessary for the Association to function in accordance with this contract. The Board shall also make available annual financial reports and audits, register of employees, treasurer's reports, and census and pupil membership data.

Upon request, the Superintendent will be provided a copy of any material placed on school bulletin boards by the Association.

4.3 ASSOCIATION MEETINGS

The Association shall be allowed a maximum of three (3) early dismissal days per school year for the purpose of conducting Association business. The Association president shall provide to the Superintendent a written request for an Association meeting day at least five (5) work days (except in case of an emergency) prior to the requested meeting. The schools shall be dismissed immediately following the conclusion of the five (5) clock hour day as required by state regulation, and all Association members shall be allowed to attend such meetings.

Each employee shall be required to attend the Association meetings whenever they have been scheduled on school time except for those employees who are absent because of illness, personal convenience leave, attendance at professional meetings or workshops, or because of voluntary bus duty assignment. All other absences for reasons other than those listed above must be cleared by the Superintendent and the Association president. The Superintendent shall notify the president, in writing, of employees excused at the close of the school day prior to said meeting.

It shall be the responsibility of the Association to check attendance at these meetings and to provide a list of those members present and absent to the Superintendent. Any employee who fails to attend the Association meetings and is not covered by the exceptions listed above shall have his/her annual salary reduced at not less than one-sixth (1/6) of his/her daily salary rate. These salary reductions will be made annually during the last half of the pay check for May.

4.4 SCHOOL CALENDAR

A committee of the Association shall have the opportunity to make recommendations to the Superintendent concerning the annual school calendar.

If emergency days are not used as emergency days, they shall not become employee work days. If emergency days or any portion thereof are not used for emergencies, they shall be cut off at the end of the school year.

4.5 ASSOCIATION MATTERS

The Board president will routinely give the representatives of the Association the opportunity to be heard at all regular and special meetings of the Board, provided that any comment at a special board meeting must pertain to the purpose of the meeting. The opportunity to speak shall be at a time when the "item of interest" is being discussed by the Board. If a statement is to be read by

the Association, a copy of the statement is to be filed with the Board president before the meeting.

4.6 BOARD POLICIES AND PROCEDURES – ASSOCIATION VIEWS

The Board or its designee invites the Association to submit its views with respect to any changes in the Board's policies or procedures, including educational policies, prior to effecting such changes and will consider such views in formulating its decision.

4.7 MEETINGS-SUPERINTENDENT – ASSOCIATION PRESIDENT

The Superintendent and the Association president shall meet from time to time to informally discuss major programs or concerns of the Board and/or Association. Their opinions and recommendations may be reported to the Board by the Association president and to the Association by the Superintendent.

4.8 PAPER WORK REDUCTION

A Paper Work Reduction Committee shall be established to recommend and review suggestions for reducing paperwork for teachers. The committee shall be composed of three teacher representatives appointed by the JCEA and two administrators.

4.9 ASSOCIATION LEAVE

In the event that the Association desires to send representatives to local, state or national conferences or on other business pertinent to the Association affairs, the representative(s) shall be excused without loss of salary or benefits providing the Association reimburse the district for the cost of the substitute(s) for any aggregate number of days exceeding five (5) in any school term used for such purposes and, further providing, that no more than five (5) employees shall take association leave at any one time and that a written request for leave has been submitted to the Superintendent. The maximum number of Association leave days shall not exceed ten (10) in any school term.

4.10 ASSOCIATION LEAVE – OFFICERS OR STAFF

A leave of absence without pay up to two (2) years shall be granted to any employee upon application, for the purpose of serving as an officer or staff member of the Illinois Education Association or the National Education Association. Upon return from such leave, the employee shall be placed at the same position on the salary schedule as he/she would have been had he taught in the system during the period.

The contractual continued service status of an employee shall not be affected because of absence while on leave as provided herein.

ARTICLE 5

EMPLOYEE RIGHTS

5.1 SCHOOL CODE RIGHTS

Nothing contained herein shall be construed to deny any employee or the Board their rights under the School Code of Illinois or under applicable state and federal laws and regulations.

5.2 NON-DISCRIMINATION

The Board of Education asserts that it is an equal opportunity employer.

5.3 EMPLOYEE DISCIPLINE

The Board agrees that all rules and regulations concerning employees shall be reasonable, and that enforcement of discipline relating to the employees shall be fair.

5.4 RIGHT TO REPRESENTATION

If any employee is required to appear before the Board or the Administration concerning any matter which could lead to the discipline or dismissal, the employee shall be allowed a representative of the Association in any such meeting. Further, when any employee is required to appear before the Board, he/she shall be advised in writing of the reasons for the appearance and shall receive the written notice and reasons no later than forty-eight (48) hours prior to the meeting.

5.5 PARENT-STUDENT COMPLAINTS – PROCEDURES

In the event a complaint by a parent of a student is directed toward a teacher, the parent shall be referred to the appropriate building principal. The following procedure shall be used if the parent(s) and teacher cannot resolve the issue:

1. The Principal will encourage the parent(s) to meet with the teacher to discuss and resolve the problem. If both the parent(s) and the teacher agree, the Principal will schedule a meeting between the teacher and the parent(s) during the teacher's preparation period or other free time.
2. If the parent-teacher conference does not resolve the matter, a conference shall be set up by the Principal, including the Principal, the teacher, and the parent(s).
3. If the above conferences do not resolve the matter, the Principal shall set up another conference involving the former plus the Superintendent. The decision of the Superintendent shall be final unless the complainant should appeal to the Board.

If the Board members or the Superintendent are contacted by parents, they shall refer the parents to the proper procedure and not become part of any complaint at the initial stage by encouragement or agreement.

The employee involved, at his/her request, shall have Association representation at any of the above conferences.

5.6 PERSONNEL FILE

The employee shall have the right to review the contents of his/her personnel file and to attach written comments to any material contained therein.

Each employee's personnel file shall minimally contain the following:

- A. required medical data;
- B. evaluation reports prepared by the district;
- C. individual employment contracts;
- D. extra-duty compensation contracts;
- E. college transcripts;
- F. any other information which will be used for discipline, evaluation, demotion, promotion, placement, or termination purposes.

5.7 ACADEMIC FREEDOM

Employees shall have academic freedom in the district. Academic freedom shall mean that employees are free to present instructional materials which are pertinent to the subject and level taught, within the outlines of appropriate course content and within the planned instructional program, as determined by normal administrative procedures, and shall present all facts of controversial issues in a scholarly and objective manner within the limits of appropriate pedagogical discretion and propriety. Employees shall be entitled to freedom of discussion within the classroom of all matters which are relevant to the subject matter under study and within their area of professional competence. Notification will be made to the administration whenever an employee intends to inject into course coverage units which might reasonably be anticipated to be controversial.

5.8 TEACHERS/POLITICS

Employees shall not use the classroom or extra curricular activities to promote political candidates or to further partisan political activities.

5.9 EMPLOYEE'S LOUNGE

An employee lounge which is comfortably furnished and cleaned daily shall be provided in each building if possible. Any future buildings shall, if possible, contain adequate employee's lounges.

5.10 TYPING, DUPLICATING, AND SECRETARIAL FACILITIES

Secretaries and clerical personnel of the district shall be available to perform typing and duplicating work for the employees. This work shall be performed on a not-to-interfere basis with their normal district clerical and secretarial duties.

5.11 TEACHER AIDES

The employment of teacher aides shall be commensurate with the needs of employees and subject to financial capabilities as determined by the Board. Utilization of teacher aides shall be in compliance with the School Code of Illinois and Directives and guidelines of the Illinois Office of Education.

5.12 REQUISITION OF CLASSROOM SUPPLIES AND MATERIALS

K-4 employees shall be allowed to purchase up to one hundred fifty dollars (\$150) worth of classroom supplies and materials of their choice each school year. 5-12 employees shall be allowed to purchase up to one hundred dollars (\$100) worth of classroom supplies and materials of their choice each school year. Each employee shall have the option to purchase these supplies and materials from the vendor of their choice. If any employee's order exceeds the dollar limit, the employee shall pay the excess amount. Requests for personal expense reimbursement relevant to this section must be turned in to the Unit Office by March 1st to be eligible for reimbursement.

Each school year employees shall also be allowed to order additional classroom supplies and materials which shall be provided by the Board at no cost to the employee. These items may include, but are not limited to, drawing paper, theme paper, chalk, erasers, dry erase markers, dry erase erasers and / or cleaning materials, envelopes, file folders, pencil sharpeners, manuscript paper, duplicating paper, construction paper, poster board, and everyday desk items such as tape, paper clips, staples, pens and pencils (which will be available in the principal's office on an as needed basis).

Employees must make every effort to follow *Guidelines for Creating Safe and Healthy School for Students with Anaphylactic Allergies* developed by the District, and to order materials from the list of latex-free materials supplied by the District. However, nothing contained in this section shall be construed so as to establish financial responsibility, legal liability, or disciplinary action upon an employee for a non-negligent act by an employee resulting in an incident of anaphylactic allergic reaction.

ARTICLE 6

WORKING CONDITIONS

6.1 CLASS SIZE

Class size optimums are for the benefit of the students. Class size shall be made as equal and equitable as possible throughout each building and the school district to the degree that the adequate resources are available. Should the average class size in any grade, K-4, exceed 29 students, the affected teachers shall have the right to petition to the Board of Education for the employment of a teaching aide. The Board of Education agrees to consider such petitions.

6.2 WORK DAY

The employee's work day in the elementary and middle school shall be from 7:55 a.m. to 3:11 p.m. and for the high school 8:00 a.m. to 3:16 p.m. except on early dismissal days when the employee's work day shall end ten (10) minutes after his/her building's student dismissal time.

Employees may be required to remain after the work day to attend building faculty meetings. Notice of faculty meetings that require employees to remain after the work day shall be given at least one day in advance except in case of emergency.

6.3 CLASSES

In the elementary and middle school, classes shall begin 8:05 a.m. and end at 2:41 p.m. At the high school, classes shall begin at 8:10 a.m. and end at 2:46 p.m.

6.4 BEFORE CLASS SUPERVISION

If it is necessary to have student supervision between the employees' report time and the start of class or activity period, the assignments shall be made by the building principal on a fair and equitable basis involving all employees in the building. Building principals will seek input from the employees in his/her building before any final student supervision program is established.

6.5 RECESS

The time of the one daily ten (10) minute recess in grades K-4 shall be determined by the employees in their respective buildings. The employees shall seek input from their building principal before making the final decision. Building principals will schedule employees on a fair and equitable basis to supervise hall and playground areas during recess, if such supervision is necessary. Building principals will seek input from the employees involved in the supervision before any final student supervision program is established.

6.6 BUS DUTY

When it is determined that supervision of students waiting for buses is necessary after the employee work day, the principal shall request volunteers from the certified staff to take such duty and be paid according to Appendix B. If certified employees do not volunteer, the principal shall then make every effort to find a non-certified employee to take the duty. If no employees volunteer, the certified employees in the affected building shall take the duty on a fair and equitable basis at the rate stated above. If bus duty is necessary, the employees and the principal shall meet and establish rules and procedures governing student conduct and employee and administrative responsibilities as they relate to bus duty.

6.7 PREPARATION PERIOD

The period between 2:41 p.m. and 3:11 p.m. in the elementary and middle school and the period between 2:46 p.m. and 3:16 p.m. in the high school shall be a time free from student supervision for all employees. This time shall, at the employee's discretion, be used for instructional planning, student evaluation, parent or student conferences, professional development or other appropriate activities as determined by the employee. The superintendent shall have the option to use a maximum of nine (9) of these periods per school year for unit business.

6.8 LUNCH AND RELIEF PERIODS

Each employee shall be entitled to a duty free lunch period of at least forty (40) minutes or equal to the student lunch period if the student lunch period is greater.

6.9 PARENT CONFERENCES

Employees shall be available at reasonable times for parent conferences and student help. Such conferences are to be arranged by the employee or by the building principal in consultation with the employee and parents. Scheduled events such as open house, parents' night, group and individual conference periods are to be attended unless excused by the building principal. Parent conferences should be encouraged when it appears that better understanding from home is required for the student's success in the program.

Two evening sessions of Parent-Teacher Conferences shall be held each year. Each evening session will begin no earlier than 4:00 p.m. and continue for two and one-half hours. Employees will be excused from their respective buildings each of these days ten minutes after student dismissal. The two evening sessions shall constitute one full day of pupil attendance toward the pupil attendance requirement.

6.10 EARLY DISMISSAL

The time of early dismissal shall be not later than when five (5) clock hours of instruction have been completed in the school day. Early dismissal shall be on the following days: the last school day before Thanksgiving; the last school day before Christmas, spring break, and Easter; open

houses; science fairs; prom; high school graduation; the last five (5) days of student attendance, other times mentioned elsewhere in this contract; and other days considered appropriate by the Superintendent.

6.11 ATTENDANCE AT SELECTED SCHOOL EVENTS

Each employee shall be required to attend one of the following events each school year:

- A. Any Academic Honors Night at any Unit One school
- B. Middle School Graduation (Promotion)
- C. High School Baccalaureate
- D. High School Graduation

An employee may use ½ day personal leave or ½ day sick leave in lieu of attending the event.

6.12 COUNTY INSTITUTE

All employees shall attend County institute days. The Board shall make a pro rata deduction from the salary of any employee who fails or refuses to attend such institute. Any leaves in this agreement may be used by the employee in lieu of attending an institute.

6.13 SUPPLEMENTAL CLASSES

In the event it becomes necessary to schedule class(es) before the work day, during lunch, or after the work day, the following provisions shall apply:

- A. The establishing of such position(s) shall be approved by the Board.
- B. Each year the position(s) are deemed necessary by the Board, they shall be posted in accordance with Section 10.9 Supplemental Jobs of the Contract.
- C. Supplemental classes shall be no less than the average school day class in length.
- D. The Board shall work toward a minimum class size of ten (10).
- E. Pay for teaching a supplemental class shall be in accordance with Appendix B Supplemental Schedule.
- F. Employees who voluntarily teach a supplemental class for no pay shall receive equivalent time off during the work day or shall be allowed to leave after the school day, but not both.
- G. The Board shall approve all employees for supplemental class positions.

6.14 INTERNAL SUBSTITUTION

Internal substitution shall be strictly voluntary. Should a need for an internal substitute occur, certified staff shall receive \$15.00 per class section per period of substitution.

6.15 TEACHER ABSENCE

Employees are to remain on the school premises during the schedule day unless excused by the building administrator and except for during the duty-free lunch period. Employees may leave the building in the event of a personal emergency, but shall notify the office of the building administrator before leaving. The time an employee is absent from his/her scheduled duties will be noted by the building administrator, and his/her pay will be checked off on a percentage basis if the absences continue after the employee is notified his/her absences are excessive.

6.16 LESSON PLANS

Employees shall prepare daily lesson plans consistent with the curriculum. The purpose of these lesson plans is to provide a general guide for the employee or substitute to follow. These plans need not be detailed. They should contain subject, page, exercise, date and any comments the employee feels necessary. The lesson plans shall be submitted to the principal on Friday afternoon for the lessons of the following week.

6.17 STUDENT DISCIPLINE PROCEDURES

Although the Board recognizes that the employee has the responsibility for the maintenance of discipline within his/her classroom, the Board also recognizes its responsibility to give assistance to the employee with respect to the maintenance of control and discipline in the classroom.

- A. An employee may send a student to the administrative office when the grossness of an offense, the persistence of the behavior, or the disruptive effect of any violation makes the continued presence of the pupil in the classroom intolerable. The administrative office must be notified prior to sending a student to the office.
- B. The building principal or his/her designee shall take appropriate action in an attempt to solve the discipline problem. Should his/her decision include the re-admittance of the pupil to class, the building principal and the employee shall determine the conditions under which re-admittance is granted. In the event the employee and building principal cannot agree, the decision of the principal shall prevail, pending an appeal of the Superintendent. Procedures for discipline, suspension and expulsion of pupils from school shall be discussed by the building administrator with the employees annually and with individual students, when it is determined that a serious discipline problem exists.

6.18 SUPERVISION OF SCHOOL PROPERTY

During the work day or during additional time for which the employee is compensated, employees shall be responsible for supervision of school property and for the supervision of students whenever they are involved in school related activities, provided that employees shall be effectively supported by the Board and the appropriate Administration, in accordance with Board policy and Administration regulations, in whatever reasonable action the employee feels

necessary in meeting the responsibility. Employees shall be responsible for and know the location and disposition of all school materials and equipment assigned to them. Nothing contained in this section shall be construed so as to establish any financial responsibility upon the employee for any loss or damage to school property or equipment. Employees shall be financially responsible for school equipment to be used for employees' personal use.

ARTICLE 7

PAID & UNPAID LEAVE

7.1 SICK LEAVE

The normal sick leave accrual for each employee participating in the prior year annual wellness blood draw shall be 17 days and the normal sick leave accrual for each employee not participating in the prior year annual wellness blood draw shall be 16 days. Sick leave shall accumulate to a maximum of 340 days per employee. Sick leave shall be interpreted to mean personal illness, including pregnancy-related disability or illness, or death in the immediate family or household. The immediate family for purposes of this section shall include: spouse, parent (stepparent, parent-in-law), child (stepchild, son-in-law, daughter-in-law), grandparent, grandchild, sister (stepsister, sister-in-law), brother (stepbrother, brother-in-law), legal guardian and any other relative living in the household of the employee. Each employee shall receive an annual accounting of his/her total unused sick leave no later than the first pay period in each school year.

At the end of each school year, any employee who has used two (2) or fewer sick leave days during that school year, shall receive an “attendance recognition” cash payment as follows: zero (0) days used, \$650; half (1/2) day used, \$470; one (1) day used, \$400; one and one half (1 ½) days used, \$350; two (2) days used, \$300. Such attendance recognition payment shall be issued to the employee by June 30th. No employee shall be denied this incentive based solely on the use of accrued sick leave under either the Family Medical Leave Act (FMLA) or the Americans with Disabilities Act (ADA).

At the end of each school year, any employee whose sick leave accumulation exceeds 225 days shall be paid for a maximum of eighteen (18) days minus any days used during that school year at the rate of \$90. This reimbursement shall be issued to the employee by June 30th. In any year that an employee is eligible to receive reimbursement under this paragraph, the employee must notify the Unit Office, in writing, of his/her desire to receive or not to receive this reimbursement. The notification must be submitted to the Unit Office by the end of business on the last employee attendance of the current school year. If the employee does not notify the Unit Office, those sick leave days will be accumulated.

This provision shall be reopened for reconsideration upon written demand to bargain by either party provided that the District becomes subject to TRS penalties under this provision, or legislative changes or rule changes affecting what has come to be known as SB 27 for the purpose of negotiating appropriate revisions to assure that the retiring employee shall receive the maximum extent possible the full value of the benefit provided under 7.1 Sick Leave while avoiding TRS penalties to the District that arise due to the granting of sick or personal days.

Employees eligible and retiring under section 11.4 shall receive compensation as provided in section 11.4.

7.2 PERSONAL LEAVE

At the beginning of each school year each employee shall be credited with four (4) days to be used for personal reasons. These four (4) days shall be used in any combination from one-half (1/2) day to the full four (4) days. A personal day may be used for any purpose at the discretion of the employee and shall be without loss of pay.

Except in case of emergency, written advanced notification of the necessity for personal leave shall be submitted as soon as possible, but not later than at least two (2) days in advance of such leave to his/her principal or designee.

Any unused personal leave shall accumulate as sick leave.

In the event the employee uses all personal leave, he/she shall be entitled to one (1) additional personal leave day for which the employee shall reimburse the employer the cost of the substitute. The cost of the substitute shall be paid by the employee within thirty (30) calendar days of the date he/she receives the bill from the school district. This day shall not accumulate.

7.3 JURY DUTY

The Board shall pay the regular salary to employees called to jury duty or subpoenaed to appear before legal and administrative review panels as witnesses, provided the per diem received is turned in to the Unit Office. Employees subpoenaed shall show the subpoena to their building principal.

7.4 MILITARY SERVICE

The contractual continued service status of an employee shall not be affected by virtue of his/her induction for military duty in any branch of the armed forces of the United States.

The contractual continued service status of an employee shall not be affected by virtue of his armed forces reserve unit being activated and his/her being called to active duty.

Employees who are inducted into the military service of the United States shall be granted leave without pay; such leave shall not exceed the term of induction.

For purposes of this section, years of military service shall be equivalent to years of teaching experience for advancement on the salary schedule, not to exceed the term of induction or recall.

7.5 BEREAVEMENT LEAVE

In addition to sick leave, each employee shall be granted up to three (3) days bereavement leave, per school year at full pay for an occurrence of a death in the immediate family. If a second instance or multiple instances of death in the immediate family occurs within the same school

year, an employee shall be granted additional bereavement leave, at full pay, for such occurrence(s), but the total amount of leave time shall not exceed three (3) days for one instance or four (4) days for two or more instances in any school year. The immediate family for purposes of this section shall include: spouse, parent (stepparent, parent-in-law), child (stepchild, son-in-law, daughter-in-law), grandparent, grandparent-in-law, grandchild, sister (stepsister, sister-in-law), brother (stepbrother, brother-in-law), aunt, uncle, niece, nephew, cousin, legal guardian and any other person living in the household of the employee.

7.6 ASSOCIATION LEAVE

In the event that the Association desires to send representatives to local, state or national conferences or on other business pertinent to the Association affairs, the representative(s) shall be excused without loss of salary or benefits providing the Association reimburse the district for the cost of the substitute(s) for any aggregate number of days exceeding seven (7) in any school term used for such purposes and, further providing, that no more than four (4) employees shall take association leave at any one time and that a written request for leave has been submitted to the Superintendent. The maximum number of Association leave days shall not exceed thirteen (13) in any school term.

