

AGREEMENT

This Agreement, entered into this July 1, 2009, by and between the BOARD OF EDUCATION of the PENNFIELD SCHOOLS, hereinafter called the "Board," and the Pennfield Education Association, MEA/NEA, hereinafter called the "Association."

WITNESSETH;

NOW, THEREFORE, IT IS HEREBY AGREED, in consideration of the following mutual covenants, as follows:

ARTICLE 1 RECOGNITION

Section 1: The Board hereby recognizes the Association as the exclusive bargaining representative, as defined in The Public Employment Relations Act, for all full-time and regularly employed part-time certified Teachers and counselors under contract with the Pennfield Public Schools, excluding the superintendent, assistant superintendent, high school principal, assistant high school principal, middle school principal, elementary principals, curriculum coordinators, assistant coordinators, athletic director, substitute Teachers, non-regularly employed part-time Teachers, and all others. Bargaining unit members shall be referred to as Teachers in this Agreement.

Section 2: In accordance with past practice of the district non-regularly employed part-time certificated Teachers shall be those Teachers employed a lesser time without a written contract.

ARTICLE 2 PAYROLL DEDUCTIONS

Section 1: Prior to September fifteenth (15th) of each year, any Teacher who is a member of the PEA, or who has applied for membership, may sign and deliver to the Board an assignment authorizing deduction of membership dues of the PEA, including the NEA and the MEA. Pursuant to such authorization, the Board shall deduct one ninth (1/9th) of such dues from the second regular salary check of the Teacher each month for nine (9) months, beginning in October and ending in June of each year. The final deduction in June shall be taken from the first regular check of the month. Deductions for Teachers employed after the commencement of the school year shall be appropriately prorated to complete payments by the following June.

Section 2: With respect to all sums deducted by the Board pursuant to authorization of the employee, the Board agrees to, within fifteen (15) days following deduction, remit to the PEA that portion allocated to the PEA and to remit the balance for both the NEA and the MEA to the Michigan Education Association, 1216 Kendale Boulevard, Box 2573, East Lansing, Michigan 48826-2573.

Section 3:

- A. Any Teacher who is not a member of the Association in good standing or who does not make application for membership within thirty (30) days from the first day of active employment shall, as a condition of employment, pay a Representation Benefit Fee to the Association, pursuant to the Association's "Policy Regarding Objections to Political-Ideological Expenditures" and Administrative Procedures adopted pursuant to that policy. The Representation Benefit Fee shall not exceed the amount of the Association dues collected from Association members. The Teacher may pay such fee directly to the Association or authorize payment through payroll deduction, as herein provided. In the event that the Teacher shall not pay such Representation Benefit Fee directly to the Association, or authorize payment through payroll deduction, the employer shall upon completion of the procedures contained in paragraph (c) and pursuant to MCLA 408.477 and at the request of the Association deduct the Representation Benefit Fee from the Teacher's wages and remit same to the Association. The Association shall hold the Board harmless for any and all claims, demands, suits or other forms of liability by reason of action taken or not taken by the Board or its designated agent for the purpose of complying with the provisions of the Agency Shop Agreement herein contained. It is understood that the Association shall have the right to compromise claims, which may arise under this save harmless clause.
- B. The Association has established a "Policy Regarding Objections to Political-Ideological Expenditures." That Policy (a copy of which is attached to this Collective Bargaining Agreement), and the administrative procedures (including the timetable for payment) pursuant thereto, applies only to those Teachers who have elected not to join the

Association. The remedies set forth in such policy shall be exclusive, and unless and until such procedures, including any administrative or judicial review thereof, shall have been availed of and exhausted, no dispute, claim or complaint by an objecting Teacher concerning the application and interpretation of this Article shall be subject to the grievance procedure set forth in this Agreement.

- C. The Association in all cases of mandatory fee deduction pursuant to MCLA 408.477 shall notify the Teacher of non-compliance by certified mail, return receipt requested. Said notice shall detail the non-compliance and shall provide ten (10) days for compliance, and shall further advise the recipient that a request for wage deduction may be filed with the Board in the event compliance is not effected. If the Teacher fails to remit the service fee or authorized deduction for same, the Association may request the Board to make the deduction. The Board upon receipt of the request for an involuntary deduction shall provide the Teacher with an opportunity for a due process hearing limited to the question of whether or not the Teacher has remitted the service fee to the Association or authorized payroll deduction for same.

Should involuntary payroll deduction become legally disallowed, the board and the association will meet to renegotiate the provisions requiring modification.

- D. Due to certain requirements established in recent court decisions the parties acknowledge that the amount of the fee charged to non-members along with other required information may not be available and transmitted to non-members until mid school year. Consequently, the parties agree that the procedures in this Article relating to the payment or non-payment of the representation fee by non-members shall be activated thirty (30) days following the Association's notification to non-members of the fee for that given school year. In such event, it is agreed that the employee remains obligated for the entire annual representation fee.

Further, the association agrees to promptly notify the board in the event a court order, an order of an administrative agency or arbitration award is rendered restricting the association from implementing its agency fee objection policy or from charging or allocating any of the association expenditures to bargaining unit members who choose not to join the association.

Section 4: With respect to all sums deducted by the Board pursuant to authorization of the employee, whether for professional dues or service fee, the Board agrees promptly to disburse said sums upon direction of the PEA.

Section 5: The PEA agrees to indemnify and save the School harmless from and against any and all claims, suits and/or any other form of liability that may arise out of or by reason of any action taken by the School in reliance upon or in compliance with the terms and provisions of this Article.

ARTICLE 3 ASSOCIATION AND TEACHER RIGHTS

Section 1: Pursuant to the Michigan Public Employment Relations Act, the Board and the Association hereby agree that all bargaining unit members employed by the Board shall have the right freely to organize, join or support the Association and PEA for the purpose of engaging in collective bargaining or negotiation and other concerted activities for mutual aid and protection. As a duly elected body exercising governmental power under color of law of the State of Michigan, the Board undertakes and agrees that it will not directly or indirectly discourage, deprive or coerce any Teacher in the enjoyment of any rights conferred by the Act or other laws of Michigan or the Constitutions of Michigan and the United States; that it will not discriminate against any Teacher with respect to hours, wages or any terms or conditions of employment by reason of his/her membership or non-membership in the Association and PEA, his/her participation in any activities of the Association and PEA or collective professional negotiations with the Board or his/her institution of any grievance, complaint or otherwise with respect to any terms or conditions of employment.

Section 2: Nothing contained herein shall be construed to deny or restrict to any Teacher rights he/she may have under the Michigan Revised School Code or State and Federal laws and regulations including the Elementary and Secondary Education Act as amended. The rights granted to Teachers hereunder shall be deemed to be in addition to those provided by law.

Section 3: The PEA and its members shall have the right to use school-building facilities after school hours for meetings. Bulletin boards and other established media of communication shall be made available to the PEA and its members. Supplies are to be furnished by the PEA.

Section 4: Duly authorized representatives of the PEA and their respective affiliates shall be permitted to transact official PEA business on school property after the regular school day has been completed.

Section 5: The Board agrees to furnish to the PEA, in response to reasonable requests, from time to time, all available information concerning the financial resources of the district, tentative budgetary requirements and allocations and such other information as will assist the PEA in developing intelligent, accurate, informed and constructive programs on behalf of the Teachers and their students, together with information which may be necessary to process a grievance or complaint.

Section 6: The Board policy will be to inform the PEA on any new or modified fiscal budgetary or tax programs and construction programs. The Board representative and the Superintendent shall consult with the PEA on major revisions of curriculum which are proposed or under consideration and the PEA shall be given the opportunity to advise said person with respect to said matters.

Section 7: The first Wednesday of each month that school is in session for a full day shall be reserved for PEA business from school dismissal time until 6 p.m. No other meetings involving PEA members shall be scheduled on these days and during these times except with PEA consent.

Section 8. School Improvement:

- A. A District Advisory Committee has been established by the Board.
- B. The purpose of the committee shall be, but not limited to, addressing the following:
 - 1. The District's mission statement;
 - 2. Goals based on student outcomes for all students;
 - 3. Curriculum alignment corresponding with those goals;
 - 4. Evaluation processes;
 - 5. Staff development; and
 - 6. Building-level decision-making.
- C. The committee's decisions shall not violate this Agreement, the law, or Board policy.
- D. Participation in the District's restructuring school improvement process is voluntary. It is expected that each Teacher will consider it his/her duty to participate in the restructuring and the school improvement process as part of their professional responsibility. Failure to participate in the District's restructuring will not be reflected in the Teacher's evaluation.

Section 9: The Board and Association recognize the District School Improvement goal of staff professional development as an important feature of quality schools. Further, that for school improvement to succeed, school personnel must have time with peers to assess, restructure, and improve the instructional program.

ARTICLE 4 SCHOOL BOARD RIGHTS AND RESPONSIBILITIES

Section 1: The Board, on its own behalf and on behalf of the electors of the district, hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the Constitution of the State of Michigan and of the United States, including the right:

- a. To the executive management and administrative control of the school system and its properties and facilities and the activities of its Teachers.
- b. To hire all Teachers, subject to the provisions of the law and this contract, to determine their qualifications and the conditions for their continued employment or their dismissal, discipline or demotion; and to promote, transfer assign, reassign and layoff all such Teachers.
- c. To establish grades and courses of instruction, including special programs, and to provide for athletic, recreational and social events for students, all as deemed necessary or advisable by the Board.
- d. The parties agree to commence negotiations for the school calendar by Friday of the second week in January. The calendar negotiations should be completed by the second Friday in March. In the event tentative agreement on the calendar is not reached by the second Friday in March, either party may seek expedited mediation through MERC procedures.
- e. The Employer may require up to one week (5 days) of paid professional development during a full week in August of each contract year or other such time as mutually agreed upon. Salary is per diem based on the first (1st) step of the BA schedule or, if the Teacher has a Masters Degree, the first step of the MA salary schedule. Teachers shall not be required to attend such paid professional development more than every other year. Teachers shall be provided with as much advance notice of the professional development activity as is reasonably possible but no later than June 1. Teachers shall be issued pay for the professional development no later than the second pay period in September.

Section 2: The Board of Education has responsibilities to its professional staff. It is the responsibility of the Board to establish policies, which will enable the professional staff to give its best efforts to the job at hand, namely, the education of children. It means recognition and appreciation of good work; it means a salary plan which provides growth, an atmosphere of good will, esprit-de-corps, employment over a period of time, retirement, sick leave, financial incentive to improve professionally and leaves of absence for self and professional improvement. It shall further be the responsibility of the Board:

- a. To decide upon the means and methods of instruction, the selection of textbooks and other teaching materials and the use of teaching aids of every kind and nature as is being done cooperatively at present.
- b. To determine class schedules, the hours of instruction and the duties, responsibilities and assignments of Teachers and other employees with respect thereto and with respect to administrative and non-teaching activities and the terms and conditions of employment as is being done at the present time.
- c. To take any action required by State or Federal law.

Section 3: The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules, regulations and practices in furtherance thereof and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Agreement and then only to the extent such specific and express terms hereof are in conformance with the Constitution and laws of the State of Michigan and the Constitution and laws of the United States.

Section 4: If the Board of Education is charged with responsibilities, it also has rights.

- A. The Board of Education has the right to expect that the Teachers have been reasonably well prepared in their preservice education for the specific assignment given them and that they intend to grow in service.
- B. The Board of Education has the right to expect Teachers to be able to perform the essential job functions of their positions.
- C. The Board of Education has the right to expect that the Teachers will be competent to perform the tasks assigned to them. To this end the Board of Education employs an administrative staff to help Teachers better perform the duties expected of them.

- D. The Board of Education has the right to expect that Teachers will keep abreast of theory and practice in education in general and in their teaching fields in particular, just as people have a right to expect that physicians will continually study the latest developments in medical science.
- E. The Board of Education has the right to expect Teachers to assume responsibilities of leadership in working with fellow Teachers, other employees, board members and people of the community in addressing problems of education and of young people.

ARTICLE 5 DUTIES AND ASSIGNMENTS

Section 1: The primary duty of the Teacher is to teach the students and facilitate their learning processes.

Section 2: Teaching shall include the teaching duties of:

- a. Instruction
- b. Guidance
- c. Discipline
- d. Safety
- e. Hygiene
- f. Care of Students

Section 3: The Teachers' duties to the students are not confined to the classroom but extend to the school halls, the restrooms, the playgrounds or the school excursions away from the premises, as well as in the home classroom and individual classroom.

Section 4: All Teachers shall be given written notice of their assignments for the forthcoming year no later than the preceding first (1st) day of June. In the event that changes in such assignments are proposed, all Teachers affected shall be notified promptly and consulted. If a Teacher is reassigned after July first (1st), and the assignment is not agreeable to the Teacher, the Board consents to accept the Teacher's resignation if the Teacher so desires. This resignation must be submitted no later than seven (7) days after the reassignment.

Section 5: Teaching assignments in addition to the normal teaching schedules during the regular school year, including adult education courses, driver education and summer school courses, shall not be obligatory but shall be with the consent of the Teacher. Preference in making such assignments will be given to the Teachers regularly employed in the District.

ARTICLE 6 WORKING CONDITIONS

Section 1: The Teacher's total work day will not exceed seven (7) hours and 45 minutes including the duty-free lunch period as specified in Section 4 unless modified by the Conference Committee referred to in this Agreement.

The Teachers' schedules will be reviewed prior to the start of each school year by the Conference Committee referred to in this Agreement and that sufficient hours of student contact time is to be contained in the schedule to meet the requirements of law to receive full State Aid. The Conference Committee shall determine what modifications, if any, are needed for the District to receive its full foundation allowance, without additional compensation, for the balance of this Agreement. The Committee shall be free to study and revise all components of the Teacher's workday. Teachers shall be notified of their report to work and departure from work times by August 1 of any school year.

Section 2: On the last day of any school week, or any day a Teacher is required to return for an evening meeting or other duties, Teachers will remain on duty for ten (10) minutes after the conclusion of the instructional day.

Section 3: Unassigned preparation periods shall be as follows:

- a. Each day, senior high school Teachers (9-12) shall have one (1) unassigned preparation period during the student day equal in length to a regular teaching period.
- b. Middle School Teachers (6-8) shall have one (1) unassigned preparation period during the student day equal in length to a regular teaching period.
- c. Dunlap teachers shall have two hundred seventy-five (275) minutes of unassigned preparation time periods per week during the student day for the duration of the contract. The preparation time will be scheduled such that a block of forty-five (45) minutes will be provided.

