

Negotiated Agreement

FY2018-FY2021 Contract



**Education Association
of Charles County
(EACC)**



And

**Charles County
Board of Education
(CCBOE)**



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PREAMBLE

- A. The Board and the Association firmly believe that the primary function of the Board and its professional staff is to ensure each student attending Charles County Public Schools will receive a high quality educational program. The Board recognizes that teaching is a profession. The Board and the Association believe that the objectives of the educational program are realized to the highest degree when mutual understanding, cooperation, and effective communication exist between the Board and its professional staff.

ARTICLE 1

GLOSSARY

- A. Association – The Education Association of Charles County (EACC).
- B. Board – The Charles County Board of Education (CCBOE).
- C. Confidential Employee – An individual whose employment with the Board requires knowledge of the Board's position in negotiations.
- D. Employee – Certificated professional employees.
- E. Leadership Position – a position paying a salary differential excluding the positions of Superintendent and Assistant Superintendent(s), Executive Director(s) or equivalent. Leadership positions may also include any 10-month position which requires the employee to spend more than 50% of their time during the student day performing regularly scheduled office administrative functions.
- F. Per Diem Rate – an employee's per diem rate is their annual salary including step, longevity, and stipends for the given year divided by the total number of paid days stipulated in the Article 13 for that employee's current job assignment plus paid holidays designated in the annual Charles County Public School operational calendar. Eligible stipends will be those that are specifically identified in this agreement as earnable income for the purposes of pension. The per diem rate may be prorated if less than a full day is worked.
- G. Retired Rehired – refers Unit I and Unit II certificated employees hired by Charles County Board of Education. These individuals will have the same rights, benefits, and salaries conferred on all other certificated employees by the Negotiated Agreement between the EACC and the Charles County BOE except as noted within the contract.
- H. Superintendent – the Superintendent of Charles County Public Schools or designee.
- I. Unit I Members – refers to classroom teachers, counselors, librarians, teachers of J-ROTC, resource teachers, IEP facilitators and speech therapists.
- J. Unit II Members – refers to directors, coordinators, principals, vice principals, administrative interns, supervisors, specialists, assistant supervisors, psychologists, and pupil personnel workers.
- K. Workday – any day that the unit member is scheduled to be on duty.

ARTICLE 2

RECOGNITION

- A. The Board recognizes the Association as the exclusive negotiating agent for all certificated employees of the CCPS system, with regard to all matters relating to salary, wages, hours and other working conditions. The Superintendent and those persons designated by the Board to act as its representatives in negotiations pursuant to the Negotiations Law are excluded.
- B. The Association recognizes its responsibility to represent fully and equally without discrimination all the members of the unit in the administration of this agreement.

ARTICLE 3

GRIEVANCE PROCEDURE

A. Definitions

1. Grievant. A "Grievant" shall mean 1) an employee of the Board of Education of Charles County or 2) the Education Association of Charles County filing a grievance.
2. Grievance. A "grievance" is a claim in writing that there has been a violation, misinterpretation, or misapplication of the terms of this agreement.
3. Employer. "Employer" shall mean the Board of Education of Charles County or its administration.
4. Days. "Days" shall mean working days, as specified in Article 13, Paragraph B of this agreement.

B. Procedures and Levels

Within twenty (20) days following knowledge of the act or condition which is the basis of the complaint, the grievant may file a grievance with the administrator who made the decision on the issue being grieved. All grievances shall be submitted in writing and signed by the grievant.

By mutual agreement of the grievant and the supervisor, the time limits stated herein may be compromised to allow the collection of pertinent information and in the interest of prudent resolution of the grievance.

Level 1. The administrator being grieved, or his or her designated representative, shall have five (5) days to give a written decision after receipt of the grievance.

Level 2. If the grievance is not settled at Level 1, within five (5) days the grievant may move it to Level 2 by a written notice to the Assistant Superintendent. The Assistant Superintendent or his or her designated representative shall have ten (10) days to give a written decision after receipt of such notice.

Level 3. If the grievant is not satisfied with the decision rendered by the Assistant Superintendent or his or her designated representative at Level 2, he or she may appeal to the Superintendent within five (5) days of the receipt of the decision of the Assistant Superintendent or his or her designated representative. The Superintendent or his or her designated representative will respond within fifteen (15) days after receipt of the appeal.

Level 4. Any grievance concerning the interpretation, application, or alleged breach of any provision of this agreement that has been properly processed through the grievance procedure as set forth above and has not been settled, may be appealed to arbitration by the Association by serving written notice to the Board within fifteen (15) calendar days after the Superintendent's answer at Step 3 of the said grievance procedure. If the Association fails to serve such notice of its intention to arbitrate within this time limitation, it shall be deemed to have waived the arbitration and the grievance shall be considered settled. No individual employee shall have the right to invoke this arbitration procedure.

C. Arbitration

1. The parties further agree to accept the arbitrator's award as final and binding upon them. If the grievance is not submitted to arbitration within the above stated time limit, the grievance shall be deemed to be waived and shall not be subject to further discussion or appeal.
2. The arbitrator shall have no authority to add to, alter, amend, or modify any provision of this agreement or to make any award which will in any way deprive the Board of any of the powers delegated to it by law and not encompassed in this agreement.
3. The Association and the Board shall each bear its own expenses in these arbitration proceedings, except that they shall share equally the fee and other expenses of the arbitrator in connection with the arbitration of the grievance.

D. Association Representation

All employees shall have the right of Association representation at each step of the grievance procedure. Any individual employee shall have the right at any time to present grievances to their employer and to have such grievances resolved, without the intervention of the Association.

E. No Reprisals

No reprisals shall be invoked against any employee for processing a grievance or participating in any way in the grievance procedure.

ARTICLE 4

BOARD RIGHTS AND RESPONSIBILITIES

Subject to the provisions of this agreement, the Association recognizes the Board's rights and responsibilities as contained in the Board of Education of Charles County policies, rules, regulations, and procedures. The State Board of Education bylaws and declarative judgments, and the Annotated Code of Maryland (Education Article). Copies of the Education Article of Maryland, the Board of Education of Charles County policies, and the State Board Bylaws are available on their respective websites.

The Board of Education shall engage in good faith negotiations with the EACC concerning all mandatory subjects of negotiations, including specifically salaries and wages.

Negotiations for successor agreement shall begin no later than November 1 unless it is mutually agreed to start on a different date.

ARTICLE 5

ASSOCIATION RIGHTS

- A. The Board agrees that it will not discriminate against any employee with respect to wages, hours, or other conditions of employment by reason of his or her membership in the Association, or collective professional negotiations with the Board, or his or her institution of any grievance, complaint, or proceeding under this agreement or otherwise with respect to any terms or conditions of employment.
- B. The Board and the Association agree to furnish each other in response to reasonable requests all available information or documents required for negotiations.
- C. Duly authorized representatives of the Association and their respective affiliates shall be permitted to transact official Association business on school property at all reasonable times, provided that such transactions shall not interrupt the normal school operations. Representatives of the Association will sign in and out of the school buildings; however, the Board Administration will not impede the ability of association representatives to communicate with unit members, provided they do not disrupt instruction.
- D. The Association will have the right to have placed in the Superintendent's packet for all new employees' materials prepared by the Association. The Association also will be given a place on the agenda of any orientation program held for new employees.
- E. The Association will be given the opportunity to make recommendations to the Superintendent concerning the school calendar prior to its adoption. A copy of materials for general distribution pertaining to the calendar shall be forwarded to the President of the Association. The Association will have representation on the CCPS Calendar Committee.
- F. The Association President will be released full-time to attend to the responsibilities of the position. The position will be considered as a twelve (12) month teaching position. The Association will pay all salary costs and the Board will provide fringe benefits at the rate of the position that the released Association president held in the school system when assuming released Association president responsibilities.
- G. If the Association's full-time release President becomes unable to serve due to a serious illness or serious personal matter, another EACC Board of Directors member may be released full-time to attend to the responsibilities of the position in the President's stead. The Association will pay all salary costs and the Board will provide fringe benefits of the chosen Board of Directors member instead of the

President. The Association President will then return to an employee status on leave, FMLA, or disability, as appropriate.

- H. On returning from his or her leave of absence, the Association President will have the same rights for job placement as an active employee.
- I. The Association's President's designee shall be granted leave to conduct Association business. The following conditions govern the leave:

The leave shall not exceed more than seventy-five (75) days in one fiscal year.

1. The Association obligates itself to forward a check to the Board amounting to the salary of a certified substitute teacher multiplied by the number of full-time equivalent workdays of leave.
 2. The length of a workday shall be as defined in Article XII, Section A of this document.
 3. The leave shall be taken in not less than one-half (.5) day increments.
 4. The notice of leave shall be given to the appropriate administration at least 24 hours prior to the date and/or time the leave is to commence. In using Association leave, every effort will be made by the EACC not to interfere with the administration of tests.
 5. At least 15 days of Association leave will be available for use by the EACC Treasurer, at the Association's President's request, to conduct official Association business.
 6. At the beginning of the school year, the EACC President will forward to the Executive Director of Human Resources a list of any known dates and designees to be released on Association leave in the upcoming year.
- J. The Board will provide payroll deductions of dues for the United Education Profession in the following manner:
 1. The Board shall deduct dues from employees' salaries for the Education Association of Charles County, Maryland State Education Association and the National Education Association as said employees voluntarily authorize such deductions by means of an appropriate Board-approved written authorization form. The Association shall collect and compile all completed authorization forms and submit them to the Board on or before September 30th of each school year.

2. Payroll deduction of dues is continuing and cancellation of dues deduction can be effected only by a written notice sent by certified mail to the Association office by September 10th, to be compiled for submission to the Board on or before September 30th of each school year.
 3. Deductions will be withheld starting with the first pay period of October and ending the last paycheck in June, in equal payments, generally twice per month. An employee who begins payroll deductions after the first paycheck in October may not elect to have dues deducted in more payments than the number of pay periods remaining in that school year.
 4. An employee whose contract is terminated during the school year shall have deducted from his or her final salary payment an amount equal to his or her remaining dues authorization.
 5. The Board shall forward the United Education Profession dues to the Association within a reasonable period of time following each deduction date. The Board will provide the Association with a list of those teachers from whose paychecks Association dues are being deducted.
- K. The Board will provide payroll deductions on behalf of an employee for a Board-authorized credit union. Said employees will voluntarily authorize such deductions by means of an appropriate Board-approved written authorization form.
- L. The Board will provide payroll deductions of premiums on behalf of an employee for the long-term disability insurance program administered by the Association, in accordance with Board approved administrative procedures.
- M. The Association will have the right to place a reasonable amount of materials in the school/office mailboxes, including staff email boxes.
- N. The Association will be provided one bulletin board in the staff lounge, mailroom, and/or teacher's workroom of each site for the Association use.
- O. The Association will have the right to use the interschool courier service for the distribution of Association materials, when such materials are properly packed and addressed. The Board reserves the right to refuse to deliver any materials or communications which it considers to be illegal or libelous.
- P. Fair Share Representative Fee

Pursuant to Section 6-407 of the Education Article of the Annotated Code of Maryland, Unit 1 and Unit 2 employees who begin work after July 1, 2007 shall, as a condition of employment, be required to either join the Association or pay a representation fee – based on chargeable activities -- in an amount not to exceed

the membership dues in the Association and its affiliates. Any unit member electing not to join the Association shall be required to pay the representation fee. Prior to October 1st, the Association shall notify the Board of Education of those unit members that have elected not to join the Association. The Board shall deduct such representation fee from employees' payroll checks in the same manner as EACC dues are deducted, pursuant to this Agreement.

The Association shall indemnify and save the Board harmless against any and all claims, demands, suits, and any other form of liability that shall arise out of or by reason of action taken or not taken by the Board for the purposes of complying with any of the provisions of this paragraph. If any provision of this paragraph is held to be in violation of any state or federal law, said provision shall be deemed to be modified to bring it into compliance with said law.

- Q. The Board will allow for payroll deduction of voluntary contributions by employees for MSEA's Fund for Children and Public Education. The deductions will be forwarded to the EACC office. The EACC will coordinate with the staff of the Board's Office of Finance and Business to determine the procedure that imposes the least administrative burden.
- R. Employees hired to begin work after July 1, 2012, will be presented with a form jointly approved by EACC and the Board as part of the hiring process paperwork. The form will identify the cost and benefits of EACC membership and provide an opportunity for employees to choose to authorize dues deduction or to opt out of membership, waiving the benefits thereof, and electing to pay the Fair Share Fee as described in paragraph P above. All new employees will be required to submit a completed form to the Board, which will forward copies of the completed forms to the EACC.
- S. Association Building Representatives and members of the Executive Board of the Association shall be permitted to leave their school in time to drive to a 5:00 PM meeting of the Representative Assembly held once a month locally. Exceptions to the monthly limitations may be made providing such request is made by the Association at least three (3) days in advance of the meeting.
- T. No teacher will be prevented from wearing pins identifying membership in the Association.

ARTICLE 6

EMPLOYEE RIGHTS

- A. The participation or non-participation in religious, political, or teacher association activities of an employee conducted outside duty hours and off school property shall not be grounds for discrimination with respect to his or her professional employment.
- B. An employee will have the right by appointment to review the contents of his or her personnel file and to make copies of any documents contained therein. He or she will be entitled to have a representative of the Association accompany him or her during such review.
- C. Upon request of the employee, the school file kept by the principal or school administrator on an employee must be emptied of notes, correspondence, and all other materials except for formal observations and evaluations signed by the principal and the employee when either the principal or the employee leaves the school so as to not be prejudicial to the incoming administration. Such requests must be made in writing to the Office of Human Resources prior to the start date of the new administration.
- D. No material derogatory to an employee's conduct, service, character, or personality will be placed in his or her personnel file or school file unless the employee has had an opportunity to review such material. The employee will acknowledge that he or she has had the opportunity to review such material by affixing his or her signature to the copy to be filed with the expressed understanding that such signature in no way indicates agreement with the contents.
- E. If the material in an employee's file is found by the Superintendent or his or her designee to be improper, incorrect, or unjust, the material shall be destroyed.
- F. It shall be the right of any employee to engage in other gainful employment as long as it does not interfere with the proper performance of his or her assigned duties or does not cause poor public relations within the community or does not create a conflict of interest.
- G. No tenured Unit I member will be disciplined or reduced in rank without just cause. All Unit II employees will be afforded due process prior to disciplinary or termination action.

Employees who are placed on administrative leave pending investigations will be paid their normal salary and receive normal benefits while on such leave until the employee is found guilty by a court of law, the employee enters a guilty plea, or

until the Superintendent recommends termination of his or her employment. The Board may assign an employee to work in an alternate location or position during the investigation.

- H. The Board will reimburse an employee for any damage or loss of personal property resulting from an assault on the employee that occurred as the result of the performance of the job. There shall be a limit to such reimbursement in the amount of \$500 per incident.
- I. The personal life of an employee shall be the concern of and warrant the attention of the Board only as it may directly prevent the employee from properly performing his or her assigned functions during duty hours.
- J. A student who is domiciled in the county and whose parent/legal guardian is physical custodian is a full-time CCPS employee eligible for benefits may request a transfer to the elementary, middle, or high school zoned for that parent's/legal guardian's current primary work location. This privilege does not extend to employees who are the step-parent/grandparent of the student, or have any other connections to the student unless the employee is also the legal guardian. The parent/legal guardian must complete a school change request form for the transfer. An employee who changes primary work location within Charles County Public Schools during the school year may request that the student complete the school year at the school in which the student is currently enrolled.
- K. A student who is domiciled out of the county and whose parent/legal guardian is the physical custodian and is a full-time CCPS employee eligible for benefits may request to enroll in the CCPS elementary, middle, or high school zoned for that parent/legal guardian's current primary work location. This privilege does not extend to employees who are step-parent/grandparent of the student, or have any other connection to the student, unless the employee is also the legal guardian. The parent/legal guardian must complete a non-resident school change request form for consideration of enrollment in a specific school. The enrollment shall be deemed a transfer under this Rule. The county portion of the tuition will be waived for those employees who are employed before January 1, 2013 and one-half of the county tuition will be waived for employees who were hired to begin work on or after January 1, 2013. The parent/legal guardian will be financially responsible for any other applicable cost above the established regular education student county tuition rate, including out of state tuition (state foundation). An employee who changes primary work location within Charles County Public Schools during the school year may request that the student complete the school year at the school in which the student is currently enrolled.
- L. When the child of a certificated CCPS employee is granted a transfer to attend a school in the zone of the parent/guardian's primary work location per sections J and K above, that child will be eligible for athletics and extracurricular activities

provided the child meets attendance and academic eligibility guidelines and the parent has been assigned to that work location for at least four (4) consecutive years, received a promotion or was involuntarily transferred.