7.7 PARENTAL LEAVE OF ABSENCE

A parental leave of absence shall be granted to an employee for the purpose of childbearing and/or child rearing.

- A. All or a portion of time taken off by an employee because of a medical disability connected with or resulting from her pregnancy, may, at the employee's option, be charged to her available sick leave. If the childbearing employee desires to take time off that is not covered by the sick leave provision of this Agreement, the Board shall grant her an unpaid leave.
- B. An employee adopting a child shall be entitled to an unpaid leave.
- C. An employee rearing a child shall be entitled to an unpaid leave.

Additional provisions covering a **PARENTAL LEAVE OF ABSENCE** are:

- D. The employee shall notify the superintendent, in writing, of the necessity for leave, at least thirty (30) calendar days prior to the start of the leave, except in case of emergency.
- E. The beginning and ending dates of the leave shall be determined by the employee.
- F. The length of the unpaid leave shall be up to one (1) calendar year.
- G. While on leave, the employee shall have the option to remain an active participant in all district fringe benefit programs, by contributing thereto, the amount she/he

would have been required to contribute, if actively employed. The employer shall contribute the amount that it would have been required to contribute, if the employee were actively employed.

- H. The Board shall make a reasonable attempt to place the returning employee in the position he/she held prior to taking leave.

7.8 LEAVES OF ABSENCE

- A. A leave of absence of up to two (2) years without pay shall be granted to any employee, upon application, for the purpose of participation in:
 - 1. Exchange teaching programs in other states, territories, or countries;
 - 2. Foreign or military teaching programs;
 - 3. Peace Corps, Teacher Corps, Job Corps, as a full-time participant;
 - 4. Cultural travel or work programs related to his/her professional responsibilities;
- B. To qualify for such leaves the employees shall state his/her intention to return to the district.
- C. The contractual continued service status of an employee shall not be affected because of absence while on leave as provided herein.

7.9 HEALTH LEAVE OF ABSENCE

Any employee shall be entitled to a leave of absence of up to two (2) calendar years for personal health reasons. Such leave shall be granted without pay.

7.10 ASSOCIATION LEAVE OF ABSENCE – OFFICERS OR STAFF

A leave of absence without pay up to two (2) years shall be granted to any employee upon application, for the purpose of serving as an officer or staff member of the Illinois Education Association or the National Education Association.

The contractual continued service status of an employee shall not be affected because of absence while on leave as provided herein.

7.11 PUBLIC OFFICE LEAVE OF ABSENCE

A leave of absence shall be granted to any employee, upon application, for the purpose of serving in the General Assembly of the State of Illinois. Such leave will be without pay.

The contractual continued service status of an employee shall not be affected because of absence while on leave as provided herein.

7.12 ADVANCED STUDY LEAVE OF ABSENCE

A leave of absence without pay for the purpose of advanced study of up to two (2) years shall be granted to any employee provided the employee states his/her intention to return to the school system.

The contractual continued service status of an employee shall not be affected because of absence while on leave as provided herein.

7.13 CONTINUATION OF BENEFITS

Approved leaves pertaining to section 7.8 and sections 7.10 through 7.12 shall be without pay or fringe benefits, except the employee shall have the right to remain on the district's insurance plans (health, dental, life) by paying the full premiums for the time on leave. Any leave under section 7.9 shall be without pay, but shall be afforded the same benefits to which he/she would have been entitled were he/she regularly employed.

7.14 ADDITIONAL NON-PAID LEAVES OF ABSENCE

Employees shall have the right to request a leave of absence for reasons not covered by other leaves in this Agreement, pursuant to the following procedures:

- A. The request for leave shall be in writing to the superintendent not less than ninety (90) calendar days before the requested start of the leave, except in the case of emergency.
- B. The request shall state the beginning and ending dates of the leave. Leave shall be for a maximum of two (2) years.
- C. To qualify for such a leave, the employee shall state his/her intention to return to the district. For planning purposes, the Board may inquire if the employee's original intent to return to the district has changed. If the employee does not respond within fifteen (15) calendar days following receipt of the Board's inquiry, the employee has confirmed his/her original intent of returning to the district.
- D. The leave shall be without pay or fringe benefits, except the employee shall have the right to remain on the district's insurance plans by paying the full premiums for the time on leave.
- E. The Board shall make a reasonable attempt to place the returning employee in the position he/she held prior to taking leave.

- F.** In the event the Board does not approve the leave request, the employee has ten (10) calendar days following the receipt of the written denial, to request that the Board state its reasons for denial, in writing, to the employee. This request shall be made to the superintendent. The Board shall provide its written reasons for denial to the employee and JCEA within ten (10) calendar days of the receipt of the request. The employee shall have the right to appeal the denial before the Board.

7.15 REPLACEMENT EMPLOYEES

Any employee hired to replace an employee on leave shall agree that the position taken belongs to the employee on leave and that he/she is a temporary replacement for that employee.

ARTICLE 8

ASSIGNMENT, VACANCY, & TRANSFER

8.1 NOTIFICATION OF ASSIGNMENT

If an employee's assignment is to be changed for the forthcoming school year, the superintendent shall notify the employee in writing of the change no later than June 1 except in case of an emergency, and if any notification is made following July 1, the Association shall be notified and the employee shall be allowed to resign if such change is unacceptable.

Notification of assignments for grades K through 4 shall include grade level and building. Notification of assignments for grades 5 – 12 shall include grade level, building, and subject area. Notification of assignments for other teachers such as music, band, counselors, librarians, reading teachers, etc. shall include grade level, subject area and building.

8.2 VACANCIES, PROMOTIONS – POSTED

The Superintendent shall have posted in all school buildings and shall send to the Association a notice of all teaching vacancies, and vacancies in promotional positions, as they occur. Notices of vacancies and promotional positions shall be accompanied by a job description and a statement of minimum qualifications and salary range for the administrative or supervisor position. During the summer months, vacancy notices shall be mailed to the Association president for distribution.

Teaching vacancies shall be filled according to the criteria outlined in 105 ILCS 5/24-1.5 of the Illinois School Code. No vacancy, except in case of emergency, should be filled until such vacancy shall have been posted for at least seven (7) calendar days. Emergency appointments shall not extend beyond the school year in which they are made.

Vacancy (Definition) - For the purpose of this Article, a "vacancy" is defined as any newly created position which increases the number of positions in the bargaining unit by one (1) or more positions, or any opening created by the retirement, resignation, or termination of a current regular member in the bargaining unit, which will require the need to hire a replacement. For purposes of this article, the position is not "open" or "vacant" when an employee retires, resigns, or is terminated and the Board decides *not* to replace the employee.

8.3 VOLUNTARY TRANSFERS

A. Seniority Bid for Vacancies

Any employee may apply for transfer where a teaching vacancy exists. Such application shall be in writing to the Superintendent and the building principal where the vacancy exists. Voluntary transfers to teaching positions shall be filled according to the criteria outlined in 105 ILCS 5/24-1.5 of the Illinois School Code. A voluntary transfer is a transfer requested by or agreed to in writing by the employee. All other transfers shall be considered involuntary.

B. Teacher Initiated Reciprocal Voluntary Transfers

Any two (2) teachers [whether tenured or non-tenured] may apply in writing to the Administration for a reciprocal transfer, wherein the two teachers will trade teaching assignments. Each teacher who applies must be certified to teach the position to which he or she proposes to transfer. Such requests must be submitted to the Administration, in writing, on or before February 1 of the same calendar year as the start of the school year for which the move is to be effective; e.g., by February 1 of the academic year *prior* to the academic year in which the move is to be effective. Example: request must be submitted by February 1, 2010 for move effective during the 2010-11 school year.

The administration shall review such application and may approve or disapprove the requests by the regular March Board meeting. If a reciprocal transfer is granted, it shall be deemed a voluntary transfer for both teachers. If the reciprocal transfer is denied, each affected employee shall be entitled to a meeting with the administration to discuss the reasons for the denial within thirty (30) days of the denial.

Once the teachers' requests are made, and are granted, each must follow through and teach in the requested position(s) for the next school year, but are not obligated nor guaranteed to continue doing this beyond that school year. Rather, each must renew request each year by February 1st if the wish is to continue with the trading. If either employee or the Board wishes not to continue the trade for the next year, then the two teachers will revert back to their original assignments for the following school year. Both may then apply to other positions as they become available.

Once employees have made and been granted their requests, neither may apply to another position until the following school year. If either teacher wants to apply to another position, he/she must inform the administration that he/she no longer wishes to be involved in the trade. Further, if either teacher's "new" position is closed, then that person is considered involuntarily transferred.

Upon the third approval of the request for the "trade," without reversal by either teacher or the Board, the positions become those teachers' permanent positions and all transfer rights, etc. return to those teachers.

8.4 INVOLUNTARY TRANSFERS

Involuntary transfers shall be made only under three circumstances: (1) an emergency, (2) in the prevention of undue disruption of the instructional program, or (3) in the event the Board closes a position. No involuntary transfer shall be made arbitrarily. Reasons for an involuntary transfer shall be provided to the employee in writing, if requested.

Any employee affected by an involuntary transfer shall be notified immediately and shall be released by the Board from his/her contract if he/she so requests. A probationary employee shall not be involuntarily transferred during his/her probationary period unless it shall be in the probationary employee's or the district's best interest.

Any employee who is named to be involuntarily transferred shall have the right to “bump” any employee who is below them on the most current RIF list. The involuntarily transferred employee shall have seven (7) calendar days to execute the “bump”.

8.6 SENIORITY

Seniority shall be defined as the length of an employee’s continuous service within the district. Continuous service shall be computed from the first day of current uninterrupted employment within the district as defined hereafter. The “first” day shall be defined as the day upon which duties are first performed following being hired for that position by a majority vote of the Board of Education at a legally called board meeting. In case of a hiring emergency at the beginning of the school year the following exception shall be made. In the event an employee’s contract is not approved by the Board until after the employee’s teaching duties commence, the employee’s first day of service shall revert back to the date when teaching duties were first performed by the employee if all of the following conditions are met: (1) all action shall be completed before the third Monday of September; (2) there shall be prompt notification by the Superintendent (or designee) to the JCEA President orally with written follow-up of the intent to hire an employee pending Board approval. Any leave provisions in this agreement, those granted by the School Code, or those approved by the Board shall not cause a break in continuous service.

When a break in continuous service occurs because of the employee having resigned his/her position, or is lawfully discharged or terminated, or retires, then that employee shall lose his/her seniority under this section of the contract.

8.7 PART-TIME EMPLOYEES

Any part-time employee shall accrue seniority in accordance with that employee’s percentage of employment with the district, (i.e. -50% employment for 1 year = .50 years’ seniority or full-time employment for $\frac{3}{4}$ years = .75 year’s seniority.)

8.8 FULL-TIME REPLACEMENT SUBSTITUTES

Any full-time replacement substitute who is hired for the subsequent year shall be given credit for all seniority from the first day of the original employment. He/she may apply for any position(s) advertised.

8.9 EQUAL CRITERIA

In the event seniority and all other criteria are equal, the following shall be used to break the tie:

Lots shall be drawn by the parties who are tied in the presence of the Superintendent and Association president or their designees.

8.10 REPLACEMENT EMPLOYEES

Any employee hired to replace an employee on leave shall agree that the position taken belongs to the employee on leave and that he/she is a temporary replacement for that employee.

ARTICLE 9

EVALUATION, TERMINATION, & R.I.F.

9.1 EMPLOYEE EVALUATION

PHILOSOPHY – The Board and Association agree that the primary objective of the program to evaluate classroom teaching performance is to improve the quality of instruction.

9.2 RESPONSIBILITY

The building evaluator shall be responsible for evaluating the classroom teaching performance of the employees assigned to his/her building. In the event of the extended absence of the building evaluator, another qualified evaluator will complete the required employee evaluations by sixty (60) days prior to the end of the school year, the evaluations shall be done by another district qualified evaluator. If another district evaluator is not available, then an outside evaluator may be hired, subject to the approval of the Joint Committee.

9.3 ORIENTATION

The building principal shall acquaint all employees under his/her supervision with the evaluation procedures, standards, and instrument to be used within three (3) weeks after the start of each school year. A new employee shall also receive this orientation on evaluation within two (2) weeks of the first day on the job. No evaluation of classroom teaching performance shall take place until an employee receives such orientation.

9.4 EVALUATION PROCEDURES

The evaluation process will meet the Illinois legal requirements that must be implemented for PERA (Performance Evaluation Reform Act of 2010) and Senate Bill 7. All evaluations of the classroom teaching performance of an employee shall be conducted openly, in person, and with full knowledge of the employee.

- A. Pre-Observation Conference** – Each evaluation of classroom teaching performance shall be preceded by a pre-evaluation conference between the evaluator and employee to be evaluated. This conference shall include a review of the evaluative criteria, the expectations of the parties and a clear understanding of the date and time for the observation.

Teachers should complete the Formal Pre-Observation Conference Form and submit it to your administrator 3 days before each scheduled observation.

- B. Length of Observation** – Each observation for evaluation of classroom teaching performance shall be at least forty-five (45) minutes but not more than sixty (60) minutes in length.

- C. **Tenured Evaluations** – A tenured employee shall receive no more than one (1) evaluation of classroom teaching performance each year, unless there is a request by the employee for additional evaluation or the employee is in remediation.
- D. **Non-Tenured Evaluations** – A non-tenured employee shall receive no more than two (2) observations of classroom teaching performance each semester, unless there is a request by the employee for additional evaluation or the employee is in remediation.
- E. There will be no evaluation of classroom teaching performance during the first two (2) weeks of school or the last two (2) weeks of school.
- F. **Informal Observation/Walk Through** – Evaluative, and on-going; an unannounced visit (no minimum or maximum amount of time) to view classroom practice; documentation needs to be in writing afterwards; no pre-conference is required; evaluator must provide the employee with an opportunity to have a recursive discussion; an event that will be used for the summative appraisal process (Illinois School code, section 50.120).
- G. **Evidence** – The collection of evidence is a collaborative process between the evaluator and the employee. The District and Association acknowledge that neither the evaluator nor the employee is solely responsible for the collection of evidence and both shall submit evidence.
- H. The evaluator must share the evidence collected at each observation with the employee in any observation post-conference. In addition, provided there is sufficient evidence collected at the observation to provide a formative rating, the evaluator must share the associated performance rating with the employee in any observation post-conference.
- I. The evidence must link to the instructional framework included in the evaluation plan, and the complete record of evidence must include evidence for each part of the instructional framework.
- J. **Post-Evaluation Conference** – Within twelve (12) school days following the formal observation a conference shall be held between the employee and the evaluator at a time that is mutually convenient to both of them. The purpose of the conference is to discuss the information collected in the observation and any other aspect of the evaluation process.
- K. **Evaluation Documentation** – All evaluations shall be reduced to writing and a copy given to the employee within ten (10) school days of the formal observation. Both the evaluator and the employee shall sign the evaluation at the post observation conference. The employee's signature indicates only that he/she has seen the evaluation. If the employee feels the written evaluation was incomplete or inaccurate, he/she may put the objections in writing which shall be attached to

the evaluation placed in his/her personal file. The employee shall be provided a copy of the signed evaluation and all attachments within (10) school days of the post-evaluation conference.

- L. **Multiple Building Employees** – Employees who teach in more than one building shall be evaluated in the building in which they do the majority of their teaching. If their teaching load is approximately equal in two or more buildings, the evaluation shall be made in the building he/she is assigned to.
- M. The following ratings shall be used as the OVERAL RATINGS on the Teacher Summative Rating Form:
 - Excellent** – The majority of ratings are Excellent unless two ratings of Excellent are in both Domain 2 and 3 with NO Needs Improvement or Unsatisfactory.
 - Proficient** – No more than one Domain rated Needs Improvement, with the remaining Domains rated Proficient or Excellent.
 - Needs Improvement** – Two or more Domains rated Needs Improvement, with the remaining Domains rated Proficient or Excellent. OR one Domain rated Needs Improvement and one Domain rated Unsatisfactory (this cannot be in Domain 2 or 3), with the remaining Domains rated Proficient or Excellent.
 - Unsatisfactory** – Unsatisfactory in more than one Domain OR Unsatisfactory rating in either Domain 2 or 3 Evaluation Instruments.
- N. **Evaluation Instruments** – The evaluation instruments and criteria shall be as set forth in Appendix E which is attached to and incorporated in this contract.
- O. **Summative Conference** – At the end of the evaluation cycle, the evaluator will schedule a Summative Conference with the employee to discuss the overall rating of each Domain based upon evidence of professional practice as consistent with the instructional framework included in the evaluation plan. The Evaluation plan will include 30% student growth and 70% professional practice.
- P. The evaluator will present the employee with a Summative Evaluation Performance Rating in accordance with the published evaluation plan using Formal Pre-Observation Form.
- Q. **Transition Assistance Plan** – A teacher who successfully completes the Remediation Plan with a proficient or better rating shall return to the regular evaluation program with a Transition Plan to provide assistance in maintaining the proficient or better rating achieved during the Remediation Plan. The Transition Plan will be developed by the participants in the Remediation Plan and may range for 30 to 90 school days.

9.5 UNSATISFACTORY SUMMATIVE RATING

Any employee who receives an unsatisfactory rating shall be placed in remediation in accordance with Chapter 122 Section 25A of the School Code of Illinois.

- A.** Within thirty (30) calendar days of the unsatisfactory evaluation, a remediation plan will be developed and initiated by the district in consultation with the employee in remediation and the assigned consulting teacher. The plan will be designed to correct the areas identified as unsatisfactory.
- B.** The remediation plan shall be for ninety (90) school days and provide for evaluations by the evaluator. Additional evaluations may be requested by the employee in remediation.
- C.** Participants in remediation plan shall include the employee with the summative unsatisfactory composite rating, the consulting teacher, and the evaluator.
- D.** The employee in remediation and the consulting teacher shall both receive five (5) school days of released time during the period year of remediation. These days can be used to observe each other's class, observe other teachers' classes (in or out of the district), meet with the evaluator to work on the remediation plan, meet with other educational professionals, or to participate in activities they feel will help the employee in remediation to gain a proficient or higher summative rating.
- E.** When the employee in remediation successfully completes the remediation plan by receiving a proficient or better summative rating on the Teacher Evaluation he/she shall be reinstated to the normal cycle of evaluation.

9.6 CONSULTING TEACHERS

- A.** The position of consulting teacher shall be a voluntary one.
- B.** A consulting teacher shall have received a rating of excellent on his/her most recent evaluation and have a minimum of five (5) years teaching experience.
- C.** The consulting teacher shall provide advice to the employee in remediation on how to successfully complete the remediation plan.
- D.** The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the employee under remediation.
- E.** The consulting teacher shall not be used by either party in any dismissal hearing. No statements made by the consulting teacher shall be admissible in any future evaluations or dismissal hearings.

- F. Consulting teachers shall be paid \$400.00 for the first quarter and \$200.00 for any additional quarter for each case. Consulting teachers shall be provided training by the Board in the consulting and other skills necessary to be an effective consulting teacher.
- G. The Board shall hold harmless consulting teachers from any legal liability arising from the performance of their responsibilities as consulting teachers.

9.7 PERA JOINT COMMITTEE

Composition – The *Johnston City CUSD #1 PERA Joint Committee* shall be composed of five (5) representatives of the Board and/or administration selected by the Board and five (5) representatives of the Association to be chosen by the Association. The committee shall have co-chairpersons, one (1) from the Board representatives and one (1) from the Association representatives.

A. Duties and Responsibilities

1. The committee shall monitor on a continuing basis the evaluation plan, procedures, and instrument to assure reliability and validity.
2. When appropriate, the committee shall propose revisions of the evaluation plan, procedures, and/or instrument to the Board and Association.
3. The committee shall determine the list of consulting teachers. They shall develop the methods and criteria to be utilized in determining which employee applicants are to be placed on the consulting teacher list.
4. The committee shall take into consideration the opinion of the employee with the unsatisfactory composite ratings.
5. The committee shall assign consulting teachers to employees who have received unsatisfactory composite ratings.
6. The committee shall consider assigning a consulting teacher to work with an employee in a mentoring relationship if the employee makes such a request.
7. The Board shall hold harmless the Evaluation Committee members from any legal liability arising from the performance of their responsibilities as Evaluation Committee members.

9.8 TERMINATION PROCEDURES

- A. **Probationary Terminations** – will be done in compliance with Illinois State Code.
- B. **Tenure Termination** – The Board will comply with the following provisions in all tenure employee terminations:
 - 1. The termination of any tenured employee for any reason other than by a decision by the Board to decrease the number of employees employed shall be in accord with the following procedures:
 - a. If the causes for termination are remediable, the employee shall be given reasonable warning in writing stating specifically the causes which, if not remedied, will result in termination.
 - b. The appropriate administrator will have a conference and review the employee's personnel file with the employee, and an Association representative if requested by the employee, prior to the issuance of written notice of termination.
 - c. The Board will provide the employee with a written notice of specific charges against the employee. Such notice shall include a written statement that a bill of particulars will be provided upon receipt of a written request made by certified or registered mail from the employee or his attorney within ten (10) days of receipt of such notice, and the Board shall provide such bill of particulars, if requested within five (5) days after receipt of such request. Such notice shall be served at least sixty (60) days before the effective date of termination.
 - d. If the employee requests a hearing before the Board within ten (10) days after service of the written notice stating the specific charges against the employee provided for in paragraph "c" above, the procedure regarding such hearing and thereafter shall be in accord with the applicable provisions of the Illinois School Code regarding termination of tenure employees.
 - e. The Board may suspend without pay pending review.
 - f. The parties agree that any grievance filed concerning this section of the contract shall be limited to a violation of the procedures stated herein.