At Dunlap Elementary Teachers shall not be required to attend more than two (2) curriculum-related meetings per week called by the administration scheduled at the beginning of the teacher workday.

- d. Purdy and North Penn Teachers shall have two hundred seventy-five (275) minutes of unassigned preparation time per week during the student day for the duration of the contract. The preparation time will be scheduled such that a block of forty-five (45) minutes will be provided.

At Purdy and North Pennfield Teachers may not be required to attend more than two (2) curriculum-related meetings per week called at the beginning of the Teacher workday.

It is understood that on occasion elementary classroom Teachers may have to cover their classes when noon hour supervisors are absent and cannot be reasonably replaced by substitutes. Should a Teacher substitute during his/her preparation time, he/she will be paid at the rate of \$17.50 per half-hour. For noon hour supervision elementary Teachers will be compensated at the same rate as High School and Middle School Teachers.

A Teacher may volunteer to substitute for a colleague without additional compensation. Should a Teacher substitute during his/her preparation time, he/she will be paid at the rate of \$35 per hour or a percentage there of.

Although counselors do not have specifically assigned preparation periods, they shall still be entitled to compensation under this Article.

All Teachers: Assignment to a supervised study period shall be considered a teaching period for purposes of this Article. Time prior to the start of classes and after the end of students' classes are still part of the Teacher's work day and will continue to be used as in the past.

Special Education Teachers: Special education Teachers whose caseload exceeds fifty percent (50%) of the maximum CISD mandated caseload shall be released on one (1) student instruction day each month of the work year to do special education paperwork. Special education Teachers whose caseload is less than fifty percent (50%) of maximum shall be released for ½ student instruction day. The day shall be mutually agreed to by the special education Teacher and his/her supervisor.

- e. If a Teacher is assigned to teach a class which is scheduled during the Teacher's planning, the Teacher shall receive additional compensation pro-rated on the Teacher's current salary and length of the class to be taught.

Part-time Teachers: Salary, fringes and preparation time will be calculated per Appendix A, Section 5.

Section 4: All Teachers shall be entitled to a duty-free, uninterrupted lunch period, of not less than thirty-five (35) minutes except as may be modified by the Conference Committee referred to in this Agreement.

Section 5: No departure from these norms, except in case of emergency, shall be made without prior consultation with the PEA. In the event of any disagreement between the representative of the Board and the PEA as to the need and desirability of such deviation, the matter may be processed through the professional grievance procedure hereinafter set forth.

Section 6: Required Staff Meetings: Building administrators may schedule one (1) required staff meeting each month, beyond the meetings listed in Section 3., lasting no longer than sixty (60) minutes outside of the instructional day. This calendar shall be provided to Teachers for the entire school year at the initial staff meeting of the year. Teachers who work in more than one (1) building are required to attend such staff meetings in each building on a rotating basis of one (1) building per month. If possible such meetings will not be scheduled in conflict with scheduled student performance activities (e.g. athletics, drama, band, and choir). This could include scheduling the staff meeting prior to the start of the school day upon agreement of the majority of the teachers in the building.

Section 7: Parent-Teacher conference time for students shall be scheduled in each building in the fall near the end of the first marking period and the spring near the end of the third marking period. Parent-Teacher conference schedules shall be reflected in the school calendar(s) located in Appendix E. In the event not all parents can be scheduled into the regular school day, conferences will be scheduled at the convenience of the parent and Teacher.

Section 8: The Board and the Association agree to the following maximum class sizes:

DK Reasonable effort will be made to keep the maximum class size 18 students per Teacher.

- K-3 Reasonable effort will be made to keep the maximum average per Teacher per grade level to 28 students. Average to be computed by taking total K-3 enrollment and dividing by the number of full time equivalent Teachers teaching grades K-3. (Example: 168 students in 3rd grade/6 full-time equivalent teachers teaching 3rd grade = 28 students per 3rd grade class.)
- 4-6 Reasonable effort will be made to keep the maximum average per Teacher per grade level to 30 students. Average to be computed by taking total 4-6 enrollment and dividing by the number of full time equivalent Teachers teaching 4-6. (Example: 180 students in 6th grade/6 full time equivalent teachers teaching 6th grade = 30 students per 6th grade.)
- 7-12 Reasonable effort shall be made to keep the maximum average class at 30 students per Teacher per academic area, i.e. total math students divided by the number of classroom sections. (Example: 180 students taking Algebra I/6 sections on Algebra I = 30 students per section.)

Non Academic Classes. The foregoing standards shall not be applicable to non-academic classes (e.g., physical education, instrumental music, etc.).

In the event that an individual class enrollment exceeds the above mentioned limits on the fourth Friday following Labor Day, from 1 to 5 students, the following may take place: (a) the Teacher instructing the class may discuss the enrollment excess with the building principal and/or counselor to seek resolution of the problem; (b) should the enrollment exceed 5 students per class and no resolution is found short of hiring an additional Teacher, the Board agrees to provide Teacher aides, interns, etc. as a way of relieving the overload.

Association and the Board of Education, recognize that educators are charged with the duty of educating all children, including those children identified as eligible for services under the IDEA (“Individuals with Disabilities Act”) hereinafter “Eligible Students.” It is understood that IEPC's are convened to best address the individual needs of an Eligible Student so that that student might be placed in the least restrictive environment and achieve an education the same as any other student. Further, it is acknowledged both by the Association and the Board of Education that in some instances providing the educational services to an Eligible Student requires special considerations of the classroom Teacher and adjustments by other students in the classroom. It is further acknowledged that not only is this desirable it is required by law.

The Administration will inform the Teacher of Eligible Students and identify their special needs. A plan will be developed with parents and other members of the staff directly related to the student's needs to assist in providing the educational services of the District to the child. Each Teacher is expected to perform his/her duties professionally with regard to the needs of all children in his/her classroom including Eligible Students.

Consideration for class size will be given when placing special education students in regular education classrooms.

The Administration will provide necessary training to the classroom Teacher to provide special instructional and emergency programs and Teacher aides where identified and deemed necessary by the IEP or *MET*.

Disputes concerning matters under this subsection should be submitted to the conference committee.

ARTICLE 7 SICK LEAVE

Section 1: Teachers shall accumulate sick leave at the rate of one (1) day at the beginning of each semester and one (1) day per month beginning with the month of September in each school year and ending in June of each school year to a maximum accumulation of one hundred and sixty-one (161) days.

The maximum number of days of accumulation will be determined only at the end of the school year so that normal accumulation for the current year may occur beyond one hundred and sixty-one (161) days.

Section 2: A Teacher who is unable to teach because of personal illness or disability and who has exhausted all sick leave available shall be granted a leave of absence without pay for the duration of such illness or disability, up to one (1) year and the leave may be renewed each year in discretion of the board of education upon written request by the Teacher. However, said Teacher must return at the start of a school year unless there is a vacancy at an earlier date for which said Teacher is certified and qualified. Leave under this section shall be granted for serious illness or disability of the Teacher's spouse, child or parent. "Child" shall include stepchild, spouse's child and foster child.

Section 3: Teachers shall report unavailability for work by 6 a.m. at a telephone number or web address to be provided by the administration. Exceptions may be granted for calling or e-mailing later than 6 a.m. on a case-by-case basis if the Teacher contacts his/her building administrator as soon as reasonably possible as well as calling the number provided by the administration.

Section 4: Sick leave may be used in case of illness of the Teacher's spouse, child or parent. "Child" shall include stepchild, spouse's child and foster child.

Section 5: For those Teachers becoming ill during the first semester and using more than their accumulated sick leave, payment shall be made at the end of the second semester retroactively for such absences provided they complete the second semester and have accumulated additional sick days under the provisions of Section 1.

Section 6: Those Teachers who do not use any paid leave during the Teacher work year shall be issued a cash payment of four hundred dollars (\$400) and a Teacher who uses any paid leave up to a maximum of three (3) paid leave days during any Teacher work year shall be issued a cash payment of two hundred dollars (\$200). These payments shall be issued to qualifying Teachers on the second payroll date in June. It is understood that for Teachers working less than full-time the above payments shall be prorated based on the percentage of the Teacher's individual contract. It is understood that one-half (1/2) days combine to make whole days when appropriate and using a one-half (1/2) day would eliminate the teacher from perfect attendance status.

ARTICLE 8 LEAVES OF ABSENCE
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Section 1: Teachers seeking leave are expected to provide as much notice as may be reasonably possible so that alternate arrangements can be made to cover for the Teacher's absence. A leave form must be submitted to and approved by the Principal at least forty-eight (48) hours in advance of an anticipated leave day except in cases when the urgency of the leave is of such nature that forty-eight (48) hours advance notice is not practical. If the urgency of the leave is of such a nature that the request in writing is not practical, the Teacher must contact the Principal or another District Administrator by phone or in person to obtain approval for the leave.

Section 2: The Principal must notify the Teacher of approval or disapproval of the leaves as soon as possible but within twenty-four (24) hours of the date of the notification by the Teacher.

Section 3: Leave days, for purposes other than illness or disability shall be termed personal business days. Personal business days shall be limited to two (2) per year and may be taken with prior administrative approval. Unused personal business days shall be added to accumulated sick days. Personal business days may not be taken on the day immediately before or after a holiday or vacation period unless with the approval of the Principal and Superintendent. Absent such approval, pay may not be granted for the day.

- A. Requests for personal business days made to the Principal shall set forth the reasons for such requests. Such reasons shall be kept confidential to the extent allowed by law. Personal business days shall not include days that could be classified as vacation days or PEA, NEA or MEA workshop, convention or training session days. The intent of the leave policy is to make it possible for Teachers to be absent for legitimate purposes but not for pleasure or profit.
- B. Written notification of business leave shall be submitted in advance of the intended absence to the Teacher's immediate supervisor for approval setting forth the reason for such request.
- C. Teachers not replaced by substitutes, may have leave days deducted if they fail to report as provided herein.

Section 4: It is expected that all Teachers will be in their buildings and on duty at the appointed time. If a Teacher has not reported for work within ten (10) minutes after his/her starting time and has not reported by telephone, pay may be withheld from the Teacher. However, it is realized that there may be times when unusual or unforeseen circumstances will cause the Teacher to be late or absent from the building for a short period of time. In such cases, the Teacher must notify the Principal promptly in person or by telephone, if possible.

- A. The principal will decide if a substitute is needed. If no substitute is required, the Teacher shall report to duty immediately upon arrival and there shall be no deduction of leave or pay.
- B. If a substitute is needed, the Teacher will be notified by the principal. If a substitute is paid for one-half day, the Teacher shall be charged with one-half day of leave. If the substitute is paid for one full day, the Teacher may be charged with a full day of leave.
- C. Even though Speech Therapists, Band Directors, Vocal Music and Remedial Reading Teachers are not replaced by substitutes, they may have leave days deducted if appropriate.

Section 5: Teachers who are sent by the Board or Superintendent to represent the school at any state or national educational meeting may attend without loss of pay and will be paid their reasonable expenses.

Section 6: With the prior written approval of the Superintendent, individual Teachers may attend meetings of organizations in their own field of work without loss of pay and with their substitute Teachers paid by the Board of Education. The Superintendent will approve reasonable expenses for such meetings, if properly arranged in advance.

Section 7: For the re-orientation of Teachers who have been out of the teaching field for several years and for other Teachers, upon the special recommendation of the Principals to the Superintendent of Schools, one (1) to three (3) days of visitation or other in-service training may be arranged and the cost of substitute Teachers paid by the Board of Education.

Section 8: Pursuant to Section 1235 of the Revised School Code or successor provision, Teachers who have been employed for seven (7) years may be granted a sabbatical leave for one (1) year without pay. A Teacher, upon return from a sabbatical leave, shall be restored to his/her former position or to a position of like nature, seniority and status including being placed on the same step of the Salary Schedule the Teacher was placed at the beginning of the leave.

Section 9: The Board shall grant a leave of absence without pay to any Teacher to serve in a public office for a period not to exceed two (2) years. This leave may be extended for an additional two (2) year period upon written request and approval by the Board.

Section 10: Teachers returning from a leave of absence shall not suffer a loss of accumulated sick leave days.

Section 11: The Board shall grant to the PEA a total of six (6) days leave to be used by Association members designated by the PEA.

The PEA shall reimburse the School District an amount equal to the substitute salaries paid for each of the above six (6) days absence of the Teacher or Teachers absent.

Section 12: Teachers may apply for an unpaid leave of absence for personal reasons by submitting a written request for such leave to the Superintendent. The Board of Education may consider factors such as the district's operational needs, the impact on the educational process and such other factors as the Superintendent may reasonably deem appropriate to fair consideration of the leave request. If approved by the Superintendent the following conditions apply to the leave:

1. The Superintendent's decision shall not be grievable unless it is arbitrary and capricious.
2. Bargaining unit members shall:
 - a. not accrue seniority while on such leave;
 - b. not advance on the pay schedule while on such leave;
 - c. not receive paid health insurance benefits (Teachers may maintain insurance coverage by payment of premiums);
 - d. not be guaranteed return to their former position from which leave was granted unless vacant; in such case the Teacher shall be returned to a position of comparable level and pay, if available. Otherwise, the Teacher will be placed on the contractual lay off list and be subject to recall as provided under Article 23.

**ARTICLE 9
BEREAVEMENT LEAVE**

Section 1: Each Teacher shall be granted paid leave for the purpose of bereavement activities or attending the funeral of a member of his/her immediate family, as defined below, of up to three (3) days. Additional days may be added at the discretion of the Superintendent.

- A. Immediate family includes present spouse, parents, mother-in-law, father-in-law, brother, sister, children, grandchildren, grandparents, brother-in-law, sister-in-law and/or others living in the Teacher's household for whom the Teacher is responsible. Immediate family includes step relatives.

The first three (3) bereavement leave days in any one (1) instance will not be deducted from accumulated sick leave or personal business days. Paid bereavement leave days granted beyond the first three (3) days in any one (1) instance shall be deducted from accumulated sick leave or personal business days.

- B. One (1) sick day or personal business day will be granted for a member to attend a funeral of a person not defined as immediate family above subject to operational considerations.