ARTICLE 7

EMPLOYEE ASSIGNMENT

- A. An employee will be given a written notice of his or her placement on the salary scale and school assignment for the coming year at the earliest possible date via email. A copy of the current assignment letter will also be available in the employee's personnel file in Human Resources. If assignment and salary notification is provided in a timely fashion as outlined above, it will be signed by the employee and returned to the Office of Human Resources no later than July 15 following the close of the school year. In the event that changes are made after July 15, the employee affected will be notified promptly in writing.
- B. Whenever possible, employees will be assigned to positions within the scope of their professional certificates and/or their major or minor fields of study. Currently employed professional personnel not assigned within their area of certification will be given priority consideration in filling vacant positions within their area of certification.
- C. Changes in grade assignment in the elementary schools and in subject assignment in the secondary schools will be voluntary to the extent possible. When subject area/course or grade level changes are necessary, the administrator must communicate those changes prior to the change being made except when prevented by unforeseen and unexpected circumstances.
- D. In arranging a schedule for an employee who is assigned regularly to more than one building, an effort will be made to limit the amount of travel. When required to use his or her automobile, he or she will be reimbursed for all such travel at the mileage rate allowed by the IRS. He or she will be notified of any change in his or her schedule promptly.
- E. An occasional orientation meeting or in-service meeting held in another building in the county shall not be considered a regular assignment and travel to and from such buildings will not be reimbursable. However, the Board will make every reasonable effort to limit travel for such meetings.
- F. Employees shall be reimbursed for job-related travel at the rates listed in Paragraph D above.
- G. Employees shall not be required to transport students in their private automobiles.
- H. Each employee who requires coursework for recertification will be notified, in writing, at least two years in advance of the expiration date of his certificate. Employees who do not require course work for recertification shall be notified no later than three months prior to the expiration of their certificates. The Board will maintain, to the best of its ability, information regarding the certification status of

employees; nevertheless, it is the responsibility of the employee to know the current certification regulations and to renew his/her certificate prior to the expiration date there-on.

ARTICLE 8

VOLUNTARY TRANSFER

- A. In considering a Unit I member's request for a voluntary transfer, the wishes of the employee will be honored to the extent that a vacancy for which he or she is qualified exists and there is no conflict with the best interests of the school system. Any Unit I member who has completed two or more successful years of service with Charles County Public Schools will be eligible for a transfer and will have the opportunity to meet with the receiving principal before a decision is made on the transfer. Any Unit I member in their second year of employment with CCPS is considered eligible to request a transfer if it is assumed that the employee will complete their second year of employment with a satisfactory evaluation.
- B. If a Unit I member's request for a voluntary transfer is granted, the employee will not be eligible to request a voluntary transfer for the following two (2) school years.
- C. The employee will be notified in writing of the disposition of his or her request and the reasons therefore as soon as practicable.
- D. Requests for voluntary transfers will be accepted from Unit I members, as noted in Paragraph A, who meet the certification requirements for the position identified. Requests for transfer are to be in writing and to be received prior to March 1 of the current year. A teacher may select a maximum of seven (7) schools. Related Arts and Special Area teachers will not be limited to the number of schools they can select for a transfer. Itinerant employees will be assigned to school/s by their direct supervisor. Unsuccessful candidates will be advised. All such requests will apply to vacancies identified prior to July 15.
- E. A list of the known administrative staffing assigned to each school will be posted on the Board's web site or otherwise be made available to certificated employees within one week of the appointment by the Board.
- F. Open Job Fairs will be held in the spring of each year. At this time, the unit members will be provided access to interview appointments with at least one member of the school administration where they are seeking a transfer. Part-time Unit I members will be invited to participate in the Job Fairs. The Job Fairs are reserved for current unit members whose assignments are determined by principal selection. Those whose positions are not selected by principals (speech pathologists, occupational therapists, and others) should continue to work with immediate supervisors to seek a transfer.
 - 1. Ideally, four Job Fairs will be held: two elementary, one middle and one high. All job fairs will be completed at least three weeks prior to the close of the initial voluntary transfer session. Each school will participate in one Job

Fair. All schools will participate in the Job Fairs with adequate staff to conduct interviews. CCPS Office of Human Resources will advertise the schedule of the interviews at least two weeks prior to the first job fair. Appointments may not be requested prior to the announced date before the Fair. Interviews will occur at the Job Fair at 20 to 30-minute intervals. Interviews will not be limited to projected vacancies.

2. Unit members who are unable to secure an interview or attend the Job Fairs can apply through CCPS Office of Human Resources for schools to which they would like to transfer. Principals are encouraged to interview at times other than the Job Fairs but are not required to do so. Interviews must be completed by May 1st.
 3. The Office of Human Resources will publish an annual webpage describing transfer procedures, including timelines and contact information. The webpage will be completed before the end of February each year.
- G. The process for application and interviews for new schools will be advertised and conducted prior to March of the calendar year in which the school opens.
- H. Unit II members may request consideration for lateral reassignment in writing to Human Resources by March 1.
- I. An employee who is interviewing for a voluntary transfer, in accordance with this article, during the employee's workday will be granted up to two (2) hours of administrative leave to participate. Employees are entitled to three (3) instances of administrative leave. Documentation of attendance at the interview may be required.

ARTICLE 9

INVOLUNTARY TRANSFER

- A. An involuntary transfer will be made only after a meeting between the employee and his or her supervisor, at which time the employee will be notified of the reason for the transfer. In the event that the employee objects to the transfer, he or she may request a meeting with the Superintendent or his or her designee.
- B. Except in cases of emergency, notice of an involuntary transfer will be given to the employee no later than two weeks prior to the date that the employee is to assume his or her new duties.
- C. A teacher who is transferred involuntarily after the beginning of the school year will be given at least two (2) full days in order to prepare for his or her transfer.
- D. When an involuntary transfer of employees is necessary, because of a reduction of staff in a school or the opening of a new school, the administration will identify where the reduction is to take place. Whenever possible, employees who volunteer to transfer will be accommodated. However, in the event that an involuntary transfer is necessary to the greatest extent possible those employees will be placed ahead of voluntary transfers and external new hires.
- E. When two or more employees are equally qualified for a position, seniority within the school system shall be considered when involuntary transfers need to occur.
- F. Any employee who is reassigned to a position paying less than his/her current position will continue to be paid on the original, higher pay scale for two (2) years if the reassignment is not the result of disciplinary action.

ARTICLE 10

VACANCIES AND PROMOTIONS

- A. All vacancies in leadership positions will be properly advertised on the Charles County Board of Education website. A qualified employee wishing to be considered for an advertised vacancy must submit his or her application and required documentation by the deadline stated in the vacancy announcement, in order to receive consideration for the position.
- B. Applicants will be notified of the final disposition of their application.
- C. All openings for evening school positions, summer school positions and for positions under Federal and other special programs will be properly advertised on the Charles County Board of Education website.

ARTICLE 11

MAINTENANCE OF CLASSROOM CONTROL AND DISCIPLINE

- A. The Association and the Board agree that classroom control is essential and that such control has a direct relationship to the quality of instruction. It is also agreed that while overall school discipline is a shared responsibility of the teacher, administration, and Board, it is the responsibility of the classroom teacher to maintain classroom control and it is the responsibility of the administrator to maintain control in all other areas of the building. It is further agreed that it is the shared responsibility of the Board, the administration, and the teacher to provide an educational program that will motivate students and meet their needs.
- B. The classroom teacher will handle, in as far as possible, the discipline problems in the classroom and shall have the full support and cooperation of the administration and the Board of Education in so far as the classroom teacher has conformed to professional and ethical procedures.
 - 1. When in the judgment of a teacher a student requires the attention of a counselor, social worker, psychologist, or other specialist, he or she will so inform the principal.
 - 2. When in the judgment of the teacher a student's behavior seriously disrupts the instructional program, the teacher may exclude the student from the classroom and refer him or her to an administrator. The referral shall describe in writing the specific problem under consideration including probable causes and an outline of action taken to solve the problem.
 - 3. Upon the request of the educator or administrator a conference will be held to collaborate on strategies that may help the student to be successful when returned to the classroom.
 - 4. Teachers shall be informed at the earliest possible date of any action taken on the referral.
 - 5. The Association and the Board recommend that a discipline file (paper or electronic) be kept in each school for each student and shall be available for discussion at any meetings concerning the student's behavior or academic plan.
 - 6. Teachers shall complete a referral to the school administration for any student who assaults other students and/or school employees. Assault shall be defined as intentional physical touching or threat of physical touching by another individual.

- a) The student will be removed from the classroom and not be returned until the principal or designee has conducted a conference with the teacher and any appropriate parties. The conference will not be held during the teacher's self-directed planning time or duty free lunch. If the conference occurs during instructional time, the teacher will be released from instructional duties and class coverage will be provided.
- C. Physical restraint, but not corporal punishment, may be used by a teacher to restrain a disruptive student in the case of an extraordinary breach of discipline provided the restraint used is reasonable under the circumstances. Such a situation will be immediately reported to the principal and a written account of the incident will be prepared by the teacher within twenty-four (24) hours. If the principal is not available, the teacher should report the situation to another building administrator.
- D. The Board of Education will include the President of the EACC or his or her designee on the Alternative Programs Committee, which is investigating alternative settings/programs for chronically disruptive students.

ARTICLE 12

NON-TEACHING DUTIES

- A. The Board and the Association acknowledge that a teacher's primary responsibility is to teach and that his or her energies should be utilized to this end.
- B. Although there are many non-teaching duties that teachers are required to perform, these duties will not include custodial functions and transporting students. When necessary, teachers shall be responsible for counting money brought to school by students. Teachers will be provided with an electronic Student Activity Funds Deposit Verification Form to record collected money, and will print, sign, and submit that electronic form, along with the three-part Student Activity Funds Deposit Summary Form (three part NCR) to the school financial secretary. Envelopes containing money for such purposes may be collected provided that teachers' responsibility is limited to collection and forwarding to the office.
- C. In the event that a teacher collects money for an educational purpose, such money shall be turned in to the school principal or principal's designee by the end of the school day.
- D. In order that counselors may be effective in their positions in working with students, efforts will be made in each school where counselors are employed to avoid placing them in an authoritative position with students.
- E. The Board will make every reasonable attempt to ensure that teachers receive the necessary resources in order that they will not be required to perform non-teaching duties and may focus their attention on professional duties.
- F. Teachers shall not be required to search for bombs or other explosive devices.
- G. Teachers will not be required to do formal evaluations of other staff members.
- H. Employees will not be required to work high school graduation outside of their duty day. If an employee's school is closed due to graduation ceremonies, the employee is allowed to use personal or sick leave in lieu of alternative assignments such as professional development, substitute teaching and working at an alternative site.

ARTICLE 13

WORKING HOURS AND WORK LOAD

- A. The employee's normal work day will be seven and a half (7.5) hours. The normal workday of the Unit I employees will begin no earlier than 30-45 minutes before the students are scheduled to report and will end no later than 30-45 minutes after the students are dismissed. Employees of the Virtual Academy will have a workweek of 37.5 hours. Their workday will be scheduled so as not to exceed 10 (ten) hours.
- B. The contract days for ten (10), ten and a half (10.5), eleven (11), and twelve (12) month employees will be:

| | |
|-------------------------------------|-----|
| ten (10) month..... | 190 |
| ten and a half (10.5) month..... | 200 |
| eleven (11) month..... | 210 |
| twelve (12) month teacher..... | 227 |
| twelve (12) month administrator.... | 261 |

Ten and a half (10.5) and eleven (11) month employees in Unit I will follow the same work and holiday schedule as teachers unless prior approval is granted by their immediate supervisor.

- C. Any first year teachers who attend a mandatory New Teacher Orientation held in August during their first year, will be paid a stipend of \$275 per day for each day of documented attendance. These days will be in addition to the regular teacher work year as described above. Teachers will be paid the \$275 per day after documented proof is received that they have worked days beyond the normal work year. There will be no signing bonuses paid by the Board to any employee.
- D. MSEA Convention - Certificated employees who wish to attend the MSEA Convention, will be granted a day of administrative leave to attend conferences, workshops and other events associated with the Convention. Employees will provide evidence of attendance.
- E. All school-based Unit I and 10, 10.5 and 11-month Unit II employees will not be required to report to work when schools are closed for students due to inclement weather. 12-month Unit II employees shall be entitled to use sick or annual leave when schools are closed for students due to inclement weather. In the event of an early dismissal due to inclement weather, Itinerant teachers will not be required to travel between their assigned schools.
- F. School-based Unit I employees may be required to remain after the end of the Unit I employees' day, without additional compensation, for no more than three times a

month at 1 1/4 hours each meeting, to attend faculty or other meetings. Mandatory training will be completed within the workday. Attendance at other meetings outside the regular workday will be at the option of the individual employee. Except in case of an emergency, Unit I employees will not be required to remain for faculty meetings on Fridays or the day before a holiday. Whenever possible, Unit I employees will be notified 48 hours in advance of any meetings scheduled outside the regular workday. Faculty meetings will not be held on days designated for report card preparation or on the day before a non-teacher work day.

- G. Employees will have a duty-free lunch period of not less than thirty (30) minutes. When attending in-service events off site, where lunch is not provided, employees will have a duty-free lunch period of one (1) full hour.

H. Planning Time

Middle school and high school teachers shall normally be provided, in addition to their lunch period, one (1) self-directed planning period during the student day. In secondary block-scheduled schools, at least 45 minutes of the block will be self-directed teacher planning time; the remaining time in the block period may be used at the discretion of the principal for other purposes.

Elementary teachers will be provided 240 minutes per week self-directed preparation time during the student day. Planning time will be scheduled in blocks of no fewer than 40 minutes each day.

Virtual Academy teachers will be provided 240 minutes of self-directed planning time per week, in no less than 30-minute increments each day.

Resource teachers, Speech and Language Pathologists, Physical and Occupational Therapists, Counselors, Media Specialists and all other Unit I employees will structure their schedules to allow for flexibility while still providing the same time as described above for Unit I employees within the student day for planning and preparation.

- a) Special Education – Special education teachers who do not have a recurring daily planning period designed for IEP case work, over and above normal planning as described above, will be provided with one full day each quarter during the normal student day for IEP case work at the teacher's own direction. The scheduling of these days of IEP planning will be developed in collaboration between the principal and the teacher so as to address the workload most efficiently.
- b) In addition to the days described in paragraph a) above, special education teachers who serve as case managers for five (5) or more students with IEPs may request up to one additional day per quarter for IEP case work.

The principal will approve these additional days, as long as they are not scheduled so as to conflict with the school's educational program. The scheduling of these days of IEP planning will be developed in collaboration between the principal and the teacher so as to address the workload most efficiently.

1) Report Card Preparation:

a) Quarters 1, 2 and 3:

A minimum of two (2) hours shall be provided at the end of each marking period for the purpose of report card preparation. At the end of the second quarter, one-half of the teacher workday will be devoted to report card preparation and other end of the semester activities at the individual teacher's direction. No other events or meetings will be scheduled during this time.

The end of the marking period will be at least one day before the day designated for employee report card preparation time as described above.

Employees will not be required to export grades sooner than the end of the workday on the day after the designated planning time.

Employees who submit all necessary report card information by the designated deadline will not be required to submit report card corrections until the end of the next work day after receiving edit suggestions from administration.

b) Quarter 4:

Teachers will be provided at least four hours to complete final grades. Final grades will be due no sooner than the day before the final day of school for students. No other events or meetings will be scheduled during this time.

Senior grades for the 4th quarter will be completed following the guidelines and due dates set by central office in relation to seniors' last day of school. Two hours will be allotted for report card preparation. Final senior grades will be due no sooner than the end of this designated planning time.

c) Special area teachers will not be required to submit their grades any earlier than the regular education teachers.

2) Early Dismissal Days

During ten (10) of the two-hour student early dismissal days contained in any year's school calendar, the time after the students leave will be provided to all Unit I employees for additional planning and preparation time at their own individual direction. No mandatory meetings will be scheduled during this time. These designated planning days will be observed as specified in the school calendar. The Board will make every effort to include in each year's calendar an average of one such early dismissal day per month (a total of 10 such days per school year). Unit I employees may opt to work the remainder of the day off-site, in an environment that is conducive to work, with notification to their immediate evaluating supervisor.

The Board will make every effort to align four of the ten teacher planning days described above on the calendar so that they can be used by teachers to prepare interim reports for students.

One-half (3.5 hours) of a teacher in-service day in the fall and one-half (3.5 hours) of the January semester break will be provided for school-based professional development and meetings at the individual Principal's discretion.

- I. Where possible, department heads and team leaders should have additional time for planning and carrying out their other duties.
- J. The Board will provide class coverage for teacher participation in IEP meetings when the teacher is required to attend. Employees will not be required to attend IEP meetings during their self-directed planning and duty free lunch.
- K. Employees with more than five (5) years of teaching experience in Charles County who have received no unsatisfactory ratings in any category of their two (2) most recent evaluations may substitute a professional development plan for one (1) in-service day. Such plan must be approved by the school principal. The plan must address the individual growth needs of the employee and be submitted not later than ten (10) work days prior to the scheduled in-service day.
- L. Classroom teachers, media specialists, therapists, ILT and school counselors, will have a minimum of two full employee workdays or 15 hours broken into no less than half days or 3.5 hour blocks of time at the start of the new school year, before the students arrive, at the individual employee's direction so that he or she may adequately prepare for the students. No meetings will be held during the two days/15 hours designated for such preparation.

One and a half of the two designated teacher planning days will be provided prior to the last teacher day before students arrive for the new school year. The remaining preparation time will be the last 3.5 hours of the day before students arrive. School

based meetings and orientations may be held on the morning of the day before students arrive, but these activities must conclude before the middle of the normal employee workday.