9.9 REDUCTION IN FORCE (“RIF”)

Reduction in force for certified employees shall be governed by School Code sections 5/24-11 and 5/24-12. Written and signed agreement reached by the Joint RIF Committee shall be maintained on file and available for inspection by the Superintendent of Schools and the President of the JCEA. Refer to Section 8.6, 8.7, and 8.8 of this agreement for related rules of seniority.

9.10 EQUAL CRITERIA

In the event seniority and all other criteria are equal, the following shall be used to break the tie:

- A.** Lots shall be drawn by the parties who are tied in the presence of the Superintendent and Association president or their designees.
- B.** Any employee released under the provisions of this section shall have the right to replace any employee who is below them on the most current RIF list.
- C.** If the board has any vacancies for the following school term or within one calendar year from the beginning of the following school term, the positions thereby becoming available shall be tendered to the employee(s) so removed or dismissed in the reverse order of the layoff as specified in this section so far as they are legally qualified by certification to hold such position. Any employee who accepts the tender of a vacancy under this section shall lose no rights accrued while in the previous employment.
- D.** An employee’s failure to respond affirmatively within fifteen (15) calendar days after receipt of the Board’s letter sent by registered mail to the employee’s address on file with the Board recalling such employee shall result in termination of the employee’s rights of recall hereunder.
- E.** The District’s Reduction in Force List, shall be compiled in accordance with provisions of the Illinois School Code and shall be maintained on file and available for inspection by the Superintendent of Schools and the President of the JCEA.

ARTICLE 10
COMPENSATION & RELATED MATTERS

10.1 SALARY SCHEDULE

The salary schedule shall be as set forth in Appendix A, attached to and incorporated in this contract. The schedule shall be based on a 180-day school calendar.

The Board shall pay, in lieu of the employee, the employee's 9.8901% contribution to the Illinois Downstate Teachers' Retirement System. Such contributions shall be pursuant to the rules and regulations of said Retirement System.

The next TRS% increase will be shared evenly by the Board of Education and the JCEA. Any future increase will be the responsibility of the JCEA.

10.2 FULL EXPERIENCE AND EDUCATION CREDIT

The employee shall be awarded full credit for all prior full-time employment experience inside and/or outside the district, as per the employee's Illinois Teachers' Retirement System statement. Employment experience shall be properly documented.

- A. Illinois Teachers' Retirement System recognized service credit shall be considered the standard of educational experience available to the employee for placement and/or movement on the salary schedule. Time allowed will be only for full years rounded to the nearest full year. Proof of acceptance by the Teachers' Retirement System, as well as payment in full by the employee of any Teachers' Retirement System contributions, will be required before placement and/or movement is made on the salary schedule.

Any change in the Teachers' Retirement System handling of optional service will be cause for this contract item to be opened for negotiation.

- B. There will be no salary schedule reduction for experience because of Section 10.2A.
- C. Any other sections of this Agreement that do not require the employee to pay a Teachers' Retirement System contribution for salary schedule placement and/or movement for experience shall remain in effect. (See Section 7.8, 7.10, 7.11, and 7.12 examples.)
- D. Payment for hours of education beyond the Bachelor's and Master's Degree (advancement horizontally on the salary schedule) shall be made only for hours successfully completed in an approved degree program; courses leading to additional teacher certification; or courses related to the teaching field or teaching methods of the employee. The courses must be taken at a college or university accredited by the U.S. Department of Education.

Adjustments to salary for additional education (educational increments) shall be made at the beginning of the school year and at the beginning of the second semester. Employees who anticipate moving on the salary schedule at the beginning of the second semester shall notify the Superintendent, in writing, of this potential move, by the end of the first school day following Christmas vacation.

10.3 INSURANCE

The Board shall pay one hundred (100) percent of the employee's premium and sixty (60) percent of the total premium of the other plan options available to the employee. In no case shall the Board's contribution be less than the amount paid for the employee only.

Any change in the present policy or carrier is subject to approval of the Association and the Board.

- A. Health Insurance** -- Employees shall be eligible for coverage when their work week is at least 30 hours. During any year in which the group health insurance plan for employees is a Health Reimbursement Account (HRA) policy, the Board shall pay all but the first \$750 spent by the employee toward the annual deductible amount that employees must pay under the policy.
- B. Dental Insurance** -- Employees shall be eligible for coverage when their work week is at least 25 hours.
- C. Life Insurance** -- The Board shall pay the full cost of coverage for a \$30,000.00 life insurance policy. Employees shall be eligible for coverage when their work week is at least 30 hours. The schedule of benefits shall be: less than age 70 years -- 100% of benefit; age 70 but less than 75 years -- 65% of benefit; and age 75 years and over -- 45% of benefit.

10.4 ANNUITY DEDUCTIONS

Employees who authorize payroll deductions for annuities shall have the deductions made from both the first and second paycheck each month. The deductions shall be mailed to the designated savings institutions not later than three working days following the issue of the checks from which the deductions were made. If the company won't take payments twice a month, then the deduction will be made once a month on the last paycheck.

10.5 TEACHERS' RETIREMENT INSURANCE PROGRAM

The Board agrees to pay, on behalf of the employee, the employee's full contribution to the Teachers' Retirement Insurance Program.

10.6 SUMMER SCHOOL

Summer school salary shall be paid by June 30th.

10.7 NON-TEACHING DUTIES – PAYMENT

The non-teaching duty pay schedule shall be as set forth in Appendix B, which is attached to this contract. All supplemental pay except those paid as an hourly or single event rate shall be subject to additional longevity pay. The Board agrees that longevity shall not be a factor of consideration upon reemployment of affected positions from year to year.

The following longevity shall be established:

Years 0-3 = supplemental rate

Years 4-11 = supplemental rate + \$300

Years 12+ = supplemental rate + \$450

When calculating years of longevity, the following shall apply:

- (a) Longevity applies only to years of service within the District.
- (b) Longevity is activity specific.
- (c) When applicable, experience as an assistant or head of an activity shall be considered cumulative.
- (d) Years in the activity need not be continuous.

10.8 SUPPLEMENTAL JOBS – ADDED TO SALARY SCHEDULE

The Supplemental Pay Schedule shall be as set forth in Appendix B which is attached to and incorporated into this Agreement. Supplemental jobs are defined as any assignments that are in addition to the normal work schedule and/or that exceed the normal work day. These assignments may be made only with the consent of the employee. Supplemental pay shall be added to the employee's salary and shall be paid in the paycheck each pay period.

In the event a current paid supplemental job becomes vacant or a new paid supplemental job is established, the vacancy shall be posted in each building and a copy sent to the Association president. Any employee shall have the opportunity to apply for such vacancy within seven (7) calendar days of posting. The vacancy shall not be filled before the end of the posting period.

10.9 MASTER TEACHER INCENTIVE

Upon successful completion of the National Teacher Certification Program (Master Teacher status), the employee may apply to the district and shall be paid a one-time stipend of \$1,000.

10.10 COLLEGE COURSES

Subject to Superintendent approval, the Board shall reimburse each employee up to the amount of \$3,500 per contract year for the purpose of assisting the employee in the payment of tuition, fees, etc. for taking additional college level courses. Certified staff hired on or after July 1, 2020 must have two years' full time service in the District to be eligible.

Tuition reimbursement shall be limited to graduate courses in fields directly related to the practice of teaching, to the subject area of the teacher's assigned classes within the District, or toward earning a new teaching endorsement. Reimbursement will only be provided for classes taken at institutions accredited by the Council for the Accreditation of Educator Preparation (CAEP). Degrees and credit hours earned in coursework related to education administration or in courses not applicable to improving teacher classroom performance or knowledge of subject will not receive reimbursement. Credits earned to eliminate deficiencies shall not be eligible for reimbursement unless those deficiencies result from a positional transfer by the board.

Employee in such programs and taking such classes shall keep the district informed of their degree progress by submitting copies of their grades to the unit office. Payment shall be made upon submission of proof of payment of tuition or fees, and grades showing a passing grade of "C" or Pass or better in the class for reimbursement.

Any employee who received tuition reimbursement must reimburse the District if he/she voluntarily resigns, at the following rates:

- (a) 100% of reimbursement paid out the current year
- (b) 75% of reimbursement from 2 years' prior
- (c) 50% of reimbursement from 3 years' prior

10.11 PROFESSIONAL CONFERENCES AND WORKSHOPS LEAVE

PROFESSIONAL CONFERENCES and WORKSHOPS – All employees shall be encouraged to attend professional conferences and workshops. Attendance at these activities shall be voluntary and shall not result in any loss of pay. The Board shall reimburse each employee up to a maximum of \$475.00 each contract year for expenses related to participation in these activities.

CONFERENCES AND WORKSHOPS – Each employee shall be entitled to two (2) days non-accumulative leave each contract year with full pay to attend conferences, meetings or workshops. The employee may use up to the \$475.00 maximum for all reasonable expenses for travel, lodging, meals and registration fees during the leave. All claims for reimbursement must be supported by paid receipts, cancelled checks or other suitable evidence. If attendance at any conference, meeting or workshop is at the request of the Board or administrator, such attendance shall not be counted against the two (2) day allowance. No employee shall be denied the opportunity to attend a professional conference or workshop because the district will have to hire a substitute.

Retiring teachers are exempt from professional travel to workshops during their final year.

10.12 MILEAGE FOR TRAVELING EMPLOYEES

Employees that travel between schools in-town and Lincoln School shall be reimbursed for all mileage in relation to their employment other than travel to and from their school assignment at the beginning of or following the end of the work day. No mileage can be claimed for in-town travel between buildings. Reimbursement shall be at the current IRS rate.

10.13 SUPPLEMENTAL CLASSES

In the event it becomes necessary to schedule class(es) before the work day, during lunch, or after the work day, the following provisions shall apply:

- A. The establishing of such position(s) shall be approved by the Board.
- B. Each year the position(s) are deemed necessary by the Board, they shall be posted in accordance with section 10.9 Supplemental Jobs of the Contract.
- C. Supplemental classes shall be no less than the average school day class in length.
- D. The Board shall work toward a minimum class size of ten (10).
- E. Pay for teaching a supplemental class shall be in accordance with Appendix B Supplemental Schedule.
- F. Employees who voluntarily teach a supplemental class for no pay shall receive equivalent time off during the work day or shall be allowed to leave after the school day, but not both.
- G. The Board shall approve all employees for supplemental class positions.

10.14 PAYROLL PROCEDURES

Payroll checks shall be regularly issued on the 5th and 20th of the month. If a regular pay date during the school term falls on a day when school is not in session, employees shall receive the pay on the last day of the school session. All employees employed after June 1, 2018, shall be paid via direct deposit. An employee may choose to have their direct deposit distributed in up to three bank accounts. Extra pay for activities not included in the contractual salary will be paid once entered into the electronic payroll system and approved for payment. These payments will be made according to the payroll time sheet schedule.

Each employee shall receive his/her salary over a twelve (12) month period. Any employee currently being paid over 9 months may continue to do so. If an employee moves to a 12 month pay schedule they must remain.

10.15 ORGANIZED STUDENT TUTORING

In the event it becomes possible to schedule organized student tutoring, the following provisions shall apply:

- A. The establishing of such position(s) shall be determined by the administration.
- B. The positions will be posted to the present certified staff and pay will be according to the supplemental salary schedule. Every effort will be made to employ certified staff, but if an adequate number does not apply, then non-certified staff will be given the opportunity to apply.
- C. Organized student tutoring may be held:
 - 1. At any time prior to the normal report time of the employee as established within Section 6.2 Work Day of this agreement.
 - 2. During an employee's normally scheduled preparation period. On dates of this occurrence, the employee's preparation period shall be moved to 7:25-7:55 a.m. in the elementary and middle school or 7:30-8:00 a.m. in the high school.

10.16 TEACHER SHORTAGE BONUS

Beginning with the 2024-2025 academic year when a vacancy has been posted for 21 days and has five or fewer qualified applicants the Board will re-advertise the position for a period of at least 7 days with a "Teacher Shortage" Bonus of Two Thousand Five Hundred Dollars (\$2,500). The one-time employment bonus of \$2,500 shall be paid as one payment and not later than the second pay check following the employee's first day of assignment.

Any employee who received a signing bonus must reimburse the District if he/she voluntarily resigns or is dismissed with cause at the following rates:

- (a) 100% of reimbursement paid out the current year
- (b) 75% of reimbursement from 2 years' prior
- (c) 50% of reimbursement from 3 years' prior
- (d) 25% of reimbursement from 4 years' prior

10.17 HARDSHIP VACANCY FULFILLMENT

When it becomes necessary to hire an individual receiving a retirement benefit from the Illinois Downstate Teachers' Retirement System, the employee's salary schedule placement shall be at years' experience 0 and the column of the highest degree held, including hours, by the individual. It is understood that any such employee is recognized under section 1.2 of this agreement and is eligible only for such non-salary benefits as required by federal, state, local law, or Board policy. Prior to hiring under this article the Board agrees to notify and discuss the fulfillment with the Association.

ARTICLE 11

TEACHER RETIREMENT PROVISIONS

11.1 COMPENSATION UPON RETIREMENT

Any employee who has submitted a letter of resignation for the purpose of retirement shall receive all compensation (i.e. salary, severance, excess sick leave payment, etc.) due them not later than the final payroll of the academic school year, unless the employee reaches an alternate agreement with the Board.

11.2 TEACHER SEVERANCE

To recognize the contributions of those employees who have provided long and effective service to the youth of this district, each employee, upon leaving the district, shall be compensated in accordance with Section 11.4 of this agreement pursuant to the following:

- A.** After fifteen (15) years teaching experience in the district the sum of \$7,500.
- B.** After twenty (20) years teaching experience in the district the sum of \$10,000.

This severance shall be paid to the employee except in the case of the employee having received a retirement incentive payment under Section 11.4-C of this agreement.

Any employee dismissed for cause will not be entitled to any benefits under this section. An employee shall be allowed not to take benefits under this section if he/she so chooses.

11.3 REWARD FOR UNUSED SICK LEAVE DAYS

Upon a bona fide retirement from the district, an employee with at least 35 years of creditable TRS service, or who has reached at least 60 years of age as required by TRS, will be paid for all accumulated sick days beyond those needed for retirement at a rate of \$75.00 per day. The maximum number of days that can be used under this provision is fifty-five (55). This payment may be made post-retirement to avoid TRS penalties to the District, if beneficial to the employee. In order to be eligible for this provision the retiring employee must notify the District of his/her intended retirement as per section 11.4.

11.4 RETIREMENT INCENTIVE

- A. Eligibility** – Eligibility for this incentive is contingent upon at least fifteen (15) years of service in the Johnston City School District and is also contingent upon eligibility for retirement under the Teachers' Retirement System of Illinois.
- B. Retirement At Age 60 Or With 35 Years of Service Credit** – Eligibility under this incentive is contingent upon the employee either reaching 60 years of age or acquiring 35 years of TRS Creditable Service at the time of retirement. Any

employee utilizing an ERO option in order to retire shall be deemed ineligible. This provision does not apply to section 11.2 Teacher Severance. An employee does not have to retire in order to receive the benefit under section 11.2 but the benefit due must be distributed as outlined within section 11.4-G, Distribution.

- C. Retirement Incentive Contingent Upon Retirement When First Eligible –** A \$32,000 retirement incentive shall be provided to an eligible employee who retires during the year in which the employee reaches age 60 or acquires 35 years of TRS Creditable Service. Any employee with a Board accepted irrevocable letter of retirement on or before June 27, 2019, shall have a \$26,000 retirement incentive. Any employee with a Board accepted irrevocable letter of retirement June 28, 2019 through August 13, 2023, shall have a \$28,000 retirement incentive.
- D. Notification Deadlines –** The Board of Education (“District” or “employer”) shall provide a severance benefit to an eligible employee who not later than February 1st in any given year submits his or her irrevocable notice of retirement from the District containing a certain retirement or date. No such retirement date shall be more than six (6) years later than the end of the school year in which the notice is given. In an emergency, the Superintendent may at his discretion approve a request to retire if the notice is received after February 1st. Access to any incentive or benefit under this provision shall require the employee seeking the incentive or benefit to retire pursuant to the notice contemplated herein. This provision does not apply to section 11.2 Teacher Severance. An employee does not have to retire or meet the established deadline in order to receive the benefit under section 11.2 but the benefit due must be distributed as outlined within section 11.4-G, Distribution.
- E. Pooling of Benefits –** The total benefits due the employee under Section 11.2 Teacher Severance and Section 7.1, Sick Leave, 11.3 Reward for Unused Sick Leave Days and 11.4 Retirement Incentive shall be calculated and pooled into one benefit amount upon receipt of the irrevocable letter. The District shall add to that amount the required TRS payments made by the Board in behalf of the employee as per the negotiated agreement. The total benefit due the employee including the addition of Board paid TRS shall be distributed as set forth herein.
- F. Initial Calculations –** The initial calculations (Section E) may be based upon estimates made at the time the notice of retirement is received and a final calculation shall be made and the amount of the benefit adjusted as necessary as the time of retirement approaches in order to assure that the total and correct benefit amount due an employee is not exceeded. All final calculations shall be made based on the certificated employee’s proper placement on the appropriate salary schedule in the year of retirement.
- G. Distribution –** Once calculated (See F above.) the pooled benefit amount (See E above.) which includes the amount the employee is entitled to receive under

Section 11.2 Teacher Severance and Section 7.1, Sick Leave, 11.3 Reward for Unused Sick Days and 11.4 Retirement Incentive, shall be distributed as follows:

For each school year between the time the notice of retirement is given and the date of retirement beginning the year the notice is given, (however, the payout period shall not exceed the last four (4) years of employment), the employee shall receive his/her regularly scheduled increases in creditable earnings, plus that portion of the benefit needed to result in the creditable earnings being 106% of the previous year's creditable earnings. The portion paid that is above his/her regularly scheduled increases shall be deducted from the pooled benefit amount. At the time of retirement any remaining benefit funds shall be paid as one lump sum following the last day of employment and receipt of the final payroll check. Such post retirement payment shall not be considered TRS creditable earnings. The retiring employee, to the maximum extent possible, shall receive the full dollar amount of the benefits as creditable earnings while avoiding TRS penalties that may arise due to the payment of benefits distributed under this provision.

- H. **Rounding** – In calculation of the six percent (6%) increases, the amount may be rounded down to the nearest \$5.00 yearly to avoid TRS penalties.
- I. **Successor Agreements** – These provisions may be bargained at the discretion of the parties in a successor agreement; however, any employee offering a resignation in compliance with section 11.4-D. Notification Deadlines, will receive the benefit as a minimum guarantee as outlined herein regardless of the inclusion of this provision in a successor agreement or the expiration of the agreement.
- J. **Reopening This Provision** – This provision shall be reopened for reconsideration upon the written demand to bargain by either party provided that the District becomes subject to TRS penalties under this provision, legislative changes or rule changes affecting what has come to be known as SB 27 for the purpose of negotiating appropriate revisions 11.2, 7.1, 11.3, and 11.4 to assure that the retiring employee, to the maximum extent possible, shall receive the full dollar amount of the benefit as creditable earnings while avoiding TRS penalties that may arise due to the payment of benefits distributed under this provision.
- K. **Cancellation of Retirement** – Irrevocable shall mean subject to interest penalty (the rate which the district is paid on its major accounts plus one-half percent) on payments made by the school district along with repayment of incentive to the district if retirement is reneged upon. If this revocation is due to a valid reason such as loss of sick days, that employee will be eligible as per section 11.4-C.

ARTICLE 12

CURRICULUM & INSTRUCTION

12.1 CURRICULUM AND INSTRUCTION (Philosophy)

The district's educational program shall ensure each student an equal opportunity to develop his/her educational capacities to his/her maximum.

12.2 TEACHER COUNCIL ON INSTRUCTION & CURRICULUM

The Association shall maintain a Teacher Council on Instruction and Curriculum Development.

- A. Curriculum is defined to include any program of study which is carried on by the district.
- B. Instruction is defined to include all aspects of the teaching-learning situation either in the classroom or sponsored by the district.
- C. The purpose and functions of the Teacher Council on Instruction and Curriculum Development shall be as follows:
 - 1. To engage in planning the continuous improvement of curriculum and instruction.
 - 2. To provide an additional means of communication among employees on matters relating to curriculum and instruction.
 - 3. To serve as a representative group for preliminary screening of projects or proposals of individual employees or employee groups.
 - 4. To study and make recommendations on all changes in the curriculum or instruction before they are adopted.
 - 5. To assist in planning in-service training programs.
- D. Any proposed change in instruction or curriculum as defined herein this Article or any proposed addition of employees which requires the creation of an additional employee position not in existence at the time of the proposal or any proposed elimination of certified employee or staff position which was in existence at the time of the proposal shall be referred to the Teacher Council on Instruction and Curriculum Development. The Council shall study the proposal and report its findings and recommendations to the Board within thirty (30) days. The Council shall have the opportunity to meet with the Board to discuss the proposal. The Board shall take action upon any written reports submitted to it by the Teacher Council on Instruction and Curriculum Development within thirty (30) days of submission.

- E. The Council may choose not to make a recommendation on any proposal without establishing precedent.

12.3 TEXTBOOKS, LIBRARY BOOKS, & OTHER INSTRUCTIONAL MATERIAL - (Philosophy)

The Board recognizes that the employees of a given grade level, subject or department are the most knowledgeable to select the appropriate textbooks, library materials, and other instructional materials for their subject and/or grade level.

12.4 MATERIALS, SELECTION REFLECTS SOCIETY

Textbooks, library books, and other instructional materials in all subject areas and at all grade levels shall be selected which best show the cultural diversity and pluralistic nature of American society and reflect the most recent authoritative scholarship on the history and contributions of various racial, ethnic, and religious groups.

12.5 MATERIALS – CURRENT

The Board and Association recognize that in today's society, because of the rapid accumulation of knowledge, it is absolutely essential to have textbooks, library books, and other instructional materials which are current.