**ARTICLE 10
CHILD REARING/FAMILY MEDICAL LEAVE**

Family and Medical Leave Act

Section 1. The Family and Medical Leave Act (FMLA) provides that eligible Teachers of the Pennfield Schools are entitled to FMLA leave for a period of up to 12 weeks in a 12 month period: (1) due to the birth of a child, the care of a newborn, or the placement of a child for foster care or adoption; (2) because the employee is needed to care for a child, spouse or parent with a serious health condition or; (3) due to the employee's own serious health condition which makes the employee unable to do his or her job. Employees are eligible for FMLA leave if they have worked for the District for at least 12 months and have worked at least 1,250 hours for the District over the previous 12 month period immediately preceding the commencement of the leave. Full-time Teachers are deemed to meet the 1,250 requirement but part-time Teachers must meet the 1,250 hour requirement.

To be eligible for FMLA leave, a Teacher must:

- A. Have worked for the District for at least 12 months.
- B. Have worked at least 1,250 hours for the District over the previous 12 month period immediately preceding the commencement of leave.
- C. Be employed at a work site where fifty (50) or more District employees are employed by the District within seventy-five (75) miles of that work site.

Section 2. A serious health condition may involve any illness, injury, impairment or physical or mental condition that involves hospital care, pregnancy or care for family members with serious health conditions.

The Pennfield Schools will require that a Teacher substitute accrued leave such as vacation, sick or personal leave for the employee's FMLA entitlement provided that the Teacher's leave taken is for an FMLA qualifying purpose.

If an eligible Teacher requests intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the Teacher would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, the District may require the Teacher to choose either to a) take leave for a period of a particular duration not greater than the duration of the planned treatment or b) transfer temporarily to an available alternative position for which the Teacher is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the Teacher's regular assignment.

Teachers seeking FMLA leave must provide the District with at least a thirty (30) day notice of advance leave where the need to take the FMLA leave is foreseeable. The District reserves the right to delay the FMLA leave until at least thirty (30) days after the Teacher makes the leave request if such thirty (30) day notice is not forthcoming and no reasonable excuse for the failure to provide notice is stated. In cases where the need for FMLA leave is not foreseeable, the Teacher must provide such advance notice as may be reasonably possible. Teachers seeking to take medical leave should consult with the personnel office to obtain the appropriate forms.

Section 3. If a Teacher begins any category of FMLA leave more than five (5) weeks before the academic term, the District reserves the right to require the Teacher to continue taking leave until the end of the term if 1) the leave is of at least three (3) weeks duration and 2) the return to employment would occur during the three (3) week period prior to the end of the academic term.

If a Teacher begins any category of FMLA leave (except for a personal "serious health condition") that begins five (5) weeks prior to the end of the semester and the period of leave is greater than two (2) weeks, the District may then require that a Teacher desiring to return within the last two weeks prior to the end of the term continue taking leave until the end of the academic term.

If a Teacher begins FMLA leave (except leave for a personal "serious health condition") that begins three (3) weeks or fewer prior to the end of the academic term and the duration of the leave is greater than five (5) working days, the District may then require the Teacher to continue to take leave for the balance of the academic term.

During a period of FMLA leave, the District will maintain existing health insurance benefits to the same extent as if the Teacher had actively continued in employment.

The District reserves the right, however, to recover health premiums paid on behalf of the Teacher during the period of unpaid leave if the Teacher fails to return when the leave has expired and if the reason for failure to return is other than continuation, recurrence or onset of a "serious health condition" or "other circumstances beyond the control of the Teacher."

Upon conclusion of the FMLA leave a Teacher will be returned to the same position the Teacher held when leave commenced or to an equivalent position. The failure of a Teacher to return to work on expiration of an FMLA leave may subject the employee to termination unless an extension is granted.

Section 4: An unpaid leave of absence shall be granted to a Teacher for the purpose of child rearing. Such leave shall only be taken within the twelve (12) month period immediately following the birth or adoption of a Teacher's child. The length of leave under this paragraph shall not exceed twelve (12) months, renewable at the discretion of the Board. This leave, if taken for an FMLA-qualifying purpose, shall count towards the employee's FMLA entitlement.

Section 5: A Teacher adopting a child (children) or having a child (children) placed with him/her for foster care purposes shall begin his/her leave at any time between entry of a court order awarding custody and twelve (12) months after the child arrives in the home. This leave, if taken for an FMLA-qualifying purpose, shall count towards the employee's FMLA entitlement.

Section 6: In order to provide continuity within the classroom between pupil and Teacher, the Teacher shall notify the Superintendent in writing of his/her desire to take leave under this Article.

The letter requesting leave shall include the proposed commencement date of the leave and the date of return. Except in the case of an emergency, Teachers shall give such notice at least thirty (30) days prior to the date on which the leave is to begin.

Section 7: In the case of an adoption or foster care placement, a copy of the order awarding custody to the Teacher shall be provided to the administration if requested in connection with a Teacher's application for leave for those purposes. When leave is taken under this Article to care for a Teacher's seriously-ill spouse, child or parent, or due to the Teacher's own serious health condition, the Teacher will, upon administrative request, provide medical certification from a health care provider supporting the necessity for the leave.

Section 8: Teachers taking leave under this Article for medical and/or psychological reasons shall provide, at the Board's request, appropriate verification of the necessity for leave and the Teacher's fitness to return to duty at the conclusion of the leave. The Board has the right to require that a second opinion (at Board expense) be obtained. If that opinion differs from that of the Teacher's health provider, the Teacher's health provider, the Teacher and administrator (in consultation with the Association, if requested by the Teacher) shall mutually designate a third health provider whose opinion relative to leave eligibility or initial fitness to return to work shall be considered final and binding on the Board, Teacher and Association. The cost of this examination shall be paid by the Board and the Association.

Section 9: All or any portion of a leave taken by a Teacher because of a medical disability connected with or resulting from her pregnancy may, at the Teacher's option, be charged to her available sick leave.

Section 10: Upon return from an unpaid leave of absence, except as provided elsewhere, the Teacher shall be reinstated to his/her former position or, if that position is not available, to a position which is substantially equivalent for which the Teacher is certified and qualified.

Section 11: The Board and the Teacher agree to cooperate in scheduling the return from leave at a time that minimizes disruption to the continuity of educational programming and service delivery.

Section 12: The Board of Education will continue premium payments for health care benefits up to twelve (12) weeks for a Teacher who has been granted an unpaid leave under this Section. If the Teacher fails to return from leave at its expiration (except in the event of the continuance, onset or recurrence of a serious health condition of the Teacher or other circumstances beyond the Teacher's control) the Board shall have the right to recover all premium payments made during the unpaid leave interval. These amounts may be deducted from any wage or other payments due the Teacher, with any deficiency to be remitted by the Teacher to the Board within five (5) days of demand.

Section 13: It is understood that the Family and Medical Leave Act of 1993 does not abrogate the rights of the parties under this collective bargaining agreement. Where additional benefits are extended by the Act to the employees, those additional benefits will be honored by the District. Where certain Employer rights are also granted in connection with those additional benefits, the District shall be free to exercise those rights.

ARTICLE 11 WAGES

Section 1: The salaries for the life of the contract shall be as set forth in Appendix A.

Section 2: The extracurricular reimbursement for the life of the contract shall be as set forth in Schedules B-1 and B-2.

Section 3: Teachers will be paid their yearly salary on the 5th and 20th day of each month starting in September (twenty-four pay periods) with the right to receive the balance of their salary in a lump sum on the June 20th payroll date. Teachers may opt to receive their annual salaries in twenty (20) equal pay periods starting on the September 5th payroll date and ending on the June 20th payroll date. If the 5th falls on a weekend the paycheck shall be issued on the Friday before the payroll date. If the 20th falls on a weekend the paycheck shall be issued on the Monday following the payroll date. The District shall distribute a listing of the payroll dates for the upcoming work year to the Teachers on the first workday of a Teacher work year. Teachers must elect their option in writing and turn it in to payroll no later than August 1 (or at the time of hire for new employees) or the same pay arrangement will be continued for the next school year.

**ARTICLE 12
QUALIFICATIONS FOR RETIREMENT**

A Teacher, upon retirement, shall be entitled to \$100 per day for each day of accumulated unused sick leave with the District up to a maximum of seventy (70) days for the duration of this agreement. In order to be eligible for the foregoing benefit, the Teacher must submit proof that he/she has retired under the Michigan Public Schools Employees Retirement System, was under contract with Pennfield Public Schools at the time of retirement and had taught for at least ten (10) consecutive years in Pennfield Public Schools preceding retirement.

**ARTICLE 13
VACANCIES AND PROMOTIONS**

Section 1: The Board recognizes that it is desirable in making assignments to consider the interests and aspirations of its Teachers. Requests by a Teacher for transfer to a different class, building or position shall be made in writing. The application shall set forth the reasons for transfer; the school, grade or position sought; and the applicant's academic qualifications. Such requests shall be renewed once each year to assure active consideration by the Board. At the time of filing the request, the Teacher shall make a duplicate copy and have the designated person in the Superintendent's office receipt for same by dating and initialing both copies.

Section 2: The Board declares its support of a policy of filling vacancies from within its own staff. The Board reserves the right to promote on the basis of its own judgment of qualifications and also to hire new employees for any opening or vacancy deemed to be in the best interests of the school.

Teachers on layoff status who are certified and qualified will automatically be considered for vacancies (other than supervisory positions) and will be recalled in preference to hiring new employees. In filling vacancies among employees and/or those employees on layoff, those areas of consideration and standards contained in Article XXIII, Section 3, will be used.

Section 3: An involuntary reassignment will be made only in case of emergency or to prevent undue disruption of the instructional program or, as otherwise provided herein. The Superintendent shall notify the affected Teacher and the Association of the reasons for such reassignment.

Section 4: Prior to exercising its right to involuntarily reassign Teachers in the manner provided herein, the building administrator, shall discuss with the affected employee plans to reassign the Teacher and obtain the Teacher's response prior to effectuating the involuntary reassignment. No decision to involuntarily reassign a Teacher shall be made in an arbitrary or capricious fashion.

Section 5: The Board of Education will post notices of any permanent vacancy in a teaching position or supervisory position on the District's web site under job openings for a period of not less than ten (10) school days prior to permanently filling a vacancy. The Association President shall receive the postings by e-mail.

All qualified and certified internal applicants for a posted teaching position will be given an opportunity for an interview. Unsuccessful candidates may request and receive the reasons for denial of his/her request for transfer.

ARTICLE 14 FRINGE BENEFITS

Section 1: Worker's Compensation. Any Teacher who is absent because of an injury or disease compensable under the Michigan Worker's Compensation Law, shall receive from the Board the difference between the allowance under the Worker's Comp law and his/her regular salary for the duration of his/her illness, not to exceed ten (10) months with no subtraction of sick leave.

Section 2: Where a Teacher is otherwise covered by SuperCare 1 or Choices II health insurance (either through a spouse employed by this District or another employer) the Teacher shall not be eligible for MESSA PAK A but shall be eligible for MESSA PAK B.

Section 3: Effective July 1, 2009 through June 30, 2010 the Board of Education shall make available to each full-time Teacher, at a cost of \$175 per month to the Teacher, the following insurance.

Effective July 1, 2010 the District and the Teacher will split the 2010-2011 insurance premium increase or decrease on a 75/25 basis with the District paying or saving seventy-five percent (75%) and the Teacher paying or saving twenty-five percent (25%) of the increase or decrease.

MESSA-PAK A (for those requiring health insurance)

Choices II, \$10/\$20 Rx Delta Dental	Effective October 1, 2009 \$100/\$200 Deductible MESSA Delta Dental Class I, II, III & IV 60/60/60/60 Class I, II, III annual max: \$1,000 Class IV lifetime max: \$1,000 Two cleanings per year No adult orthodontics
Vision Care	VSP-3
MESSA Negotiated Life Insurance	\$35,000 with AD&D

MESSA-PAK B (for those not requiring health insurance)

Delta Dental	MESSA Delta Dental Class I, II, III & IV 80/80/80/80 Class I, II, III annual max: \$1,300 Class IV lifetime max: \$1,300 Two cleanings per year No adult orthodontics
Vision Care	VSP-3
MESSA Negotiated Life Insurance	\$45,000 with AD&D
Cash in Lieu of Health Insurance	\$325 per month

If a Teacher selects MESSA-PAK B and loses his/her health insurance coverage from elsewhere or through a change in status provided in Section 2, he/she shall be allowed to change to MESSA-PAK A immediately provided MESSA allows such a change without any increased cost until the next regular monthly premium due date.

Section 4: When a Teacher has requested and been granted a L.O.A., he/she may continue to participate in the insurance program by making the necessary payments directly to the School District on a monthly basis.

Section 5: Part-time employees will receive fringe benefits in accordance with Board Policy 5620, which shall not be changed during the life of this contract. In addition, the Board will pay one-half the premium for Vision Care for part-time employees.

ARTICLE 15 ACADEMIC FREEDOM
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Section 1: The parties seek to educate young people in the democratic tradition, to foster recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and Bill of Rights and to instill appreciation of the values of individual personality.

Section 2: Academic freedom shall be guaranteed to Teachers and no special limitations shall be placed upon studying, investigating, presenting and interpreting facts and ideas concerning man, human society, the physical and biological world and other branches of learning, subject only to accepted local standards of professional educational responsibility.

Section 3: Freedom of individual conscience, association and expression will be encouraged and fairness in procedures will be observed both to safeguard the legitimate interests of the schools and to exhibit, by appropriate examples, the basic objectives of a democratic society.

ARTICLE 16 PROFESSIONAL IMPROVEMENT
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Section 1: The parties support the principle of continuing training of Teachers, participation by Teachers in professional organizations in the areas of their specialization, leaves for work on advanced degrees or special studies and participation on community educational projects.

Section 2: Arrangements shall be made for at least one (1) in-service course, workshop, conference and program per year designated to improve the quality of instruction. Every effort will be made to obtain people of the highest qualification to participate in the presentation of such programs.

Section 3: Planning for in-service days will be a joint endeavor between the PEA and the administration.

Section 4: Professional Development Units may be earned by the teaching staff in the following manner: For each hour spent in activities outlined below one (1) PDU will be credited to the Teacher. PDUs will be paid at \$20 per PDU for the duration of the contract.