- M. When the calendar provides for a two-hour early dismissal for students, teachers will be dismissed two hours early on the day before Thanksgiving, the day before winter break and the day before spring break unless inclement weather or other emergency delays student dismissal.
- N. Tenured teachers may volunteer to teach one extra class during their normal planning period; such teachers will have an amount equal to one-seventh of the annual pay for their step and lane added to their annual pay for the year in which they teach this extra class. This extra amount will be reflected on the teacher's assignment sheet so as to count towards his or her retirement benefit. All tenured teachers who are interested in teaching a class during their normal planning period as outlined above should contact the principal of the school to express their interest in doing so. The principal will consider all such requests before making a decision.

O. Lesson Plans

1. Lesson plans that have been approved by the Office of Instruction and that support the curriculum for each grade level and subject will be maintained on the BOE network drive, so that they can be downloaded and used by employees.
2. Teachers will be required to write lesson plans and have them available for review upon request of the administrator.
3. Administrators may ask for lesson plans to be submitted two days in advance.
4. Teachers will not be required to submit lesson plans more than two days in advance unless one of the following conditions exists:
 - a. lesson plans are required to be submitted as part of the formal professional practice observation
 - b. planning is identified as an area of concern and a Plan for Professional Growth is implemented
 - c. it is agreed upon between the teacher and the administrator as part of professional development.

If one of these conditions exists, they can be required up to one week in advance.

5. If a specific lesson plan format is required by the school level administrator, only the CCPS approved Lesson Plan Template shall be used.
- P. If a teacher must be assigned to teach more than three different preparations, the Principal will explain the reasons why within one week of assigning the teacher to teach more than three preparations and make reasonable efforts to provide accommodations to the teacher to account for expanded planning responsibilities. This would include reduced duties or additional planning time as accommodations. In cases where the teacher is itinerant, all Principals at the schools where the itinerant teacher teaches shall share responsibility for explaining the reasons and providing accommodations.
- Q. Unit I employees will not be required to provide class coverage for another employee during their self-directed planning time or lunch. If a Unit I employee volunteers to provide coverage during their self-directed teacher planning time, they will be compensated \$25 per occasion so long as they are tenured and not on a Plan for Professional Growth.
- R. Employees will normally be given at least twenty-four hour notice for scheduled IEP meetings, parent teacher conferences, and parent visitations.

ARTICLE 14

PERSONNEL EMPLOYMENT PROVISIONS

- A. Each employee will be placed on the proper step of the salary schedule according to his or her assignment, applicable professional experience and education, with the provision that no employee's salary will be reduced during the first two years because of involuntary reassignment out of his or her own area of certification.
- B. When it is evident that a certificated member has an error in their salary or additional stipends that should be received, and it can be documented that this error was the fault of Charles County Public Schools and not the employee:
 - 1. The error will be remedied so that the employee is placed on the correct salary scale, and
 - 2. The employee's salary will be adjusted as necessary and retroactive payments will be made for the current fiscal year, and
 - 3. If necessary, salary payments will be made to the employee retroactively for up to two (2) additional fiscal years from the date the error is identified.
- C. Progression on the salary scale is determined by the employee's anniversary date or the date of advancement to a higher training or certification level. Certificated employees employed by November 30 shall have the following September 1 as their anniversary date. Certificated employees employed between December 1 and March 31 will be placed on the appropriate "X" scale beginning with the second year of employment.
- D. Previously accumulated leave will be restored to a returning employee who has been called to military service.
- E. Upon his or her initial employment, an employee will be given credit through salary scale placement for previous applicable professional experience and education. On initial placement, Retired Rehired Unit I and Unit II employees will be given credit for applicable professional experience and education.
- F. The contract year will normally include twenty-six (26) pay dates, with no fewer than two pay dates per month.
- G. Deductions for retirement fees will be divided equally among twenty-six (26) pay checks issued during the ten (10) month period between September 1 through June 30.
- H. Except as indicated in paragraph D above, teaching service credit will begin with the date of employment of the employee. Credited service for purposes of longevity

will be the total uninterrupted service (excluding approved leaves of absence) from that date in Charles County Public Schools.

- I. Upon request to the Office of Human Resources, employees eligible to retire shall be provided with literature explaining the various options available to them upon retirement. A conference will be held for the employee who wishes it.
- J. The Board of Education will make every effort to ensure that when an employee is on leave without pay (LWOP), the deductions from his or her paycheck for that LWOP period will be distributed so as to reduce all subsequent checks equally.

ARTICLE 15

SALARIES

- A. In FY 2019, the Unit I Salary Scale will be recalibrated to offer a starting salary at the BS, level 1, of \$48,000. There will be a 2.75% increase between pay levels 1-20. Unit I will remain at their FY 2018 pay level in lieu of a step increase.

All Unit I and Unit II members who were employed by the Board of Education as of June 30, 2010 and are currently active (excluding retirees, employees with a break in service and employees currently at the top of the salary scale) will receive a one pay level increase effective July 1, 2018.

In FY 2019, the Unit II and JROTC Salary Scale will be increased by 2.75%. A Unit II and JROTC Joint Study Committee on Salary will meet to make recommendations for FY2020.

No Unit I member will make less in FY 2019 than they did in FY 2018. If placement on the recalibrated Unit I Salary Scale results in a pay loss, the employee will be placed one pay level higher.

- B. If funding becomes available, both parties agree to reopen negotiations to discuss additional compensation.
- C. An approved MA +30 will earn the holder \$1000 more than an MA. An approved doctorate would earn the holder \$2,500 more per year than a Masters +30.
- D. Employees who successfully complete the voluntary National Board for Professional Teaching Standards certification process will be paid \$2,500 in addition to their regular annual salary.

Speech and Language Pathologists and Audiologists who successfully complete their National Certificate of Clinical Competency (CCC) will be paid \$2,500 in addition to their regular annual salary.

Occupational Therapists who successfully complete their Occupational Therapist Registered (OTR) Certification will be paid \$2,500 in addition to their regular annual salary.

Physical Therapists who successfully complete their Specialist Certification will be paid \$2,500 in addition to their regular annual salary.

School Psychologists who successfully complete the National Certification issued by the National Association of School Psychologists (NCSP) will receive an extra \$2,500 in addition to their regular annual salary.

School Counselors who successfully complete the national certification issued by the National Board of Certified Counselors (NBCC) will receive an extra \$2,500 in addition to their regular annual salary.

Teachers of J-ROTC who have a Master's Degree will receive \$4,000 in addition to their regular salaries.

An employee's involuntary transfer will not result in loss of the stipend for any national certification as described above.

- E. In addition to the \$2,500 above, employees with a NBPTS certification will receive an additional \$2,000 to compensate for the loss of state funding for that bonus.
- F. For his or her placement on the scales, no current Unit II employee will be placed at a pay step that is less than his or her current salary.
- G. Employees of the Board who are or become Unit II employees will be placed on the A&S scale so as to make at least their per diem pay rate at the appropriate step and lane as compared to a twelve (12) month teachers' pay scale prorated for the new work year.
- I. Each Unit II employee will be advanced to the next level for his or her position at least every (2) two years. Employees may be advanced more frequently based on position analysis, longevity in the position, performance, and school system needs.
- J. Retired Rehired employees in Unit I will be paid the salary negotiated in the Agreement for the appropriate step and lane (BA, MA, APC, MA +30, PhD) prorated for eleven (11) or twelve (12) months if position requires it. Unit II Retired Rehired employees are not eligible to advance one Level every two years.
- K. Any Unit I or Unit II employees who are substituting for an absent principal will be paid retroactively at the principal level after fifteen (15) days of consecutive substituting. Any Unit I or Unit II employees who are substituting for an absent vice principal will be paid retroactively at the vice principal level after fifteen (15) days of consecutive substituting.
- L. CCPS will reimburse Speech and Language Pathologists, Occupational Therapists, and Physical Therapists for their licensure and renewal fees.

ARTICLE 16

EXTRA PAY FOR EXTRA DUTY (EPED)

- A. For the purposes of this agreement, EPED assignments are those assignments that must be conducted beyond the employee's duty day and that require the direct leadership of and responsibility for students and/or teachers.
- B. The positions listed in this article have been approved for extra pay at the designated rate listed. The rate of pay represents a maximum stipend and is contingent upon the individual fulfilling all of the provisions of the Extra Pay for Extra Duty contract. In the event a stipend is reduced by the principal because all provisions have not been fulfilled, the decision shall be made after a conference between the principal and the employee
- C. It is the Board's intention that the number of positions for Extra Pay for Extra Duty be increased so that teachers are fairly compensated for their additional work.
- D. All vacancies for extra pay positions as shown in this article will be adequately publicized. Extra pay for extra duty positions may be held by Unit I and II employees and will be filled in the following order:
 - a. Unit I bargaining unit members
 - b. Unit II bargaining unit members
 - c. Other CCPS employees
 - d. Non-CCPS employees
- E. Assumption of all extra pay duties shall be voluntary and the signature of the employee shall be required on the contract prior to performing the duties.
- F. Stipends for the EPED positions will be paid as follows:

Fall Positions – At the conclusion of the Fall Sports Season

Winter Positions – At the conclusion of the Winter Sports Season

Spring and Annual Positions – At the conclusion of the Spring Sports Season

The positions and schedule currently approved for Extra Pay are as follows:

Extra Pay Categories for FY2016-FY2017 (see Stipend Scale in Appendix 2)

Category 0

Athletic Director

Category 1

Category 2

Football Coach - Head Varsity

Category 3

Basketball Coach – Head Varsity (boys and girls)

Wrestling Coach - Head Varsity

Band Director (HS)

Accelerated Programs

Facilitator

Transition Liaison (HS)

Category 4

Football Coach - Head J.V.

Category 5

Baseball Coach - Head Varsity

Track Coach - Head (Outdoor) - (boys and girls)

Softball Coach - Head Varsity

Theater Manager, all events

ROTC Activities Sponsor

Category 6

Wrestling Coach - Head J.V.

Choral Director (HS)

Drama Sponsor (HS)**

Category 7

Basketball Coach – Assistant Varsity (boys and girls)

Basketball Coach - Head J.V. (boys and girls)

Basketball Coach – Assistant J.V. (boys and girls)

Football Coach – Assistant, all levels

Soccer Coach - Head Varsity

Lacrosse Coach – Head Varsity

Wrestling Coach - Assistant Varsity/J.V.

Unified Sports District Representative

Category 8

Cheerleader Sponsor

Field Hockey Coach – Head Varsity

Volleyball Coach - Head Varsity

AVID Coordinator (MS, HS)

Charles County Association of Student Councils (CCASC) Advisor

PBIS Coordinator/Chair

National Honor Society Sponsor (HS)

Category 9

Track Coach – Assistant Varsity (boys and girls)
Yearbook Sponsor (HS)
Marching Band Director (HS)

Category 10

Baseball Coach - Assistant
Cross Country Coach
Golf Coach
Class Sponsor -Jr. & Sr. (HS)
Newspaper Sponsor
Student Government Association (SGA) Advisor (HS)
Tennis Coach
Track Coach - Head (Indoor)
Softball Coach – Assistant Varsity
Softball Coach - Head J.V.
Baseball Coach – Head J.V.

Category 11

Band Director (MS)
Choral Director (MS)
Field Hockey - Head J.V.
Soccer Coach - Head J.V.
Volleyball Coach - Head J.V.
Grade/Dept. Chair, Team Leader, 15 members or over
JV Cheerleader/Pom Sponsor
Drama Sponsor (MS)
Orchestra Director (MS, HS)
Lacrosse Coach – Head JV
Soccer Coach - Assistant Varsity (Boys and Girls)
Volleyball Coach - Assistant Varsity
Lacrosse Coach - Assistant Varsity (Boys and Girls)
Unified Track and Field Coach

Category 12

Gymnastics Coach
Swimming Coach
Level V Coordinator of Developmental Sports
Grade/Dept. Chair, Team Leader, 10 - 14 member
Yearbook Sponsor (MS)
Track Coach – Assistant J.V.

Category 13

Orchestra Event Lead Teacher
Chorus Event Lead Teacher

Band Event Lead Teacher
Art and Theater Lead Teacher
Band Front Units
Class Sponsor - Freshman & Sophomore
Grade/Dept. Chair, Team Leader, 6 - 9 Members
Weight Room Sponsor
Inclusion Support Coordinator
DI Sponsor, all levels
Cross Country Coach - Assistant
Golf Coach - Assistant
Basketball Coach – Freshman
Swimming Coach - Assistant
Tennis Coach - Assistant
Unified Indoor BOCCE Head Coach
Unified Tennis Head Coach

Category 14

Debate Sponsor/Mock Trial (HS)
It's Academic
Skills USA Sponsor
Grade/Dept. Chair, Team Leader,
1 - 5 Members
Math Team Sponsor (HS)
SADD/Just Say No Club Sponsor
Future Educators of America (MS, HS)
Math Counts Sponsor (MS)
Student Government Association (SGA) Advisor (MS)
MESA Sponsor
Student Service Learning Coordinator
Best Buddies – All Levels
Key Club Sponsor (HS)
Public Relations Liaison
Synergy Coordinator

Category 15

Yearbook Sponsor (ES)
Newspaper Sponsor (ES, MS)
Nat'l Jr. Honor Society Sponsor
Math Team Sponsor (ES)
Robotics Team Sponsor (ES)
Itinerant Instrumental Music Teacher – Band or Strings (ES) (two or more schools)

Category 16

MS tournament sponsor, Basketball,
Volleyball, Track & Field, Archery, Golf

Instrumental Music Teacher – (ES) (1 school)
All County Chorus Program Director (ES)
(limited to 10 teachers: 5 East and 5 West)

Category 17

Environmental Science Sponsor (Hard Bargain Farm and Nanjemoy Creek)
Spelling Bee Sponsor (ES, MS)
General Music Teacher (ES) (1 school)
Builders Club Sponsor
K-Kids Club Sponsor

** Any HS Drama Department that opts to do a musical production during the course of a school year will have the following additional stipends provided by the BOE: \$700 to the Drama Sponsor who directs the musical; \$500 for the Vocal Music Coach; and \$400 for the Orchestra Director. These stipends will in no way reduce or be substituted for any stipends provided for Theatre Manager, Drama Sponsor, Choral Director, Band Director or any other position currently compensated in Appendix 2.

ARTICLE 17

TUITION REIMBURSEMENT AND STAFF DEVELOPMENT

- A. Certificated professional employees holding a Conditional SPC or APC shall be reimbursed up to \$2,225 per employee per fiscal year. Additional tuition reimbursement beyond the \$2,225 limit may be provided at the discretion of the Executive Director of Human Resources.
- B. The following conditions shall apply to reimbursement:
 - 1. MSDE or College courses for employees with a Bachelor's degree must be in a job-related area and have approval of the Superintendent or his or her designee prior to enrollment in the course. The courses for employees with a Master's degree must be in a job-related area and have approval of the Superintendent or his or her designee prior to enrollment in the course.
 - 2. Employees with a Bachelor's degree must earn a grade of C or better and the employee with a Master's degree must earn a grade of B or better before reimbursement will be approved. Payment will be requisitioned upon presentation of final grades and receipt showing tuition payment.
 - 3. With the exception of extenuating circumstances, certificated employees who receive tuition reimbursement and leave employment within two (2) years of receiving reimbursement shall be required to repay the monies received. The employee may pay monies owed directly or they may have the amount deducted from their last pay check. The entire obligation must be satisfied within six (6) months of the employee leaving CCPS.
 - 4. The total expenditure for this purpose shall not exceed \$2,225 per employee or a total budget limitation of \$466,500 for all requests per year.
 - 5. In the event an employee cannot be reimbursed because of budget limitations, he or she will be paid prior to new claimants in the next fiscal year.
 - 6. Employees approved for courses will be able to participate in a pre-paid tuition reimbursement program with colleges who have agreed to participate with the Charles County Board of Education. The employee will pay only the difference between the actual tuition and the amount approved for reimbursement. The grade requirements described in Section B, 2 will apply to this pre-paid tuition program. If the employee fails to achieve the grades required, the full cost of tuition will be recovered from the employee.

- C. If a person is teaching out of his or her area of certification and is requested by the Board to take course work to continue teaching in that area, the Board will pay the full tuition cost for subject course work. The course work must be approved in advance of the teacher beginning the course in order for this provision to be applied.
- D. Employees who participate in paid conferences or workshops offered by the Board through staff development will receive their agreed stipend within 30 days following completion of the workshops or tasks.
- E. The Education Association of Charles County will be given an opportunity to present training opportunities for certificated employees, and will forward a list of potential workshops/classes to the Superintendent or his or her designee for approval. These trainings may be made available on county and school in-service days with the approval of the Superintendent or his or her designee.
- F. The EACC will be allotted one full session at New Teacher Orientation to present a workshop or training to new teachers.

ARTICLE 18

HEALTH AND LIFE INSURANCE PACKAGES

A. The Board will underwrite 75% of the following basic insurance program:

1. Health Insurance (including dental, optical and prescription drugs)
2. Life Insurance/Accidental Death and Dismemberment

Plan specific information will be posted on the employee portal.

Employees on approved leaves of absence are required to maintain timely payments for their share (25%) of the insurance premiums.

The maximum annual dental benefit will be \$1,400 per person. The maximum orthodontic benefit will be \$1,400 per occurrence.