12.6 TEXTBOOK ADOPTION PROCEDURE

The following procedure shall be used to adopt textbooks:

- A. The employee at a given grade level, subject, or department shall be given examination copies of any textbooks to be considered for adoption in ample time to allow thorough examination of the sample copies by March 15.
- B. From the group of examination copies each employee shall choose three (3) for additional consideration.
- C. The superintendent shall arrange for the employees involved in selecting the textbooks, a meeting with representatives of the final three (3) textbook companies.
- D. The employees shall make the choice of the book or books to be adopted.
- E. Employees may request samples from companies in addition to those provided in paragraph "A" above.
- F. Principals in the building(s) where the textbook(s) are to be selected shall have input into the selection of the textbook(s).

12.7 ADVERSE CRITICISM

If an individual or group of individuals attempt to censor any textbooks, library materials, or other instructional materials, the Board shall act as follows:

- A.** All objections and complaints regarding the use of any instructional or educational materials shall be submitted to the building principal in writing and signed by a resident of the district.
- B.** Such objections will first be reviewed by a committee appointed by the Association.
- C.** The committee will submit its findings in writing to the building principal who will convey them with his/her recommendations to the Board.
- D.** The superintendent may remove the instructional or educational material on which the complaint has been filed after discussing the complaint with the involved building principal and employee(s). The material may be removed for a maximum of thirty (30) calendar days. The material shall not be removed in an arbitrary manner.

12.8 LESSON PLANS

Employees shall prepare daily lesson plans consistent with the curriculum. The purpose of these lesson plans is to provide a general guide for the employee or substitute to follow. These plans need not be detailed. They should contain subject, page, exercise, date and any comments the employee feels necessary. The lesson plans shall be submitted to the principal on Friday afternoon for the lessons of the following week.

12.9 ACADEMIC FREEDOM

Employees shall have academic freedom in the district. Academic freedom shall mean that employees are free to present instructional materials which are pertinent to the subject and level taught, within the outlines of appropriate course content and within the planned instructional program, as determined by normal administrative procedures, and shall present all facts of controversial issues in a scholarly and objective manner within the limits of appropriate pedagogical discretion and propriety. Employees shall be entitled to freedom of discussion within the classroom of all matters which are relevant to the subject matter under study and within their area of professional competence. Notification will be made to the administration whenever an employee intends to inject into course coverage units which might reasonably be anticipated to be controversial.

12.10 TEACHERS/POLITICS

Employees shall not use the classroom or extra curricular activities to promote political candidates or to further partisan political activities.

ARTICLE 13

DURATION & EFFECT OF AGREEMENT

13.1 COMPLETE UNDERSTANDING

The terms and conditions set forth in this Contract represent the full and complete understanding between the parties. The terms and conditions may be modified only through the written mutual consent of the parties.

13.2 INCORPORATION OF BOARD POLICIES

The policies and procedures of the Board may neither countermand nor be contrary to the terms and conditions of this contract.

13.3 SAVINGS CLAUSE

Should any article, section, or clause of this contract be declared illegal by a court of competent jurisdiction, then that article, section, or clause shall be deleted from this contract to the extent that it violates the law. The remaining articles, sections, and clauses shall remain in full force and effect.

13.4 BOARD PAID RETIREMENT – TAX DEFERRED STATUS

Furthermore, should any court of competent jurisdiction, the Illinois Downstate Teacher's Retirement System, or the Internal Revenue Service render a ruling(s) affecting the tax deferred status of this provision (Board-Paid Retirement in lieu of the employee), such withholdings or tax monies due along with penalties and interest shall be the liability of the employee. (REFER TO SALARY SCHEDULE 10.1 AND ATTACHED SALARY SCHEDULE)

13.5 INCLUSIONS

The parties agree that applicable Illinois statutory and case law and the Constitutions of the United States and the State of Illinois are hereby incorporated into this contract.

13.6 NO-STRIKE CLAUSE

The Association agrees not to strike during the term of this agreement.

13.7 TERM OF CONTRACT

This contract shall be effective August 14, 2023 and shall continue in full force and effect until 12 midnight of the day prior to the first day of school for the 2027-2028 school year.

13.8 REOPENERS

Negotiations for the 2026-2027 school year shall consist of only salaries, fringe benefits of a direct economic benefit to the employee and no more than three (3) additional issues.

IN WITNESS THEREFORE:

FOR THE JOHNSTON CITY EDUCATION ASSOCIATION

Robert Blake Dobraski May 4, 2023
PRESIDENT DATE

Tiffany Dobraski May 4, 2023
SECRETARY DATE

FOR THE BOARD OF EDUCATION, JOHNSTON CITY C.U.S.D. #1

C. Cel 5-4-23
PRESIDENT DATE

[Signature] 5/4/23
SECRETARY DATE

	B BASE	1.03	1.06								
	M BASE	1.03									
YRS. EXP.	B	B + 8	B + 16	B + 24	M	M + 8	M + 16	M + 24	M + 32	PH.D/2nd M	YRS. EXP.
0	41303	42055	42807	43559	46808	47560	48312	49064	49816	50568	0
1	42501	43275	44049	44822	48167	48941	49714	50488	51262	52036	1
2	43338	44112	44886	45660	49073	49847	50621	51394	52168	52942	2
3	44176	44950	45723	46497	49979	50753	51527	52301	53075	53848	3
4	45013	45787	46561	47335	50886	51659	52433	53207	53981	54755	4
5	45851	46624	47398	48172	51792	52566	53340	54113	54887	55661	5
6	48108	48882	49656	50430	54119	54892	55666	56440	57214	57988	6
7	48946	49720	50493	51267	55025	55799	56573	57346	58120	58894	7
8	49783	50557	51331	52105	55931	56705	57479	58253	59026	59800	8
9	50621	51394	52168	52942	56838	57611	58385	59159	59933	60707	9
10	51458	52232	53006	53779	57744	58518	59291	60065	60839	61613	10
11	52295	53069	53843	54617	58650	59424	60198	60972	61745	62519	11
12	53133	53907	54680	55454	59556	60330	61104	61878	62652	63425	12
13	54887	55661	56435	57209	61380	62153	62927	63701	64475	65249	13
14	55725	56498	57272	58046	62286	63060	63834	64607	65381	66155	14
15	56562	57336	58110	58883	63192	63966	64740	65514	66287	67061	15
16	57399	58173	58947	59721	64099	64872	65646	66420	67194	67968	16
17	58237	59011	59784	60558	65005	65779	66552	67326	68100	68874	17
18	59074	59848	60622	61396	65911	66685	67459	68233	69006	69780	18
19	59912	60685	61459	62233	66817	67591	68365	69139	69913	70686	19
20	60749	61523	62297	63070	67724	68498	69271	70045	70819	71593	20
21	61586	62360	63134	63908	68630	69404	70178	70951	71725	72499	21
22	62424	63198	63971	64745	69536	70310	71084	71858	72632	73405	22
23	63261	64035	64809	65583	70443	71216	71990	72764	73538	74312	23
24	64099	64872	65646	66420	71349	72123	72897	73670	74444	75218	24
25	64936	65710	66484	67257	72255	73029	73803	74577	75350	76124	25
26	65773	66547	67321	68095	73162	73935	74709	75483	76257	77031	26
27	66611	67385	68158	68932	74068	74842	75615	76389	77163	77937	27
28	67671	68445	69218	69992	75128	75902	76675	77449	78223	78997	28
29	68508	69282	70056	70830	76034	76808	77582	78356	79129	79903	29
30	69346	70119	70893	71667	76940	77714	78488	79262	80036	80809	30
31	70183	70957	71731	72504	77847	78621	79394	80168	80942	81716	31
32	71020	71794	72568	73342	78753	79527	80301	81074	81848	82622	32
33	71858	72632	73405	74179	79659	80433	81207	81981	82755	83528	33
34	72695	73469	74243	75017	80566	81339	82113	82887	83661	84435	34
35	73533	74306	75080	75854	81472	82246	83020	83793	84567	85341	35

	B BASE	1.03	1.05								
	M BASE	1.03									
YRS. EXP.	B	B + 8	B + 16	B + 24	M	M + 8	M + 16	M + 24	M + 32	PH.D/2nd M	YRS. EXP.
0	42542	43317	44091	44865	48213	48987	49762	50536	51310	52085	0
1	43363	44153	44942	45732	49144	49933	50723	51512	52302	53091	1
2	44621	45434	46246	47059	50570	51383	52195	53008	53820	54632	2
3	45500	46313	47125	47938	51522	52334	53147	53959	54772	55584	3
4	46380	47192	48005	48817	52473	53286	54098	54911	55723	56536	4
5	47259	48071	48884	49696	53425	54237	55050	55862	56675	57487	5
6	48138	48951	49763	50576	54376	55189	56001	56814	57626	58439	6
7	50509	51321	52134	52946	56820	57632	58445	59257	60069	60882	7
8	51388	52201	53013	53826	57771	58584	59396	60209	61021	61834	8
9	52267	53080	53892	54705	58723	59535	60348	61160	61973	62785	9
10	53147	53959	54772	55584	59674	60487	61299	62112	62924	63737	10
11	54026	54838	55651	56463	60626	61438	62251	63063	63876	64688	11
12	54905	55718	56530	57343	61578	62390	63203	64015	64828	65640	12
13	55784	56597	57409	58222	62529	63342	64154	64967	65779	66592	13
14	57626	58439	59251	60064	64444	65256	66069	66881	67694	68506	14
15	58506	59318	60131	60943	65395	66208	67020	67833	68645	69458	15
16	59385	60197	61010	61822	66347	67159	67972	68784	69597	70409	16
17	60264	61077	61889	62702	67298	68111	68923	69736	70548	71361	17
18	61144	61956	62769	63581	68250	69063	69875	70688	71500	72312	18
19	62023	62835	63648	64460	69202	70014	70827	71639	72452	73264	19
20	62902	63715	64527	65340	70153	70966	71778	72591	73403	74216	20
21	63781	64594	65406	66219	71105	71917	72730	73542	74355	75167	21
22	64661	65473	66286	67098	72057	72869	73681	74494	75306	76119	22
23	65540	66352	67165	67977	73008	73821	74633	75446	76258	77071	23
24	66419	67232	68044	68857	73960	74772	75585	76397	77210	78022	24
25	67298	68111	68923	69736	74911	75724	76536	77349	78161	78974	25
26	68178	68990	69803	70615	75863	76675	77488	78300	79113	79925	26
27	69057	69869	70682	71494	76815	77627	78440	79252	80065	80877	27
28	69936	70749	71561	72374	77766	78579	79391	80204	81016	81829	28
29	71049	71862	72674	73487	78879	79692	80504	81317	82129	82942	29
30	71929	72741	73553	74366	79831	80643	81456	82268	83081	83893	30
31	72808	73620	74433	75245	80782	81595	82407	83220	84032	84845	31
32	73687	74500	75312	76125	81734	82547	83359	84172	84984	85796	32
33	74566	75379	76191	77004	82686	83498	84311	85123	85936	86748	33
34	75446	76258	77071	77883	83637	84450	85262	86075	86887	87700	34
35	76325	77137	77950	78762	84589	85401	86214	87026	87839	88651	35

	B BASE	1.015	1.03								
	M BASE	1.015									
YRS. EXP.	B	B + 8	B + 16	B + 24	M	M + 8	M + 16	M + 24	M + 32	PH.D/2nd M	YRS. EXP.
0	43180	43966	44752	45538	48936	49722	50508	51294	52080	52866	0
1	43813	44611	45409	46206	49654	50452	51249	52047	52845	53642	1
2	44659	45472	46285	47099	50613	51426	52239	53053	53866	54679	2
3	45955	46792	47628	48465	52082	52919	53756	54593	55430	56266	3
4	46860	47697	48534	49371	53062	53899	54736	55573	56410	57247	4
5	47766	48603	49440	50277	54042	54879	55716	56553	57390	58227	5
6	48672	49508	50345	51182	55023	55859	56696	57533	58370	59207	6
7	49577	50414	51251	52088	56003	56840	57677	58513	59350	60187	7
8	52019	52856	53693	54530	58519	59356	60193	61030	61867	62703	8
9	52925	53762	54598	55435	59499	60336	61173	62010	62847	63684	9
10	53830	54667	55504	56341	60479	61316	62153	62990	63827	64664	10
11	54736	55573	56410	57247	61460	62296	63133	63970	64807	65644	11
12	55642	56479	57315	58152	62440	63277	64113	64950	65787	66624	12
13	56547	57384	58221	59058	63420	64257	65094	65931	66767	67604	13
14	57453	58290	59127	59964	64400	65237	66074	66911	67748	68584	14
15	59350	60187	61024	61861	66372	67209	68046	68882	69719	70556	15
16	60256	61093	61930	62766	67352	68189	69026	69863	70700	71536	16
17	61162	61998	62835	63672	68332	69169	70006	70843	71680	72517	17
18	62067	62904	63741	64578	69312	70149	70986	71823	72660	73497	18
19	62973	63810	64647	65483	70293	71129	71966	72803	73640	74477	19
20	63878	64715	65552	66389	71273	72110	72946	73783	74620	75457	20
21	64784	65621	66458	67295	72253	73090	73927	74763	75600	76437	21
22	65690	66527	67364	68200	73233	74070	74907	75744	76580	77417	22
23	66595	67432	68269	69106	74213	75050	75887	76724	77561	78398	23
24	67501	68338	69175	70012	75193	76030	76867	77704	78541	79378	24
25	68407	69244	70080	70917	76174	77010	77847	78684	79521	80358	25
26	69312	70149	70986	71823	77154	77991	78827	79664	80501	81338	26
27	70218	71055	71892	72729	78134	78971	79808	80644	81481	82318	27
28	71124	71961	72797	73634	79114	79951	80788	81625	82461	83298	28
29	72029	72866	73703	74540	80094	80931	81768	82605	83442	84278	29
30	73176	74013	74849	75686	81241	82077	82914	83751	84588	85425	30
31	74081	74918	75755	76592	82221	83058	83894	84731	85568	86405	31
32	74987	75824	76661	77498	83201	84038	84875	85711	86548	87385	32
33	75893	76730	77566	78403	84181	85018	85855	86692	87529	88365	33
34	76798	77635	78472	79309	85161	85998	86835	87672	88509	89346	34
35	77704	78541	79378	80215	86141	86978	87815	88652	89489	90326	35

APPENDIX B				
SUPPLEMENTAL				
SALARY SCHEDULE 2023-2024				
SPORTS	HS Head	HS Asst	MS Head	MS Asst
A.D. (IHSA 2/3 & SIJHSAA 1/3)	\$6,000		\$3,000	
Baseball / Softball	\$4,521	\$2,046	\$3,300	\$1,320
Basketball (Boys' & Girls')	\$5,907	\$4,290	\$4,730	\$2,420
Basketball (5th & 6th Ext Season) (Boys' & Girls')			\$1,430	
Bowling	\$1,100			
Cheerleading	\$4,180		\$2,530	
Cross Country	\$2,145		\$605	
Football-3@ \$4290/1@ \$2363	\$5,907	\$4290/\$2363		
Golf	\$2,145	\$858		
Track (Boys' & Girls') 2 separate stipends	\$3,630		\$1,870	
Volleyball	\$4,521	\$1,848	\$2,112	
Wrestling	\$3,685	\$1,474		
ACADEMIC	HS Head	HS Asst	MS	
Eighth Grade Class			\$1,056	
Art Club	\$1,100			
Educator's Rising	\$1,100			
FFA	\$1,100			
High School Newspaper (per, max. of 5)	\$308			
High School Play (per, one only)	\$1,650			
Homecoming Coordinator	\$990			
Junior Class	\$4,400			
Math Team	\$3,410	\$1,595		
Pom Pon	\$2,420			
Scholar Bowl	\$3,300		\$2,420	
Senior Class	\$1,210			
SIT Lead (Unstructured, ex: Title, Guidance)	\$1,650			
Soph./Fresh. Class	\$990			
High School Speech & Drama	\$1,870			
Student Council	\$1,100		\$1,100	
W.Y.S.E. Team	\$1,760			
Yearbook	\$2,970			
MUSIC	DISTRICT			
Band Director	\$3,520			
Chorus	\$2,420			
Major Musical Production K-12	\$2,420			
OTHER	DISTRICT			
Ballgame Supervisor (Certified)	\$100			
Ballgame Worker, Bus Duty(per day), Certified Additional Hours, Detention (lunch or 45 minutes), Dual Credit Substitute (per class), Extended Hours Tutoring (per hour), Lunchroom Duty (per day), Summer Driver's Education (per hour), Summer School (per hour)	\$40			
Special Event Worker	\$80			
Supplemental Class	1/7 of salary			
Textbook Coordinator	\$3,960			

APPENDIX B				
SUPPLEMENTAL				
SALARY SCHEDULE 2024-2025				
SPORTS	HS Head	HS Asst	MS Head	MS Asst
A.D. (IHSA 2/3 & SIJHSAA 1/3)	\$6,300		\$3,150	
Baseball / Softball	\$4,747	\$2,148	\$3,465	\$1,386
Basketball (Boys' & Girls')	\$6,202	\$4,505	\$4,967	\$2,541
Basketball (5th & 6th Ext Season) (Boys' & Girls')			\$1,502	
Bowling	\$1,155			
Cheerleading	\$4,389		\$2,657	
Cross Country	\$2,252		\$635	
Football-3@ \$4505/1@ \$2481	\$6,202	\$4505/\$2481		
Golf	\$2,252	\$901		
Track (Boys' & Girls') 2 separate stipends	\$3,812		\$1,964	
Volleyball	\$4,747	\$1,940	\$2,218	
Wrestling	\$3,869	\$1,548		
ACADEMIC	HS Head	HS Asst	MS	
Eighth Grade Class			\$1,109	
Art Club	\$1,155			
Educator's Rising	\$1,155			
FFA	\$1,155			
High School Newspaper (per, max. of 5)	\$323			
High School Play (per, one only)	\$1,733			
Homecoming Coordinator	\$1,040			
Junior Class	\$4,620			
Math Team	\$3,581	\$1,675		
Pom Pon	\$2,541			
Scholar Bowl	\$3,465		\$2,541	
Senior Class	\$1,271			
SIT Lead (Unstructured, ex: Title, Guidance)	\$1,733			
Soph./Fresh. Class	\$1,040			
High School Speech & Drama	\$1,964			
Student Council	\$1,155		\$1,155	
W.Y.S.E. Team	\$1,848			
Yearbook	\$3,119			
MUSIC	DISTRICT			
Band Director	\$3,696			
Chorus	\$2,541			
Major Musical Production K-12	\$2,541			
OTHER	DISTRICT			
Ballgame Supervisor (Certified)	\$125			
Ballgame Worker, Bus Duty(per day), Certified Additional Hours, Detention (lunch or 45 minutes), Dual Credit Substitute (per class), Extended Hours Tutoring (per hour), Lunchroom Duty (per day), Summer Driver's Education (per hour), Summer School (per hour)	\$45			
Special Event Worker	\$85			
Supplemental Class	1/7 of salary			
Textbook Coordinator	\$4,158			

APPENDIX B				
SUPPLEMENTAL				
SALARY SCHEDULE 2025-2026				
SPORTS	HS Head	HS Asst	MS Head	MS Asst
A.D. (IHSA 2/3 & SIJHSAA 1/3)	\$6,615		\$3,308	
Baseball / Softball	\$4,984	\$2,256	\$3,638	\$1,455
Basketball (Boys' & Girls')	\$6,512	\$4,730	\$5,215	\$2,668
Basketball (5th & 6th Ext Season) (Boys' & Girls')			\$1,577	
Bowling	\$1,213			
Cheerleading	\$4,608		\$2,789	
Cross Country	\$2,365		\$667	
Football-3@ \$4730/1@ \$2605	\$6,512	\$4730/\$2605		
Golf	\$2,365	\$946		
Track (Boys' & Girls') 2 separate stipends	\$4,002		\$2,062	
Volleyball	\$4,984	\$2,037	\$2,328	
Wrestling	\$4,063	\$1,625		
ACADEMIC	HS Head	HS Asst	MS	
Eighth Grade Class			\$1,164	
Art Club	\$1,213			
Educator's Rising	\$1,213			
FFA	\$1,213			
High School Newspaper (per, max. of 5)	\$340			
High School Play (per, one only)	\$1,819			
Homecoming Coordinator	\$1,091			
Junior Class	\$4,851			
Math Team	\$3,760	\$1,758		
Pom Pon	\$2,668			
Scholar Bowl	\$3,638		\$2,668	
Senior Class	\$1,334			
SIT Lead (Unstructured, ex: Title, Guidance)	\$1,819			
Soph./Fresh. Class	\$1,091			
High School Speech & Drama	\$2,062			
Student Council	\$1,213		\$1,213	
W.Y.S.E. Team	\$1,940			
Yearbook	\$3,274			
MUSIC	DISTRICT			
Band Director	\$3,881			
Chorus	\$2,668			
Major Musical Production K-12	\$2,668			
OTHER	DISTRICT			
Ballgame Supervisor (Certified)	\$125			
Ballgame Worker, Bus Duty(per day), Certified Additional Hours, Detention (lunch or 45 minutes), Dual Credit Substitute (per class), Extended Hours Tutoring (per hour), Lunchroom Duty (per day), Summer Driver's Education (per hour), Summer School (per hour)	\$45			
Special Event Worker	\$90			
Supplemental Class	1/7 of salary			
Textbook Coordinator	\$4,366			

APPENDIX C
TRANSFER SENIORITY LIST
2022-2023

THIS LIST INCLUDES SENIORITY FOR THE 2021-2022 SCHOOL YEAR AND IS FOR USE IN CONJUNCTION
WITH REDUCTIONS IN FORCE WHICH RESULT FROM THE APPLICATION OF ARTICLE 9 OF THIS AGREEMENT.