Maximum earned PDUs per year will be fifty (50).

Activities begun after the date PDU earnings are turned into the Principal shall be counted toward the next year's total.

A. Hours may be earned in the following manner:

Core-curriculum Work

1. During the "summer" - non school time
2. Chairperson designated work outside "school day"
3. After regular school day excluding travel time
4. Saturday

District Advisory Committee

1. During the "summer" - non school time
2. Chairperson designated work outside "school day"
3. After regular school day excluding travel time
4. Saturday

Building School Improvement

1. During the "summer" - non school time
2. Chairperson designated work outside "school day"
3. After regular school day excluding travel time
4. Saturday

Math/Science Center

1. Kit training after regular school day excluding travel time
2. Non-stipend
3. Saturday
4. Summer

Staff Training

1. Evening training
2. Saturday training
3. Summer workshops
4. Non-stipend

B. PDU's would not be earned for the following:

- Open houses
- Release time during school day
- Honor's nights
- Graduate credit
- Conference nights
- Graduation
- Band-vocal concerts
- Plays
- Other normally scheduled activities
- When stipends are received

C. All PDU work must be approved by the principal and School Improvement Team prior to participation.

1. Forms to be signed by a SIT representative and building principal.
2. Budget will be kept by the building principal and reviewed with the building improvement team.

3. Budget will be reviewed with the Central Office the first week of each month.
4. District Team Chairperson expenses will not be charged to individual building.
5. District team member (CCC-District PA 25 team) will not be charged to individual building.

ARTICLE 17 PROFESSIONAL BEHAVIOR

Section 1: Teachers are expected to comply with reasonable rules, regulations and directions from time to time adopted by the Board or its representatives which are not inconsistent with the provisions of this Agreement, provided that a Teacher may reasonably refuse to carry out an order which threatens physical safety or well-being or is professionally demeaning.

Section 2: A Teacher shall at all times be entitled to have present a representative of the PEA when he/she is being reprimanded, warned or disciplined for any infraction of rules or delinquency in professional performance or at any meeting which the Teacher reasonably believes may result in discipline. When a request for such representation is made, no disciplinary action shall be taken with respect to the Teacher until such representative of the PEA is present, provided such representation is available for such purpose within three (3) regularly scheduled school days. This provision shall not prevent the administration from immediately suspending a Teacher from his/her job duties where necessary to protect the health, safety and welfare of the Teacher, staff or students.

Section 3: No Teacher shall be disciplined, reprimanded, reduced in rank or compensation or deprived of any professional advantage without just cause. All information forming the basis for disciplinary action will be made available to the Teacher and the PEA on the Teacher's request.

Section 4: Teachers shall be entitled to conduct their private and personal lives in regard to their professional employment without concern or regulation thereof by the Board of Education. However, due to the nature of the profession and the influence that the school district has, as a whole, and particularly Teachers individually upon the students and their continuing education beyond the school day as defined in this contract, the Board reserves the right to take such disciplinary action as it deems necessary when Teachers so grossly conduct themselves in their private and personal lives as to bring discredit upon the school district as a whole or when such conduct adversely affects the student-Teacher relationship. Any action taken by the Board of Education or its designated agent shall be subject to the grievance procedure except where specifically exempted therein.

ARTICLE 18 CONTINUITY OF OPERATIONS
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The Board, Association and each Teacher recognizes that their primary responsibility is to the children of the district and declare that their mutual objective is to provide those children with a proper education. To that end, it is agreed that, during the life of this Agreement, they will not permit, cause or encourage any interruption, disturbance or interference with the continuous, normal education of such children by sanction, concerted activity or otherwise and that any difference of opinion or dispute which there may be between or among themselves will be resolved by the methods provided herein and not allowed to affect in any way the normal education afforded the children of the Pennfield School District.

ARTICLE 19 GRIEVANCE PROCEDURE

Section 1: A grievance shall be an alleged violation of the expressed terms of this contract. The following matters shall not be the basis of any grievance filed under the procedure outlined in this Article:

- a. The termination of services of or failure to re-employ any probationary Teacher.
- b. It is expressly understood that the grievance procedure shall not apply to those areas in which the Tenure Act prescribes a procedure or authorizes a remedy (discharge and/or demotion).

Section 2: The Pennfield Education Association shall designate one or more agents to handle grievances in this bargaining unit, and shall notify the Superintendent of the names of those agent(s). The Board hereby designates the Principal of each building to act as its representative at LEVEL ONE, as hereinafter described, and the Superintendent or his designated representative to act at LEVEL TWO, as hereinafter described.

Section 3: The term "business days" as used herein shall mean days in which school is in session except that during the summer months when school is not in session, "business days" shall mean Monday through Friday excluding holidays.

Section 4: Written grievances shall:

- a. Be signed by the grievant or grievants.
- b. Contain specific facts giving rise to the alleged violation.
- c. Cite the section or subsections of this contract alleged to have been violated.
- d. Contain the date of the alleged violation and explain how the alleged violation relates to the section of the contract alleged to have been violated.
- e. Specify the relief requested.

Any written grievance not substantially in accordance with the above requirements may be rejected as improper. Such a rejection shall not extend the limitations hereinafter set forth.

Section 5: LEVEL ONE. A Teacher believing himself/herself wronged by an alleged violation of the express provisions of this contract shall, within ten (10) business days of its alleged occurrence, orally discuss the grievance with the building principal in an attempt to resolve same. The Teacher must inform the building principal that the issue being discussed is grievable. If the grievance is not resolved at LEVEL ONE it shall be reduced to writing and submitted to the building principal within five (5) business days of the LEVEL ONE grievance hearing. The building principal shall respond in writing within ten (10) business days of receiving the grievance form

Section 6: LEVEL TWO. If the Teacher is not satisfied with the answer received at LEVEL ONE or if no answer is issued at LEVEL ONE, the Teacher may process the grievance to level two within ten (10) business days of receipt of the grievance answer at LEVEL ONE or, if no answer was timely issued, within fifteen (15) days of the date of the original grievance filing at LEVEL ONE. Within ten (10) business days of receipt of the grievance, the Superintendent or his designated agent shall hold a meeting with the grievant and at the option of the grievant the designated PEA representative to discuss the grievance. Within ten (10) business days of the hearing discussion, the Superintendent or his/her designated agent shall render his/her decision in writing, transmitting a copy of the same to the grievant, the PEA President, the building principal in which the grievance arose and place a copy of the same in a permanent file in his/her office separate from the Teacher's personnel file.

Section 7: LEVEL THREE. If the decision of the Superintendent is unsatisfactory to the PEA and the Teacher, they may proceed to appeal the decision to the State Employment Relations Commission as provided by law and its rules and regulations, provided such request is made to the Employment Relations Commission within ten (10) business days after receipt of the Superintendent's LEVEL TWO response.

If no decision is reached with the assistance of the mediator at the meeting provided for at this Level, and the decision of the Superintendent as rendered in Section 6, Level Two, is to remain the same, and provided that decision is still unsatisfactory to the grievant and the PEA, the PEA may move the grievance to LEVEL FOUR. by filing a written grievance along with the decision of the Superintendent with the officer of the Board in charge of drawing up the agenda for the Board's regularly scheduled meeting not less than two (2) days prior to the next regularly scheduled Board meeting.

Section 8: LEVEL FOUR. Upon proper application as specified in LEVEL THREE, the Board shall allow the Teacher or his/her Association representative an opportunity to be heard at the meeting for which the grievance was scheduled. Within one (1) month from the hearing of the grievance, the Board shall render its decision in writing. The Board may hold future hearings therein, may designate one (1) or more of its members to hold future hearings therein or otherwise investigate the grievance; provided, however, that in no event, except with express written consent of the Association, shall final determination of the grievance be made by the Board more than one (1) month after the initial hearing.

- A. A copy of the written decision of the Board shall be forwarded to the Superintendent (for permanent filing), the building principal for the building in which the grievance arose, the grievant and the Secretary of the Association.

- B. All documents, communications and records dealing exclusively with a grievance shall be filed separately from the personnel files of the participants.

Section 9: Should a Teacher fail to institute or appeal a decision within the time limits specified or leave the employ of the Board, all further proceedings on a previously instituted grievance (except a claim involving a remedy directly benefiting the grievant regardless of his/her employment) shall be barred.

Section 10: The PEA shall have a right to initiate a grievance involving the right of a Teacher or group of Teachers without his/her or their express approval in writing thereon.

Section 11: All preparation, filing, presentation or consideration of grievances shall be held at times other than when a Teacher or a participating PEA representative is to be at his/her assigned duty station.

Section 12: The Board agrees that no reprisals or adverse evaluation will be based upon the filing of or participation in grievances pursuant to this contract. Grievances shall not be considered included in the Teacher's personnel file nor be used as a basis of reprimand, demotion or discharge.

Section 13: Forms for filing and processing grievances shall be the form set forth in Appendix C. The form shall be appropriately distributed so as to facilitate the operation of the grievance procedure.

Section 14: The grievant may be represented at any level by the designated PEA representative(s).

Section 15: Nothing contained herein shall be construed to prevent any individual Teacher from presenting a grievance and having the grievance adjusted without intervention of the Association, if the adjustment is not inconsistent with the terms of this Agreement, provided that the Association has been given opportunity to be present at such adjustment. The board and its representatives may decline to meet with the Teacher seeking adjustment under the provisions hereof in its discretion.

ARTICLE 20 NEGOTIATION PROCEDURES
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Section 1: It is contemplated that terms and conditions of employment provided in this Agreement shall remain in effect until altered by mutual agreement in writing between the parties.

Nevertheless, because of the special nature of the public educational process, it is likewise recognized that matters may from time to time arise of vital mutual concern to the parties that have not been fully or adequately negotiated between them. It is in the public interest that the opportunity for mutual discussion of such matters be provided. Representatives of the Board and the PEA negotiating team may meet regularly one (1) day each month for the purpose of reviewing the administration of the contract and to resolve problems that may arise. These meetings are not intended to by-pass the grievance procedure.

Should such a meeting result in mutually acceptable amendment of the Agreement, then the amendment shall be subject to ratification by the Board and the Association, provided that the negotiating committee shall be empowered to effect temporary accommodations to resolve special problems.

Section 2: Neither party in any negotiations shall have any control over the selection of the negotiating or bargaining representatives of the other party and each party may select its representatives from within or outside the school district. While no final agreement shall be executed without ratification by the Board and the Association, the parties mutually pledge that their representatives will be clothed with all necessary power and authority to make proposals, consider proposals and make concessions in course of negotiations.

Section 3: If the parties fail to reach an agreement in any such negotiations, either party may invoke the mediation machinery of the Michigan Employment Relations Commission or take any other lawful measures it may deem appropriate.

ARTICLE 21 STUDENT DISCIPLINE AND TEACHER PROTECTION

Section 1: Since the Teacher's authority and effectiveness in his/her classroom are undermined when students discover that there is insufficient administrative backing and support of the Teacher, the Board recognizes its responsibility to give all reasonable support and assistance to Teachers with respect to the maintenance of control and discipline in the classroom. Reasonable support may include the services of guidance personnel, social workers, law enforcement officers, physicians, school diagnosticians and visiting Teachers.

Section 2: It is recognized that discipline problems are less likely to occur in classes which are well taught and where a high level of student interest is maintained. It is likewise recognized that when discipline problems occur, they may most constructively be dealt with by encouragement, praise and emphasis upon the child's desirable characteristics. During the first week of each school year the administration will provide a copy of the Pennfield Schools' Board-adopted discipline policy and a copy of the District's suggested alternatives to corporal punishment to each member of the bargaining unit.

Section 3: A Teacher may temporarily exclude a pupil from class, subject or activity in a manner provided by Board policy or the Revised School Code. In such cases, the Teacher will furnish the principal as promptly as his/her teaching obligations will allow, full particulars of the incident.

Section 4: Suspension of students from school may be imposed only by a principal or his/her designated representative unless such authority has been conferred upon a Teacher lawfully. School authorities will endeavor to achieve correction of student misbehavior through counseling and interviews with the child and his/her parents when warranted.

Section 5: Any case of assault upon a Teacher or by a Teacher shall be promptly reported to the Board or its designated representative.

Section 6: If any Teacher is complained against or sued as a result of any action taken by the Teacher while in pursuit of his/her employment, the District will render all necessary assistance to the Teacher in his/her defense provided that the Teacher was engaged in the exercise of a school activity and acting within the scope of the Teacher's authority.

Section 7: Time lost by a Teacher in connection with any incident mentioned in Section 6 shall not be charged against the Teacher.

Section 8: The Board will reimburse Teachers for any loss, damage or destruction of clothing or personal property of the Teacher while in the process of disciplining a student unless the Teacher's actions in disciplining the student were not within the scope of the Teacher's authority.

Section 9: No action shall be taken upon any complaint by a parent of a student directed toward a Teacher, nor shall any notice thereof be included in said Teacher's personnel file unless such matter is promptly reported in writing to the Teacher concerned. If any question of breach of professional ethics is involved, the Association shall be notified on request of the Teacher.

ARTICLE 22 TEACHER EVALUATION
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Section 1: The performance of all Teachers shall be evaluated in writing in accordance with the following:

- a. Probationary Teachers shall be observed at least twice each year; once on or before December 1st and again on or before March 15th.
- b. Tenure Teachers shall be observed at least once each three-year period and prior to May 15th of that year.
- c. Should the administrator elect to forego the formal evaluation, the Teacher may assume that his/her performance is satisfactory.
- d. For probationary Teachers, there must be at least two (2) observations at least sixty (60) calendar days apart prior to the final evaluation.
- e. At the beginning of the school year, each probationary Teacher being evaluated shall develop educational goal(s) for the year with his/her evaluator.

Section 2: Evaluation shall be conducted by the Teacher's Building Principal and/or Assistant Principal or other full-time administrator assigned by the Superintendent.

Section 3: A Teacher shall have knowledge as to when any observation or evaluation is being made. All observations shall be for a minimum of twenty (20) consecutive minutes. If isolated observations of the Teacher's performance are to be used in overall evaluation or are to be considered in the recommendation for the non-continuance of employment of any Teacher, these instances shall be brought to the Teacher's attention either by conference or written communication within five (5) days of the occurrence.