Employees and retirees eligible for insurance will have the ability to change between any of the three plans or between the two plans for employees hired after July 1, 2003. During open enrollment, employees can add, drop, or change between family and individual plans based on documented qualifying events outside of the annual open enrollment period.

B. Where both husband and wife are employed by the Board, they have the option of each having deducted 25% of the single coverage or one spouse choosing employee and dependent coverage and having 25% of the premium deducted; however, those unit members for whom 100% was paid prior to July 12, 1985, will continue receiving this benefit as long as both spouses are employed by the Board.

C. Retiree Health and Life Insurance Plans

The Board of Education of Charles County will support the health and life insurance plan for retiring employees who have participated in the plan and have been employed by the Board of Education of Charles County ten (10) or more consecutive years immediately prior to retirement and who participated in the health and life insurance plan at the time of retirement and for ten years immediately prior to retirement from the Board of Education of Charles County. The percentage of participation by the Board of Education will be the same as supported for active employees.

The above support will be implemented until the retiree or spouse/dependent is eligible for Medicare benefits. At that time, the employee or spouse/dependent must apply for Medicare Part A and Part B. The Board will support a Medicare supplement plan for retirees who are Medicare eligible regardless of age. The cost share for the

supplement will be provided at the same cost sharing percentage as active participants.

Employees who have worked for the Charles County Board of Education for twenty-five (25) or more years immediately prior to retirement and who participated in the health and life insurance plans at the time of retirement and for five (5) years immediately prior to retirement from the Board of Education of Charles County will be eligible to continue their insurance coverage with the Board of Education as described in paragraph C above.

Employees who have worked for the Board of Education for at least ten (10) years immediately prior to retirement, who are enrolled in the health plan prior to retirement but who have not participated in the Board's health insurance plans as required above, will have 50% of the premium of the lowest priced health insurance plan paid by the Board of Education during their retirement.

This support will be implemented until the retiree or spouse/dependent is eligible for Medicare benefits. At that time, the employee or spouse/dependent must apply for Medicare Part A and Part B. The Board will continue to pay 50% of the cost share for a Medicare supplemental plan. The 50% cost share is equal to 2 times the premium of the lowest priced supplement plan.

Time spent on approved leaves of absence shall be counted the same as active employment for purposes of computing years of service and eligibility for employee or retiree health insurance as described above.

Those employees retiring on disability will have their service and plan participation requirements waived in order to qualify for the same insurance benefit as employees who have met those service and plan participation requirements.

- D. In addition to the life insurance provided under Paragraph A, employees may voluntarily purchase supplemental life insurance through a Board carrier at 100% cost to the employee.
- E. Board of Education employees who participate in the group Health Insurance or are entitled to the retiree health insurance benefit as detailed above will have the following survivor benefits if they are carrying a family plan at the time of their deaths:
 - 1) If an employee or retiree has worked for ten years or is in the tenth year of service with the Charles County Board of Education, and he or she is carrying a family health insurance at the time of his or her death, the employee's dependents as listed on the policy will have the option of continuing the health insurance coverage for 24 months by paying the employee's portion of the insurance premium to the Board of Education. No new dependents may be added to the policy (except that

if an employee is expecting a child at the time of his or her death, that child may be added to the policy).

- 2) If an employee or retiree has worked for twenty years or is in the twentieth year of service with the Charles County Board of Education, and he or she is carrying family health insurance at the time of his or her death, the employee's dependents as listed on the policy will have the option of continuing the health insurance coverage without limitation by paying the employee's portion of the insurance premium to the Board of Education. No new dependents may be added to the policy (except that if an employee is expecting a child at the time of his or her death, that child may be added to the policy).
- 3) Dependent children covered under paragraphs 2 and 3 above will be covered only through the same period of eligibility as for active employees.

ARTICLE 19

EXTENDED LEAVES OF ABSENCE

- A. The Board agrees that an employee who has completed at least one year of service may be granted a leave of absence for one year without pay for the purpose of engaging in local, state, and national education association activities.
- B. A leave of absence without pay may be granted to any employee who has completed at least one year of service with the Board upon application to the Board for the purpose of campaigning for or serving in a county, state, or national public office.
- C. The statutory requirements with regard to military leave shall apply to this agreement, except that employees who are called up for active duty service will be paid their Board salary through the remainder of the fiscal year in which the deployment occurs.
- D. An employee will submit in writing to the Board his or her request for an extended leave of absence. The employee will receive written notice of the decision as soon as possible.
- E. In granting a leave of absence, the Board agrees to offer to the employee, on the expiration of leave, employment of as near comparable status as possible at the time without creating a new position or transferring another employee.
- F. The Board may grant leave without pay and without credit for experience to an employee who has completed at least one year of service with the Board for the following reasons:
 - 1. Personal illness
 - 2. Severe illness of a member of the employee's family
- G. The Board will normally grant leave without pay but with credit for experience to an employee who has completed at least one year of service with the Board for the following reasons:
 - 1. Military Service (tenure not required)
 - 2. Exchange Teaching
 - 3. Full-time study at a college or university or other approved educational institutions
 - 4. Peace Corps

H. Maternity Leave

An employee who has completed at least one year of service with the Board who wishes to leave her position prior to the period of disability associated with child-birth and/or does not wish to return to her position after such period of disability may be granted, upon request, an initial leave of absence for up to one year without pay_and without credit for experience.

Said employee shall notify the Superintendent or his or her designee in writing of her desire to take such leave and, except in case of emergency, shall give such notice at least thirty (30) days prior to the date on which she wishes leave to begin. A physician's statement certifying her pregnancy shall be included with such notice. In case of interrupted pregnancy, an employee on said leave may return to active duty when her health will permit, as attested by her physician. The major fraction of the full work year will count as one step in determining the position on the salary scale.

I. Parental Leave

Employees who have completed at least one year of service with the Board may be granted, upon written request, an initial leave of absence up to one year without pay and without credit for experience, to care for the child of the employee.

- J. The leave shall normally be for an entire school year or for the remainder of the school year in which it becomes effective.
- K. The Board will consider a request for an extension of leave for the second year by an employee who submits his or her request in writing by June 20. He or she will receive written notice of the decision.
- L. All leaves shall be effected in a consistent manner according to Board policy.

ARTICLE 20

SICK LEAVE

- A. A certificated employee can earn one (1) day of sick leave for each month in his or her contract year. Sick leave days to be earned during the current year will be available as of the first official day of the school year. The employee may request sick leave beyond the above limit. Such request must be submitted in writing to the Executive Director of Human Resources. If an employee resigns before completing his or her contract year, the Board may prorate the sick leave advanced for the given year and recover the portion of leave corresponding to the number of months not worked, unless the employee retires or he or she resigns due to hardship reasons, including personal illness or illness of an immediate family member.
- B. Each ten (10), ten and a half (10.5), eleven (11), and twelve (12) month employee may use his or her sick leave to care for illnesses of members of his or her immediate family or household. This leave will be deducted from the employee's accrued sick leave balance. Immediate family shall include spouse, minor child, minor step child, guardians, parents, siblings or anyone who lives regularly in the household of the employee.
- C. The class of an absent teacher shall be provided with the best qualified substitute teacher.
- D. A teacher may recommend a substitute for his or her classes during the period of absence.
- E. Certificated employees with ten (10) or more consecutive years of contracted service immediately prior to retirement (excluding approved leaves of absence) with the Board of Education of Charles County shall be reimbursed for unused sick leave upon their retirement. The employee shall be reimbursed only for sick leave accumulated while employed by the Charles County Board of Education. The rate of reimbursement shall be \$100 per day. Eligible employees may be paid the approved rate for no more than one hundred (100) days of accumulated sick leave. This amount is to be given to the retiree upon completion of all requirements to become a retiree. In the event that a Board employee dies prior to his or her retirement, the employee's estate will be paid at the above rate for the employee's accumulated sick leave up to one hundred days.
- F. Retired rehired employees will be given 10 days of sick leave days at the beginning of the school year and will be governed in the taking of such leave by the provisions of the Negotiated Agreement except that Retired Rehired employees will not accrue sick leave from year to year and will not receive payment for any unused leave.

- G. Certificated employees who are not eligible for leave under the Family Medical Act (FMLA) and who become parent to a child through adoption or childbirth during the work year will be granted twelve (12) weeks of parental leave. Such leave may be charged to the employee's sick, personal, or annual leave.

ARTICLE 21

OTHER LEAVES

A.

1. Each twelve (12) month Unit II member shall be entitled to twenty-five (25) days* of annual leave for a full year of employment.

*Annual leave was increased by one day in FY 2011 in lieu of a step increase (26 days).

2. There will be a fifty (50) day limit to the amount of annual leave that a twelve (12) month Unit II member can accumulate. Leave earned for the current year will be accrued in addition to this limit. Any leave accumulated above the fifty (50) day limit as of September 1 of each year will be converted to sick leave and credited to the employee's sick leave balance.
3. The Board shall inform each twelve (12) month Unit II member once a year of the amount of annual leave he or she has accumulated.
4. A ten (10), ten and a half (10.5) or eleven (11) month employee who transfers into a twelve (12) month position with the Board will have his or her current personal leave balance converted to annual leave upon the effective date of the twelve (12) month position.
5. For twelve (12) month Unit II members, upon separation from employment for any reason, employees will be paid a maximum of up to seventy-six (76) earned annual leave days.

B. Certificated employees shall be granted administrative leave with pay while serving jury duty. The employee will submit a written statement verifying the time served.

C. A certificated employee may be absent without loss of salary for court summons provided that the employee explains the reason for the summons in order to determine eligibility for pay allowance. Except as described below, such leave shall be used when the employee is summoned to appear as a witness for the benefit of another party, or when the party appears in a civil court proceeding, or appears in a criminal case in his or her own defense and the verdict is not guilty. Administrative leave for court appearances as described above will be limited to two (2) instances per fiscal year. After these two (2) instances, an employee may use his or her personal or sick leave in order to appear in court.

The employee may use annual leave, personal leave or leave without pay to participate in legal actions related to traffic citations (regardless of verdict), civil proceedings initiated by the employee, criminal cases in which the outcome is anything other than a verdict of not guilty, or custody or divorce proceedings.

- D. For funeral attendance and bereavement, each certificated employee shall be granted up to five (5) calendar days of absence, excluding Saturday and Sunday and holidays, without loss of salary on the death of a child, parent, brother, sister, spouse, mother- or father-in-law, grandparent, brother- or sister-in-law, or anyone who has lived regularly in the household of the employee.

Certificated employees may, upon request, be granted administrative leave without loss of salary to attend the funeral of a fellow employee, intimate friend, or more distant relative. Administrative leave for attending funerals of fellow employees, intimate friends, or more distant relatives as described above will be limited to two instances, of up to two days each, per fiscal year.

- E. A certificated employee shall be granted one day of leave with pay to receive an advanced degree awarded on a work day.
- F. An employee who is absent from work as a result of an assault as defined by the Negotiated Agreement and has occurred as a result of a work-connected incident which is not compensated by Workers' Compensation, shall be granted administrative leave. In the event the teacher shall be subsequently awarded a Workers' Compensation allowance, while also receiving a salary on administrative leave, that teacher shall tender the Board with all such Workers' Compensation payments.

G. Workers' Compensation

- 1. When a certificated employee is absent from school as a result of personal injury occurring in the course of his or her employment as used and defined in the Workers' Compensation Laws of Maryland, the employee will be paid his or her full salary, minus the amount of any Workers' Compensation payments received for salary during the period of temporary disability, not to exceed a period of 60 calendar days. After 60 calendar days employees who still qualify for weekly disability payments will receive only the funds approved by the State Worker's Compensation Board. An employee who is a participant in a rehabilitation program approved/administered by the Maryland Association of Boards of Education Workers' Compensation Group Self-Insurance Fund may be given an extension by the Risk Manager or his or her designee. No part of such absence will be charged to the employee's sick leave. If approved, such personal injury leave will not exceed twenty-four (24) calendar months and will cease when the period covered by Workers' Compensation has expired.

2. The Board will continue to pay its share of the cost of the employee's insurance package for the period of time an employee is receiving Workers' Compensation benefits. The employee is responsible for paying their premiums on a timely basis.
3. When an employee contracts lice, scabies or ringworm as a result of job related duties, the employee shall be granted one (1) day of administrative leave in which to obtain the required treatment when approved by the Office of Human Resources.
4. The employee will agree to a transitional return to work plan offered by the Board and as approved by a physician.

H. Personal Leave

1. Each ten (10), ten and a half (10.5) and eleven (11) month employees will be granted two (2) days of personal leave per year with pay. Ten (10) and ten and a half (10.5) and eleven (11) month employees in the third year of service or beyond will be granted three (3) days of personal leave per year with pay. Ten (10), ten and a half (10.5) and eleven (11) month employees in the fifteenth year of continuous service or beyond will be granted four (4) days of personal leave per year with pay. Beginning with employees hired on or after July 1, 1992, years of service will be understood to be service with the Board of Education of Charles County.
2. These days will not be used the day before or the day following a holiday except in case of emergency. Personal leave will be granted upon 24 hours prior notification, with the approval of the appropriate supervisor. Such approval is to be given in the best interest of the educational program. Employees may accrue up to six (6) days of personal leave and may use up to six (6) days in any one year. The employee will provide at least two weeks' notice to the principal (except in case of emergency) when he or she plans to use more than three consecutive personal leave days. If the ten (10) or eleven (11) month employee does not use his or her personal leave during the year, such that the balance exceeds six (6) days, any days accrued in excess of six (6) days will be credited to his or her accumulated sick leave at the beginning of the next fiscal year. If the twelve (12) month employee does not use all his or her annual leave, and the remaining accumulation exceeds the maximum as set forth in Article 20, Section 2, an amount not to exceed six (6) days will be credited to his or her accumulated sick leave at the end of August.

3. Retired/rehired employees will receive three (3) personal leave days at the beginning of the school year and will be governed in the taking of such leave by the provisions of the Negotiated Agreement except that Retired Rehired employees will not accrue personal leave from year to year and will not receive payment for any unused leave.
- I. All certificated employees, on request, will be permitted to use two sick leave days per year for religious or ideological observances. The employee will notify his or her immediate supervisor at least seventy-two (72) hours in advance of taking such leave.

ARTICLE 22

COMPLAINTS

CONCERNING SCHOOL PERSONNEL

- A. As a general rule, complaints from parents and other community sources shall be dealt with at the lowest organizational level.
- B. Decisions on complaints shall not be made without consulting the subordinate against whom the complaint was lodged.
- C. In the event that a complaint is lodged against an employee, he or she shall be notified as soon as possible and will be given all pertinent information, prior to being interviewed, unless prohibited by State or Federal law (i.e., child abuse).

ARTICLE 23

EMPLOYEE FACILITIES

- A. Efforts will be made to provide the following facilities in schools where they are not available.
1. Lockable space in each classroom or work area in which employees may store instructional supplies.
 2. An employee work area containing adequate equipment and supplies for use in the preparation of instructional material.
 3. An adequately furnished room or rooms for use of teachers as a faculty lounge. This room will exist for the use of educators.
 4. A serviceable desk and chair for the employee in each classroom or work area.
 5. Well-lighted and clean employees' rest rooms separate from those provided for students.
 6. Access to a telephone for local calls and access to a fax machine for local fax transmissions. Employees may use the school fax machine to send long-distance fax transmissions but will reimburse the school the billed long distance charges if the transmission is of a personal nature. Such personal use of the fax machine will not interfere with normal school business.
 7. An employee parking that is separate from student parking, where possible.
 8. Access to a copier.
- B. Tobacco use, including electronic smoking devices, is not permitted in any Board facility or vehicle.

ARTICLE 24

EMPLOYEE EVALUATION

- A. All monitoring or observation of the work of an employee will be conducted openly.
- B. An employee will be given upon request a copy of any class visit or evaluation report prepared by his or her evaluator. No such report will be placed in the employee's personnel file without his or her prior knowledge.
- C. The Board agrees to protect the confidential nature of personal references, academic credentials, and other similar documents.
- D. A formal evaluation of each employee will be done annually and completed no later than May 1 for non-tenured employees and June 1 for tenured employees except that evaluations of principals and vice principals will be completed by June 30.
- E. Observations and evaluations of employees who have not achieved tenure will be in accordance with procedures adopted by the local Board of Education and will be consistent with the requirements of the State Board of Education and the statutory provision of The Public School Laws of Maryland.
- F. Each employee who has not achieved tenure status will be observed at least two (2) times and evaluated at least once during the first year. If an observation documents a possible evaluation of less than satisfactory, the observations will indicate that possibility clearly, and the employee will receive no fewer than four observations each year until he or she achieves a satisfactory or better overall rating on his or her evaluation. Employees who are rated overall satisfactory in Year 1 and Year 2 will be observed at least twice and evaluated at least once each year until the employee receives tenure.
- G. Prior to a formal observation of teachers, the administrator will conduct a pre-observation meeting, in which teachers will be provided with the expectations/ criteria on which their performance will be evaluated. This preconference may be done with the entire staff, but individual conferences will be held with first and second year teachers and any teacher or administrator who requests one. No other formal observation shall be held until after a post-observation conference was held from the previous observation.
- H. Employee Evaluation Instruments

Section 1 – Teacher Evaluation Instrument:

The teacher evaluation instrument will comprise two parts: 1) Professional Practice, worth 50% of the evaluation and 2) Student Growth, worth 50% of the evaluation.