CONTINUOUS SERVICE IN			CONTINUOUS SERVICE IN		
RANK	NAME	JOHNSTON CITY	RANK	NAME	JOHNSTON CITY
1	KOSCO	33	36	FIETSAM	5
2	JENNINGS	32	37	FIEDLER	4
3	KEE	28	38	LEITZEN	4
4	SUCHECKI	28	39	SHICK	4
5	T. CLARK	28	40	WALTER	4
6	McCLUSKIE	28	41	BRAYFIELD	4
7	McCOY	25.92	42	THOMAS	4
8	B. DOBRASKI	22	43	ASHMORE	4
9	WILLIFORD	21	44	CHEERS	3
10	BAKER	21	45	YATES	3
11	ROSENBERY	21	46	MATTOX	3
12	PATRICK	20	47	T. DOBRASKI	3
13	L. CLARK	20	48	BOYD	3
14	RYKER	19	49	KERLEY	3
15	HERMETZ	18	50	BORGER	3
16	DEVINE	17	51	H. CLARK	3
17	TANNER	16	52	HUEY	3
18	EMERY	16	53	STANLEY	2.71
19	FORT	16	54	MORGAN	2
20	CROSS	15	55	T. STANLEY	2
21	GREAR	14.43	56	DOVER	2
22	KENDRICK	14	57	ADAMS	1
23	GRIZZELL	13	58	MOORE	1
24	MONCHINO	11	59	CARVER	1
25	PRESLEY	11	60	RUSHING M.	1
26	GOODLEY	11	61	SWITCHER	1
27	WILL	7.38	62	SIMPSON	0.96
28	STARK	7	63	LEE	0.13
29	MUMMERT	7	64	DUDLEY	0
30	REEVES	7	65	SMITH	0
31	LAWRENCE	7	66	GUALDONI	0
32	REEDER	7	67	CULLUM	0
33	HARRIS	7	68	JOHNSON	0
34	WHITEHEAD	6			
35	BURZYNSKI	5			

Johnston City Community Unit School District #1

Teacher Evaluation Plan

2015

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Introduction

During the 2014-2015 year, the Johnston City Evaluation Committee members also known as the District PERA Joint Committee has worked hard to develop a new evaluation process for certified staff at Johnston City Community Unit School District #1. The District PERA Joint Committee is made up of equal numbers of Johnston City Education Association members and administrators. The evaluation process will meet the Illinois legal requirements that must be implemented for PERA (Performance Evaluation Reform Act of 2010) and Senate Bill 7.

The following are Members of the Johnston City CUSD #1 PERA Joint Committee:

- Krissy Armes, Administrator Representative
- Kathy Clark, Administrator Representative
- Lenny Clark, Teacher Representative
- Blake Dobraski, Teacher Representative
- Elizabeth Gear, Teacher Representative
- Toni Lawrence, Teacher Representative
- Andria Murrah, Administrator Representative
- Schelly Smiley, Administrator Representative
- Josh Pietrantonio, Administrator Representative
- Jodi Tanner, Teacher Representative

Structure of the Johnston City CUSD #1 Teacher Evaluation process

The teacher evaluation process is based on the *Framework for Teaching* (2013) by Charlotte Danielson. The *Framework for Teaching* is a research-based, validated instrument that is being used across the country and is recommended for use in Illinois districts by the Performance Evaluation Advisory Council (PEAC).

The **2013 Framework for Teaching** will serve as the rubric of professional practice that underlies the teacher evaluation system.

- The *Framework for Teaching* is organized into four domains comprised of 22 components.
- The 2013 *Framework for Teaching* download is available at <https://danielsongroup.org/framework/>

Johnston City CUSD #1 Evaluation Timeline NON-TENURED

Time of Year	Professional Practice	Student Growth	Reports / Ratings
	Year 1-4	Year 1-4	
Aug	9.2 ORIENTATION - The building principal shall acquaint all employees under his/her supervision with the evaluation procedures, standards, and instrument to be used within three (3) weeks after the start of each school year. A new employee shall also receive this orientation on evaluation within two (2) weeks of the first day on the job. No evaluation of classroom teaching performance shall take place until an employee receives such orientation.		
Sept - Dec	1 st Formal Observation	Initial Plan approval meeting in September	
Nov - Feb	2 nd observation	Mid-point review by January	
Prior to March BOE Meeting	Final conference with Rating	Final data review with Rating prior to BOE meeting	All Non-Tenured Teachers Final Summative Conference with Overall rating prior to March BOE Meeting
April - June			
Informal observations ongoing. PDP as needed.			

Johnston City CUSD #1 Evaluation Timeline TENURED

Time of Year	Professional Practice	Student Growth	Reports / Ratings
Aug	9.2 ORIENTATION - The building principal shall acquaint all employees under his/her supervision with the evaluation procedures, standards, and instrument to be used within three (3) weeks after the start of each school year. A new employee shall also receive this orientation on evaluation within two (2) weeks of the first day on the job. No evaluation of classroom teaching performance shall take place until an employee receives such orientation.		
Sept - Feb	1 st Formal Observation	Initial Plan approval meeting in September	
	2 nd observation (if needed)	Mid-point review half way through the approved plan timeline.	
Prior to March BOE Meeting	Final conference with Rating	Final data review with Rating prior to BOE meeting	All Tenured Teachers: Final Summative Conference with Overall Rating prior to March BOE meeting.
April - June			
Informal Observations ongoing. PDP as needed.			

Evaluation timelines may be adjusted based on unforeseen timelines by the JCCUSD#1 PERA Joint Committee.

Johnston City Community Unit School District #1

ARTICLE 9 EVALUATION

9.1 EMPLOYEE EVALUATION

PHILOSOPHY- The Board and Association agree that the primary objective of the program to evaluate classroom teaching performance is to improve the quality of instruction.

9.2 RESPONSIBILITY –

The building evaluator shall be responsible for evaluating the classroom teaching performance of the employees assigned to his/her building. In the event of the extended absence of the building evaluator, another qualified evaluator will complete the required employee evaluations by sixty (60) days prior to the end of the school year, the evaluations shall be done by another district qualified evaluator. If another district evaluator is not available, then an outside evaluator may be hired, subject to the approval of the Joint Committee.

9.3 ORIENTATION -

The building principal shall acquaint all employees under his/her supervision with the evaluation procedures, standards, and instrument to be used within three (3) weeks after the start of each school year. A new employee shall also receive this orientation on evaluation within two (2) weeks of the first day on the job. No evaluation of classroom teaching performance shall take place until an employee receives such orientation.

9.4 EVALUATION PROCEDURES [--5.1]

The evaluation process will meet the Illinois legal requirements that must be implemented for PERA (Performance Evaluation Reform Act of 2010) and Senate Bill 7. All evaluations of the classroom teaching performance of an employee shall be conducted openly, in person, and with full knowledge of the employee.

- A. Pre-Observation Conference** - Each evaluation of classroom teaching performance shall be preceded by a pre-evaluation conference between the evaluator and employee to be evaluated. This conference shall include a review of the evaluative criteria, the expectations of the parties and a clear understanding of the date and time for the observation.

Teachers should complete the Formal Pre-Observation Form and submit it to your administrator 3 days before each scheduled observation.

- B. Length of Observation** - Each observation for evaluation of classroom teaching performance shall be at least forty-five (45) minutes but not more than sixty (60) minutes in length.
- C. Tenured Evaluations** - A tenured employee shall receive no more than one (1) evaluation of classroom teaching performance each year, unless there is a request by the employee for additional evaluation or the employee is in remediation.
- D. Non-Tenured Evaluations** – A non-tenured employee shall be observed at least three times, with at least two of the observations being formal.
- E.** There will be no evaluation of classroom teaching performance during the first two (2) weeks of school or the last two (2) weeks of school.
- F. Informal Observation/Walk Through** –Evaluative, and on-going; an unannounced visit (no minimum or maximum amount of time) to view classroom practice; documentation needs to be in writing afterwards; no pre-conference is required; evaluator must provide the employee with an opportunity to have a recursive discussion; an event that will be used for the summative appraisal process (Illinois School Code, section 50.120)
- G. Evidence** - The collection of evidence is a collaborative process between the evaluator and the employee. The District and Association acknowledge that neither the evaluator nor the employee is solely responsible for the collection of evidence and both shall submit evidence.
- H.** The evaluator must share the evidence collected at each observation with the employee in any observation post-conference. In addition, provided there is sufficient evidence collected at the observation to provide a formative rating, the evaluator must share the associated performance rating with the employee in any observation post-conference.
- I.** The evidence must link to the instructional framework included in the evaluation plan, and the complete record of evidence must include evidence for each part of the instructional framework.
- J. Post-Evaluation Conference** – Within twelve (12) school days following the formal observation a conference shall be held between the employee and the evaluator at a time that is mutually convenient to both of them. The purpose of the conference is to discuss the information collected in the observation and any other aspect of the evaluation process.
- K. Evaluation Documentation** - All evaluations shall be reduced to writing and a copy given to the employee within ten (10) school days of the formal observation. Both the evaluator and the employee shall sign the evaluation at the post observation conference. The employee's signature indicates only that he/she has seen the evaluation. If the employee feels the written evaluation was incomplete or inaccurate, he/she may put the objections in writing which shall be attached to the evaluation placed in

his/her personal file. The employee shall be provided a copy of the signed evaluation and all attachments within ten (10) school days of the post-evaluation conference.

L. Multiple Building Employees - Employees who teach in more than one building shall be evaluated in the building in which they do the majority of their teaching. If their teaching load is approximately equal in two or more buildings, the evaluation shall be made in the building he/she is assigned to.

M. The following ratings shall be used as the OVERALL RATINGS on the Teacher Summative Rating Form:

•**Excellent** – The majority of ratings are Excellent unless two ratings of Excellent are in both Domain 2 and 3 with NO Needs Improvement or Unsatisfactory.

•**Proficient** – No more than one Domain rated Needs Improvement, with the remaining Domains rated Proficient or Excellent.

•**Needs Improvement** – Two or more Domains rated Needs Improvement, with the remaining Domains rated Proficient or Excellent. OR one Domain rated Needs Improvement and one Domain rated Unsatisfactory (this cannot be in Domain 2 or 3), with the remaining Domains rated Proficient or Excellent.

•**Unsatisfactory** – Unsatisfactory in more than one Domain OR Unsatisfactory rating in either Domain 2 or 3 Evaluation Instruments

N. Evaluation Instruments - The evaluation instruments and criteria shall be as set forth in **Appendix E** which is attached to and incorporated in this contract.

O. Summative Conference - At the end of the evaluation cycle, the evaluator will schedule a Summative Conference with the employee to discuss the overall rating of each Domain based upon evidence of professional practice as consistent with the instructional framework included in the evaluation plan. The Evaluation plan will include 30% student growth and 70% professional practice.

P. The evaluator will present the employee with a Summative Evaluation Performance Rating in accordance with the published evaluation plan using Formal Pre-Observation Form.

Q. Transition Assistance Plan -A teacher who successfully completes the Remediation Plan with a proficient or better rating shall return to the regular evaluation program with a Transition Plan to provide assistance in maintaining the proficient or better rating achieved during the Remediation Plan. The Transition Plan will be developed by the participants in the Remediation Plan and may range for 30 to 90 school days.

9.5 UNSATISFACTORY SUMMATIVE RATING [--5. 1]

Any employee who receives an unsatisfactory rating shall be placed in remediation in accordance with Chapter 122 Section 25A of the School Code of Illinois.

- A. Within thirty (30) calendar days of the unsatisfactory evaluation, a remediation plan will be developed and initiated by the district in consultation with the employee in remediation and the assigned consulting teacher. The plan will be designed to correct the areas identified as unsatisfactory.
- B. The remediation plan shall be for ninety (90) school days and provide for evaluations by the evaluator. Additional evaluations may be requested by the employee in remediation.
- C. Participants in remediation plan shall include the employee with the summative unsatisfactory composite rating, the consulting teacher, and the evaluator.
- D. The employee in remediation and the consulting teacher shall both receive five (5) school days of released time during the period year of remediation. These days can be used to observe each other's class, observe other teachers' classes (in or out of the district), meet with the evaluator to work on the remediation plan, meet with other educational professionals, or to participate in activities they feel will help the employee in remediation to gain a proficient or higher summative rating.
- E. When the employee in remediation successfully completes the remediation plan by receiving a proficient or better summative rating on the Teacher Evaluation, he/she shall be reinstated to the normal cycle of evaluation.

9.6 CONSULTING TEACHERS [--5. 1]

The position of consulting teacher shall be a voluntary one.

- A. A consulting teacher shall have received a rating of excellent on his/her most recent evaluation and have a minimum of five (5) years teaching experience.
- B. The consulting teacher shall provide advice to the employee in remediation on how to successfully complete the remediation plan.
- C. The consulting teacher shall not participate in any of the required evaluations, nor be engaged to evaluate the performance of the employee under remediation.
- D. The consulting teacher shall not be used by either party in any dismissal hearing. No statements made by the consulting teacher shall be admissible in any future evaluations or dismissal hearings.
- E. Consulting teachers shall be paid \$400.00 for the first quarter and \$200.00 for any additional quarter for each case. Consulting teachers shall be provided training by the Board in the consulting and other skills necessary to be an effective consulting teacher.

- F. The Board shall hold harmless consulting teachers from any legal liability arising from the performance of their responsibilities as consulting teachers.

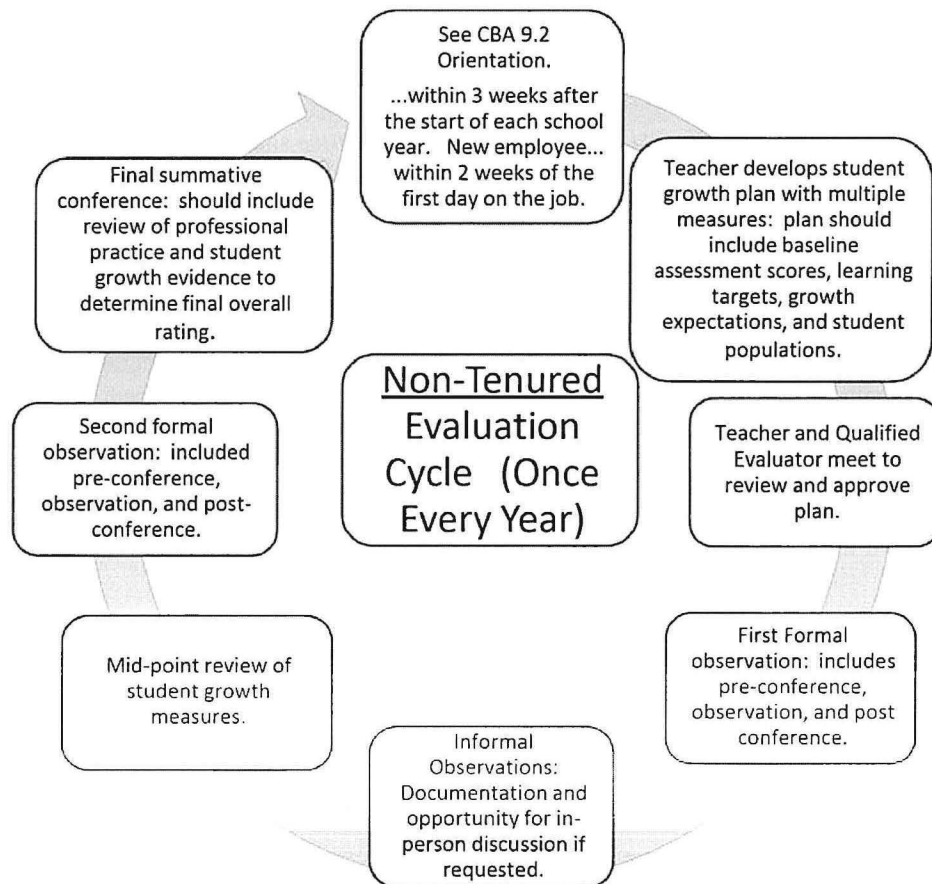
9.7 PERA JOINT COMMITTEE [--5.1]

Composition - The *Johnston City CUSD #1 PERA Joint Committee* shall be composed of five (5) representatives of the Board and/or administration selected by the Board and five (5) representatives of the Association to be chosen by the Association. The committee shall have co-chairpersons, one (1) from the Board representatives and one (1) from the Association representatives.

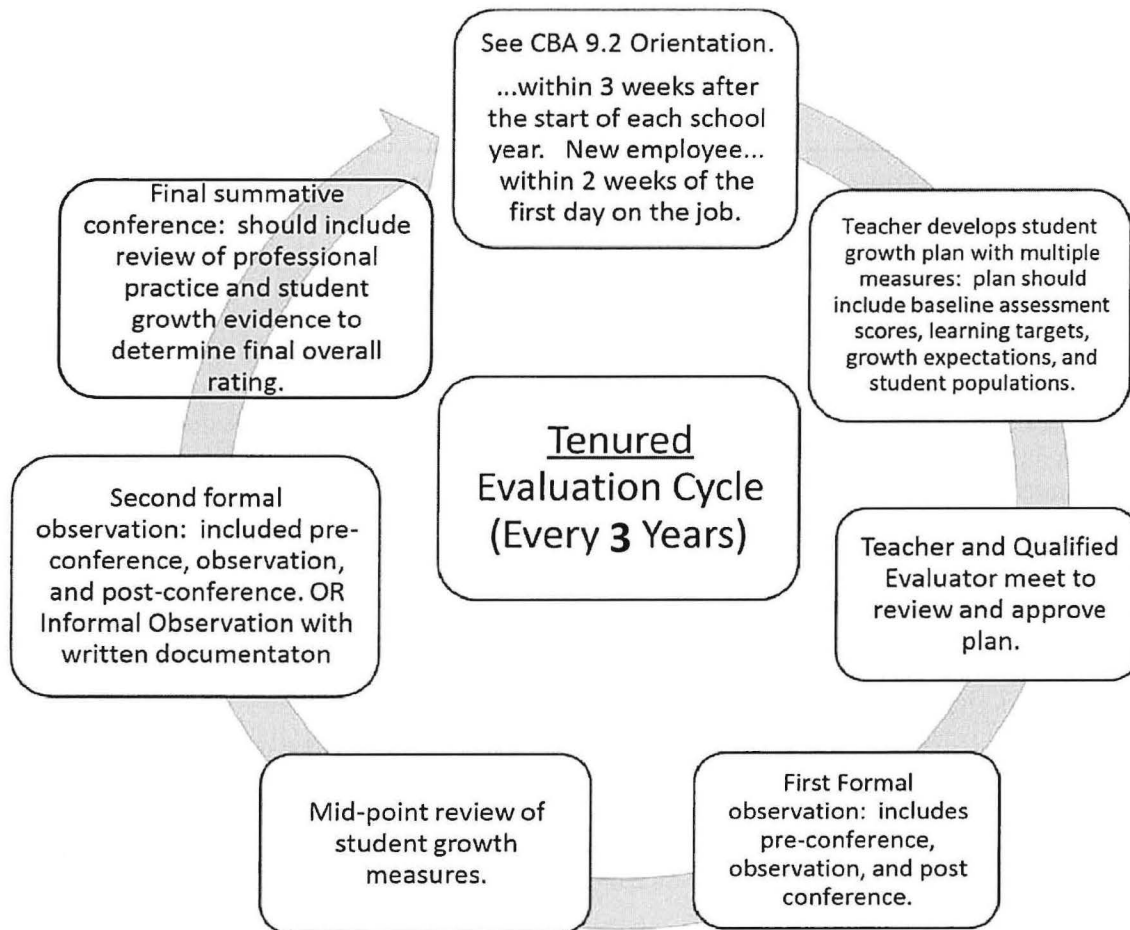
A. Duties and Responsibilities

1. The committee shall monitor on a continuing basis the evaluation plan, procedures, and instrument to assure reliability and validity.
2. When appropriate, the committee shall propose revisions of the evaluation plan, procedures, and/or instrument to the Board and Association.
3. The committee shall determine the list of consulting teachers. They shall develop the methods and criteria to be utilized in determining which employee applicants are to be placed on the consulting teacher list.
4. The committee shall take into consideration the opinion of the employee with the unsatisfactory composite rating as to who shall be his/her consulting teacher.
5. The committee shall assign consulting teachers to employees who have received unsatisfactory composite ratings.
6. The committee shall consider assigning a consulting teacher to work with an employee in a mentoring relationship if the employee makes such a request.
7. The Board shall hold harmless the Evaluation Committee members from any legal liability arising from the performance of their responsibilities as Evaluation Committee members.

Johnston City CUSD #1 Teacher Growth and Professional Practice Cycle



Non-Tenured Teachers “Each School Year”		
Professional Practice	1 st Observation <input type="checkbox"/> Pre-Conference + Observation + Post-Conference	RATING
	2 nd Observation <input type="checkbox"/> Pre-Conference + Observation + Post-Conference	
	Informal Observations (Written feedback if used as evidence in a summative evaluation)	
Student Growth	Teacher develops student growth plan: baseline data, identify learning objectives, establish growth expectations, and establish student population	RATING
	Plan Approval Conference: Qualified evaluator approves teacher’s plan for measuring student growth	
	Mid-Point Review: “Teacher should use data to assess his or her progress and adjust instruction, if necessary”	
	Final data review of student growth assessments	
	Overall Final Summative Rating Percent Based on PERA Joint Committee Determination	



Tenured Teachers (rated “Excellent” or “Proficient” in last evaluation)* Refer to CBA 9.4(c)		
Professional Practice	1 st Observation <input type="checkbox"/> Pre-Conference + Observation + Post-Conference	RATING
	2 nd Observation (If needed) <input type="checkbox"/> Pre-Conference + Observation + Post-Conference	
	Informal Observations (Written feedback if used as evidence in a summative evaluation) at least 1 in the course of 2 years following receipt of rating.	
Student Growth	Teacher develops student growth plan: baseline data, identify learning objectives, establish growth expectations, and establish student population	RATING
	Plan Approval Conference: Qualified evaluator approves teacher’s plan for measuring student growth	
	Mid-Point Review: “Teacher should use data to assess his or her progress and adjust instruction, if necessary”	
	Final data review of student growth assessments	
Overall Final Summative Rating Percent Based on PERA Joint Committee Determination		

* Tenured Teachers rated “Needs Improvement” or “Unsatisfactory” shall be evaluated in the next school year after the rating was issued. The cycle for that teacher will require the same number of observations as the non-tenured teachers.