Section 4: A copy of the written observation report shall be submitted to the Teacher on the day of the observation or within five (5) days thereafter, one (1) to be signed and returned to the administration and the other to be retained by the Teacher. In the event that the Teacher feels his/her observation report was incomplete or unjust, he/she may put his/her objections in writing and have them attached to the observation report to be placed in his/her personnel file. The Teacher's signature shall not necessarily mean agreement with the contents of the evaluation, but that he/she has reviewed the material. A final written evaluation shall be completed by the Evaluator and submitted to the Evaluatee at which time the Evaluatee may put his/her objections thereto in writing and have them attached to the final evaluation.

Section 5: The evaluation form may be reviewed during the school year by representatives of the Board and the Association to determine its validity and changes may be made as a result of such review.

Section 6: The final written evaluation report for each probationary Teacher will be submitted to the Superintendent. A copy shall be furnished to the Teacher and to the Association upon written request of the Teacher. If a report contains any information not previously made known to and discussed with the probationary Teacher, the Teacher may submit additional information to the Superintendent. In the event a probationary Teacher is not continued in employment, the Board will advise the Teacher of the reasons in writing.

Section 7: Teachers shall have the right, upon request, to review the contents of their own personnel file. At the Teacher's request, an Association representative may accompany the Teacher in review of the file. It is understood that the Teacher's personnel file may under certain circumstances be subject to Freedom of Information Act requests by members of the general public. To the extent possible, the Teacher shall be notified of any such Information Act requests prior to the release of information contained in the personnel file. However, it is understood the Freedom of Information Act places time constraints upon the Board of Education and that the Board of Education must comply with those time constraints.

Section 8: Test results from the Michigan Assessment Test shall not be used as an evaluation tool to determine the quality of a Teacher's service or fitness for retention.

ARTICLE 23 STAFF REDUCTION

Section 1: In the event the Board shall determine the necessity to lay off Teachers within the bargaining unit, it may determine the disciplines or areas of curricula to be affected. Notice of layoff shall be provided at least fourteen (14) calendar days prior to the effective date of layoff in accordance with the following procedures.

Section 2: When reducing staff the following provisions shall apply:

- a. Probationary Teachers in areas to be affected shall be laid off first.
- b. Tenure Teachers shall be laid off next. If a tenure Teacher possesses qualifications and certification of a probationary Teacher in other disciplines or areas of curricula not reduced, the tenure Teacher shall be retained in favor of the probationary Teacher in accordance with the Teacher Tenure Act.

Section 3: Tenure Teachers will be laid off on the basis of qualification, certification, seniority and experience in the areas of curricula to be affected and majors and minors. Where certification and qualifications are equal, seniority shall govern; it being understood that experience in the area of the curricula may be used in determining qualifications.

- A. "Seniority" shall be determined as set forth in Section 4.
- B. "Certification" shall be as defined by the Department of Education.
- C. "Qualifications" shall be defined as:
 1. Grades K-6: Certification shall be sufficient. Specialized areas of art, music, physical education, counseling or special education require special endorsement by Department of Education.
 2. Grades 7 and 8: In grades 7 and 8, a major or minor or experience within the last five (5) years, will be required in at least a majority of the subjects to be taught. Specialized areas of art, music, physical education, counseling and special education will require special endorsement by the Department of Education.

3. Grades 9-12: Certification as issued by the Department of Education and North Central Association of Colleges and Secondary Schools' standards. The Board in its sole discretion shall have the right to use previous teaching experience in the subject area to be taught in determining the most qualified Teacher to be retained where both Teachers are qualified otherwise. Teaching experience in the subject area shall govern over system-wide seniority.
4. Teachers must meet all requirements imposed by State or Federal law, rules or regulations as a condition of continued employment.

Section 4: The Administration will create a seniority list ranking each Teacher from his/her last date of hire with adjustments for unpaid leaves of absence in accordance with Section G.

- A. Tim Everett will be given credit on the seniority list for teaching service with Pennfield Public Schools starting with his last date of hire.
- B. The seniority list shall include the Teacher's date of hire, adjustments thereto, and the State of Michigan certification.
- C. Date of hire shall be defined as the first date the Teacher reported for work.
- D. Date of signature of contract will be used to break ties provided documentary evidence is available. In the event ties still exist, individual Teachers still sharing the same date of hire shall participate in a drawing to determine position on the seniority list. The drawing will be conducted openly and at a time and place which will reasonably allow affected Teachers and the Association to be in attendance.
- E. Part-time service will be counted as full-time service for purposes of seniority only so long as the part-time service is for regular employment for the full school year.
- F. Substitute service shall not accrue seniority unless such service was performed as a Teacher under contract (including letters of employment) with the Board.
- G. Time spent on unpaid leave of absence shall result in an adjustment of the Teacher's seniority date according to the following formula:

Number of days on leave

Number of days in school year x the number of calendar days in the year = number of days of adjustment to seniority date.

- H. Effective with this Agreement, if a Teacher's services are terminated or if the Teacher retires or resigns, all previously acquired seniority will be lost. Teachers who are laid off pursuant to a necessary reduction in staff shall continue to accrue seniority as if employed full time.
- I. The initial seniority list established by the Board shall be subject to discussion and/or correction for thirty (30) calendar days after delivery to the Association. Any modifications shall be instituted during this thirty (30) calendar day period. At the conclusion of the thirty (30) calendar days, the resultant seniority list shall be the official seniority list. The Association and the Board shall thereby waive the right to retroactively change the status of any individual Teacher's seniority but, in the event of errors in seniority calculations, the parties may mutually agree to correction of seniority errors.

Section 5: Each school year the administration shall provide the Association with a current seniority list in the month of November and provide adequate posting on appropriate Teacher bulletin boards.

Section 6: Any Teachers on lay-off shall be recalled in inverse order of layoff provided the Teacher shall be certified and qualified for the vacancy and meet all requirements concerning qualifications imposed by state or federal law.

- A. The Board shall give written notice of recall from lay-off by sending a registered or certified letter to said Teacher at his/her last known address.
- B. It shall be the responsibility of each Teacher to notify the Board of any change in address. The Teacher's address as last reported to the Board shall be conclusive when used in connection with layoffs, recalls or other notice to Teachers.

- C. The Teacher recalled shall respond in writing to the administration within ten (10) calendar days of receipt of the recall notice or in no event to exceed fifteen (15) calendar days from date of postmark on the letter. Failure to respond within the above time limits shall conclusively be deemed as resignation and the next eligible Teacher shall be sent the notice. A copy of the recall notice shall be sent simultaneously to the President of the PEA.
- D. Teachers on lay-off shall retain their recall rights for a maximum of three (3) years from the date of notice of lay-off.

ARTICLE 24 CONFERENCE COMMITTEE
--

Section 1: A Conference Committee is hereby created for the purpose of administering the terms of the contract, keeping both parties informed of changes and new developments; keeping the staff of the departments operating at peak efficiency; and addressing potential problems in an effort to keep such matters from becoming major in scope. It is understood that the parties shall be free to discuss operational problems as they may arise as well as contractual matters.

Section 2: The committee shall consist of up to three (3) members designated by and including the superintendent and up to three (3) members designated by and including the association president.

Section 3: Either party can request a meeting of the Conference Committee. An agenda shall be submitted with the request; unless otherwise mutually agreed, matters taken up at the conference shall be limited to those on the agenda.

Section 4: The meetings shall be held at times and places mutually agreed upon within ten (10) school days of the date the meeting was requested.

Section 5: It is agreed that an attempt to resolve a matter through the Conference Committee in no way constitutes a waiver of the rights of the Association or of any employee provided under the grievance procedure or under any statute or other regulation. It is further agreed that during the period that the parties are endeavoring to reach a fair and reasonable solution to a problem, the time limitations for filing grievances on the matter are suspended provided all such grievances are identified in writing prior to such meetings and written agreement exists to suspend such time frames.

Section 6: The parties shall mutually agree on minutes of each meeting.

ARTICLE 25 MISCELLANEOUS PROVISIONS
--

Section 1: This Agreement shall constitute the full and complete commitments between both parties and may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in a written and signed amendment to this Agreement.

Section 2: Any individual contract between the Board and an individual Teacher heretofore executed shall be subject to and consistent with the terms and conditions of this Agreement and any individual contract hereafter executed shall be expressly made subject to and consistent with the terms of this or subsequent agreements to be executed by the parties. If an individual contract contains any language inconsistent with this Agreement, this Agreement, during its duration, shall be controlling.

Section 3: This Agreement shall supersede any rules, regulations or practices of the Board, which shall be contrary to or inconsistent with its terms. The provisions of this Agreement shall be incorporated into and be considered part of the established policies of the Board.

Section 4: If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect. Under such circumstances the Association shall have the right to bargain new contract provisions to bring the contract into compliance with the law.

Section 5: Copies of this Agreement shall be reprinted at the expense of the Board and presented to all Teachers now employed or hereafter employed. All forms dealing with the application and/or execution of this contract shall be printed at the expense of the Board and appropriately distributed.

Section 6: The Board shall issue individual contracts by September 30 annually or within thirty (30) days of the conclusion of negotiation, whichever is applicable.

Section 7: School calendars shall be as set forth in Appendix E.

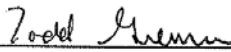
Section 8: If a Teacher engages in supplemental employment that affects the quality of his/her teaching or his/her standing in the community, the Teachers ability to engage in supplemental employment is subject to a joint review by the Board of Education and the Pennfield Education Association. However, the decision of the Board will be binding.

Section 8: If a Teacher engages in supplemental employment that affects the quality of his/her teaching or his/her standing in the community, the Teachers ability to engage in supplemental employment is subject to a joint review by the Board of Education and the Pennfield Education Association. However, the decision of the Board will be binding.

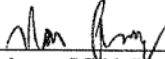
ARTICLE 26
DURATION

Section 1: This Agreement shall be effective as of July 1, 2009 shall continue in effect until through June 30, 2010.

**PENNFIELD EDUCATION ASSOCIATION,
MEA/NEA**

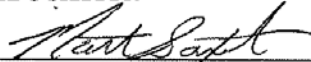


Todd Grennes, PEA President



Ron Amy, MEA UniServ Director

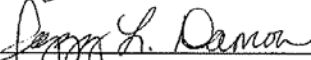
**PENNFIELD BOARD OF
EDUCATION**



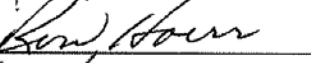
President




Vice-President



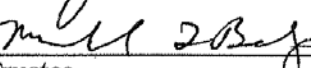
Secretary



Treasurer



Trustee



Trustee



Trustee

**APPENDIX A
SALARY SCHEDULE**

2009-2010		
STEP	BA	MA
1	\$32,856	\$36,020
2	\$34,159	\$37,439
3	\$37,144	\$39,920
4	\$38,382	\$42,053
5	\$39,979	\$44,174
6	\$42,717	\$47,180
7	\$44,709	\$49,348
8	\$46,698	\$51,513
9	\$48,682	\$53,684
10	\$50,669	\$55,848
11	\$53,141	\$58,561
12	\$56,126	\$60,738
13	\$57,676	\$63,508
14-21*	\$58,541	\$64,461
22+*	\$58,541	\$64,461

****Longevity amounts on page 44 are not included in the above pay steps.***

Section 1: Up to five (5) years' experience may be allowed in schools other than Pennfield for new personnel.

Section 2: Due to the significance of the academic and administrative responsibilities connected with the position of Principal, no Principal may participate in any reimbursed extracurricular activity unless no qualified Teacher applies and with the permission of the Superintendent.

Section 3: A Teacher expecting to obtain a Master's Degree prior to the start of any school year must notify the administration of his/her intent to obtain such degree on or before June 1 of the prior school year in order to receive the Master's Degree pay in the above salary schedule for succeeding school year.

All transfers from the BA to the MA Degree will be made at the beginning of the school year. Appropriate documentation must be provided.

Section 4. The Board of Education shall not reduce the premium currently being received by those Type A Special Education Teachers, Social Workers and Speech Correction Teachers in addition to the above salary schedule.

Section 5: Part-time employees' salaries and fringe benefits:

Teacher preparation time for part-time Teachers shall be as follows:

The reporting and leaving time for Teachers teaching less than a full time schedule will be calculated by using the percentage of pay they are receiving times the number of minutes that a full time Teacher would be expected to report before the start of school and remain after the conclusion of school. For example a Teacher being paid at 80 percent rate will report eighty percent (80%) of the time that would be expected of a full time Teacher before the start of his/her teaching day and will remain for 80 percent of the time a full time Teacher would be expected to stay at the conclusion of his/her teaching day. If a Teacher teaching less than full-time is required to work a full day (e.g., attend in-service, PTA meetings, etc.) the Teacher shall receive a full days pay for that day worked.

If a Teacher teaches less than 50 percent of the regular full-time Teacher's day, he/she shall not be paid for any planning time. If the Teacher teaches one-half (1/2) or more of the time a regular Teacher teaches and does not receive planning time during his/her assigned workday, the following minutes will be added for pay purposes for planning time allotment: 50 percent or more means one-half (1/2) of the regular Teacher's day in elementary; four (4) periods or more in middle school; three (3) periods or more in high school. The calculation of time in minutes is derived by the number of minutes the Teacher serves in the classroom times 40 minutes of preparation allocated in elementary school; 45 minutes in middle school; and 55 minutes in high school.

Part-time Teachers receiving prorata allowance for preparation time shall be required to attend all building or staff meetings that regular full-time Teachers are required to attend.

Section 6: Payment of longevity shall be as follows:

- a) Beginning in the 14th year of employment Teachers shall be paid \$800 in addition to their appropriate salary.
- b) Beginning in the 22nd year of employment Teachers shall be paid \$1000 in addition to their appropriate salary.