Part A: Professional Practice

The professional practice portion of the evaluation will be based on no fewer than two (2) classroom observations. This portion of the evaluation is divided into four domains that are weighted as follows:

Domain 1: Planning and Preparation – 10 points

Domain 2: Classroom Environment – 15 points

Domain 3: Instruction – 15 points

Domain 4: Professional Responsibilities – 10 points

Each domain above will have components and rubrics as provided in Appendix 3.

Portfolios

Teachers will not be required to complete a portfolio for Domains 1-3. A portfolio will be required for Domain 4 only, for non-tenured teachers and those in the cohort being observed in any given year. The due date for Domain 4 Portfolio will be April 1 or the first day back in April, if April 1 falls on a holiday. Teachers will be required to submit two (2) artifacts per component for the Domain 4 Portfolio. Portfolios will be scored using the Charles County Public Schools rubrics that are referenced in Appendix 3.

Section 2 – Ratings

Within each domain, using the rubric in the Danielson Framework for Teaching, the evaluator will determine if the educator is Ineffective, Developing, Effective, or Highly Effective for each component. The evaluator will assign the following point values for each component:

Ineffective – 1 point

Developing – 2 points

Effective – 3 points

Highly Effective – 4 points

The percentage of possible points obtained for each domain will be multiplied by the weighting factor for that domain (10% or 15%), then added with the results from other domains to get the Professional Practice Rating. Of the 50 points possible for the Professional Practice portion of the evaluation:

0 – 15 points = Ineffective

15.1 – 25 points = Developing

25.1 – 40 points = Effective

40.1 – 50 points = Highly Effective

Part B: Student Growth

The student growth portion of the teacher evaluation will be based on the following components and points as follows:

Classroom SLO #1 – 15 points

Classroom SLO #2 – 15 points

School SLO #1 – 5 points

School SLO #2 – 5 points

CCPS index from previous year's school (see Stipulation 5 below) – 10 points

Part C: Overall Ratings

Points for both parts will be added and the total score will be used to assign an overall rating as follows:

0-30.99 – Ineffective

31-49.99 – Developing

50-81.99 – Effective

82-100 – Highly Effective

If a teacher is rated overall effective or highly effective in any given year, that year will be reported to MSDE by the Board as satisfactory for purposes of certificate renewal and verification of experience.

If a teacher is rated overall developing in any given year, that year will be reported to MSDE by the Board as satisfactory for purposes of certificate renewal, verification of experience, and other documentation if the teacher's score lies in the top half of the point range for "developing." A teacher can continue with an overall rating of developing for two years, after which he or she must achieve an effective rating or else be rated ineffective.

Scoring Student Growth**General Stipulations:**

- 1) Each teacher will develop two (2) classroom SLOs in collaboration with the evaluator.
 - A. Each educator who teaches an HSA-tested subject will write one (1) SLO referencing the HSA scores, which will count towards the following year's student growth component score.
 - B. Teachers will receive student data reports (e.g., pre-test results) at least three (3) weeks prior to the SLOs being due.
 - C. The Rigor Chart provided by CCPS is not mandated and will be used only as a guideline for setting growth targets. The Rigor Chart will be reviewed

and updated annually based on the outcomes of the prior pre- and post-test data.

- D. The teacher's draft SLO is due the 4th Wednesday of October.
 - E. All SLOs must be approved by the evaluator and finalized by the first Friday in November.
 - F. If the educator and the evaluator cannot agree on whether a classroom SLO is appropriate, the disagreement will be appealed to the Board's Deputy Superintendent, who will consider comparable SLO targets system-wide in rendering a decision.
- 2) Complexity factors for all student growth measures identified within the SLO will be considered in the final evaluation.
- A. The attributable students for student growth objectives/targets will not include:
 - i. students who were not enrolled in the educator's classroom by the First Friday in October or
 - ii. any student who is absent 15% of the days within the measured growth period.

Unless, during the midyear review and discussion of complexity factors, both the educator and the evaluator agree to include students described in i or ii above.

- 3) Interim review:
- A. Year-long classes - during the first three weeks of January, the educator and evaluator will have the option to meet to discuss the progress of attributable students towards the identified classroom SLOs as well as interventions and supports put in place by the educator. Based on consideration of changing complexity factors, the teacher and evaluator may modify the SLO by mutual consent of both parties at this meeting.
 - B. Semester-long classes – during the second full week in December, the educator and evaluator will have the option to meet to discuss the progress of attributable students towards the identified classroom SLOs as well as interventions and supports put in place by the educator. Based on consideration of changing complexity factors, the teacher and evaluator may modify the SLO by mutual consent of both parties at this meeting.
- 4) For each component of student growth (SLO, etc.), if the target/goal is met, or if there is satisfactory evidence that the teacher has implemented interventions and supports towards meeting the target goal, then the teacher will receive full credit (100% of the points) for that component. If the teacher fails to meet the target and

has not implemented significant supports or interventions towards meeting that goal, then he or she will receive only partial credit towards the points for that component, proportional to the extent to which he or she did not meet the target and failed to implement significant supports and interventions to meet it. If the educator and the evaluator cannot agree as to whether sufficient supports and interventions have been implemented, the disagreement will be appealed to the Board's Deputy Superintendent or designee if the remedy sought will change the teacher's overall rating.

- 5) The components and scoring rubric for the Schools Making a Difference index will be as described in Appendix 7 titled SMAD Guiding Questions. The educator's score on the SMAD index will be determined according to the rubric. Because the SMAD index contains lag data, if the SMAD score changes a teacher's evaluation from ineffective to effective, the index from the school at which the educator taught the previous year will be used in the current year's evaluation.
- 6) If an educator is absent due to FMLA, Leave of Absence, or Workers' Compensation qualifying reasons for 15% of the days within the measured growth period, that year's student growth data will not be counted in his or her evaluation for that year. The educator's evaluation for that year will be based only on the professional practice component.
- 7) The process for setting teacher classroom SLO's and other measures will be revisited, and changed if necessary, by the EACC and the Board jointly as needed, with the consent of both parties.

Frequency of Teacher Evaluation

- 1) All teachers will receive an annual evaluation using both Professional Practice and Student Growth Measures.
- 2) Non-tenured teachers will be observed annually for Professional Practice until tenure is attained.
- 3) Tenured teachers will be observed for Professional Practice once every three years.
 - a. Teachers who will be observed for Professional Practice during the current school year shall be notified in writing by their direct supervisor by September 15.
 - b. Teachers in the second and third year of the evaluation cycle will be evaluated using the Student Growth Measures coupled with a carryover of their Professional Practice rating from year one of the cycle.
 - c. Any teacher who has been rated ineffective or developing during the previous year's evaluation cycle will receive an evaluation using both

professional practice and student growth until such time an effective rating has been achieved.

- d. The principal has the right to place teachers in the current cohort being observed prior to September 15, provided a Plan for Professional Growth was in place the prior school year.

Section 2 – Evaluation of Other Unit I Employees

EACC and the Board will continue to collaborate on a professional practice model pertinent to each of the Unit I job categories listed below, including indicators and mini portfolios with rubric scoring: School Counselors, Media Specialists, Athletic Directors, Testing Coordinators, Resource Teachers, IEP Facilitators, Reading Recovery Teachers, Teachers at Stethem, Teachers in the STAY program, Infant and Toddler Teachers, Deaf and Hard of Hearing Teachers, and Special Education Compliance Facilitators, Interventionists, and middle school STEM Teachers. The Portfolio criteria and scoring rubric is based on Charlotte Danielson's Framework of Teaching and includes the four domains which are included in Section 1.

The evaluation for employees in these positions will be scored based on the following components and points:

Professional Portfolio – 30 points

School SLO #1 – 5 points

School SLO #2 – 5 points

SMAD index from previous year's school (see Stipulation 5 above) – 10 points

Points for all components will be added and the total score will be used to assign an overall rating as follows:

0-15 – Ineffective

15.5-24.5 – Developing

25-40.5 – Effective

41-50 – Highly Effective

The due date for portfolios will be April 1st.

Section 3: Principal, Vice Principal and Administrative Intern Evaluation Instruments

A goal of the Charles County Public Schools system is to graduate world-class citizens who will become quality contributors in their communities and beyond. To meet this goal, an administrator must have vision and must be a strong instructional leader that can lead the efforts of his or her school team to continue to excel and to meet the challenges within their individual school populations.

The principal, vice principal and administrative intern evaluation will be a tool that measure the effectiveness of the individual in implementing best practices in conjunction with strong leadership skills, communication skills and human relation skills.

The principal, vice principal and administrative intern evaluation instrument will be comprised of two parts: 1) Professional Practice, worth 50 points of the evaluation and 2) Student Growth, worth 50 points of the evaluation. The evaluator for principals will be their direct supervisor or his or her designee. The evaluator for the vice principal and administrative intern is the building principal.

Part A: Professional Practice for Principals

Each principal will choose three (3) best practices that they are planning on implementing or continuing to implement and refine at their school. These best practices must be driven by data and address significant initiatives for school improvement. Each of the best practices should be explained through a variety of means including a descriptive paragraph and accompanying data (graphs, spreadsheet, tables, etc.) that relates to the goals, results and outcomes.

The Professional Practice portion of the principal, vice principal and administrative intern evaluation will be based on the Professional Standards for Educational Leaders.

Best practices will be due to the direct supervisor by the 3rd Friday in May. Scores will be given based on a rubric matching the Professional Standards for Educational Leaders. Please see Appendix 4.

Part B: Professional Practice for Vice Principals and Administrative Interns

In collaboration with the building principal, each vice principal and administrative intern will choose one (1) best practice that they are planning on implementing or continuing to implement and refine at their school. This best practice must be driven by data and address significant initiatives for school improvement. The best practices should be explained through a variety of means including a descriptive paragraph and accompanying data (graphs, spreadsheet, tables, etc.) that relates to the goals, results and outcomes. (30 points)

In addition, vice principals and administrative interns will select ten (10) priority initiatives within the scope of their job duties on which to focus. Vice principals and administrative interns will be required to produce no more than three (3) artifacts for each priority. (20 points)

The evaluator will assign the following point value for each component:

- | | |
|---|--------------------|
| 0 | Minimal Attainment |
| 1 | Partial Attainment |
| 2 | Full Attainment |

Best practices and priority initiatives will be due to the direct supervisor by the 3rd Friday in May. Scores will be given based on a rubric matching the Professional Standards for Educational Leaders. Please see Appendix 4 and Appendix 6.

Part C: Student Growth

The student growth portion of the principal/vice principal evaluation will be based on the following components and points:

| | |
|------------------|-----------|
| School SLO # 1 – | 15 points |
| School SLO # 2 – | 15 points |
| Gap SLO – | 10 points |
| SMAD Index – | 10 points |

Scoring Student Growth Measurement for Principals and Vice Principals

General Stipulations:

- 1) In evaluating a principal's/vice principal's success under the student growth component, the evaluator will consider both the evidence of student learning, the attainment of set targets, and the interventions and support that the principal/vice principal has implemented in order to achieve targets and goals.
- 2) The attributable students for student growth objectives/targets will not include
 - a. students who were not enrolled in the principal's school by Sept 30th of a given year or
 - b. any student who is absent for more than 15% of the days within the measured growth period.

unless, during the midyear review and discussion of complexity factors, both the principal/vice principal and the evaluator agree to include students described in a or b above
- 3) School SLO's will be developed by the principal in collaboration with the evaluator by October 18th of the school year. Each principal will develop two school SLO's, one of which must be tied to measurable academic achievement.
- 4) For each component of student growth (SLO, etc.), If the target/goal is met, or if there is satisfactory evidence that the principal/vice principal has implemented interventions and supports towards meeting the target goal, then the principal/vice principal will receive full credit (100% of the points) for that component. If the principal/vice principal fails to meet the target and has not implemented significant supports or interventions towards meeting that goal, then he or she will receive only partial credit towards the points for that component, proportional to the extent to which he/she did not meet the target and failed to implement significant supports

and interventions to meet it. If the principal/vice principal and the evaluator cannot agree as to whether sufficient supports and interventions have been implemented, the disagreement will be appealed to the Superintendent. If the vice principal and the evaluator cannot agree as to whether sufficient supports and interventions have been implemented, the disagreement will be appealed to the Deputy Superintendent or designee.

- 5) The components of the SMAD index and the rubric used to score it will be mutually developed by the Board of Education and the EACC and incorporated into this agreement prior to the implementation of the evaluation instrument. Because the SMAD index contains lag data, the index from the school at which the educator worked the previous year will be used in the current year's evaluation. Principals/vice principals in their first year of service with Charles County Public Schools will not use the SMAD index and will have that 10% component divided equally between any two School SLO's.
- 6) If a principal/vice principal is absent due to an FMLA, Leave of Absence, or Workers' Compensation qualifying reason for 15% of the days, within the measured growth period that year's student growth data will not be counted in his/her evaluation for that year. The principal/vice principal's evaluation for that year will be based only on the professional practice component.
- 7) Interim review - during the first three weeks of January, the principal/vice principal and evaluator will have the option to meet to discuss the progress of attributable students towards the identified school SLOs as well as interventions and supports put in place by the principal/vice principal. Based on consideration of changing complexity factors, the principal/vice principal and evaluator may modify the School SLO by mutual consent of both parties at this meeting.
- 8) If a principal/vice principal is rated overall Developing in a given year, that year will be reported by the Board as satisfactory for purposes of certificate renewal, verification of experience, and other documentation if the principal's/vice principal's score lies in the top half of the point range for "developing." A principal/vice principal can continue with an overall rating of Developing for one year, after which time he or she must achieve an effective rating or else be rated ineffective.

The process for setting principal/vice principal SLO's and other measures will be revisited, and changed if necessary, by the EACC and the Board jointly and with the consent of both parties.

Overall Rating

Points for both parts will be added and the total score will be used to assign an overall rating as follows:

0-30.99 – Ineffective
31-49.99 – Developing
50-81.99 – Effective
82-100 – High Effective

Frequency of Principal/Vice Principal Evaluations

Principals/vice principals will be evaluated annually using both the Professional Practice and Student Growth Measures.

Section 4: Evaluation of Other Unit II Employees

The evaluation instrument and process to be used for content supervisors, specialists, directors, instructional specialists, supervisors, and other Unit II employees not covered by Section 3 above will be collaboratively developed by EACC representatives and the Board and incorporated into the agreement for the SY 2017-18.

ARTICLE 25

PLANS FOR PROFESSIONAL GROWTH

- A. In order to promote fairness and continuous self-improvement, employees will be notified as soon as possible of areas of concern in performance and will be afforded the opportunity for improvement.
- B. In the event of documentation other than formal evaluation of less than effective performance by an employee, the site administrator may meet with the employee to develop a Plan for Professional Growth (PPG). The employee shall have input into the development of the plan.
- C. If an employee receives an evaluation that indicates areas of ineffective performance, the site administrator shall meet with the employee to develop a PPG to ensure subsequent counseling and assistance. In developing the PPG and timelines, the employee shall have the right to EACC representation.
- D. The PPG shall include the following:
 - 1. Statement of problem(s) or concern(s) related to areas of ineffective performance
 - 2. Desired improvement including specific, measurable criteria
 - 3. Suggestions for improvement
 - 4. Provisions for assisting the employee including responsible parties and associated timelines (such as peer coaching, additional training, assignment of a mentor, opportunities for visitation, feedback on lesson plans and modeling/demonstration)
 - 5. Timeline and criteria for monitoring employee's future performance including an end or reevaluation date for the plan of assistance
 - 6. Signatures of site administrator and the employee

ARTICLE 26

REDUCTION IN FORCE

A. Definition

Reduction in force (RIF) shall be defined as the termination of an employee or the failure to allow an employee to return from leave because of one or more of the following reasons:

1. Budgetary allocations
2. Decreasing student enrollment
3. Discontinuation or reduction of state or federal funding for special programs
4. Consolidation or closing of a school or schools
5. Discontinuation of certain courses of instruction
6. Administrative reorganization

B. Procedure

The procedure to be used in a reduction in force of teachers will be as follows:

1. No tenured teacher will be terminated by virtue of his or her position being abolished if a conditionally certificated or a probationary teacher currently holds the same type of position.
2. If no such provisionally certificated or probationary teacher is currently holding the same type of a position, the Class II certificated unit member holding the same type of position will be terminated next in order.
3. The tenured teacher with the least service in Charles County in that type of position will be terminated next in order.
4. When an employee transfers from one type of position to another, he or she will be credited with his or her entire service in Charles County in the new position for reduction in force purposes.
5. Unit I teachers will have the option of one teaching position transfer, when a vacancy exists, before being subject to the RIF procedure. The teacher must be fully certified in the teaching area to which he or she is transferring.

6. Seniority will be determined by:

- a. The effective date of continuous, uninterrupted service in Charles County. For the purpose of this section, approved leave of absence would not be considered as interrupting service; however, credit for experience would only apply in accordance with Article 19, Section G.
- b. The date of the employee's signature on the contract.