Johnston City CUSD #1 Performance Evaluation Rating

Operating Principles

DOMAIN RATINGS in Educator Plan:

- **Excellent** – The majority (more than half) of the components rated **Excellent**, with the remaining component(s) rated **Proficient**.
- **Proficient** – A majority of components rated **Proficient** or **Excellent**. No more than one component rated **Needs Improvement** and none rated **Unsatisfactory**.
- **Needs Improvement** – Two or more components rated **Needs Improvement**. Maximum of one component rated **Unsatisfactory**, with the remaining components rated **Proficient** or **Excellent**.
- **Unsatisfactory** – Two or more components rated **Unsatisfactory**.

OVERALL RATINGS in Educator Plan:

- **Excellent** – The majority of ratings are **Excellent** unless two ratings of **Excellent** are in both domain 2 and 3 with NO **Needs Improvement** or **Unsatisfactory**.
- **Proficient** – No more than one domain rated **Needs Improvement**, with the remaining domains rated **Proficient** or **Excellent**.
- **Needs Improvement** – Two or more domains rated **Needs Improvement**, with the remaining domains rated **Proficient** or **Excellent**. OR one domain rated **Needs Improvement** and one domain rated **Unsatisfactory** (this cannot be in Domain 2 or 3), with the remaining domains rated **Proficient** or **Excellent**.
- **Unsatisfactory** – **Unsatisfactory** in more than one Domain OR **Unsatisfactory** rating in either Domain 2 or 3.

See Example Table Below for Overall Rating Explanation

Domain1	Domain 2	Domain 3	Domain 4	Overall Rating
Proficient	Excellent	Excellent	Proficient	Excellent
Proficient	Excellent	Proficient	Excellent	Proficient
Excellent	Excellent	Proficient	Excellent	Excellent
Excellent	Proficient	Proficient	Excellent	Proficient

Assessment Requirements:

Teachers are required to use at least two assessments in their evaluation plan. Illinois PERA law has defined assessments according to three distinct Types: Type I, Type II, and Type III. See the graphic below:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series, EXPLORE, PLAN, SAT (EPAS)	Examples: Collaboratively developed common assessments, curriculum tests, Benchmark assessments	Examples: teacher-created assessments, assessments of student performance

- **Non-Core teachers** will need to write and administer at least two Type III assessments.
- The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment.
- Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.
- If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

Johnston City CUSD #1 Student Growth Student Learning Objectives (SLOs)

Student growth will represent at least 30% of the teacher's performance evaluation rating. The other 70% of the evaluation comes from Professional Practice. The Student Learning Objectives themselves do not measure student growth but rather outline a process in which growth can be measured through various tools. By setting student growth targets, using approved assessments (pre- and post-tests), and regularly progress monitoring students' development, an accurate picture of the student's growth (and a teacher's contribution to student growth) may be developed.

Student Growth is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by two or more assessments between two or more points in time.

5 Steps to Writing a SLO (Student Learning Objective)

- To access the IEA SLO Interactive Template click here: www.ieanea.org
- To access the ISBE fillable SLO template, click here: <https://www.isbe.net/Documents/slo-template.docx>

Step 1: Developing Student Learning Objectives

All teachers must write a **Learning Objective** within their Student Learning Objective (SLO).

A **Learning Objective** is a long-term goal for advancing student learning. The objective is a broad statement of what students will be expected to know or do by the end of a course. It should be aligned to what students will be

assessed on. The JCCUSD#1 PERA Joint Committee has approved the use of the SMART Goal Process in developing learning objective.

JCCUSD#1 PERA Joint Committee has identified the following criteria for Student Learning Objectives. A Learning Objective must be:

- ☐ Focused on the learning need and skill level of the identified student population
- ☐ Appropriate for the course-long or year-long duration
- ☐ Aligned to the Common Core Standards also known as Illinois Learning Standards, where applicable
- ☐ Aligned to district- or school-wide initiatives
- ☐ Aligned to end-of-course objectives
- ☐ Aligned vertically according to subject area

When developing an SLO, backwards planning can help. If you know what your students are expected to know by the end of the course, you can begin planning for how students will achieve those goals. Knowing what is assessed at the end of the year can then inform what content you expect your students to know and what you will teach throughout the course.

Step 2: Identifying the Student Population

All teachers must **identify students** to be included on their Student Learning Objective (SLO) roster. The **Student Population** included in a SLO will be a roster of those identified students whose growth throughout the interval of instruction will be used for evaluative purposes.

Not all students' growth scores will "count" towards a teacher's success on a SLO. While teachers will set goals for all students and monitor all students' progress towards those goals throughout the year, only certain students' score will be used for evaluative purposes.

JCCUSD#1 PERA Joint Committee has identified the following criteria for the Student Population portion of the SLO:

- ☐ Exemptions are allowed with evaluator approval
- ☐ 85% attendance is assumed
- ☐ Must have pre-test data on each student included
- ☐ Continuous enrollment

What does this mean for teachers?

1. Students must be present for the pre-test. *Thus, any students who arrive after the pre-test window will not be included on a teacher's beginning-of-year SLO roster.* SLO rosters must be submitted after a completion of pre-test to their evaluator.

Students with 85% attendance or higher will be included on a final SLO roster. The student's attendance begins after the pre-test has been administered.

2. The teacher needs to begin counting absences once the pre-test has been given, since any absences will impact the student's mastery of the content the teacher has taught. At the end of the evaluation cycle, the teacher will record the students' pre-test and post-test data, and the students' growth scores.

Teachers can request an exception for certain students who they feel should not be included on their final SLO rosters. These exceptions can include, but are not limited to:

- Chronic truancies
- Medical reasons
- Chronic suspensions (in and out of schools)
- Severely handicapped
- Homeless
- Can't exclude any sub-group

3. Teachers must track attendance and data on students. Therefore, any request for exceptions are the responsibility of the teacher.

Step 3: Assessment and Evaluation of Students: Identify the assessment to be given. Identify timeline for giving pre-test, mid-point review for progress monitoring and post-test.

Step 4: Setting Growth Targets: Setting growth targets for student population. Once teachers have an understanding of where students start, teachers can determine how much students will grow by the end of the evaluation cycle or course.

Step 5: Outcome: Analysis of Student meeting growth targets. This will be the basis for the Summative Rating for student growth.

Supports

- To access the IEA SLO Interactive Template click here: www.ieane.org
- To access the ISBE fillable SLO template, click here: <https://www.isbe.net/Documents/slo-template.docx>
- To access the ISBE Joint Committee Guidebook, click here: <https://www.isbe.net/Documents/slo-guidebook.pdf>
- To access examples of ISBE SLOs and Training, click here: <http://www.isbe.net/assessment/htmls/balanced-asmt.htm>

APPENDIX A

Johnston City CUSD #1 Formal Pre-Observation Form

Teachers should complete the formal pre-observation form and submit it to your administrator within 3 school days before each scheduled observation. Teachers should include: your lesson plan, assessment, and other relevant documents. Be prepared to discuss the information at your pre-observation conference.

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled Classroom Observation:	

Interview Protocol for the Pre-Observation Conference: In preparation for your formal observation, please answer the questions below and attach the appropriate lesson plan and any other requested material.

1. What learning objectives or standards will you target during this class?
2. How will you know if students are mastering/have mastered the objective?
3. Briefly describe the students in this class, including those with special needs.
4. How will you engage the students in learning? What will you do? What will the students do? (Work in groups, or individually, or as a large group?) Provide any worksheets or materials the students will be using.
5. Are there any skills or new practices you have been working on that I should look for?

Evidence will be gathered in all components in domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within domains 2 and 3 would you like the observer to pay special attention to during the lesson?

Component Focus:	Domain 2:	Domain 3: _____
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Appendix B

Formal Observation Form Johnston City CUSD #1

Teacher: _____ School Year: _____

Domain 2	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>2a: Creating an Environment of Respect and Rapport</i>	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. 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. 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 teacher. 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 teacher and students and among students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for 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.
Evidence:				
	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>2b: Establishing a Culture for Learning</i>	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 is 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.	The classroom culture is characterized by little commitment to learning by teacher or students. 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. 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, with high expectations for both learning and hard work the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and 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. Teacher conveys high expectations for learning by 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.
Evidence:				

	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>2c: Managing Classroom Procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of teacher's managing instructional groups and transitions and/or handling of materials and supplies, effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. 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.	There is little loss of instructional time due to effective classroom routines and procedures. 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.	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.
Evidence:				
	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>2d: Managing Student Behavior</i>	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. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. 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 that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Evidence:				

	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>2e: Organizing Physical Space</i>	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. Teacher makes modest use of physical resources, including computer technology. 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; 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. Teacher makes effective use of physical resources, including computer technology. 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.

Evidence:

Domain 3	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>3a: Communicating with Students</i>	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. Teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. Teacher's spoken or written language contains errors of grammar or syntax. Teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. Teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. Teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. 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. Teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. Teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. Teacher's use of academic vocabulary is precise and serves to extend student understanding.	Teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. 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. Teacher's spoken and written language is expressive, and 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.

Evidence:

	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>3b: Using Questioning and Discussion Techniques</i>	Teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation-style, with teacher mediating all questions and answers; teacher accepts all contributions without asking students to justify their reasoning. Only a few students participate in the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. 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.	While teacher may use some low-level questions, he or she poses questions designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. 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.	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.
Evidence:				
	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>3c: Engaging Students in Learning</i>	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.	The learning tasks and activities 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 "down time."	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.	Virtually all students are intellectually engaged in challenging content through well-designed learning task and activities that require complex thinking on their part. Teacher provides suitable scaffolding and challenge students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; student may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides student the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Evidence:				

	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>3d: Using Assessment in Instruction</i>	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.	Students appear to be only partially aware of the assessment criteria, and 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.	Students appear to be aware of the assessment criteria, and teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to groups of students is accurate and specific; some students engage in self-assessment.	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. Teacher successfully differentiates instruction to address individual students' misunderstandings.

Evidence:

	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>3e: Demonstrating Flexibility and Responsiveness</i>	Teacher adheres rigidly to an instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students have difficulty learning, teacher blames them or their home environment for their lack of success.	Teacher attempts to adjust the lesson to accommodate and respond to student questions and interests with mixed results. Teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use.	If impromptu measures are needed, teacher makes a minor adjustment to the lesson and does so smoothly. Teacher successfully accommodates student questions and interests. Drawing on a broad repertoire of strategies, teacher persists in seeking approaches for students who have difficulty learning.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student 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, teacher persists in seeking effective approaches for students who need help.

Evidence:

APPENDIX C

Johnston City CUSD #1 Informal Observation/Walk Through

Teacher: _____ School Year: _____

2a: Creating an Environment of Respect and Rapport

Excellent

- ✓ Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- ✓ There is no disrespectful behavior among students.
- ✓ When necessary, students respectfully correct one another in their conduct towards classmates.
- ✓ Students participate without fear of put-downs or ridicule from either the teacher or other students.
- ✓ Teacher respects and encourages students' efforts.

Proficient

- ✓ Talk between teacher and students and among students is uniformly respectful.
- ✓ Teacher successfully responds to disrespectful behavior among students.
- ✓ Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- ✓ Teacher makes general connections with individual students.
- ✓ Students exhibit respect for teacher.

Needs Improvement

- ✓ The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- ✓ Teacher attempts to respond to disrespectful behavior among students, with uneven results.
- ✓ Teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

Unsatisfactory

- ✓ Teacher is disrespectful towards students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- ✓ Students' body language indicates feelings of hurt, discomfort, or insecurity.
- ✓ Teacher displays no familiarity with, or caring about, individual students.
- ✓ Teacher disregards disrespectful interactions among students.

Johnston City CUSD #1 Informal Observation/Walk Through

Teacher: _____ School Year: _____

2b: Establishing a Culture for Learning

Excellent

- ✓ Teacher communicates passion for the subject.
- ✓ Teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- ✓ Students indicate through their questions and comments a desire to understand the content.
- ✓ Students assist their classmates in understanding the content.
- ✓ Students take initiative in improving the quality of their work.
- ✓ Students correct one another in their use of language.

Proficient

- ✓ Teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- ✓ Teacher demonstrates a high regard for students' abilities.
- ✓ Teacher conveys an expectation of high levels of student effort.
- ✓ Students expend good effort to complete work of high quality.
- ✓ Teacher insists on precise use of language by students.

Needs Improvement

- ✓ Teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work.
- ✓ Teacher conveys high expectations for only some students.
- ✓ Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- ✓ Teacher's primary concern appears to be to complete the task at hand.
- ✓ Teacher urges, but does not insist, that students use precise language.

Unsatisfactory

- ✓ Teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- ✓ Teacher conveys to at least some students that the work is too challenging for them.
- ✓ Students exhibit little or no pride in their work.
- ✓ Students use language incorrectly; teacher does not correct them.

Johnston City CUSD #1 Informal Observation/Walk Through

Teacher: _____ School Year: _____

2c: Managing Classroom Procedures

Excellent

- ✓ With minimal prompting by teacher, students ensure that their time is used productively.
- ✓ Students take initiative in distributing and collecting materials efficiently.
- ✓ Students themselves ensure that transitions and other routines are accomplished smoothly.

Proficient

- ✓ Students are productively engaged during small-group or independent work.
- ✓ Transitions between large- and small-group activities are smooth.
- ✓ Routines for distribution and collection of materials and supplies work efficiently.
- ✓ Classroom routines function smoothly.

Needs Improvement

- ✓ Students not working directly with teacher are only partially engaged.
- ✓ Procedures for transitions seem to have been established, but their operation is not smooth.
- ✓ There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- ✓ Classroom routines function unevenly.

Unsatisfactory

- ✓ Students not working with teacher are not productively engaged.
- ✓ Transitions are disorganized, with much loss of instructional time.
- ✓ There do not appear to be any established procedures for distributing and collecting materials.
- ✓ A considerable amount of time is spent off task because of unclear procedures.

Johnston City CUSD #1 Informal Observation/Walk Through

Teacher: _____

School Year: _____

2d: Managing Student Behavior

Excellent

- ✓ Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled.
- ✓ Teacher silently and subtly monitors student behavior.
- ✓ Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Proficient

- ✓ Standards of conduct appear to have been established and implemented successfully.
- ✓ Overall, student behavior is generally appropriate.
- ✓ Teacher frequently monitors student behavior.
- ✓ Teacher's response to student misbehavior is effective.

Needs Improvement

- ✓ Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- ✓ Teacher attempts to keep track of student behavior, but with no apparent system.
- ✓ Teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

Unsatisfactory

- ✓ The classroom environment is chaotic, with no standards of conduct evident.
- ✓ Teacher does not monitor student behavior.
- ✓ Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

Johnston City CUSD #1 Informal Observation/Walk Through

Teacher: _____

School Year: _____

2e: Organizing Physical Space

Excellent

- ✓ Modifications are made to the physical environment to accommodate students with special needs.
- ✓ There is total alignment between the learning activities and the physical environment.
- ✓ Students take the initiative to adjust the physical environment.
- ✓ Teacher and students make extensive and imaginative use of available technology.

Proficient

- ✓ The classroom is safe, and all students are able to see and hear.
- ✓ The classroom is arranged to support the instructional goals and learning activities.
- ✓ Teacher makes appropriate use of available technology.

Needs Improvement

- ✓ The physical environment is safe, and most students can see and hear.
- ✓ The physical environment is not an impediment to learning but does not enhance it.
- ✓ Teacher makes limited use of available technology and other resources.

Unsatisfactory

- ✓ There are physical hazards in the classroom, endangering student safety.
- ✓ Many students can't see or hear teacher or board.
- ✓ Available technology is not being used even if it is available and its use would enhance the lesson.

Johnston City CUSD #1 Informal Observation/Walk Through

Teacher: _____ School Year: _____

3a: Communicating with Students

Excellent

- ✓ If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- ✓ Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- ✓ Teacher points out possible areas for misunderstanding.
- ✓ Teacher invites students to explain the content to their classmates.
- ✓ Students suggest other strategies they might use in approaching a challenge or analysis.
- ✓ Teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- ✓ Students use academic language correctly.

Proficient

- ✓ Teacher states clearly, at some point during the lesson, what the students will be learning.
- ✓ If appropriate, teacher models the process to be followed in the task.
- ✓ Students engage with the learning task, indicating that they understand what they are to do.
- ✓ Teacher makes no content errors.
- ✓ Teacher's explanation of content is clear and invites student participation and thinking.
- ✓ Teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- ✓ Teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- ✓ Teacher's vocabulary is appropriate to students' ages and levels of development.

Needs Improvement

- ✓ Teacher provides little elaboration or explanation about what the students will be learning.
- ✓ Teacher must clarify the learning task so students can complete it.
- ✓ Teacher makes no serious content errors but may make minor ones.
- ✓ Teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- ✓ Teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- ✓ Teacher's vocabulary and usage are correct but unimaginative.
- ✓ When teacher attempts to explain academic vocabulary, the effort is only partially successful.
- ✓ Teacher's vocabulary is too advanced, or too juvenile, for students.

1.

Unsatisfactory

present
ed.

- ✓ At no time during the lesson does teacher convey to students what they will be learning.
 - ✓ Students indicate through their questions that they are confused about the learning task.
- n. ✓ Teacher makes a serious content error that will affect students' understanding of the lesson being taught. Students indicate through body language or questions that they don't understand the content being taught.
- Teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- ✓ Teacher's vocabulary is inappropriate to the age or culture of the students.

Johnston City CUSD #1 Informal Observation/Walk Through

Teacher: _____ School Year: _____

3b: Using Questioning and Discussion Techniques

Excellent

- ✓ Students initiate higher-order questions.
- ✓ Teacher builds on and uses student responses to questions in order to deepen student understanding.
- ✓ Students extend the discussion, enriching it.
- ✓ Students invite comments from their classmates during a discussion and challenge one another's thinking.
- ✓ Virtually all students are engaged in the discussion.

Proficient

- ✓ Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- ✓ Teacher makes effective use of wait time.
- ✓ Discussions enable students to talk to one another without ongoing mediation by teacher.
- ✓ Teacher calls on most students, even those who don't initially volunteer.
- ✓ Many students actively engage in the discussion.
- ✓ Teacher asks students to explain their reasoning, and most attempt to do so.

Needs Improvement

- ✓ Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and teacher calls on students quickly.
- ✓ Teacher invites students to respond directly to one another's ideas, but few students respond.
- ✓ Teacher calls on many students, but only a small number actually participate in the discussion.
- ✓ Teacher asks students to justify their reasoning, but only some students attempt to do so.

Unsatisfactory

- ✓ Questions are rapid-fire and convergent, with a single correct answer.
- ✓ Questions do not invite student thinking.
- ✓ All discussion is between teacher and students; students are not invited to speak directly to one another.
- ✓ Teacher does not ask students to explain their thinking.
- ✓ A very few students dominate the discussion.

Johnston City CUSD #1 Informal Observation/Walk Through

Teacher: _____ School Year: _____

3c: Engaging Students in Learning

Excellent

- ✓ Virtually all students are intellectually engaged in the lesson.
- ✓ Lesson activities require high-level student thinking and explanations of their thinking.
- ✓ Students take initiative to improve 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.
- ✓ Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Proficient

- ✓ Most students are intellectually engaged in the lesson.
- ✓ Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- ✓ Students are invited to explain their thinking as part of completing tasks.
- ✓ Teacher uses groupings that are suitable to the lesson activities.
- ✓ Materials and resources require intellectual engagement, as appropriate.
- ✓ The pacing of the lesson provides students the time needed to be intellectually engaged.

Needs Improvement

- ✓ Some students are intellectually engaged in the lesson.
- ✓ Learning tasks are a mix of those requiring thinking and those requiring recall.
- ✓ Student engagement with the content is largely passive, the learning consisting primarily of facts or procedures.
- ✓ The instructional groupings used are moderately appropriate to the activities.
- ✓ Few of the materials and resources require student thinking or ask students to explain their thinking.
- ✓ The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.

Unsatisfactory

- ✓ Few students are intellectually engaged in the lesson.
- ✓ Learning tasks/activities and materials require only recall or have a single correct response or method.
- ✓ Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement
- ✓ Instructional materials used are unsuitable to the lesson and/or the students.
- ✓ The lesson drags or is rushed.

Johnston City CUSD #1 Informal Observation/Walk Through

Teacher: _____ School Year: _____

3d: Using Assessment in Instruction

Excellent

- ✓ Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- ✓ 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.
- ✓ Students monitor their own understanding, either on their own initiative or as a result of tasks set by teacher.
- ✓ High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Proficient

- ✓ Teacher makes the standards of high-quality work clear to students.
- ✓ Teacher elicits evidence of student understanding.
- ✓ Students are invited to assess their own work and make improvements; most of them do so.
- ✓ Feedback includes specific and timely guidance at least for groups of students.

Needs Improvement

- ✓ There is little evidence that the students understand how their work will be evaluated.
- ✓ Teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- ✓ Feedback to students is vague and not oriented toward future improvement of work.
- ✓ Teacher makes only minor attempts to engage students in self- or peer assessment.