<p>SCHEDULE B-1 COMPETITIVE EXTRACURRICULAR ACTIVITIES</p>

All percentages below are based on Step 1 of the BA salary schedule

BASEBALL

Varsity	12.75
Junior Varsity	67% of Varsity
Freshman	60% of Varsity

BASKETBALL

Varsity	17.0%
Junior Varsity	67% of Varsity
Freshman	60% of Varsity
Middle School**	
One coach per grade	55% of Varsity
Two coaches per grade	40% of Varsity

BOWLING

12.75%

CHEERLEADING

Fall - Junior Varsity & Varsity	12.75%
Winter - Junior Varsity & Varsity	12.75%
Freshman – Fall	60% of Varsity
Freshman – Winter	60% of Varsity
Middle School (7/8 combined)	40% of Varsity

CROSS COUNTRY

12.75%

FOOTBALL

Varsity	17.0%
Assistant	70% of Varsity
Junior Varsity	67% of Varsity
Freshman	60% Varsity
Middle School	

GOLF

12.75%

SOCCER

Varsity - Boys/Girls	12.75%
Junior Varsity - Boys/Girls	67% of Varsity

SOFTBALL	
Varsity	12.75%
Junior Varsity	67% of Varsity
Freshman	60% of Varsity
TENNIS	
Varsity	12.75%
Junior Varsity	67% of Varsity
TRACK	
Varsity	12.75%
Assistant	70% of Varsity
Middle School**	
One coach per grade	55% of Varsity
Two coaches per grade	40% of Varsity
VOLLEYBALL	
Varsity	17.0%
Junior Varsity	67% of Varsity
Freshman	60% of Varsity
Middle School**	
One coach per grade	55% of Varsity
Two coaches per grade	40% of Varsity
WRESTLING	
Varsity	17.0%
Junior Varsity	67% of Varsity
Middle School**	
One coach per grade	55% of Varsity
Two coaches per grade	40% of Varsity

*All amounts in this column are to be considered reimbursement per person hired.

**Two coaches per grade may be allowed due to A/B squad scheduling.

<p>SCHEDULE B-2 NON-COMPETITIVE EXTRACURRICULAR ACTIVITIES</p>

All percentages below are based on Step 1 of the BA salary schedule

ADVISORS

Freshman Class	2.5%
Sophomore Class	2.5%
Junior Class	3.0%
Senior Class	3.0%
Student Council	2.5%

BAND

Director	15.5%
Assistant	11.0%

CERTIFIED LUNCH SUPERVISION \$10.93

CHOIR 12.0%

CORE CURRICULUM COORDINATORS

Language Arts (K-3, 4-8 and 9-12)	4.5%
Social Studies (K-3, 4-8 and 9-12)	4.5%
Math (K-3, 4-8 and 9-12)	4.5%
Science (K-3, 4-8 and 9-12)	4.5%
Special Education (K-12)	4.5%
P.E./Health (K-12)	4.5%
Fine/Practical Arts (K-12)	4.5%
Technology (K-12)	4.5%

DRAMA (per play) 8.0%

FOLLIES 4.0%

QUIZ BOWL 3.0%

FIVE-SIX ACTIVITIES

Football	3.0%
Basketball	3.0%

INTRAMURALS 3.0%

PUBLICATIONS

High School Newspaper	3.0%
High School Yearbook	6.0%
Middle School Newspaper	3.0%
Middle School Yearbook	3.0%

HUMAN SEXUALITY PARENT ADVISORY COMMITTEE CHAIRPERSON 5.0%

SCHOOL IMPROVEMENT CHAIR 5.0%

SADD 3.0%

*All amounts in this column are to be considered reimbursements per person hired.

APPENDIX C
Pennfield School District
Grievance Report

Distribution of Form

- 1-Superintendent
- 2-Principal
- 3-Association
- 4-Teacher

Submit to Principal in Duplicate

Building

Assignment Name of Grievant Date Filed

STEP I

A. Date Cause of Grievance Occurred _____

B. Statement of Grievance and Relief Sought _____

Signature

Date

C. Disposition by Principal _____

Signature of Principal

Date

D. Grievant and/or Association Position _____

Signature

Date

STEP II

A. Date Received by Superintendent or Designee _____

B. Disposition of Superintendent or Designee _____

Signature

Date

C. Position of Grievant and/or Association _____

Signature

Date

STEP III

A. Date Submitted to Michigan Employment Relations Commission
(Mediation) _____

B. Disposition of Grievance _____

C. Date of Mediation _____

Signature of Grievant/PEA

Date

STEP IV

A. Date Received by Board of Education or Designee _____

B. Disposition of Board _____

Signature

Date

C. Position of Grievant and/or Association _____

Signature

Date

NOTE: All Provisions of the current Master Agreement MUST BE STRICTLY OBSERVED IN THE SETTLEMENT OF GRIEVANCES.

**APPENDIX D – TEACHER EVALUATION AND GROWTH SYSTEM
LOCATED IN THE BACK OF DOCUMENT**

APPENDIX E

It is understood that should combined State allowed contingency days and calendar days not be sufficient, the Association and Board will determine appropriate days to meet the 1098 instruction hour requirement. This calendar contains 177 student days and 187 Teacher days.

Any required make-up days will be at the end of the school year.

The Conference Committee referred to in this agreement will develop calendars for subsequent years. In addition, the Conference Committee will study the different preparation times among buildings and, if inequities are found, propose solutions to same.

PENNFIELD SCHOOL CALENDAR 2009-10
--

August 31, 2009	Teacher Work Day
September 1, 2009	District Professional Development
September 2, 2009	Teacher Work Day – ½ Building Professional Development Elementary Open Houses (K-5)
September 8, 2009	First Day of School for Students
September 9, 2009	MS Open House
September 15, 2009	HS Open House
October 6, 2009	HS Parent/Teacher Conferences 5:00-8:30 p.m.
October 13, 2009	HS Parent/Teacher Conferences 5:00-8:30 p.m.
October 14, 2009	MS Parent/Teacher Conferences 5:00-8:30 p.m.
October 20, 2009	MS Parent/Teacher Conferences 5:00-8:30 p.m.
October 21, 2009	HS Parent/Teacher Conferences 4:30–8:30 p.m.
October 27, 2009	MS Parent/Teacher Conferences 4:30-8:30 p.m.
November 9, 2009	Dunlap Parent/Teacher Conferences 4:00-7:30 p.m.
November 10, 2009	Purdy/North Parent/Teacher Conferences 4:00-7:30 p.m.
November 12, 2009	Purdy/North Parent/Teacher Conferences 4:00-7:30 p.m.
November 16, 2009	Dunlap Parent/Teacher Conferences 4:00-7:30 p.m.
November 17, 2009	Purdy/North Parent/Teacher Conferences 4:00-8:00 p.m.
November 18, 2009	Dunlap Parent/Teacher Conferences 4:00-8:00 p.m.
November 26-27, 2009	Thanksgiving – No School
December 21, 2009	Winter Break Begins
January 4, 2010	School Resumes
January 18, 2010	No School (Martin Luther King Day) Personal Professional Development Comp Day
January 22, 2010	No Students ½ Teacher Records Day – ½ Bldg Professional Development
February 12, 2010	No School – Personal Professional Development Comp Day
February 15, 2010	No Students – District Professional Development
February 17, 2010	HS Parent/Teacher Conferences 5:00-8:30 p.m.
February 18, 2010	MS Parent/Teacher Conferences 5:00-8:30 p.m.
February 24, 2010	MS Parent/Teacher Conferences 5:00-8:30 p.m.
February 25, 2010	HS Parent/Teacher Conferences 5:00-8:30 p.m.
March 10, 2010	HS Parent/Teacher Conferences 4:30–8:30 p.m.
March 11, 2010	MS Parent/Teacher Conferences 4:30-8:30 p.m.
March 24, 2010	Dunlap Parent/Teacher Conferences 4:00-7:30 p.m.
March 25, 2010	Purdy/North Parent/Teacher Conferences 4:00-7:30 p.m.
March 29, 2010	Dunlap Parent/Teacher Conferences 4:00-7:30 p.m.
March 30, 2010	Purdy/North Parent/Teacher Conferences 4:00-7:30 p.m.

March 31, 2010	Dunlap/Purdy/North Parent/Teacher Conferences 4:00-8:00 p.m.
April 1, 2010	½ Day Students – ½ Teacher Comp for Parent/Teacher Conf
April 2, 2010	No School – Comp for Parent/Teacher Conferences
April 5-9, 2010	Spring Break
April 12, 2010	School Resumes
May 31, 2010	Memorial Day – No School
June 15, 2010	Last Day for Students – Full Day
June 16, 2010	Last Day for Teachers – ½ Records Day ½ Comp for Parent/Teacher Conferences
June 17, 2010	Comp for Parent/Teacher Conferences

It is understood that should combined State allowed contingency days and calendar days not be sufficient, the Association and Board will determine appropriate days to meet the 1098 instructional hour requirement. This calendar contains 178 student days and 188 teacher days.

Any required make-up days will be at the end of the school year.

APPENDIX F Job Sharing

The district and the PEA are desirous of establishing conditions for Teacher's participating in job sharing arrangements. Job sharing will be defined as two Teachers sharing one full time position.

1. No more that eight Teachers may participate in job sharing arrangements set forth herein.
2. Agreements to job share shall be voluntary and Teachers desiring to participate shall notify the superintendent in writing by May 30th. The parties contemplate that this job sharing arrangement may arise either by a Teacher's expression of a desire to job share or an arrangement reached by two Teachers to job share. In the event that a Teacher desires to job share and has not arranged to share a job, the administration, upon notification by that Teacher of the Teacher's intent to job share, shall post the opportunity internally for a period of 10 workdays. In the event another Teacher elects to "accept" that opportunity will be permitted and who will be afforded that opportunity. If no other Teacher applies for the job within the district, the administration will make every attempt to fill the position by July 1st of that year. If no qualified candidate has been hired by July 1st deadline if they apply to the district.
3. If a job sharing Teacher is absent, the administration may at its option, cove the vacancy by either asking the other job sharing Teacher to substitute or the use of substitute. In such event the job sharing Teacher substitutes for the absent Teacher, the pay shall be per diem rate.
4. The job-sharing Teachers shall incur seniority and advance on the salary schedule at the same rat as a full-time Teacher.
5. The benefits and salary for each job-sharing employee shall be governed by the provisions of Appendix "A".
6. Once the job sharing arrangement is authorized by the administration, Teachers may only return to full time teaching if there is a vacancy for which the Teacher is certified and qualified and for which they are the successful applicant.
7. Any unresolved issues that arise due to the implementation of this article be settled in the conference committee.

This provision may be reopened for negotiations at the end of the 2000-2001 school year at the request of the PEA or Board of Education.

APPENDIX G POLICY REGARDING OBJECTIONS TO POLITICAL-IDEOLOGICAL EXPENDITURES

Upon timely objection, no individual required to pay a service fee to a local association affiliated with the Michigan Education Association (MEA) shall be required, through the payment of such a fee, to contribute to the financial support of an ideological cause or political activity unrelated to collective bargaining, contract administration, grievance adjustment and employee representation, which he/she opposes. An individual who, in compliance with the administrative procedures established by the Executive Director of Michigan Education Association, objects to the use of a portion of his/her service fee to support such an ideological cause or political activity shall be required to pay a reduced fee based upon a determination of the percentage of the MEA's annual expenditures for the prior year necessarily or reasonably incurred for the purpose of performing the duties of an exclusive representative of the employees.

APPENDIX H OBJECTIONS TO POLITICAL-IDEOLOGICAL EXPENDITURES ADMINISTRATIVE PROCEDURES
--

Step I

During the fall of each fiscal year (September 1 to August 31), the Executive Director of the Michigan Education Association or his/her designee shall determine the amount of the MEA's total expenditures for the prior fiscal year that were expended on chargeable and nonchargeable activities. The Executive Director or his/her designee shall then calculate the reduced fee that an objector will be required to pay for the present fiscal year based on the prior year's expenditures. By November 10 of each year, or as soon thereafter as possible, the Executive Director shall make available to all non-union employees who are required to pay an agency fee information identifying the MEA's total expenditures for the prior year. These non-union members will be provided with information identifying the basis for the Local Association's, MEA's and NEA's reduced fee and an explanation of the procedure utilized by the MEA for collecting the total fee. The Local Association's reduced fee will be based on the chargeable activity percentage utilized in determining the MEA's reduced fee.

Step II

Within 30 days of the MEA providing the information identified in Step I, non-union members shall give written notice to the Executive Director of the non-union member's decision (1) to pay a service fee equal to dues, (2) pay the reduced fee as determined by the Executive Director, or (3) pay 100 percent of the reduced fee into escrow, and object to the reduced fee. An objection to paying the reduced fee must be renewed each fiscal year. Upon receipt of the written notice objecting to the reduced fee calculation, the matter will proceed to the next step of this procedure.

Step III

Within 30 days of the deadline for providing written notice objecting to the reduced fee, the MEA will initiate a procedure allowing the non-union member to challenge the fee before an impartial decision-maker. If the Michigan Employment Relations Commission provides a means by which a reasonably prompt decision will be issued regarding the reduced fee, that procedure will be utilized. If MERC does not provide such a procedure, the procedure for Impartial Determination of Union Fees adopted by the American Arbitration Association will be utilized. Pending a decision by an impartial decision-maker, the objector will be required to pay 100 percent of the reduced fee into an interest-bearing escrow account identified by the Executive Director.

Step IV

Promptly after receipt of the decision by the impartial decision maker, the appropriate reduced fee shall be redetermined to the extent required by that decision.

APPENDIX D
Teacher Evaluation and Growth

Pennfield Schools
Teacher Evaluation and Growth System

Developed by a team of teachers and administrators for a meaningful collaborative approach to teacher evaluation and growth.

Developed: 2008-2009

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"Who dares to teach must never cease to learn."
-- John Cotton Dana

STATEMENT OF PURPOSE AND BACKGROUND

Purpose

- A. The primary purpose of evaluation and supervision of certificated personnel is to promote ongoing **professional growth** and performance which improves student learning.
- B. The evaluation system assures the Board of Education and the community that quality education is a responsibility shared by all staff. It provides for termination of teachers for inadequate job performance as provided by Michigan School Law. The evaluation system also provides for specific and reasonable plans for improvement of teacher performance, if the performance of the teacher requires improvement.

Background

- A. This evaluation system applies to all professional and certified staff, except administrators. All members of the PEA bargaining unit will use this evaluation system. The word teacher will be used and includes those members previously mentioned.
- B. Evaluations must be completed by a qualified evaluator. For the purpose of Pennfield Schools, the person designated to serve in the role of evaluator is the teacher's building principal and/or assistant principal, or other full-time administrator assigned by the superintendent.
- C. Evaluations may occur at any time and as many times as the primary evaluator deems necessary to fulfill the purpose as stated above. The number of required evaluations and the timelines associated with them are to be considered as minimum requirements and do not preclude the evaluator from performing more frequent evaluations, or at earlier times than provided for in the deadlines.
- D. Test results from the Michigan assessment test shall not be used as an evaluation tool to determine the quality of a teacher's service or fitness for retention.