C. Recall

1. Employees who have completed at least one year of service with CCPS whose positions have been terminated under this section shall be reemployed in cases where future vacancies develop in positions for which they are qualified with the teacher who was released most recently being eligible for the first vacancy.
2. Recall privilege shall exist for a three-year period.
3. If the unit member has been recalled and rejects the offer of a position, the member shall be deemed to have waived his or her reserve status. If subject employee has accepted employment in another Maryland Public School System and is unable to obtain a release from his or her employment contract, he or she may decline an offer to return to work and retain all recall rights if the offer is made on or after July 15. Such rights shall be retained until the following July 15.

ARTICLE 27

COLLABORATIVE DECISION-MAKING

The Board recognizes the necessity of obtaining input from professional staff and the community on issues which directly impact on classroom instruction and the quality of education. To this end, administrators at every level are encouraged to seek out and use staff and community input to the maximum extent possible.

- A. The Education Association of Charles County and the Board of Education agree that collaborative decision-making is a process in which all members of the education community at the school level participate. In each school, the principal will identify the group(s) through which the staff can identify problems, define goals, implement programs, and plan staff development activities.
- B. The attainment of consensus, wherever possible, shall be a primary goal. Both parties recognize that decisions made by consensus are the most effective in promoting cooperation and commitment to the policies established.

ARTICLE 28

IMPLEMENTATION RESPONSIBILITY

- A. The Board and the Association will participate jointly in the implementation of this agreement.
- B. The Board will take such action as may be necessary to give full force and effect to this agreement.
- C. The Association will assume the responsibility for supporting the Board in requiring the teachers to meet their professional responsibility and contractual obligation.
- D. The Association will participate jointly with the Board in a cooperatively planned and financed program of public relations to inform the public concerning the agreement.
- E. Copies of the Agreement will be approved by both parties prior to web publication and be distributed by the Board to all present employees and newly appointed employees. The Board and the Association will share equally in printing costs.

ARTICLE 29

PRIVATIZATION

The Board of Education of Charles County will make every attempt to protect employee jobs, and that it will only contract out educational services and/or processes normally performed by Unit I or Unit II employees if it is unable, after trying, to fill those positions with a permanent employee. In the event of such an occurrence, the Board will inform the Education Association of Charles County prior to entering into such contracts.

ARTICLE 30

ACADEMIC FREEDOM

In performance of their teaching functions, teachers shall be responsible to provide students the opportunity to investigate all facets, sides, and/or opinions of and about any and all topics and materials introduced or presented and shall have a special responsibility to provide such opportunity with regard to those which are or may be of a controversial nature. Such material presented to students must be relevant to the basic content of the course and appropriate to the maturity level and intellectual ability of the students. The teacher shall also be responsible to ensure that students are permitted to express their views and opinions to others and to encourage students to examine, analyze, evaluate, and synthesize all available information about such topics and materials and to encourage each to form his or her own opinion of others and for the right of individuals to form and hold differing views and opinions. The basic content of a course and provisions for its implementation and supervision shall be the responsibility of the Board.

ARTICLE 31

DURATION AND SEVERABILITY

- A. This Agreement will be effective as of July 1, 2018, and shall remain in full force and effect until, June 30, 2021 and incorporate the entire understanding of the parties on all matters which were the subject of negotiations. During the term of this Agreement, neither party will be required to negotiate with respect to any matter (except as noted within the contract in Articles 15 (Salary) and 16 (Extra Pay for Extra Duty), whether or not covered by this Agreement, except as provided in ruling by the State Board of Education, the Public Employee Relations Board, or any other governing agency with authority to rule on the matter.
- B. In the event the contract is not funded for the given year, negotiations, at the request of the Association, will be reopened on those items not funded as well as the length of the work year.
- C. In cases of conflict between provisions of this agreement, State Board of Education Bylaws, and the Public School Laws of Maryland, the latter takes precedence over the provisions of this Agreement.

If any provision of this Agreement or any application thereof is held to be contrary to law by a court of competent jurisdiction, such provision or application will not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect. The parties will meet not later than fifteen (15) days after any such holding for the purpose of renegotiating the provisions affected.

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

APPENDIX 1 SALARY SCALES

| 10-Month Unit 1 Salary Scale 2018-2019 | | | | | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| U1 | Level | COND | BS | BSX | APC | APCX | MA | MAX | M30 | M30X | PHD | PHDX |
| | 1 | 45000 | 48000 | 48660 | 50880 | 51580 | 51898 | 52611 | 52898 | 53611 | 55398 | 56111 |
| | 2 | 46320 | 49320 | 49998 | 52279 | 52998 | 53325 | 54058 | 54325 | 55058 | 56825 | 57558 |
| | 3 | 47676 | 50676 | 51373 | 53717 | 54455 | 54791 | 55545 | 55791 | 56545 | 58291 | 59045 |
| | 4 | 49070 | 52070 | 52786 | 55194 | 55953 | 56298 | 57072 | 57298 | 58072 | 59798 | 60572 |
| | 5 | 50502 | 53502 | 54237 | 56712 | 57492 | 57846 | 58642 | 58846 | 59642 | 61346 | 62142 |
| | 6 | 51973 | 54973 | 55729 | 58272 | 59073 | 59437 | 60254 | 60437 | 61254 | 62937 | 63754 |
| | 7 | 53485 | 56485 | 56485 | 59874 | 60697 | 61071 | 61911 | 62071 | 62911 | 64571 | 65411 |
| | 8 | | | xxx | 61521 | 62366 | 62751 | 63614 | 63751 | 64614 | 66251 | 67114 |
| | 9 | | | xxx | 63212 | 64081 | 64477 | 65363 | 65477 | 66363 | 67977 | 68863 |
| | 10 | | | xxx | 64951 | 65844 | 66250 | 67161 | 67250 | 68161 | 69750 | 70661 |
| | 11 | | | xxx | 66737 | 67654 | 68072 | 69008 | 69072 | 70008 | 71572 | 72508 |
| | 12 | | | xxx | 68572 | 69515 | 69944 | 70905 | 70944 | 71905 | 73444 | 74405 |
| | 13 | | | xxx | 70458 | 71427 | 71867 | 72855 | 72867 | 73855 | 75367 | 76355 |
| | 14 | | | xxx | 72395 | 73391 | 73843 | 74859 | 74843 | 75859 | 77343 | 78359 |
| | 15 | | | xxx | 74386 | 75409 | 75874 | 76917 | 76874 | 77917 | 79374 | 80417 |
| | 16 | | | xxx | 76432 | 77483 | 77961 | 79032 | 78961 | 80032 | 81461 | 82532 |
| | 17 | | | xxx | 78534 | 79614 | 80104 | 81206 | 81104 | 82206 | 83604 | 84706 |
| | 18 | | | xxx | 80693 | 81803 | 82307 | 83439 | 83307 | 84439 | 85807 | 86939 |
| | 19 | | | xxx | 82913 | 84053 | 84571 | 85734 | 85571 | 86734 | 88071 | 89234 |
| | 20 | | | xxx | 85193 | 85193 | 86896 | 86896 | 87896 | 87896 | 90396 | 90396 |

| U1 | 10.5-Month Unit I Salary Scale 2018-2019 | | | | | | | | | | | |
|-------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
| Level | COND | BS | BSX | APC | APCX | MA | MAX | M30 | M30X | PHD | PHDX | |
| 1 | 47,368 | 50,526 | 51,221 | 53,558 | 54,294 | 54,629 | 55,380 | 55,629 | 56,380 | 58,129 | 58,880 | |
| 2 | 48,758 | 51,916 | 52,630 | 55,031 | 55,787 | 56,131 | 56,903 | 57,131 | 57,903 | 59,631 | 60,403 | |
| 3 | 50,186 | 53,343 | 54,077 | 56,544 | 57,322 | 57,675 | 58,468 | 58,675 | 59,468 | 61,175 | 61,968 | |
| 4 | 51,653 | 54,810 | 55,564 | 58,099 | 58,898 | 59,261 | 60,076 | 60,261 | 61,076 | 62,761 | 63,576 | |
| 5 | 53,160 | 56,318 | 57,092 | 59,697 | 60,518 | 60,891 | 61,728 | 61,891 | 62,728 | 64,391 | 65,228 | |
| 6 | 54,709 | 57,866 | 58,662 | 61,338 | 62,182 | 62,565 | 63,425 | 63,565 | 64,425 | 66,065 | 66,925 | |
| 7 | 56,300 | 59,458 | 59,458 | 63,025 | 63,892 | 64,286 | 65,170 | 65,286 | 66,170 | 67,786 | 68,670 | |
| 8 | | | xxx | 64,758 | 65,649 | 66,054 | 66,962 | 67,054 | 67,962 | 69,554 | 70,462 | |
| 9 | | | xxx | 66,539 | 67,454 | 67,870 | 68,803 | 68,870 | 69,803 | 71,370 | 72,303 | |
| 10 | | | xxx | 68,369 | 69,309 | 69,736 | 70,695 | 70,736 | 71,695 | 73,236 | 74,195 | |
| 11 | | | xxx | 70,249 | 71,215 | 71,654 | 72,639 | 72,654 | 73,639 | 75,154 | 76,139 | |
| 12 | | | xxx | 72,181 | 73,174 | 73,625 | 74,637 | 74,625 | 75,637 | 77,125 | 78,137 | |
| 13 | | | xxx | 74,166 | 75,186 | 75,649 | 76,690 | 76,649 | 77,690 | 79,149 | 80,190 | |
| 14 | | | xxx | 76,206 | 77,253 | 77,730 | 78,799 | 78,730 | 79,799 | 81,230 | 82,299 | |
| 15 | | | xxx | 78,301 | 79,378 | 79,867 | 80,966 | 80,867 | 81,966 | 83,367 | 84,466 | |
| 16 | | | xxx | 80,455 | 81,561 | 82,064 | 83,192 | 83,064 | 84,192 | 85,564 | 86,692 | |
| 17 | | | xxx | 82,667 | 83,804 | 84,320 | 85,480 | 85,320 | 86,480 | 87,820 | 88,980 | |
| 18 | | | xxx | 84,940 | 86,108 | 86,639 | 87,831 | 87,639 | 88,831 | 90,139 | 91,331 | |
| 19 | | | xxx | 87,276 | 88,476 | 89,022 | 90,246 | 90,022 | 91,246 | 92,522 | 93,746 | |
| 20 | | | xxx | 89,676 | 89,676 | 91,470 | 91,470 | 92,470 | 92,470 | 94,970 | 94,970 | |

| Unit 1 | 11-Month Unit I Salary Scale 2018-2019 | | | | | | | | | | | |
|--------|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|
| Level | COND | BS | BSX | APC | APCX | MA | MAX | M30 | M30X | PHD | PHDX | |
| 1 | 49737 | 53053 | 53782 | 56236 | 57009 | 57361 | 58149 | 58361 | 59149 | 60861 | 61649 | |
| 2 | 51196 | 54512 | 55261 | 57782 | 58577 | 58938 | 59748 | 59938 | 60748 | 62438 | 63248 | |
| 3 | 52695 | 56011 | 56781 | 59371 | 60188 | 60559 | 61391 | 61559 | 62391 | 64059 | 64891 | |
| 4 | 54235 | 57551 | 58342 | 61004 | 61843 | 62224 | 63080 | 63224 | 64080 | 65724 | 66580 | |
| 5 | 55818 | 59134 | 59947 | 62682 | 63543 | 63935 | 64814 | 64935 | 65814 | 67435 | 68314 | |
| 6 | 57444 | 60760 | 61595 | 64405 | 65291 | 65693 | 66597 | 66693 | 67597 | 69193 | 70097 | |
| 7 | 59115 | 62431 | 62431 | 66176 | 67086 | 67500 | 68428 | 68500 | 69428 | 71000 | 71928 | |
| 8 | | | xxx | 67996 | 68931 | 69356 | 70310 | 70356 | 71310 | 72856 | 73810 | |
| 9 | | | xxx | 69866 | 70827 | 71264 | 72243 | 72264 | 73243 | 74764 | 75743 | |
| 10 | | | xxx | 71788 | 72775 | 73223 | 74230 | 74223 | 75230 | 76723 | 77730 | |
| 11 | | | xxx | 73762 | 74776 | 75237 | 76271 | 76237 | 77271 | 78737 | 79771 | |
| 12 | | | xxx | 75790 | 76832 | 77306 | 78369 | 78306 | 79369 | 80806 | 81869 | |
| 13 | | | xxx | 77874 | 78945 | 79432 | 80524 | 80432 | 81524 | 82932 | 84024 | |
| 14 | | | xxx | 80016 | 81116 | 81616 | 82738 | 82616 | 83738 | 85116 | 86238 | |
| 15 | | | xxx | 82216 | 83347 | 83861 | 85014 | 84861 | 86014 | 87361 | 88514 | |
| 16 | | | xxx | 84477 | 85639 | 86167 | 87352 | 87167 | 88352 | 89667 | 90852 | |
| 17 | | | xxx | 86800 | 87994 | 88536 | 89754 | 89536 | 90754 | 92036 | 93254 | |
| 18 | | | xxx | 89187 | 90414 | 90971 | 92222 | 91971 | 93222 | 94471 | 95722 | |
| 19 | | | xxx | 91640 | 92900 | 93473 | 94758 | 94473 | 95758 | 96973 | 98258 | |
| 20 | | | xxx | 94160 | 94160 | 96043 | 96043 | 97043 | 97043 | 99543 | 99543 | |

| 12-Month Unit Salary Scale 2018-2019 | | | | | | | | | | | | | |
|--|-------|--------|--------|--------|---------|---------|---------|---------|---------|---------|---------|---------|--|
| Unit 1 | Level | COND | BS | BSX | APC | APCX | MA | MAX | M30 | M30X | PHD | PHDX | |
| | 1 | 53,763 | 57,347 | 58,136 | 60,788 | 61,624 | 62,004 | 62,857 | 63,004 | 63,857 | 65,504 | 66,357 | |
| | 2 | 55,340 | 58,924 | 59,735 | 62,460 | 63,319 | 63,709 | 64,585 | 64,709 | 65,585 | 67,209 | 68,085 | |
| | 3 | 56,961 | 60,545 | 61,377 | 64,178 | 65,060 | 65,461 | 66,361 | 66,461 | 67,361 | 68,961 | 69,861 | |
| | 4 | 58,626 | 62,210 | 63,065 | 65,942 | 66,849 | 67,261 | 68,186 | 68,261 | 69,186 | 70,761 | 71,686 | |
| | 5 | 60,336 | 63,921 | 64,800 | 67,756 | 68,687 | 69,111 | 70,061 | 70,111 | 71,061 | 72,611 | 73,561 | |
| | 6 | 62,094 | 65,678 | 66,581 | 69,619 | 70,576 | 71,011 | 71,988 | 72,011 | 72,988 | 74,511 | 75,488 | |
| | 7 | 63,900 | 67,485 | 67,485 | 71,534 | 72,517 | 72,964 | 73,968 | 73,964 | 74,968 | 76,464 | 77,468 | |
| | 8 | | | xxx | 73,501 | 74,511 | 74,971 | 76,002 | 75,971 | 77,002 | 78,471 | 79,502 | |
| | 9 | | | xxx | 75,522 | 76,561 | 77,033 | 78,092 | 78,033 | 79,092 | 80,533 | 81,592 | |
| | 10 | | | xxx | 77,599 | 78,666 | 79,151 | 80,239 | 80,151 | 81,239 | 82,651 | 83,739 | |
| | 11 | | | xxx | 79,733 | 80,829 | 81,328 | 82,446 | 82,328 | 83,446 | 84,828 | 85,946 | |
| | 12 | | | xxx | 81,926 | 83,052 | 83,564 | 84,713 | 84,564 | 85,713 | 87,064 | 88,213 | |
| | 13 | | | xxx | 84,179 | 85,336 | 85,862 | 87,043 | 86,862 | 88,043 | 89,362 | 90,543 | |
| | 14 | | | xxx | 86,493 | 87,683 | 88,223 | 89,436 | 89,223 | 90,436 | 91,723 | 92,936 | |
| | 15 | | | xxx | 88,872 | 90,094 | 90,649 | 91,896 | 91,649 | 92,896 | 94,149 | 95,396 | |
| | 16 | | | xxx | 91,316 | 92,572 | 93,142 | 94,423 | 94,142 | 95,423 | 96,642 | 97,923 | |
| | 17 | | | xxx | 93,827 | 95,117 | 95,704 | 97,020 | 96,704 | 98,020 | 99,204 | 100,520 | |
| | 18 | | | xxx | 96,407 | 97,733 | 98,336 | 99,688 | 99,336 | 100,688 | 101,836 | 103,188 | |
| | 19 | | | xxx | 99,059 | 100,421 | 101,040 | 102,429 | 102,040 | 103,429 | 104,540 | 105,929 | |
| | 20 | | | xxx | 101,783 | 101,783 | 103,818 | 103,818 | 104,818 | 104,818 | 107,318 | 107,318 | |