Unsatisfactory

- ✓ Teacher gives no indication of what high-quality work looks like.
- ✓ Teacher makes no effort to determine whether students understand the lesson.
- ✓ Students receive no feedback, or feedback is global or directed to only one student.
- ✓ Teacher does not ask students to evaluate their own or classmates' work.

Johnston City CUSD #1 Informal Observation/Walk Through

Teacher: _____ School Year: _____

3e: Demonstrating Flexibility and Responsiveness

Excellent

- ✓ Teacher's adjustments to the lesson, when needed, are designed to assist individual students.
- ✓ Teacher seizes on a teachable moment to enhance a lesson.
- ✓ Teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.
- ✓ In reflecting on practice, teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.

Proficient

- ✓ When improvising becomes necessary, teacher makes adjustments to the lesson.
- ✓ Teacher incorporates students' interests and questions into the heart of the lesson.
- ✓ Teacher conveys to students that s/he has other approaches to try when the student has difficulty.
- ✓ In reflecting on practice, teacher cites multiple approaches undertaken to reach students experiencing difficulty.

Needs Improvement

- ✓ Teacher's efforts to modify the lesson are only partially successful.
- ✓ Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.
- ✓ Teacher conveys to students a level of responsibility for their learning but also his or her uncertainty about how to assist them.
- ✓ In reflecting on practice, teacher indicates the desire to reach all students but does not suggest strategies for doing so.

Unsatisfactory

- ✓ Teacher ignores indications of student boredom or lack of understanding.
- ✓ Teacher brushes aside student questions.
- ✓ Teacher conveys to students that when they have difficulty learning it is their fault.
- ✓ In reflecting on practice, teacher does not indicate that it is important to reach all students.
- ✓ Despite evident student confusion, teacher makes no attempt to adjust the lesson.

APPENDIX D Johnston City CUSD #1 Post Conference Practice Rating		Unsatisfactory	Needs Improvement	Proficient	Excellent
Name of Teacher:	Name of Evaluator:				
Date of Post Conference: ____/____/____					
DOMAIN 1: Planning and Preparation					
1a: Demonstrating knowledge of content and pedagogy					
1b: Demonstrating knowledge of students					
1c: Setting instructional outcomes					
1d: Demonstrating knowledge of resources & designing coherent instruction					
1e: Designing student assessment					
<i>Overall rating for DOMAIN 1</i>					
DOMAIN 2: Classroom Environment					
2a: Creating an environment of respect and rapport					
2b: Establishing a culture for learning					
2c: Managing classroom procedures					
2d: Managing student behavior					
2e: Organizing Physical Space					
<i>Overall rating for DOMAIN 2</i>					
DOMAIN 3: Instruction					
3a: Communicating with students					
3b: Using questioning and discussion techniques					
3c: Engaging students in learning					
3d: Using assessment in instruction					
3e: Demonstrating flexibility and responsiveness					
<i>Overall rating for DOMAIN 3</i>					
DOMAIN 4: Professional Responsibilities					
4a: Reflecting on teaching					
4b: Maintaining Accurate Records					
4c: Communicating with families					
4d: Participating in a professional community					
4e: Growing and developing professionally					
4f: Showing professionalism					
<i>Overall rating for DOMAIN 4</i>					

Teacher Signature: _____ Evaluator Signature: _____

Date: _____ Date: _____

Note: The signature of the evaluator and teacher verifies that the report has been reviewed and that the proper process has been followed.

APPENDIX E

Johnston City CUSD #1 Student Growth Rating

Teacher: _____ Evaluator: _____

Performance Ratings	Thresholds
Excellent	<ul style="list-style-type: none"> At least 80% of students on the assessment roster meet growth targets Used approved assessment
Proficient	<ul style="list-style-type: none"> 65-79% of students on assessment roster meet growth targets Used approved assessment
Needs Improvement	<ul style="list-style-type: none"> 55-64% of students on assessment roster meet growth targets Used approved assessment
Unsatisfactory	<ul style="list-style-type: none"> Less than 55% of students on assessment roster meet growth targets Did not use approved assessments Did not accurately score assessment results

Directions: Use table and thresholds above to indicate both the percent of students meeting their targets and the growth rating for each assessment **AND** in the last row, the total percent of all students meeting their targets in all assessments and the appropriate rating, according to the thresholds above.

% of students meeting target = (#of students meeting target/Total # of students)

Student growth will be defined as: The average percentage of students that meet Assessment A + the average percentage of students that meet Assessment B divided by 2 = **Student growth Rating**

Example: Assessment A 91% + Assessment B 50% divided by 2 = 70.5% Student Growth Rating = Proficient

Assessment Name	% of Students Meeting Target	Student Growth Rating (from above rating)
Overall		

Student Growth Rating of _____

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

APPENDIX F

Johnston City CUSD #1 Performance Evaluation Summative Rating

TEACHER: _____ EVALUATOR: _____

PROFESSIONAL PRACTICE SUMMATIVE RATING	STUDENT GROWTH SUMMATIVE RATING
<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory

Use the chart below to combine the professional practice and summative growth ratings to determine the evaluation summative rating:

70% Professional Practice
+ 30% Student Growth
100% Evaluation Summative Rating

Professional Practice (70%)					
Student Growth (30%)		Unsatisfactory	Needs Improvement	Proficient	Excellent
	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Proficient	Needs Improvement	Needs Improvement	Proficient	Excellent
	Excellent	Needs Improvement	Proficient	Proficient	Excellent

EVALUATION SUMMATIVE RATING

Teacher Signature	Date	Evaluator Signature	Date

Appendix B - Title I Teacher

Title I Teacher Evaluation Johnston City CUSD #1

Teacher: _____ School Year: _____

Domain 1: Planning and Preparation	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/ Excellent
1a: Demonstrating Knowledge of Content and Pedagogy	Title I teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Title I teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Title I teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Title I teacher's instructional practices reflect current pedagogical knowledge.	Title I teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Title I teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Title I teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Title I teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Title I teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Title I teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
1c: Selecting Instructional Goals	Title I teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Title I teacher's goals are of moderate value or suitability for students in the group, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Title I teacher's goals represent valuable learning and are suitable for most students in the group; they reflect opportunities for integration and permit viable methods of assessment.	Title I teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1d: Demonstrating Knowledge of Resources	Title I teacher is unaware of school or district resources available either for teaching or for students who need them.	Title I teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Title I teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Title I teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district and the larger community.
1e: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Title I teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Title I teacher's lesson or unit is highly coherent and has a clear structure.

If: Assessing Student Learning	<p>Title I teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Title I teacher has no plans to use assessment results in designing future instruction.</p>	<p>Title I teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Title I teacher uses the assessment to plan for future instruction for the class as a whole.</p>	<p>Title I teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Title I teacher uses the assessment to plan for groups of students or individuals.</p>	<p>Title I teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students but also show evidence of student participation in their development. Title I teacher's students monitor their own progress in achieving the goals.</p>
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Title I Teacher Evaluation Johnston City CUSD #1

Teacher: _____ School Year: _____

Domain 2: The Title I Environment	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
2a: <i>Creating an Environment of Respect and Rapport</i>	Interactions, both between the Title I teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Interactions, both between the Title I teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Interactions, both between the Title I teacher and students and among students, reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Interactions, both between the Title I teacher and students and among students, are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility.
Evidence:				
	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
2b: <i>Establishing a Culture for Learning</i>	The Title I environment does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The Title I environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both Title I teacher and students are performing at the minimal level to "get by."	The Title I environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the Title I environment by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Title I teacher demonstrates a passionate commitment to the subject.
Evidence:				

	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>2c: Managing Title I Procedures</i>	Title I routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Title I routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Title I routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Title I routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Evidence:				
	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>2d: Managing Student Behavior</i>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Title I teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Title I teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Title I teacher's monitoring of student behavior is subtle and preventive, and Title I teacher's response to student misbehavior is sensitive to individual student needs.
Evidence:				
	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>2e: Organizing Physical Space</i>	Title I teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Title I environment is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Title I environment is safe, and learning is accessible to all students; Title I teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Title I environment is safe, and students contribute to ensuring that the physical environment supports the learning of all students.
Evidence:				

Domain 3: Instruction/Delivery of Service	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>3a: Communicating Clearly and Accurately</i>	Title I teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Title I teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Title I teacher communicates clearly and accurately to students, both orally and in writing.	Title I teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
Evidence:				
	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/ Excellent
<i>3b: Using Questioning and Discussion Techniques</i>	Title I teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Title I teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Title I teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
Evidence:				
	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>3c: Engaging Students in Learning</i>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
Evidence:				

	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>3d: Providing Feedback to Students</i>	Title I teacher's feedback to students is of poor quality and is not given in a timely manner.	Title I teacher's feedback to students is uneven, and its timeliness is inconsistent.	Title I teacher's feedback to students is timely and of consistently high quality.	Title I teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Evidence:				
	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/Excellent
<i>3e: Demonstrating Flexibility and Responsiveness</i>	Title I teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for student's failure to understand.	Title I teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Title I teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Title I teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.
Evidence:				

Title I Teacher Evaluation Johnston City CUSD #1

Teacher: _____ School Year: _____

Domain 4: Professional Responsibilities	Unsatisfactory	Basic/Needs Improvement	Proficient	Distinguished/ Excellent
<i>4a: Reflecting on Teaching</i>	Title I teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Title I teacher's reflection on the lesson is generally accurate, and Title I teacher makes global suggestions about how it might be improved.	Title I teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved.	Title I teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining Accurate Records</i>	Title I teacher has no system for maintaining accurate records, resulting in errors and confusion.	Title I teacher's system for maintaining accurate records is rudimentary and only partially effective.	Title I teacher's system for maintaining accurate records is efficient and effective.	Title I teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<i>4c: Communicating with Families</i>	Title I teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Title I teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Title I teacher communicates frequently with families and engages them in the instructional program.	Title I teacher communicates frequently and sensitively with families and successfully engages them in the instructional program: students participate in communicating with families.
<i>4d: Contributing to the School and District</i>	Title I teacher's relationships with colleagues are negative or self-serving, and Title I teacher avoids being involved in school and district projects.	Title I teacher's relationships with colleagues are cordial, and Title I teacher participates in school and district events and projects when specifically requested.	Title I teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Title I teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.
<i>4e: Growing and Developing Professionally</i>	Title I teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Title I teacher's participation in professional development activities is limited to those that are convenient.	Title I teacher participates actively in professional development activities and contributes to the profession.	Title I teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
<i>4f: Showing Professionalism</i>	Title I teacher's sense of professionalism is low, and Title I teacher contributes to practices that are self-serving or harmful to students.	Title I teacher's attempts to serve students based on the best information are genuine but inconsistent.	Title I teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Title I teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

4g: <i>Collaborating with teachers in the design of instructional interventions</i>	Title I teacher declines to collaborate with classroom teachers in the design of instructional interventions for targeted students.	Title I teacher collaborates with classroom teachers in the design of instructional interventions for targeted students when specifically asked to do so.	Title I teacher initiates collaboration with classroom teachers and implementation of instructional interventions for targeted students.	Title I teacher initiates collaboration with classroom teachers in the design of instructional interventions for targeted students, locating additional resources from sources outside the school.
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APPENDIX D

~~Johnston City CUSD #1 Post Conference Practice Rating~~

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Name of Teacher: _____ Name of Evaluator: _____				
Date of Post Conference: ____/____/____				
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources & designing coherent instruction				
1e: Designing student assessment				
<i>Overall rating for DOMAIN 1</i>				
DOMAIN 2: Classroom Environment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing Physical Space				
<i>Overall rating for DOMAIN 2</i>				
DOMAIN 3: Instruction				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
<i>Overall rating for DOMAIN 3</i>				
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on teaching				
4b: Maintaining Accurate Records				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Growing and developing professionally				
4f: Showing professionalism				
4g: Collaborating with teachers in the design of instructional interventions				
<i>Overall rating for DOMAIN 4</i>				

Teacher Signature: _____ Evaluator Signature: _____

Date: _____ Date: _____

Note: The signature of the evaluator and teacher verifies that the report has been reviewed and that the proper process has been followed.

The JCCUSD #1 Framework for Guidance Counselors: Professional Practice Rating Rubric

Domain 1: Planning and Preparation

	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of students	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays limited knowledge of child and adolescent development.	Counselor demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development.	In addition to the characteristics of “proficient,” counselor displays knowledge of the extent to which individual students follow the general patterns of development.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor’s goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor’s goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor’s goals for the counseling 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.
1d: Adheres to laws, school policies, procedures, and ethical standards of the school counseling program	Counselor demonstrates little or no knowledge of policies, procedures, laws or ethical standards.	Counselor displays awareness of policies, procedures, laws and ethical standards, but little knowledge or resources available to address questions/concerns.	Counselor displays awareness of policies, procedures, laws and ethical standards, and has some knowledge of resources available to address questions/concerns.	Counselor’s knowledge of policies, procedures, laws and ethical standards and of resources is extensive and they know how to address questions/concerns.

	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor minimally participates in planning the counseling activities, which includes a number of worthwhile activities, but some of them don't fit with the building goals.	Counselor participates in the counseling activities and has developed a plan that helps support building goals.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the building and district goals.
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor'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.	Counselor'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.	Counselor's evaluation plan is highly sophisticated with input from all stakeholders. Counselor provides sources of evidence and has a clear plan for improving the program on an ongoing basis.

Domain 2: The Environment

	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Evidence				
2b: Supporting a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Evidence				

	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or disorderly.	Counselor's routines for the counseling center or classroom work are partially successful.	Counselor's routines and procedures for the counseling center or classroom work are effective.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
Evidence				
2d: Managing student behavior	Counselor has established no standards of conduct for students during counseling or classroom sessions. No assistance with student behavior is offered to staff or families.	Counselor's efforts to establish standards of conduct for counseling sessions or classroom are partially effective. Counselor inconsistently attempts to monitor student behavior and sometimes offers behavioral assistance to staff or families.	Counselor has established clear standards of conduct for counseling sessions or classroom. Student behavior in counseling sessions is generally appropriate. Counselor makes significant effort to offer assistance to staff or families with student behavior.	Counselor has established clear standards of conduct for counseling and classroom sessions and students contribute to maintaining them. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Counselor takes a leadership role in providing assistance with student behavior and shares ideas with staff and/or families.
Evidence				
	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent

2c: Organizing physical space	Counselor's physical environment is in disarray, unsafe, or is inappropriate for the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center and classroom arrangements are flexibly arranged to support a range of individual and group counseling activities. Students have contributed ideas to the organization of physical space.
Evidence				

Domain 3: Delivery of Service

	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
3a: Communicating with students	Counselor rarely communicates with students. Communications contains major errors and/or are unclear. The counselor's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Counselor attempts to communicate with students. Spoken and written communications contain some errors or are partially clear, requiring clarification. Counselor's spoken communication may be correct, but vocabulary is not fully appropriate for students.	Counselor regularly communicates with students. Counselor's oral and written communications are clear and accurate. Counselor use of academic and counseling vocabulary is precise and serves to extend understanding.	Counselor's oral and written communications with students are ongoing, clear, precise, and expressive. Misconceptions are anticipated by the counselor and prevented through use of well-honed communication skills. Counselor takes the opportunity to extend students' knowledge of concepts and vocabulary.
Evidence				

	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
3b: Engaging students in the formulation of current and future plans	Counselor does not assist students in formulating personalized plans.	Counselor attempts to assist some students in formulating personalized plans, but efforts are inconsistent.	Counselor assists the students in formulating clear, purposeful, and personalized plans.	Counselor supports students as they formulate personal academic, social/emotional, and career plans. The process has a clearly defined structure and provides students with the time needed to engage with and reflect on their planning.
Evidence				
3c: Assessing student needs	Counselor does not assess student needs or the assessments result in inaccurate conclusions.	Counselor's attempts to assess student needs, but some conclusions are generalized or inaccurate.	Counselor assesses student needs and knows the range of student needs in the school. Conclusions are mostly accurate.	Counselor conducts detailed assessments of student needs to contribute to program planning. Conclusions are highly accurate.
Evidence				

	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
3d: Brokering resources to meet student needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
Evidence				
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
Evidence				

	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
3f: Coordinating and facilitating standardized tests and distribution of test results	Counselor does not assist with or participate in coordinating and facilitating most standardized tests and distribution of test results.	Counselor does assist with and participates in coordinating and facilitating a few standardized tests and distribution of test results, but does so ineffectively.	Counselor does assist with and participates in coordinating and facilitating most standardized tests and distribution of test results, and does so effectively.	Counselor effectively assists with and participates in coordinating and facilitating all standardized tests and distribution of test results and makes a substantial contribution in these efforts.
Evidence				
3g: Course advisement and registration	Counselor does not assist students in the selection of appropriate courses and registration according to the students' needs and goals.	Counselor ineffectively assists students in the selection of appropriate courses and registration according to the students' needs and goals.	Counselor effectively assists students in the selection of appropriate courses and registration according to the students' needs and goals.	Counselor effectively assists students in the selection of appropriate courses and registration according to the students' needs and goals and proactively provides students with appropriate enrichment opportunities.
Evidence				

Jh: Scholarship/college advisement	Counselor does not assist students in advising on exploring scholarship and college opportunities based on the students' future plans.	Cmmselor ineffectively assists students in advising on exploring scholarship and college opportunities based on the students' future plans.	Cmmselor effectively assists students in advising on exploring scholarship and college opportunities based on the students' future plans.	Cmmselor effectively assists students in advising on exploring scholarship and college opportunities based on the students' future plans and proactively provides students with appropriate information on scholarships and colleges/universities.
Evidence				

Domain 4: Professional Responsibilities

	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor'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.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining accurate records	Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records and documentation are generally accurate, but are occasionally late.	Counselor's reports, records and documentation are accurate and submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as whole and about individual students	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d: Participates in professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engages in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participating in professional development activities is limited to those that are convenient or are required.	Counseling seeks out opportunities for professional development based on an individual assessment of need.	Counseling actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

	Unsatisfactory	Needs Improvement	Proficient	Distinguished/Excellent
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Cmmselor is honest in interactions with colleagues, students and the public; does not violate confidentiality.	Cmmselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Cmmselor can be cmmted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking to a leadership role with colleagues.

APPENDIX C

Johnston City CUSD #1 Informal Observation/Walk Through – Counselor

Counselor: _____

School Year: _____

2a: Creating an Environment of Respect and Rapport

Excellent

School Counselor is highly sensitive to all students' cultural backgrounds and developmental levels and supports student initiation of events recognizing and including diverse populations.
School Counselor consistently demonstrates knowledge of, compassion for, and responsiveness to all students.
School Counselor models exemplary respect for students, parents, staff, and community stakeholders, treating them with dignity in all situations.
School Counselor is responsive to all school, district, and community stakeholders.
School Counselor facilitates an atmosphere of genuine caring and respect for all. Students participate without fear of put-downs or ridicule from either the School Counselor or other students.

Proficient

School Counselor is sensitive to all students' cultural backgrounds and developmental levels and fosters this sensitivity with students and staff.
School Counselor demonstrates detailed knowledge of each of the students on her roster.
Interactions between School Counselor and students, parents, and staff are consistently respectful.
School Counselor is responsive to parents, staff, colleagues, and all students on his/her caseload.
School Counselor consistently creates an atmosphere of support and rapport.

Needs Improvement

School Counselor makes inconsistent effort to be sensitive to students' cultural backgrounds and developmental levels.
School Counselor demonstrates familiarity with the unique circumstances of some of the students on her roster.
Quality of interactions between School Counselor and students, parents, and staff is uneven, with occasional disrespect or insensitivity.
School Counselor is responsive to a small number of students, parents, staff and colleagues.
School Counselor attempts to create an atmosphere of respect with uneven results. Students may hesitate to participate.

Unsatisfactory

School Counselor is insensitive to students' cultural backgrounds and developmental levels.
School Counselor displays no familiarity with or caring about students.
School Counselor speaks disrespectfully to students, parents, staff, or colleagues.
School Counselor displays a lack of responsiveness to students, parents, staff and colleagues.
School Counselor fails to convey an atmosphere of respect and encouragement.

Johnston City CUSD #1 Informal Observation/Walk Through – Counselor

Counselor: _____ School Year: _____

2b: Establishing a Culture for Learning

Excellent

School Counselor communicates a passion for counseling work to students, staff, and families and a conviction that students can acquire the skills necessary to be successful.

The School Counselor sets high expectations for engagement in the counseling program and communicates this importance to all students, staff, and families.

The School Counselor supports students' initiative in improving the quality of their work.

Proficient

School Counselor communicates to students the importance of counseling work, and the conviction that with hard work they will succeed.

School Counselor expects all students to engage with and participate in the counseling program.

All students receive encouragement to work hard in order to achieve.

Needs Improvement

School Counselor conveys a neutral position to students regarding their ability to meet the demands of counseling work.

School Counselor sets limited expectations for engagement and participation.

Some students receive encouragement to work hard from the counselor.

Unsatisfactory

School Counselor conveys to some students that counseling work is too challenging for them.

School Counselor sets no expectations for engagement and participation.

Students are not encouraged to work hard.

Johnston City CUSD #1 Informal Observation/Walk Through – Counselor

Counselor: _____ School Year: _____

2c: Managing Routines and Procedures

Excellent

School Counselor has seamlessly established routines and procedures. Students take initiative in the development and maintenance of counseling session routines and procedures.

School Counselor seeks feedback from students and faculty regarding task prioritization.

Counseling routines and procedures maximize student engagement, opportunities, and time on task.

Proficient

School Counselor has established consistent routines and procedures.

School Counselor consistently prioritizes tasks.

Counseling office has clear and consistent procedures and routines that are organized to facilitate various counseling sessions and access to materials and resources.

Needs Improvement

School Counselor has inconsistently established procedures and routines.

School Counselor is inconsistent in prioritizing tasks.

Counseling office has some procedures and routines related to counseling activities and access to materials and resources.