II. BELIEF STATEMENTS

We believe the purpose of the Teacher Evaluation Program is to:

- Create a collaborative environment between the evaluators and those being evaluated.
- Facilitate open communication in an atmosphere of mutual trust and respect.
- Help teachers develop skills as life-long learners and foster self-reflection and self-assessment.
- Provide opportunities for teachers to improve no matter their level of experience or expertise.
- Provide the Pennfield community with the assurance that their students are being taught by teachers of the highest quality.

III. STATE STATUE and POLICY STATEMENT

This document is intended to focus on the evaluation of competency in job performance. It should not be used in such areas as insubordination, unprofessional conduct, or failure to act in accordance with other stated Board Policies. In these cases, disciplinary action according to State Statute and Board Policy will be used. It is the intent that this document will be aligned with State Statue, and to the extent that it is not, State Statute shall prevail.

IV. DOMAINS of QUALITY TEACHING

Teachers will be evaluated and rated on each of the four domains of quality teaching. The specific skill indicators for each quality standard are listed in Appendix B.

Domain 1: Planning and Preparation. The teacher demonstrates knowledge of content and pedagogy, knowledge of students, ability to select instructional goals, knowledge of resources, ability to design coherent curriculum, and the ability to assess students learning.

Domain 2: Classroom Environment. The teacher demonstrates the ability to create an environment of respect and rapport, establishes a culture of learning, manages classroom procedures, manages student behavior, and organizes the physical space of the classroom.

Domain 3: I Instruction. The teacher demonstrates the ability to communicate clearly and accurately, uses questioning and discussion techniques, engages students in learning, provides feedback to students, and demonstrates flexibility and responsiveness.

Domain 4: Professional Responsibilities. The teacher reflects on teaching, maintains accurate records, communicates with families, and continues to grow and develop professionally.

V. DEFINITION OF INADEQUACY OF CLASSROOM PERFORMANCE

- When all elements of an indicator are rated “satisfactory” or “Exemplary”, that indicator has been satisfied.
- When a single element receives a “needs improvement” rating it may lead to goal setting.
- If several elements within an indicator are rated “needs improvement” this may lead to an IDP.
- **Any unsatisfactory rating of any indicator will require an IDP to be developed.**
- **A teacher’s classroom performance is inadequate if he/she receives a rating of Unsatisfactory (U) in one or more of the four quality domains.**

VI. RATINGS OF QUALITY STANDARDS

Exemplary Performance (E) - Performance exceeds standards for all indicators for any Quality Domain.

Satisfactory Performance (S) - Performance meets standards for all indicators for any Quality Domain.

Needs Improvement (NI) – Performance is below standards for one or more indicators for any Quality Domain.

Unsatisfactory Performance (U) – Performance is below standards and unsatisfactory for one or more indicators for any Quality Domain.

VII. Evaluation of Performance-Probationary Teachers

- Each probationary teacher shall develop educational goal(s) in the form of an IDP by the end of their first year.
- Evaluations will take place annually while on probation.
- A minimum of two observations, each 20 minutes or greater, will be conducted during the school year.
- A minimum of 60 days will pass between the first & last observation unless agreed upon by teacher & evaluator.
- Observations may not be conducted within two instructional days of any school break of one week or more.
- Post-observation conferences must be held within five school days of an observation.
- One of the two observations must be pre-arranged.
- Additional observations may be announced or unannounced.
- Upon request of the teacher or the evaluator, a recorded observation (beyond the minimum) may be conducted by a different qualified district administrator. The administrator will be selected by the superintendent.

- Should the administrator elect to forego the formal evaluation, the teacher may assume that his/her performance is satisfactory.
- The Board will advise a probationary teacher in writing of why their contract will not be renewed.

Timeline

Pre-evaluation Conference:

- The teacher will be provided with district expectations for quality teaching and the evaluation process.
- After the first year of probation, this meeting may be waived at the discretion of the teacher.

First post-observation meeting (and paperwork) is due prior to December 15th.

- Within five days of the observation,
 - Two copies of the Lesson Observation Report (appendix C) shall be submitted to the teacher, one (1) to be signed and returned to the administration and the other to be retained by the teacher.
 - The teacher will complete the Teacher Self Checklist (appendix D) and submit to the evaluator.
 - The evaluator will facilitate a review of the Lesson Observation Report and the Teacher Self-Checklist.
- In the event that the teacher feels the observation report was incomplete or unjust, he/she may put any objections in writing. These will then be attached to the observation report.

Second post-observation meeting (and paperwork) is due prior to March 15th.

- The purpose of this meeting is to assess the amount of growth that has occurred this evaluation cycle.
- The completed Lesson Observation Report will be used to conduct the conference.
- The Teacher Self-Checklist discussed during the first post-observation meeting will be reviewed.
- Any other information that assists in rating each domain may be presented by the evaluator or the evaluated teacher during this meeting.

Summative Evaluation Meeting

- The evaluator will rate all four domains using the Summative Evaluation Form. (appendix E) An employment recommendation must be stated as: continuing probationary status, tenure, or non-renewal.
- The Summative Evaluation Form shall be submitted to the teacher at which time the teacher may put any objections in writing and have them attached to the document.
- The Summative Evaluation Form and attached documents will be placed in the teacher's personnel file.

- The teacher may make a written request for the evaluation to be sent to the Association.
- If a report contains any information not previously made known to and discussed, the teacher may submit additional information to the Superintendent.
- The evaluation form may be reviewed during the school year by representatives of the Board and the association to determine its validity and changes may be made as a result of such review.

Evaluation of Performance-Tenured teachers

- Evaluations will occur at least once every three years.
- A minimum of two observations, each 20 minutes or greater, will be conducted during the evaluation year.
- There will be a minimum of 60 days between observations unless agreed upon by teacher and evaluator.
- One of the two observations must be pre-arranged. Observations beyond the minimum may be either announced or unannounced.
- Upon request of the teacher or the evaluator, a recorded observation (beyond the minimum) may be conducted by a different qualified district administrator. The administrator will be selected by the superintendent.
- Classroom observations may not be conducted within 2 instructional days of a school break of 1 week or more.
- Post-observation conferences must be held within five school days of an observation.
- Should the administrator elect to forego the formal evaluation, the Teacher may assume that his/her performance is satisfactory.

Timeline

Pre-evaluation Conference:

- The teacher will be provided with district expectations for quality teaching and the evaluation process.
- This meeting may be waived at the discretion of the teacher.

First post-observation meeting (and paperwork) is due prior to December 15th.

- Within five days of the observation,
 - Two copies of the Lesson Observation Report (appendix C) shall be submitted to the teacher, one (1) to be signed and returned to the administration and the other to be retained by the teacher.
 - The teacher will complete the Teacher Self Checklist (appendix D) and submit to the evaluator.
 - The evaluator will facilitate a review of the Lesson Observation Report and the Teacher Self-Checklist.
- In the event that the teacher feels the observation report was incomplete or unjust, he/she may put any objections in writing. These will then be attached to the observation report.

Second post-observation meeting (and paperwork) is due prior to March 15th.

- The purpose of this meeting is to assess the amount of growth that has occurred this evaluation cycle.
- The completed Lesson Observation Report will be used to conduct the conference.
- The Teacher Self-Checklist discussed during the first post-observation meeting will be reviewed.
- Any other information that assists in rating each domain may be presented by the evaluator or the evaluated teacher during this meeting.

Summative Evaluation Meeting

- The evaluator will rate all four domains using the Summative Evaluation Form. (appendix E) An employment recommendation must be stated as: continuing probationary status, tenure, or non-renewal.
- The Summative Evaluation Form shall be submitted to the teacher at which time the teacher may put any objections in writing and have them attached to the document.
- The Summative Evaluation Form and any attached documents will be placed in the teacher's personnel file.
- The teacher may make a written request for the evaluation to be sent to the Association.
- If a report contains any information not previously made known to and discussed, the teacher may submit additional information to the Superintendent.
- The evaluation form may be reviewed during the school year by representatives of the Board and the association to determine its validity and changes may be made as a result of such review.

VIII. INDIVIDUAL DEVELOPMENT PLANS & NON-RENEWAL OF CONTRACTS BASED on PERFORMANCE.
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Probationary Teachers:

An IDP will be provided to probationary teachers by the end of their first year on probation.

At least 60 days before the end of the school year the board must provide the probationary teacher with a written notice as to whether or not his or her work has been satisfactory. The notification need not be specific.

Failure to provide the required individualized development plan, evaluations, or written notice will be considered conclusive evidence that the teacher's work is satisfactory. A satisfactory rating will entail automatic employment for the following year (unless terminated for economic reasons).

A teacher rated satisfactory in the final probationary year must be granted tenure.

Upon receipt of a notice of non-renewal from the school board, the teacher has 20 days to file a Claim of Appeal with the Tenure Commission. *The Tenure Commission's review is limited to the timeliness and adequacy of the notice; it cannot review the reasons for an unsatisfactory rating.*

A probationary teacher can generally be discharged for any reason as long as the discharge is not discriminatory or retaliatory.

Tenured Teachers:

The controlling board of the school district shall provide an individualized development plan to a tenure teacher who has received a less than satisfactory performance evaluation. This Individualized development plan shall be developed by appropriate administrative personnel in consultation with the individual teacher.

Appendix A: cover page

Cover Page for Teacher Summative Evaluation

Click here to enter text.
Teacher's Name

Choose an item.
Building

Click here to enter text.
Assignment

Pre-Observation Conference: I have received a copy and/or I am aware of the District Standards.

Date: _____

Signature: _____ Conference Waived

OBSERVATIONS
Type

POST-OBSERVATION CONFERENCES

Click here to enter a date. Time: _____

Click here to enter a date.

Choose an item.

Click here to enter a date. Time: _____

Click here to enter a date.

Choose an item.

Click here to enter a date. Time: _____

Click here to enter a date.

Choose an item.

Click here to enter a date. Time: _____

Click here to enter a date.

Choose an item.

SUMMATIVE ASSESSMENT CONFERENCE

Completed by March 15th of the school year. Date: _____

Teacher's Signature

Click here to enter a date.
Date

Teacher's signature indicates that the assessment was reviewed. It does not necessarily imply agreement.

Administrator's Signature

Click here to enter a date.
Date

When attachments are presented as a part of this assessment report, both the teacher and administrator shall initial.

Initials

Click here to enter a date.
Date

This teacher is recommended for:

Continued probationary status

Tenure

Non-renewal/dismissal:

Continued Tenure

Continued Tenured with IDP

Appendix B: Domains of Quality Teaching

Domains of Quality Teaching

DOMAIN 1 : PLANNING AND PREPARATION**c: Selecting Instructional****Goals****LEVEL OF PERFORMANCE**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals Reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

DOMAIN 1 : PLANNING AND PREPARATION		a: Demonstrating Knowledge of Content and Pedagogy			
ELEMENT	LEVEL OF PERFORMANCE				
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY	
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.	
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.	

DOMAIN 1 : PLANNING AND PREPARATION		b: Demonstrating Knowledge of Students			
ELEMENT	LEVEL OF PERFORMANCE				
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY	
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.	
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that student's exhibit.	Teacher displays solid understanding of the different approaches to learning that different student's exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.	
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.	
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.	

DOMAIN 1 : PLANNING AND PREPARATION		d: Demonstrating Knowledge of Resources		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

DOMAIN 1 : PLANNING AND PREPARATION		e: Designing Coherent Instruction		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

DOMAIN 1 : PLANNING AND PREPARATION		f: Assessing Student Learning		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

DOMAIN 2 : The Classroom Environment		a: Creating an Environment of Respect and Rapport		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Teacher Interaction with Students	Teacher interaction with at least some students is negative demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher – student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teachers.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teachers as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

DOMAIN 2 : The Classroom Environment		b: Establishing a Culture for Learning		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Importance of the Content	Teacher or students convey a negative attitude toward the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent but-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping their peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

DOMAIN 2 : The Classroom Environment		c: Managing Classroom Procedures		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Management of Instructional Groups	Students not working with teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so more students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smooth, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operations.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time	Volunteers and paraprofessionals are productively engaged during portions of class time but required frequent supervision.	Volunteers and paraprofessionals are productively engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2 : The Classroom Environment		d: Managing Student Behavior		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Misbehavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2 : The Classroom Environment		e: Organizing Physical Space		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture, arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility of Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

DOMAIN 3 : INSTRUCTION		a: Communicating Clearly and Accurately		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

DOMAIN 3 : INSTRUCTION		b: Using Questioning and Discussion Techniques		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3 : Instruction		c: Engaging Students in Learning		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional foals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purpose.
Structure and Pacing	The lesson has on clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION		d: Providing Feedback to Students		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

DOMAIN 3: INSTRUCTION		e: Demonstrating Flexibility and Responsiveness		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4 : PROFESSIONAL RESPONSIBILITIES		a: Reflecting on Teaching		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the intent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

DOMAIN 4 : PROFESSIONAL RESPONSIBILITIES		b: Maintaining Accurate Records			
ELEMENT	LEVEL OF PERFORMANCE				
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY	
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray	Teacher's system for maintaining information on students' completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.	
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.	
Noninstructional Records	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective and students contribute to its maintenance.	

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES		c: Communicating with Families			
ELEMENT	LEVEL OF PERFORMANCE				
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY	
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.	
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.	
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.	

DOMAIN 4 : PROFESSIONAL RESPONSIBILITIES		d: Growing and Developing Professionally		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

DOMAIN 4 : PROFESSIONAL RESPONSIBILITIES		e: Showing Professionalism		
ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	EXEMPLARY
Service to Students	Teacher is not alert to students' needs	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decision are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.

Appendix C: Observation Report

LESSON OBSERVATION REPORT

Teacher [Click here to enter text.](#)

School: [Choose an item.](#)

Date of Observation: [Click here to enter a date.](#)
enter text.

Position/Subject/Grade/Period [Click here to](#)

Evaluator [Click here to enter text.](#)

Tenure

Non-Tenure

Unannounced

Announced

The table below is a summary of the Teaching Domains for reference when planning, observing, and evaluating a lesson.