| U2 | Unit II Salary Scale 2018-2019 | | | | | | | | | | |
|------------------------------------|--------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----|
| | LEVEL | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| Position | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Coordinators Specialists | 81,545 | 84,564 | 87,585 | 90,605 | 93,624 | 96,646 | 99,664 | 102,683 | 105,705 | 113,120 | |
| Directors | 95,135 | 98,910 | 102,683 | 106,458 | 110,232 | 114,007 | 117,781 | 121,557 | 125,330 | 134,328 | |
| Instructional Specialist 11-month | 67,954 | 69,918 | 71,880 | 73,841 | 75,805 | 77,766 | 79,729 | 81,692 | 83,654 | 89,082 | |
| Instructional Specialist 12-month | 73,456 | 75,576 | 77,697 | 79,819 | 81,940 | 84,063 | 86,183 | 88,305 | 90,438 | 96,293 | |
| Principal Elementary | 97,929 | 99,827 | 101,838 | 103,792 | 105,745 | 107,755 | 111,664 | 113,897 | 116,130 | 125,004 | |
| Principal High School | 108,872 | 111,776 | 114,790 | 117,805 | 120,820 | 123,835 | 126,850 | 129,865 | 132,991 | 141,500 | |
| Principal Middle School | 101,949 | 104,239 | 106,527 | 108,760 | 110,994 | 113,338 | 117,805 | 120,039 | 123,388 | 130,115 | |
| Pupil Personnel Worker | | | | | | | | | | | |
| Psychologist 11-month | 77,467 | 79,430 | 81,393 | 83,354 | 85,317 | 87,281 | 89,244 | 91,207 | 93,168 | 98,979 | |
| Pupil Personnel Worker | | | | | | | | | | | |
| Psychologist 12-month | 83,738 | 85,860 | 87,983 | 90,101 | 92,223 | 94,346 | 96,468 | 100,693 | 102,656 | 108,849 | |
| Pupil Personnel Worker | | | | | | | | | | | |
| Psychologist 10-month | 70,089 | 71,865 | 73,641 | 75,416 | 77,217 | 78,967 | 80,744 | 82,520 | 84,293 | 89,553 | |
| Supervising Pupil Personnel Worker | | | | | | | | | | | |
| Psychologist | 93,291 | 95,253 | 97,218 | 99,179 | 101,143 | 103,104 | 105,066 | 107,031 | 108,992 | 115,444 | |
| Vice Principal Elementary School | 74,759 | 76,601 | 78,388 | 80,286 | 82,073 | 83,859 | 87,656 | 89,331 | 92,123 | 99,447 | |
| Vice Principal High School | 88,158 | 89,889 | 91,453 | 93,239 | 94,690 | 96,589 | 99,939 | 101,614 | 103,288 | 109,205 | |
| Vice Principal Middle School | 77,606 | 79,058 | 80,621 | 82,073 | 83,524 | 85,087 | 89,331 | 92,123 | 94,355 | 100,492 | |

| 11-Month ROTC Salary Scale | | |
|-----------------------------------|--------|---------|
| 2018-2019 | | |
| Step | NCO | Officer |
| | | |
| 1 | 50,007 | 59,457 |
| 2 | 52,534 | 62,285 |
| 3 | 52,534 | 62,285 |
| 4 | 52,534 | 62,285 |
| 5 | 52,534 | 62,285 |
| 6 | 53,572 | 63,335 |
| 7 | 55,444 | 65,369 |
| 8 | 57,383 | 67,470 |
| 9 | 59,393 | 69,639 |
| 10 | 61,468 | 71,880 |
| 11 | 63,216 | 74,191 |
| 12 | 64,602 | 76,578 |
| 13 | 65,987 | 77,789 |
| 14 | 67,372 | 77,789 |
| 15 | 68,757 | 79,045 |
| 16 | 68,757 | 80,301 |
| 17 | 68,757 | 80,301 |
| 18 | 70,142 | 81,593 |
| 19 | 70,142 | 82,884 |
| 20 | 70,142 | 82,884 |
| 21 | 71,528 | 84,221 |
| 22 | 71,528 | 85,556 |
| 23 | 71,528 | 85,556 |
| 24 | 73,605 | 86,934 |
| 25 | 73,605 | 88,311 |
| 26 | 73,605 | 88,311 |
| 27 | 78,022 | 93,359 |
| 28 | 79,590 | 95,236 |

APPENDIX 2

FY 2019 EXTRA DUTY PAY STIPENDS

| Category | Stipend |
|----------|---------|
| 0 | 5,117 |
| 1 | 3,468 |
| 2 | 3,170 |
| 3 | 2,642 |
| 4 | 2,378 |
| 5 | 2,244 |
| 6 | 2,114 |
| 7 | 1,982 |
| 8 | 1,850 |
| 9 | 1,718 |
| 10 | 1,585 |
| 11 | 1,452 |
| 12 | 1,320 |
| 13 | 925 |
| 14 | 793 |
| 15 | 660 |
| 16 | 367 |
| 17 | 133 |

APPENDIX 3

PROFESSIONAL PRACTICE FOR TEACHERS

Charlotte Danielson's FRAMEWORK FOR TEACHING

| | |
|--|---|
| <p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy <p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interest and cultural heritage <p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students <p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f Designing Student Assessments</p> <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning | <p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students <p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of content • Expectations for learning and achievement • Student pride in work <p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals <p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior <p>2e Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources |
| <p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records <p>4c Communicating with Families</p> <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program <p>4d Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school <p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f Showing Professionalism</p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations | <p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students</p> <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language <p>3b Using Questions and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation <p>3c Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing <p>3d Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring <p>3e Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence |

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| DOMAIN 1: PLANNING AND PREPARATION Component 1a: Demonstrating Knowledge of Content and Pedagogy Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Knowledge of content and the structure of the discipline | In planning and practice, teacher makes content errors or does not correct errors made by students. | Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another. | Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. | Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. |
| Knowledge of prerequisite relationships | Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content. | Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. | Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. | Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. |
| Knowledge of content-related pedagogy | Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content. | Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline. | Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions. |

| DOMAIN 1: PLANNING AND PREPARATION Component 1b: Demonstrating Knowledge of Students Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs | | | | |
|---|---|--|---|--|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Knowledge of child and adolescent development | Teacher displays little or no knowledge of the developmental characteristics of the age group. | Teacher displays partial knowledge of the developmental characteristics of the age group. | Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns. |
| Knowledge of the learning process | Teacher sees no value in understanding how students learn and does not seek such information. | Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated. | Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students. | Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students. |
| Knowledge of students' skills, knowledge, and language proficiency | Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students. | Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information. |
| Knowledge of students' interests and cultural heritage | Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable. | Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole. | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students. | Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students. |

| <p style="text-align: center;">DOMAIN 1: PLANNING AND PREPARATION</p> <p style="text-align: center;">Component 1b: Demonstrating Knowledge of Students</p> <p>Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs</p> | | | | |
|--|---|--|---|---|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Knowledge of students' special needs | Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important | Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate. | Teacher is aware of students' special learning and medical needs. | Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources. |

| <p style="text-align: center;">DOMAIN 1: PLANNING AND PREPARATION Component 1c: Setting Instructional Outcomes Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> | | | | |
|---|---|--|---|--|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Value, sequence, and alignment | Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning. | Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. | All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines. |
| Clarity | Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment. | Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment. | All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment. | All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. |
| Balance | Outcomes reflect only one type of learning and only one discipline or strand. | Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. | Outcomes reflect several - different types of learning and opportunities for coordination. | Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration. |
| Suitability for diverse learners | Outcomes are not suitable for the class or are not based on any assessment of student needs. | Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning. | Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated. | Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups. |

| DOMAIN 1: PLANNING AND PREPARATION Component 1d: Demonstrating Knowledge of Resources Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Resources for classroom use | Teacher is unaware of resources for classroom use available through the school or district. | Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| Resources to extend content knowledge and pedagogy | Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet. |
| Resources for students | Teacher is unaware of resources for students available through the school or district. | Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly. | Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet. | Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet. |

| DOMAIN 1: PLANNING AND PREPARATION Component 1e: Designing Coherent Instruction Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure | | | | |
|---|--|--|---|--|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Learning activities | Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity. | Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students. | All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students. | Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. |
| Instructional materials and resources | Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. | Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. | All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials. |
| Instructional groups | Instructional groups do not support the instructional outcomes and offer no variety. | Instructional groups partially support the instructional outcomes, with an effort at providing some variety. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. | Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups. |

| DOMAIN 1: PLANNING AND PREPARATION Component 1e: Designing Coherent Instruction Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure | | | | |
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| ELEMENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY | 1 | BASIC | 2 |
| | PROFICIENT | 3 | DISTINGUISHED | 4 |
| | The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. | | | |
| | The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. | | | |
| The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations. | | | | The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent. |

| DOMAIN 1: PLANNING AND PREPARATION Component 1f: Designing Student Assessments Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning | | | | |
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| ELEMENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Congruence with instructional outcomes | Assessment procedures are not congruent with instructional outcomes. | Some of the instructional outcomes are assessed through the proposed approach, but many are not. | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed. |
| Criteria and standards | Proposed approach contains no criteria or standards. | Assessment criteria and standards have been developed, but they are not clear. | Assessment criteria and standards are clear. | Assessment criteria and standards are clear; there is evidence that the students contributed to their development. |
| Design of formative assessments | Teacher has no plan to incorporate formative assessment in the lesson or unit. | Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. |
| Use for planning | Teacher has no plans to use assessment results in designing future instruction. | Teacher plans to use assessment results to plan for future instruction for the class as a whole. | Teacher plans to use assessment results to plan for future instruction for groups of students. | Teacher plans to use assessment results to plan future instruction for individual students. |

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interaction with students • Student interactions with other students

| LEVEL OF PERFORMANCE | | | | |
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| ELEMENT | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| 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 the teacher. | Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher. | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. |
| Student interactions with other students | Student interactions are characterized by conflict, sarcasm, or put-downs. | Students do not demonstrate disrespect for one another. | Student interactions are generally polite and respectful. | Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. |

| DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2b: Establishing a Culture for Learning Elements: Importance of the content • Expectations for learning and achievement • Student pride in work | | | | |
|--|--|--|--|--|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Importance of the content | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. | Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value. | Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content. |
| Expectations for learning and achievement | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students. | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. |
| 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 to do high-quality work. | Students minimally accept the responsibility to do good work but invest little of their energy into its quality. | Students accept the teacher's insistence on work of high quality and demonstrate pride in that work. | Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. |

| <p style="text-align: center;">DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of noninstructional duties • Supervision of volunteers and paraprofessionals</p> | | | | | |
|--|--|--|---|---|--|
| | | LEVEL OF PERFORMANCE | | | |
| ELEMENT | | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Management of instructional groups | | Students not working with the teacher are not productively engaged in learning. | Students in only some groups are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. |
| Management of transitions | | Transitions are chaotic, with much time lost between activities or lesson segments. | Only some transitions are efficient, resulting in some loss of instructional time. | Transitions occur smoothly, with little loss of instructional time. | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. |
| Management of materials and supplies | | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. | Routines for handling materials and supplies function moderately well, but with some loss of instructional time. | 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 smooth operation. |
| Performance of noninstructional duties | | Considerable instructional time is lost in performing noninstructional duties. | Systems for performing noninstructional duties are only fairly efficient, resulting in some 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 and are idle most of the time. | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and paraprofessionals are productively and independently engaged during the entire class. | Volunteers and paraprofessionals make a substantive contribution to the classroom environment. |

| DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior Elements: Expectations • Monitoring of student behavior • Response to student misbehavior | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| 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, 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 behavior | Student behavior is not monitored, and teacher is unaware of what the 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 and their peers' behavior, correcting one another respectfully. |
| Response to student misbehavior | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity. | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules. | 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 Component 2e: Organizing Physical Space Elements: Safety and accessibility • Arrangement of furniture and use of physical resources | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Safety and accessibility | The classroom is unsafe, or learning is not accessible to some students. | The classroom is safe, and at least essential learning is accessible to most students. | The classroom is safe, and learning is equally accessible to all students. | The classroom is safe, and students themselves ensure that all learning is equally accessible to all students. |
| Arrangement of furniture and use of physical resources | The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources. | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness. | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities. | Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning. |

| DOMAIN 3: INSTRUCTION Component 3a: Communicating with Students Elements: Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language | | | | |
|---|--|---|---|---|
| ELEMENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Expectations for learning | Teacher's purpose in a lesson or unit is unclear to students. | Teacher attempts to explain the instructional purpose, with limited success. | Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. | Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. |
| Directions and procedures | Teacher's directions and procedures are confusing to students. | Teacher's directions and procedures are clarified after initial student confusion. | Teacher's directions and procedures are clear to students. | Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding. |
| Explanations of content | Teacher's explanation of the content is unclear or confusing or uses inappropriate language. | Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. | Teacher's explanation of content is appropriate and connects with students' knowledge and experience. | Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers. |
| Use of oral and written language | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. | Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds. | Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. | Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies. |

| DOMAIN 3: INSTRUCTION Component 3b: Using Questioning and Discussion Techniques Elements: Quality of questions • Discussion techniques • Student participation | | | | |
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| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Quality of questions | Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. | Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | Most of the teacher's questions are of high quality. Adequate time is provided 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 the teacher mediating all questions and answers. | Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. | Teacher creates a genuine discussion among students, stepping aside when appropriate. | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. |
| Student participation | A few students dominate 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 | | | | | | | | |
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| Component 3c: Engaging Students in Learning | | | | | | | | |
| Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing | | | | | | | | |
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | | | | | |
| | UNSATISFACTORY | 1 | BASIC | 2 | PROFICIENT | 3 | DISTINGUISHED | 4 |
| Activities and assignments | Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them. | | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. | |
| Grouping of students | Instructional groups are inappropriate to the students or to the instructional outcomes. | | Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson. | | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. | | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. | |
| Instructional materials and resources | Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally. | | Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them. | | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning. | |
| Structure and pacing | The lesson has no clearly defined structure, or the pace 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 generally appropriate. | | The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. | |

| DOMAIN 3: INSTRUCTION Component 3d: Using Assessment in Instruction Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress | | | | |
|---|---|---|--|---|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Assessment criteria | Students are not aware of the criteria and performance standards by which their work will be evaluated. | Students know some of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated. | Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria. |
| Monitoring of student learning | Teacher does not monitor student learning in the curriculum. | Teacher monitors the progress of the class as a whole but elicits no diagnostic information. | Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. | Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students. |
| Feedback to students | Teacher's feedback to students is of poor quality and not provided in a timely manner. | Teacher's feedback to students is uneven, and its timeliness is inconsistent. | Teacher's feedback to students is timely and of consistently high quality. | Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
| Student self-assessment and monitoring of progress | Students do not engage in self-assessment or monitoring of progress. | Students occasionally assess the quality of their own work against the assessment criteria and performance standards. | Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. | Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning. |

| DOMAIN 3: INSTRUCTION Component 3e: Demonstrating Flexibility and Responsiveness Elements: Lesson adjustment • Response to students • Persistence | | | | |
|--|--|--|--|---|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Lesson adjustment | Teacher adheres rigidly to an instructional plan, even when a change is clearly needed. | Teacher attempts to adjust a lesson when needed, with only partially successful results. | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. | Teacher successfully makes a major adjustment to a lesson when needed. |
| Response to students | Teacher ignores or brushes aside students' questions or interests. | Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. | Teacher successfully accommodates students' questions or interests. | Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. |
| Persistence | When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad 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 Component 4a: Reflecting on Teaching Elements: Accuracy • Use in future teaching | | | | |
|---|---|--|--|---|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Accuracy | Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. |
| Use in future teaching | Teacher has no suggestions for how a lesson could be improved another time the lesson is taught. | Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught. | Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4b: Maintaining Accurate Records Elements: Student completion of assignments • Student progress in learning • Noninstructional records | | | | |
|---|--|--|---|---|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| 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 student 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 maintaining the 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 only partially effective. | Teacher's system for maintaining information on student progress in learning is fully effective. | Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. |
| Noninstructional records | Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. | Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors. | 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 Component 4c: Communicating with Families Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program | | | | |
|--|--|--|--|---|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Information about the instructional program | Teacher provides little or no information about the instructional program to families. | Teacher participates in the school's activities for family communication but offers little additional information. | Teacher provides frequent information to families, as appropriate, about the instructional program. | Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. |
| Information about individual students | Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. | Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity. |
| Engagement of families in the instructional program | Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. | Teacher makes modest and partially 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 could be enhanced by family participation. |

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4d: Participating in a Professional Community Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects | | | | |
|---|---|---|---|--|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Relationships with colleagues | Teacher's relationships with colleagues are negative or self-serving. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. | Relationships with colleagues are characterized by mutual support and cooperation. | Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty. |
| Involvement in a culture of professional inquiry | Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved. | Teacher becomes involved in the school's culture of inquiry when invited to do so. | Teacher actively participates in a culture of professional inquiry. | Teacher takes a leadership role in promoting a culture of professional inquiry. |
| Service to the school | Teacher avoids becoming involved in school events. | Teacher participates in school events when specifically asked. | Teacher volunteers to participate in school events, making a substantial contribution. | Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life. |
| Participation in school and district projects | Teacher avoids becoming involved in school and district projects. | Teacher participates in school and district projects when specifically asked. | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. |

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4e: Growing and Developing Professionally Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession | | | | |
|---|--|--|--|--|
| ELEMENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| 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 effort to conduct action research. |
| Receptivity to feedback from colleagues | Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. | Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. | Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. | Teacher seeks out feedback on teaching from both supervisors and colleagues. |
| 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. |

| DOMAIN 4: PROFESSIONAL RESPONSIBILITIES Component 4f: Showing Professionalism Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations | | | | |
|---|--|--|---|---|
| ELEMENT | L E V E L O F P E R F O R M A N C E | | | |
| | UNSATISFACTORY 1 | BASIC 2 | PROFICIENT 3 | DISTINGUISHED 4 |
| Integrity and ethical conduct | Teacher displays dishonesty in interactions with colleagues, students, and the public. | Teacher is honest in interactions with colleagues, students, and the public. | Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. | Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. |
| Service to students | Teacher is not alert to students' needs. | Teacher's attempts to serve students are inconsistent. | Teacher is active in serving students. | Teacher is highly proactive in serving students, seeking out resources when needed. |
| 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 to ensure that all students receive a fair opportunity to succeed. | Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. |
| Decision making | Teacher makes decisions and recommendations based on self-serving interests. | Teacher's decisions and recommendations 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. |
| Compliance with school and district regulations | Teacher does not comply with school and district regulations. | Teacher complies minimally with school and district regulations, doing just enough to get by. | Teacher complies fully with school and district regulations. | Teacher complies fully with school and district regulations, taking a leadership role with colleagues. |

APPENDIX 4

PORTFOLIO RUBRICS

Standard 1: Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision and core values of high-quality education and academic success and well-being of *each* student.