Unsatisfactory

School Counselor has not established procedures or routines.

School Counselor is unable to prioritize time-sensitive tasks.

Lack of procedures or routines during classroom work or a counseling session result in student time off task.

Johnston City CUSD #1 Informal Observation/Walk Through – Counselor

Counselor: _____ School Year: _____

2d: Managing Routines and Procedures

Excellent

- ☞ School Counselor's monitoring of student behavior is subtle and preventative. Students actively monitor their own behavior.
- ☞ Students are involved in the development of appropriate behavioral guidelines for counseling sessions and actively contribute to maintaining order by addressing peer behavior based upon established behavioral guidelines.
- ☞ School Counselor models and promotes student ownership of behavior.

Proficient

Standards of conduct have been established and are monitored by the School Counselor.
School Counselor maintains order with overall success.
School counselor consistently and appropriately responds to student misbehavior during the counseling and classroom guidance sessions.

Needs Improvement

Standards have been established but are not consistently applied or monitored by the School Counselor.
School Counselor maintains order with uneven success.
Response to student misbehavior is inconsistent during the counseling and/or classroom guidance sessions.

Unsatisfactory

Counseling sessions are chaotic, with no standards of conduct evident.
School Counselor disregards students' violation of rules.
Some students disrupt the counseling session, without apparent School Counselor awareness or with an ineffective response.

Johnston City CUSD #1 Informal Observation/Walk Through – Counselor

Counselor: _____ School Year: _____

2e: Organizing Physical Space

Excellent

- (*) School Counselor enlists the input of students on how to make the counseling environment inviting and welcoming.
- (*) School Counselor solicits and implements innovative ideas from students, parents, and experts on environmental accommodations to make the counseling center safe, comfortable, and inviting for students with special needs.
- (*) Students take the initiative to adjust the environment based on planned activities.
- (*) School Counselor serves as a district-wide resource for space arrangement and accommodation issues.

Proficient

School Counselor makes a concerted effort to make the counseling environment inviting and accessible for students.
School Counselor successfully arranges the counseling center to accommodate groups with special needs.
School Counselor volunteers to help teachers design ways to enhance their environment for student safety and learning.

Needs Improvement

School Counselor makes some attempt to arrange the environment and make the counseling office inviting.
School Counselor makes some attempt at arranging the counseling center to accommodate students with physical disabilities.
School Counselor helps teachers design ways to enhance their environment for student safety and learning only when asked.

Unsatisfactory

School Counselor does not consider or is unaware of the need to arrange the counseling space. There are physical hazards in the counseling center.
There is no attempt to arrange the counseling center to meet the needs of students with physical or sensory disabilities.
School Counselor does not help teachers design ways to enhance their environment for student safety and learning even when asked.

Johnston City CUSD #1 Informal Observation/Walk Through – Counselor

Counselor: _____ School Year: _____

3a: Communicating with Students

Excellent

- ☞ School Counselor has consistent and accurate collaborative communication with students.
- ☞ Students contribute to defining the purpose of the session; if asked, students are able to explain the purpose of the session.
- ☞ School Counselor's extensive gathering of input from students is skillfully applied to make program improvements.

Proficient

School Counselor consistently shares accurate information with students.
School Counselor clearly states the purpose of the session, as well as session goals.
School Counselor regularly seeks input from students, and effectively acts on such input.

Needs Improvement

School Counselor shares limited information or provides only partially accurate information to students.
School Counselor provides little explanation about the purpose of the session.
School Counselor seeks input from students, but is inconsistent or sporadic in gathering or acting on such input.

Unsatisfactory

School Counselor does not share information, or makes serious errors that will affect student understanding.
Students indicate, through body language or questions, that they do not understand the purpose or content of the session provided by the School Counselor
School Counselor does not seek input from students.

Johnston City CUSD #1 Informal Observation/Walk Through – Counselor

Counselor: _____ School Year: _____

3b: Using Appropriate Counseling Techniques

Excellent

- ☞ School Counselor mentors students as they use available data to make decisions, set goals, or solve problems.
- ☞ Questioning and discussion techniques provide opportunities for students to use higher order thinking skills.
- ☞ School Counselor builds on and uses student responses to deepen student understanding and skill building. Students initiate, maintain, and extend discussions during the session.

Proficient

School Counselor assists students in decision-making, goal setting, or problem solving.
Questioning and discussion techniques are employed effectively, encouraging students to comfortably disclose information after having established confidentiality guidelines for discussions.
School Counselor uses open-ended questions, inviting students to think and/or offer multiple

Needs Improvement

School Counselor attempts to assist students in decision-making, goal setting, or problem solving.
School Counselor's use of questioning and discussion techniques is adequate.
School Counselor's questions invite students to respond, but most do not.

Unsatisfactory

School Counselor does not attempt to assist students in decision-making, goal setting, or problem solving.
School Counselor makes poor use of questioning techniques, using low level or inappropriate questions.
School Counselor's questions do not invite student response.

Johnston City CUSD #1 Informal Observation/Walk Through – Counselor

Counselor: _____ School Year: _____

3c: Engaging Students in the Formulation of Current and Future Plans

Excellent

- ☞ School Counselor enables student exploration of multiple strategies that will assist them in developing solid, lifetime skills for formulating personalized plans.

Proficient

- ☞ School Counselor provides clear strategies that assist students in developing successful skills for formulating personalized plans, goal setting, and decision making.

Needs Improvement

School Counselor attempts to help students develop the skills needed for formulating personalized plans.

Unsatisfactory

School Counselor does not assist students in developing appropriate skills needed for formulating personalized plans.

Johnston City CUSD #1 Informal Observation/Walk Through – Counselor

Counselor: _____ School Year: _____

3d: Assessing Student Needs

Excellent

- (100%) Students demonstrate a solid understanding of assessment results and the ability to identify their own needs based on the data.
- (100%) Students assess their own needs/progress using assessment criteria they have helped establish.
- (100%) School Counselor skillfully determines and uses assessment techniques that are differentiated for individual students.
- (100%) School Counselor and students discuss high quality feedback that is proactive, pertinent and focused on improvement.
- (100%) School Counselor partners with individual students to interpret assessment data, and discusses program direction and individual action plans with them based on the data.

Proficient

- (100%) School Counselor elicits clear evidence of student understanding of assessment results.
- (100%) School Counselor frequently invites students to engage in self- assessment, and provides appropriate strategies for doing so.
- (100%) School Counselor uses assessment techniques that are differentiated for specific student population groups.
- (100%) School Counselor provides feedback that is specific, timely, and consistent.
- (100%) School Counselor accurately interprets student assessment data and makes program decisions or recommends courses of action based on the data.

Needs Improvement

School Counselor attempts to determine student understanding of assessment results.
School Counselor makes only minimal attempts to engage students in self- assessment.
School Counselor attempts to use appropriate assessment techniques for the general student population.
School Counselor provides feedback that is timely, but is not specific or consistent.
School Counselor displays limited ability to interpret student assessment data.

Unsatisfactory

School Counselor makes no effort to determine students' understanding of assessment results.
School Counselor has no plan to engage students in self-assessment.
School Counselor uses inappropriate assessment techniques for the student or setting.
School Counselor provides feedback that is inaccurate, non-specific and/or lacks timeliness.
School Counselor ignores or does not know how to interpret student assessment data.

Johnston City CUSD #1 Informal Observation/Walk Through – Counselor

Counselor: _____ School Year: _____

3e: Implementing Responsive Services

Excellent

- ☞ School Counselor's anticipates adjustments to services based on deep knowledge of students and current social and environmental events and conditions.
- ☞ School Counselor uses various data sources and input from stakeholders to anticipate the needs of students, and adjusts priorities accordingly.
- ☞ School Counselor seizes a teachable moment to enhance a session.

Proficient

- ☞ School Counselor recognizes change in students' needs and provides responsive services to meet the current, identified needs.
- ☞ School Counselor routinely adjusts priorities to meet the needs of students.
- ☞ School Counselor routinely makes adjustments to a session as needed.

Needs Improvement

School Counselor inconsistently provides responsive services to address students' needs.
School Counselor attempts to adjust priorities to address student needs.
School Counselor is partially successful in adjusting a session when students are confused or unresponsive.

Unsatisfactory

School Counselor does not provide responsive services to address students' needs.
School Counselor does not adjust priority of tasks with student or school goals in mind.
School Counselor is unable adjust a session when students are confused or unresponsive.

APPENDIX D – Counselor Johnston City CUSD #1 Counselor Professional Practice Rating Form – (Evaluator)		Unsatisfactory	Needs Improvement	Proficient	Excellent
Date of Pre-Conference: / / Date of Post-Conference: / / Name of Counselor: Name of Evaluator:					
DOMAIN 1: Planning and Preparation					
1a: Demonstrating knowledge of counseling theory and techniques					
1b: Demonstrating knowledge of students					
1c: Establishing goals for the counseling program appropriate to the setting and the students served					
1d: Adheres to laws, school policies, procedures, and ethical standards of the school counseling program					
1e: Planning the counseling program, integrated with the regular school program					
1f: Developing a plan to evaluate the counseling program					
<i>Overall rating for DOMAIN 1</i>					
DOMAIN 2: The Environment					
2a: Creating an environment of respect and rapport					
2b: Supporting a culture for productive communication					
2c: Managing routines and procedures					
2d: Managing student behavior					
2e: Organizing physical space					
<i>Overall rating for DOMAIN 2</i>					
DOMAIN 3: Delivery of Services					
3a: Communicating with students					
3b: Engaging students in the formulation of current and future plans					
3c: Assessing student needs					
3d: Brokering resources to meet student needs					
3e: Demonstrating flexibility and responsiveness					
3f: Coordinating and facilitating standardized tests and distribution of test results					
3g: Course advisement and registration					
3h: Scholarship/college advisement					
<i>Overall rating for DOMAIN 3</i>					
DOMAIN 4: Professional Responsibilities					
4a: Reflecting on practice					
4b: Maintaining accurate records					
4c: Communicating with families					
4d: Participating in professional community					
4e: Engages in professional development					
4f: Showing professionalism					
<i>Overall rating for DOMAIN 4</i>					

RATING

Areas of Commendation (Strengths):

Areas of Concern (Weaknesses)

Recommendations:

General Comments:

Evaluator's Signature: _____

Date: _____

Counselor Review Statement

Note: The signature of the evaluator and teacher verifies that the report has been reviewed and that the proper process has been followed.

Counselor's Signature: _____

Date: _____

Danielson Framework for the Social Worker

Domain I. Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Excellent
<i>1a: Demonstrating knowledge of social work theory and techniques (e.g. individual consultations, group process)</i>	Social Worker demonstrates little or no knowledge and skill in using social work theory and techniques. Social worker does not plan to meet with students, parents, and/or colleagues individually or in groups.	Social Worker demonstrates basic understanding of school social work theory and techniques. Social worker plans occasional meeting for and with students, parents, and/or colleagues that promote and plan for student success.	Social Worker demonstrates understanding of school social work theory and techniques. Social worker plans regular meetings for and with students, parents, and/or colleagues that promote and plan for student success.	School Social Worker demonstrates comprehensive and coherent understanding of school social work theory and techniques. Social Worker plans frequent meeting for and with students, parents, and/or colleagues that promote and plan for student success.
<i>1b: Demonstrating knowledge of child and adolescent development</i>	Social Worker demonstrates little or no knowledge of child and adolescent development and psychopathology.	Social Worker displays partial knowledge of child and adolescent development.	Social Worker displays a broad knowledge and understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to broad knowledge and understanding of the typical developmental characteristics of the age group, and exceptions to the general patterns, the social worker displays knowledge of the extent to which individual students follow the general patterns.
<i>1c: Establishing goals for the social work program appropriate to the setting and the students served</i>	Social Worker has no clear goals for the social work program, or they are inappropriate to either the situation in the school, home, community or the age of the students.	Social Worker's goals for the social work program are rudimentary, and are partially suitable to the situation in the school, home, community and the age of the students.	Social Worker's goals for the social work program are clear and appropriate to the situation in the school, home, community and the age of the students.	Social Worker's goals for the Social Work Program are highly appropriate to the situation in the school, home, community and the age of the students, and have been developed following consultations with administrators, parents, and colleagues.
<i>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district</i>	Social Worker demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.	Social Worker displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.	Social Worker displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the district.	Social Worker's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.

Component	Unsatisfactory	Basic	Proficient	Excellent
<i>1e: Planning the social work program, integrated with the regular school program, to meet the needs of individual students and families</i>	Social Work Program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals of the Social Work Program.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities that do fit with the broader goals of the Social Work Program.	Social Worker's plan is highly coherent and preventative to support the students individually and in groups, as well as within the broader educational program.
<i>1f: Developing a plan to evaluate the social work program</i>	Social Worker has no plan to evaluate the program, or resists suggestions that such an evaluation is important.	Social Worker has a rudimentary plan to evaluate the social work program.	Social Worker'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.	Social Worker's evaluation plan is highly sophisticated, with imaginative sources of evidence, and clear recommendations for improving the program on an ongoing basis.

Domain 2: The Learning Environment

Component	Unsatisfactory	Basic	Proficient	Excellent
<i>2a: Creating an environment of respect and rapport</i>	Social Worker's interactions with students are negative or inappropriate and the social worker does not promote positive interactions among students.	Social Worker's interactions are a mix of positive and non-productive; the social worker's efforts at developing rapport are partially successful.	Social Worker's interactions with students are positive and respectful and the social worker actively promotes positive student-student interactions.	Students, families, and school staff seek out the social worker, reflecting a high degree of comfort and trust in the relationship. Social Worker models and teaches students, families, and school staff how to engage in positive interactions.
<i>2b: Establishing a culture for productive and respectful communication</i>	Social Worker makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teacher are partially successful.	Social Worker promotes a culture throughout the school for productive and respectful communication between and among families and school staff.	Social Worker promotes and advocates for a culture throughout the school for productive and respectful communication between and among students, families, and school staff.
<i>2c: Managing routines and procedures</i>	Social Worker's routines for the Social Work Program or classroom work are non-existent or in disarray.	Social Worker has rudimentary and partially successful routines for the Social Work Program or classroom.	Social Worker's routines for the Social Work Program or classroom work effectively.	Social Worker's routines for the Social Work Program or classroom work are seamless, and students assist in maintaining them.
<i>2d: Contributes to the culture for positive student behavior throughout the school</i>	Social Worker displays minimal efforts to establish appropriate plans that contribute to positive student behavior.	Social Worker's efforts to establish appropriate plans that contribute to positive student behavior are partially successful.	Social Worker has established appropriate plans that contribute to consistent positive student behavior.	Social Worker has established appropriate plans that make lasting contributions to positive student behavior.
<i>2e: Organizing physical space</i>	The meeting space is disorganized, and poorly suited for students. Materials are not stored in a secure location, and are difficult to find when needed.	The meeting space is not completely well organized, and materials are difficult to find when needed. Documents are not maintained to ensure confidentiality.	The meeting space is well organized; documents are arranged and maintained to endure confidentiality.	The meeting space is highly organized and is inviting to students. Documents are arranged and maintained to endure confidentiality.

Domain 3: Delivery of Service

Component	Unsatisfactory	Basic	Proficient	Excellent
<i>3a: Responding to referrals, consulting with teachers, administrators, families and community agencies</i>	Social Worker fails to consult with teachers, administrators, and community agencies or to tailor the evaluation of the student to the questions raised in referral.	Social Worker consults on a sporadic basis with teachers, administrators, and community agencies, making partially successful attempts to tailor evaluation of the student to the questions raised in the referral.	Social Worker consults with teacher, administrators, and community agencies, tailoring the evaluation of the student to the questions raised in the referral.	Social Worker consults frequently with teachers, administrators, and community agencies and contributing own insights and tailoring evaluation of the student to the questions raised in the referral and making recommendations for student success.
<i>3b: Evaluating student needs in compliance with NASW (National Association of Social Worker) guidelines</i>	Social Worker resists selecting appropriate interventions to the referral questions, or selects interventions inappropriate to the situation, or does not follow established procedures and guidelines.	Social Worker selects appropriate interventions to the referral questions and answers questions of the school staff regarding the requirements of the interventions.	Social Worker selects appropriate interventions to the referral questions and confers with the school staff to ensure that they fully understand the requirements of the interventions.	Social worker selects, from a broad repertoire, those interventions that are most appropriate to the referral questions, and confers with school staff to ensure that they fully understand and comply with procedural requirements of the interventions.
<i>3c: Participation on the student support team</i>	Social Worker declines to participate on the student support team.	Social Worker displays no leadership on the student support team and prepares adequate IEP's	Social Worker displays leadership on the student support team as a standard expectation: prepares detailed IEP's.	Social Worker consistently displays leadership on the student support team and takes initiative in assembling materials for meetings. IEP's are prepared in an exemplary manner.
<i>3d: Brokering resources to meet student and family needs</i>	Social Worker does not make connections with other programs in order to meet student s and family needs.	Social Worker efforts to broker services with other programs to meet student and family needs in the school are partially successful.	Social Worker brokers with other programs within the school or district to meet student and family needs.	Social Worker brokers with other programs and agencies both within and beyond the school or district to meet individual student and family needs
<i>3e: Demonstrating flexibility and responsiveness</i>	Social Worker adheres to his or her plan, in spite of evidence of its inadequacy.	Social Worker makes modest changes in the social work program when confronted with evidence of the need for change.	Social Worker makes revisions in the social work program when it is needed.	Social Worker is continually seeking ways to improve the social work program, and makes changes as needed in response to student, family, or colleague input.

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Excellent
<i>4a: Reflecting on practice</i>	Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social Worker'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.	Social Worker's reflection provides an accurate and objective description of practice, citing specific examples that were not fully successful for at least some students. Social Worker makes some specific suggestions as to how the Social Work Program might be improved.	Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Communicating with families</i>	Social Worker fails to communicate with families and secure necessary permission for services, or communicates in an insensitive manner.	Social Worker's communication with families and community agencies is partially successful: permissions for interventions are obtained but there are occasional insensitivities to social economic status and linguistic traditions.	Social Worker communicates with families and community agencies and secures necessary permission for interventions, and does so in a sensitive manner sensitive to social-economic status and linguistic traditions.	Social Workers secure necessary permissions and communicate with families and community agencies in a manner highly sensitive to social-economic status and linguistic traditions. Social Worker reaches out to families of students to enhance trust.
<i>4c: Maintaining accurate records</i>	Social Worker's records are in disarray: they may be missing, insecure, or illegible.	Social Worker's records are accurate and legible, and stored in a secure location.	Social Worker's records are accurate and legible, well organized, and stored in a secure location.	Social Worker's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<i>4d: Participating in a professional community</i>	Social Worker's relationships with colleagues are negative or self-serving, and Social Worker avoids being involved in school and district events and projects.	Social Worker's relationships with colleagues are cordial, and Social Worker participates in school and district events and projects when specifically requested.	Social Worker participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Social Worker makes a substantial contribution to school and district events and projects, and consistently displays leadership with colleagues.
<i>4e: Engaging in professional development</i>	Social Worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Social Worker participation in professional development activities is limited to those that are convenient or are required.	Social Worker seeks out opportunities for professional development based on need.	Social Worker actively pursues professional development opportunities, and makes a substantial contribution to the profession.

Component	Unsatisfactory	Basic	Proficient	Excellent
<i>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	Social Worker displays dishonesty in interactions with students, families, colleagues, and the public, and violates principles of confidentiality.	Social Worker is honest in interactions with students, families, colleagues, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Social Worker displays high standard of honesty, integrity, and confidentiality in interactions with students, families, colleagues, and the public, and advocates for students when needed.	Social Worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality, to advocate for students, and displays leadership among colleagues.

Johnston City CUSD #1
Social Worker Professional Development Plan
"Professional Learning Plan"

Social Worker: _____ Date: _____

I. Goals (indicate domains covered):

II. Strategies to meet Goal with Timeline:

III.: Evaluation Criteria:

Social Worker signature: _____

Evaluator signature: _____

Date Goal(s) completed: _____

Johnston City CUSD #1 Post Conference Practice Rating

Name of Social Worker: _____

Name of Evaluator: _____

Date of Post Conference: _____

	Unsatisfactory	Basic	Proficient	Excellent
Domain 1. Planning and Preparation				
1a: Demonstrating knowledge of social work theory and techniques				
1b. Demonstrating knowledge of child and adolescent development				
1c: Establishing goals for the social work program appropriate to the setting and the students served				
1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district				
1e: Planning the social work program, integrated with the regular school program, to meet the needs of individual students and families				
1f: Developing a plan to evaluate the social work program				
Overall Rating Domain 1:				
Domain 2: The Learning Environment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for productive and respectful communication				
2c: Managing routines and procedures				
2d: Contributes to the culture for positive student behavior throughout the school				
2e. Organizing physical space				
Overall Rating Domain 2:				

Domain 3: Delivery of Service				
3a: Responding to referrals, consulting with teachers, administrators, families and community agencies				
3b: Evaluating student needs in compliance with NASW guidelines				
3c Participation on the student support team				
3d: Brokering resources to meet student and family needs				
3e: Demonstrating flexibility and responsiveness				
Overall Rating Domain 3:				
Domain 4: Professional Responsibilities:				
4a: Reflecting on practice				
4b: Communicating with families				
4c: Maintaining accurate records				
4d: Participating in a professional community				
4e: Engaging in professional development				
Overall Rating Domain 4:				

Practice Rating _____

Social Worker Signature: _____

Evaluator Signature: _____

Date: _____

	Professional Practice 70%				
Professional Goal 30%		Unsatisfactory	Needs Improvement	Proficient	Excellent
	Not Completed	Unsatisfactory	Needs Improvement	Needs Improvement	Proficient
	Completed	Needs Improvement	Proficient	Proficient	Excellent