<i>Domain 1: Planning and Preparation</i>	Observed	Not Observed
Indicator 1a: Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1b: Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1c: Selecting Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1d: Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1e: Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1f: Assessing Student Learning	<input type="checkbox"/>	<input type="checkbox"/>
Notes: <i>Click here to enter text.</i>		
<i>Domain 2: The Classroom Environment</i>		
Indicator 2a: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2b: Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2c: Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2d: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2e: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>
Notes: <i>Click here to enter text.</i>		
<i>Domain 3: Instruction</i>		
Indicator 3a: Communicating Clearly and Accurately	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3b: Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3c: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3d: Providing Feedback to Students	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3e: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>
Notes: <i>Click here to enter text.</i>		
<i>Domain 4: Professional Responsibilities</i>		
Indicator 4a: Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4b: Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4c: Communication with Families	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4d: Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4e: Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>
Notes: <i>Click here to enter text.</i>		

Objective:

[Click here to enter text.](#)

Lesson Description:

[Click here to enter text.](#)

Appendix C: observation report-pg 2

Observed Strengths:

Click here to enter text.

Recommendations for Improvement (if any):

Click here to enter text.

Other Comments/Suggestions:

Click here to enter text.

Teacher Comments/Reflection attached (optional):

*Teacher Signature _____
date.

Principal or Designee _____
date.

*Signature indicates only that the teacher has read this completed form.

Yes No

Date Click here to enter a

Date Click here to enter a

Appendix D: Teacher Self-checklist

Teacher Name: _____
date.

Date: [Click here to enter a](#)

Teacher Self-Checklist

(Refer to indicator elements in domain rubrics)

E = Exemplary
Unsatisfactory

S=Satisfactory

N = Needs Improvement **U =**

<i>Domain 1: Planning and Preparation</i>	Not Observed	U	N	S	E
Indicator 1a: Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1b: Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1c: Selecting Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1d: Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1e: Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1f: Assessing Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <i>Click here to enter text.</i>					
<i>Domain 2: The Classroom Environment</i>					
Indicator 2a: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2b: Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2c: Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2d: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2e: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <i>Click here to enter text.</i>					
<i>Domain 3: Instruction</i>	<input type="checkbox"/>				
Indicator 3a: Communicating Clearly and Accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3b: Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3c: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3d: Providing Feedback to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3e: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <i>Click here to enter text.</i>					
<i>Domain 4: Professional Responsibilities</i>					
Indicator 4a: Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4b: Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4c: Communication with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4d: Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4e: Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <i>Click here to enter text.</i>					

Other Comments: [Click here to enter text.](#)

SUMMATIVE EVALUATION OF INDICATORS OF PROFESSIONAL PRACTICE.

Teacher Name: *Click here to enter text.* **Building Assigned:** *Choose an item.* **Date of Evaluation:** *Click here to enter a date.*

U = Unsatisfactory
Exemplary

N = Needs Improvement

S=Satisfactory

E =

Domain I: Planning and Preparation	Not Observed	U	N	S	E
Indicator 1a: Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Knowledge of Content – Teacher displays content knowledge and makes connections between the content and other parts of the disciplines. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Knowledge of Prerequisite Relationships – Teacher’s plans and practices reflect understanding of prerequisite relationships among topics and concepts. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Knowledge of Content-Related Pedagogy – Pedagogical practices reflects current research on pedagogical practice within the discipline and anticipates student misconceptions. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1b: Demonstrating Knowledge of Students					
<ul style="list-style-type: none"> Knowledge of Characteristics of Age Group – Teacher displays understanding of typical developmental characteristics of age group as well as exceptions to general patterns. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Knowledge of Students’ Varied Approaches to Learning – Teacher displays understanding of the different approaches to learning that different student’s exhibit. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Knowledge of Students’ Skills and Knowledge – Teacher displays knowledge of students’ skills and knowledge for groups of students and recognizes the value of this knowledge. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Knowledge of Students’ Interests and Cultural Heritage – Teacher displays knowledge recognizes the value of the interests or cultural heritage of groups of students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1c: Selecting Instructional Goals					
<ul style="list-style-type: none"> Value – Goals are valuable in their level of expectations, conceptual understanding, and importance of learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Clarity – Goals are clear and permit viable methods of assessment. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Suitability for Diverse Students – Goals are suitable for students in the class. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Balance – Goals reflect several different types of learning and opportunities for integration. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1d: Demonstrating Knowledge of Resources					
<ul style="list-style-type: none"> Resources for Teaching: Teacher is aware of resources available through the school or district and knows how to gain access for students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Resources for Students: Teacher is aware of resources available through the school or district and knows how to gain access for students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1e: Designing Coherent Instruction					
<ul style="list-style-type: none"> Learning Activities – Learning activities are suitable for students and instructional goals. Progression of activities is coherent and activities reflect recent professional research. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Instructional Materials and Resources – Materials and resources support the instructional goals and engage students in meaningful learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Instructional Groups – Instructional groups are varied as appropriate to the different instructional goals. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Lesson and Unit Structure – The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 1f: Assessing Student Learning					
<ul style="list-style-type: none"> Instructional goals are appropriately assessed throughout the proposed approach; the approach is suitable to the goals. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Criteria and Standards – Assessment criteria and standards are clear and have been clearly communicated to students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Use Planning –Teacher uses assessment results to plan for the class as a whole. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: [Click here to enter text.](#)

U = Unsatisfactory
=Exemplary

N = Needs Improvement

S=Satisfactory

E

Domain 2: The Classroom Environment	Not Observed	U	N	S	E
Indicator 2a: Creating an Environment of Respect and Rapport					
<ul style="list-style-type: none"> Teacher Interaction with Students – Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Student Interaction – Student interactions are polite and respectful. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2b: Establishing a Culture for Learning					
<ul style="list-style-type: none"> Importance of the Content – Teacher conveys enthusiasm for the subject and students demonstrate consistent commitment to its value. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Student Pride in Work – Students accept teacher insistence on work of high quality and demonstrate pride in that work. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Expectations for Learning and Achievement – Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2c: Managing Classroom Procedures					
<ul style="list-style-type: none"> Management of Instructional Groups – Tasks for group work are organized and groups are managed so students are engaged at all times. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Management of Transitions – Transitions occur smoothly with little loss of instructional time. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Management of Materials and Supplies – Routines for handling materials and supplies occur smoothly with little loss of instruction time. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Supervision of Volunteers and Paraprofessionals – Volunteers and paraprofessionals are productively and independently engaged during the entire class. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2d: Managing Student Behavior					
<ul style="list-style-type: none"> Expectations – Standards of conduct are clear to all students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Monitoring of Student Behavior – Teacher is alert to student behavior at all times. Student behavior is generally appropriate. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Response to Student Misbehavior – Teacher responses to misbehavior is appropriate and successful and respects the student’s dignity. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 2e: Organizing Physical Space					
<ul style="list-style-type: none"> Safety and Arrangement of Furniture – The classroom is safe and the furniture arrangement is a resource for learning activities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Accessibility to Learning and Use of Physical Resources – Teacher uses physical resources skillfully and learning is equally accessible to all students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: [Click here to enter text.](#)

U = Unsatisfactory
=Exemplary

N = Needs Improvement

S=Satisfactory

E

Domain 3: Instruction	Not Observed	U	N	S	E
Indicator 3a: Communicating Clearly and Accurately					
<ul style="list-style-type: none"> Directions and Procedures – Teacher directions and procedures are clear to students and contain an appropriate level of detail. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Oral and Written Language – Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate for students’ age and interests. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3b: Using Questioning and Discussion Techniques					
<ul style="list-style-type: none"> Quality of Questions – Teacher’s questions are of high quality. Adequate time is available for students to respond. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Discussion Techniques – Classroom interaction represents true discussion and when appropriate, the teacher steps aside. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Student participation – Teacher successfully engages all students in the discussion. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3c: Engaging Students in Learning					
<ul style="list-style-type: none"> Representation of Content – Representation of content is appropriate and links well with students’ knowledge and experience. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Activities and Assignments – Activities and assignments are appropriate to students. Students are cognitively engaged in them. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Grouping of Students – Instructional groups are productive and appropriate to the students or to the instructional goals and engage instructional goals of a lesson. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Instructional Materials and Resources – Instructional materials and resources are suitable to the instructional goals and engage students mentally. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Structure and Pacing – The lesson has a clearly structure around which the activities are organized. Pacing of the lesson is appropriate. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3d: Providing Feedback to Students					
<ul style="list-style-type: none"> Quality: Accurate, Substantive, Constructive, and Specific Timelines – Feedback is provided in a timely manner. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 3e: Demonstrating Flexibility and Responsiveness					
<ul style="list-style-type: none"> Lesson Adjustment – Teacher makes an adjustment to a lesson and the adjustment occurs smoothly. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Response to Students- Teacher accommodates students’ questions or interests. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Persistence – Teacher persists in seeking approaches for students who have difficulty learning, possessing a repertoire of strategies. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: [Click here to enter text.](#)

U = Unsatisfactory
=Exemplary

N = Needs Improvement

S=Satisfactory

E

Domain 4: Professional Responsibilities	Not Observed	U	N	S	E
Indicator 4a: Reflecting on Teaching					
<ul style="list-style-type: none"> Accuracy – Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Use in Future teaching – Teacher makes specific suggestions of what may be tried another time. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4b: Maintaining Accurate Records					
<ul style="list-style-type: none"> Student Completion of Assignments – Teacher’s system for maintaining information on student completion of assignments is effective. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Student Progress in Learning – Teacher’s system for maintaining information on student progress in learning is effective. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Non-instructional Records – Teacher’s system for maintaining information on non-instructional activities is effective. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4c: Communication with Families					
<ul style="list-style-type: none"> Information about the Instructional Program – Teacher provides frequent information to parents, as appropriate, regarding the instructional program. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Information about Individual Students – Teacher communicates with parents about students’ progress on a regular basis and is available as needed to respond to parent concerns. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Engagement of Families in the Instructional Program – Teacher’s efforts to engage families in the instructional program are frequent and successful. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4d: Growing and Developing Professionally					
<ul style="list-style-type: none"> Enhancement of Content Knowledge and Pedagogical Skill – Teacher seeks out opportunities for professional development to enhance knowledge and pedagogical skill. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Service to the Profession – Teacher participates actively in assisting other educators. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indicator 4e: Showing Professionalism					
<ul style="list-style-type: none"> Service to Students – Teacher is active in serving students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Advocacy – Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Decision Making – Teacher maintains an open mind and participates in team, departmental, or staff decision-making. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Relationships with Colleagues – Support and cooperation characterize relationships with colleagues. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: [Click here to enter text.](#)

Staff Member
 (Signature signifies receipt of this final report)

[Click here to enter a date.](#) _____
Date

Evaluator

 Choose an item.
Building

The INDICATORS OF PROFESSIONAL PRACTICE (with minor modifications) are taken from the work of Charlotte Danielson. For more information refer to Danielson, C. (1996). **Enhancing Professional Practice: A Framework for Teaching**. Alexandria VA: Association for Supervision and Curriculum Development.
 Appendix F(i): IDP Probationary

PENNFIELD SCHOOLS
Individual Development Plan
Probationary Teachers

Teacher: _____ (signature)

Administrator: _____ (signature)

Probationary year _____ 1 _____ 2 _____ 3 _____ 4

Date created: [Click here to enter a date.](#)

Date evaluated: [Click here to enter a date.](#)

Goal One: To develop instructional delivery skills for providing student success:

Teacher Plan: *(What the teacher will do.)*

[Click here to enter text.](#)

Administrative Support *(What the administrator will do/provide.)*

[Click here to enter text.](#)

Goal Two: To provide sound classroom management that is conducive to learning.

Teacher Plan: *(What the teacher will do.)*

[Click here to enter text.](#)

Administrative Support: *(What the administrator will do/provide.)*

[Click here to enter text.](#)

Page 2 (IDP-Probationary)

text.

Teacher Name: [Click here to enter](#)

Goal Three: To meet the requirements of MCL 380.1526 regarding 15 days of professional development over the first three years of teaching. (A day is defined as an activity of 6 hours in duration.)

Teacher Plan: *(What the teacher will do.)*

[Click here to enter text.](#)

Administrative Support: *(What the administrator will do/provide.)*

Click here to enter text.

Goal Four: Individualized Goal/ Optional upon mutual agreement.

Teacher Plan: *(What the teacher will do.)*

Click here to enter text.

Administrative Support: *(What the administrator will do/provide.)*

Click here to enter text.

Based upon requirements of MCL 380.1526 and Teacher Tenure Act 38.83A, 38.92

**PENNFIELD SCHOOLS
Individual Development Plan**

Tenured Teaching Staff

Administrator Supervising Plan: [Click here to enter text.](#)

Teacher Following IDP: [Click here to enter text.](#)

Date of IDP Initial Meeting: [Click here to enter a date.](#)

Date of Last Evaluation by Administration: [Click here to enter a date.](#)

Development Plan

For all evaluation items noted “needs improvement” or “unsatisfactory” on evaluation(s) dated _____.

Goals should be stated as measurable, behavioral objectives. Expectations and Support need to state specific actions and expected outcomes.

Goal One: [Click here to enter text.](#)

Administrator/Teacher Plan:
[Click here to enter text.](#)

Administrative Support:
[Click here to enter text.](#)

Goal Two: Click here to enter text.

Administrator/Teacher Plan:
Click here to enter text.

Administrative Support:
Click here to enter text.

The signatures below acknowledge receipt and general understanding of the above Goals, Expectations, and Support.

Signature of Teacher Receiving IDP

Date

Completed IDP Progress and Evaluation Forms will be attached at the end of the school year.
Personnel File

Based upon requirements of MCL 380.1526 and Teacher Tenure Act 38.83A, 38.92

Page 3-Tenured IDP

Teacher Name: _____

PENNFIELD SCHOOLS
Tenured Individual Development Plan
Progress and Evaluation Form

Teacher [Click here to enter text.](#)

Administrator [Click here to enter text.](#)

Others Present [Click here to enter text.](#)

Date and Location of Meeting [Click here to enter a date.](#) [Click here to enter text.](#)

Administrator's Summary of Meeting:

[Click here to enter text.](#)

Teacher's Response (Optional):

[Click here to enter text.](#)

Personnel File

Teacher's Signature