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|---|
| <p>The school's vision for student achievement is vague, incomplete, or based on insufficient measures of student learning. The mission & vision is communicated to the school stakeholders but no plans to engage the various stakeholders in the implementation is evident. Possible barriers to accomplishing the vision are identified, but plans for addressing barriers either are not present or are inappropriate. School programs are not consistent with the vision, or provide only surface-level changes. The school's vision is not inclusive of all learners and it is clear the various stakeholders do not embrace the core value that all students can learn.</p> | <p>A vision statement has been developed for the school, but most staff are unaware of or are unaffected by it. Staff members can articulate beliefs for their school but these values have not yet impacted their day-to-day work or the operation of the school. Staff members have participated in a process to establish the mission and vision of the school, but they do not yet influence instructional decisions in a meaningful way. A small group of staff members are working to incorporate the vision of the school into instructional goals and have tried to get others on board with this initiative. Their efforts have little impact to any significant degree.</p> | <p>The school's vision, mission, and core values are relevant to the needs of the school. School staff has endorsed the vision and mission of the school and feel some sense of ownership in it. School improvement planning and staff development initiatives are tied to the shared vision. Staff members have made a conscious effort to articulate and promote the attitudes and behaviors consistent with the school's core values. Most programs embrace the school's vision and plans are in place to modify the vision, if necessary. The school aligns practices with core values and new structures are in place to support these initiatives.</p> | <p>There is a successful vision for student achievement based on both qualitative and quantitative measures of student learning. Various stakeholders including students, staff, parents and community members are involved in maintaining and growing the mission/vision. Data is used to adjust and/or maintain the school's mission/vision and a long term plan is in place to promote ideals, to overcome future obstacles, and to marshal necessary resources, and it is evident staff uses the vision to guide their day-to-day efforts and decisions. The school's mission/vision advances support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner. A shared belief that all students can be successful is clearly evident and is a core-value that is shared among all stakeholders as it is an embedded part of the school's culture.</p> |

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|--|--|
| The principal is inconsistent in modeling personal ethics and integrity. There is no evidence to show decisions are based on relevant data or research. There is no evidence of reflection with students or staff. Little or no evidence of collaboration, transparency, and communication is used to advance student or staff's measurable goals. | The principal models personal ethics and integrity the majority of the time, but is inconsistent in expecting the same from others. When decisions are made, data and research that is used is not student-centered or it is not relevant to the decision. Reflection is inconsistent and does not inform and result in a change in practice. Transparency and communication are inconsistent and often do not lead to increased achievement students. | The principal models personal ethics and integrity at all times, and expects the same from others. Most significant decisions that are made include some consideration of relevant data or research. Individual reflection is ongoing and sometimes leads to a change in practice. Students and staff have been able to attain some growth on measurable goals due to collaboration and encouragement. | The principal establishes a reputation for modeling personal ethics and integrity through actions, and this has led to seeing the same behavior in others. All significant decisions have been made after careful consideration of relevant data and research, and students are always placed at the center of the decision making process. Reflection, both personal and principal led w/teachers, exists in a safe and meaningful way that allows for improvement and allows staff to take responsibility for change and growth. Through collaboration, transparency, and communication, students and staff on numerous occasions have been able to reach higher levels of performance, commitment, and motivation on measurable objectives and initiatives. |

Standard 3: Equity & Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|---|--|
| There is evidence to support the claim that inequity, unfairness, or lack of respect exists at the school. This leads to an unsafe learning environment whether physically, socially, or emotionally. Teachers need training in cultural sensitivity and/or different learning styles in order to properly meet the needs of all students. Certain subgroups or populations of students continually achieve low on standardized assessments, report cards, or other measures of student achievement. Disciplinary data also shows an inequity exists with referrals with certain subgroups or populations within the school. | A plan to promote equity, fairness, and respect within the school community is present, but not all encompassing. Certain subgroups and/or populations are lacking support and access to necessary resources in order to thrive. Teachers lack a sense of knowledge in teaching diverse cultures. At least 1 subgroup continues to show inequity in student achievement and/or disciplinary data. Although the school is able to identify these inequities, sufficient success to erase these gaps is lacking. | A plan to promote equity, fairness, and respect is detailed and addresses the needs of most student groups. A standard plan is in place to support the school's behavior and student responsibility plans. This plan is monitored by the administration and changes are made, if necessary. The plan includes pro-active measures aimed at avoiding reactive decisions and is geared towards improving achievement, attendance, and behavior. | A comprehensive plan for promoting equity, fairness, and respect has been implemented with fidelity and has contributed to a safe and diverse learning environment for all students, including all subgroups and populations. A positive and equitable student responsibility and behavior system with teaching, intervention, and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive and celebrate student and school achievement is in place and is routinely monitored by a stakeholder group consisting of staff. If needed, the plan is modified based on supporting data. |

Standard 4: Curriculum, Instruction & Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|---|
| Teachers do not have a basic understanding of the standards they teach. Attempts have been made to build capacity with the standards, but the strategies shared have been inappropriate and inconsistent. The facilitation of content-based learning as it is appropriate to the student population is lacking. Multiple or ongoing assessments to measure student knowledge are used sporadically and do not effectively monitor student learning. Formative assessment is not used correctly and technology is not used to enhance teaching and learning. | Some teachers do not have a deep understanding of the standards they teach. Instructional practices do not always reflect intellectually challenging and authentic learning experiences. Administrators and/or instructional leadership lack the ability to support all teachers in their contents, and only help those contents they have background teaching. The plan to facilitate relevant content-based standards is present, but is vague, limited in scope and is not successful in raising student achievement. Multiple assessments are used to measure understanding; however, they do not target all learning styles or do not promote improvement. Formative assessment and technology are used by some staff, but not with fidelity. | Teachers have a deep understanding of the standards they teach. Administrators and/or instructional leadership are able to support teachers with their standards and are willing to help teachers through modeling, co-teaching, or coaching. Best practices are shared with teachers and teachers are expected to use these strategies to deliver instruction. A plan to use various content-based materials is present, and sufficiently meets the needs of most learners. A plan for using assessments to improve student achievement is in place. Formative assessment is used by most staff members to differentiate and/or reteach. Technology is used to facilitate learning in classrooms with students. | Administrators and teaching staff share a deep understanding of standards in order to promote cross-curricular and grade-level learning. Extensive implementation of diverse and content-relevant strategies and best practices of content delivery are used to facilitate learning. Multiple and ongoing assessments are used and have been shown to improve the academic performance of each student. The understanding and use of formative assessment is used by all staff members, as well as ongoing training to address how teachers should be changing what they're doing during instruction to promote teaching and learning. Technology is used to facilitate learning in all stakeholders, including students, staff, and parents. |

Standard 5: Community of Care & Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|--|--|
| The school and individual student schedules demonstrate little or no understanding of the social, emotional, and academic needs of the students. Few or no extracurricular activities are offered for students, or there is low participation in most extracurricular activities. The majority of classrooms still have teachers lecturing the majority of the time and student engagement is lacking. Students do not take academic risks, and there is a “fixed” mindset among the staff in relation to student achievement. | Although the administration understands the social, emotional, and academic needs of students, many students are not receiving the academic support they need to be successful. Extracurricular activities are available to students, but not all student subgroups and populations are represented in participation. A plan is in place to increase student engagement that lessens the amount of time teachers lecture. There are some teachers that have embraced changing how instruction is delivered, but the majority of teachers still continue to lecture during the time they spend with students. | School and individual student schedules are created with student needs at the center of the decision. A wide variety of extracurricular and educational activities are offered to students through sports, clubs, and organizations. Academic, social, and emotional supports are in place for all students and create a culture where students feel safe. Student engagement is a priority in the school because teachers recognize the importance of creating an environment where all students can learn. More teachers continue to create activities that engage students, but not all teachers in the school have mastered the process. | School and individual student schedules are developed to be student-centered and maximize instructional time and staff collaboration. Extracurricular activities and academic choice are a part of the school day and promote emotional, social, and instructional support tailored to the individual needs of the students within the school. These embedded activities promote adult-student, student-peer, and community-peer relationships. Teachers encourage students to take risks in their learning, ensuring a mistake is a “stepping stone” and promoting a growth mindset. Student engagement is evident in almost all classrooms and is used to deliver instruction to meet the needs of diverse learners. |

Standard 6: Professional Capacity of School Personnel
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|--|
| <p>Infrequent opportunities for staff members to develop and use skills in collaboration, leadership, and responsibility are offered. Students are scheduled with teachers that lack the capacity to meet their academic, social, and/or emotional needs. Supports are not in place to mentor new and/or struggling teachers. Walkthroughs, observations, and/or evaluations do not offer teachers feedback necessary to improve teaching and learning. All SLOs are created at the beginning of the school year and are not revisited again unless at a mid-year conference.</p> | <p>Opportunities to develop and use skills in collaboration, leadership, and responsibility are limited to a few certain staff members in the school. The rationale of teacher placement is not supported by data, whether qualitative or quantitative. Walkthroughs are used inconsistently to give teachers relevant feedback to improve teaching and learning. Observations and evaluations aren't returned to teachers in a timely manner, resulting in irrelevant feedback. Teachers are not aware of school SLOs and the school inconsistently offers professional development. Professional development that is offered sometimes is not useful for all staff.</p> | <p>Numerous opportunities for teaching staff to develop and use skills in collaboration, leadership, and responsibility are evident. When hired, teachers are placed on teams or departments purposely and thoughtfully. Professional development is provided to staff based on the overall needs of the school. Walkthroughs, observations, and evaluations are completed in a timely manner and give teachers the opportunity to conference with administrators and receive necessary suggestions to improve. All SLOs are created based on school data, and teachers are continually encouraged to build capacity based on their own individual needs.</p> | <p>Numerous opportunities for all staff members to develop and use skills in collaboration, leadership, and responsibility are evident and this is sufficiently integrated into the school culture. When hiring and/or placing staff, careful consideration is taken to match teacher capacity with student academic and support goals. Specific supports are in place to maintain teachers through mentoring, modeling, and providing differentiated professional development. Walkthroughs, observations, and evaluations offer actionable feedback aimed at improving teaching and learning. Professional learning plans focus on real situations and specific needs related to increasing the learning and well-being of all staff and students. All SLOs are considered living documents and reflect the diverse needs of both teachers and students.</p> |

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|
| A professional development plan is established, but it is not based on quantitative and/or qualitative data, and it lacks organization and clear goals aimed at improving student achievement. Most teachers do not plan with other teachers, and a mutual accountability among the staff in relation to student achievement is lacking. Professional learning communities do not exist at the school. Professional development is offered, but it is not tailored to the school or teachers. | A professional development plan is established but it is not based on quantitative and/or qualitative data. Most teachers are often isolated and do not plan with other teachers. Professional learning communities do not support the improvement of teaching and learning. Professional development is offered, but a long-term plan to sustain staff learning does not exist. | A professional development plan based on qualitative and quantitative data that supports the staff improving student achievement is implemented and clearly states the achievement goals. Teachers have opportunities and are encouraged to plan with teachers inside and outside their team and/or department. Professional learning communities are in place and allow staff to take ownership over their own learning. Professional development is assigned to teachers by administrators and/or instructional leadership based on county initiatives, individual, and/or school needs. | A professional development plan is embedded in the school day and based on quantitative and qualitative data that supports the staff in improving student achievement is implemented and uses data to support its effectiveness. Shared responsibility and staff trust is evident by the structures in place that promote collaborative inquiry and problem-solving. Professional learning communities that employ collegial learning and feedback result in continuous improvement, both individual and school. Teachers have a say in professional development and are able to show how it helps to improve student achievement. |

Standard 8: Meaningful Engagement of Families and Community

Effective educational leaders engage families and community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|
| Family and community stakeholder input is not sought when it comes to decisions affecting the school. Minimal attempts have been made to obtain community, business, institutional, and/or civic partnerships. Opportunities are not available for families to be engaged on a regular basis. Advocacy is minimal and communication is not successful in promoting the school's success and initiatives to the broader community. | Family and community stakeholder input on school decisions is infrequently used when making decisions affecting the school. The school has made unsuccessful attempts when trying to obtain a community, business, institutional, and/or civic partnership. Sporadic opportunities are available for families to be engaged with staff to establish programs and support that addresses student needs. Advocacy is minimal due to lack of family participation and known needs of the community. Communication is made when necessary and only when it impacts stakeholders. | The input of community and family stakeholders is sought when making decisions affecting the school. The school has a community, business, institutional, and/or civic partnership helps students and/or their families. Regular opportunities are available for families to be engaged with staff to establish programs and supports that address student needs. School staff advocates for students, families, and communities. Communication is ongoing and families and the community are aware of school news and events. | Diverse family and community stakeholders are an important factor in decisions affecting the school. The school has been strengthened by numerous well-established community, business, institutional, and/or civic partnerships which have proved to be a resource to students and their families. A well-established and ongoing reciprocal relationship has been facilitated with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students. The school and community are equal advocates for students. A regular, predictable system of communication between the school and community has been established and uses a variety of media. |

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|---|--|
| The school structures and processes in place are unrelated to student learning, and a relationship between staff and central office personnel is non-existent. Problem-solving and decision-making techniques are inconsistent and negatively impact student and/or staff learning. Fiscal, human, and material resources are not properly aligned to support student learning and achievement. | School structures and processes are in place to promote student learning, but a relationship between the school and central office is ineffective. Problem-solving and decision-making techniques that are used are not always effective in promoting student and/or staff learning. Fiscal, human, and material resources are aligned, and evidence shows student learning and achievement is not positively impacted with regards to the school's subgroups. | School structures and processes are in place to continuously support student learning in partnership with the staff and central office personnel. Problem-solving and decision-making techniques promote organizational development and support student and staff learning. Fiscal, human, and material resources are aligned, and there is evidence to show the positive affect they have on student learning and achievement in almost all student subgroups. | School structures and processes are in place that have been proven to increase student achievement and build relationships between staff and central office personnel. Problem-solving and decision-making techniques are used in a way that has been effective in promoting systems management and organizational development in the school and has positively impacted student achievement. Fiscal, human, and material resources are aligned, and there is clear evidence to show the positive affect they have on student learning and achievement in all student subgroups. |

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to promote *each* student’s academic success and well-being.

| Unsatisfactory | Basic | Proficient | Distinguished |
|--|--|--|---|
| Goals and initiatives aimed at school improvement are created using either qualitative or quantitative data. Professional development offered is not offered or does not support student and teacher improvement. Teachers are unaware of goals and initiatives. The goals created do not improve teacher capacity or student achievement. | Data, both qualitative and quantitative, is analyzed in order to create goals aimed at improving teaching and learning. These goals and initiatives are not routinely monitored and/or measured for success. Professional development is not regularly offered to support these initiatives. The goals and initiatives do not change throughout the year to reflect the various needs that arise. The goals and initiatives created only increase student achievement in some subgroups, but not all of the subgroups/populations. | A variety of tools and technology is in place to gather feedback, organize and analyze data, and monitor student progress directed towards improving teaching and learning. School improvement initiatives are analyzed for success, and staff receives support for strategies that improve student achievement, if warranted. A “living” plan is in place to address underperforming subgroups. Plans for improvement are research-based and there are several key experts on these strategies throughout the building teachers can seek out to observe, learn from, or ask to model. The goals and initiatives created increase student achievement in the majority of the subgroups/population. | A variety of tools and technology is in place to gather feedback, organize and analyze multiple data sources, and monitor student progress directed towards improving teaching and learning, and it is evident the staff uses these techniques to guide their day-to-day decisions. School improvement initiatives are frequently analyzed for success, and staff receives continual support for strategies that improve student achievement in all subgroups. A long-term, differentiated plan is in place to address all student subgroups, including both high and low performing populations. The staff embraces a growth mindset, understanding that there’s always room for professional growth and the school leadership facilitates a culture that allows teachers to take risks. Plans for improvement are research-based and support the various needs of the staff as measured through quantitative and qualitative means. |

APPENDIX 5

JOINT COMMITTEES

The following committees will be a joint effort between the EACC and the Board of Education to address issues discussed in negotiations.

1. A joint committee will be convened to update the requirements in the sick leave exchange program.
2. A joint committee will be convened to examine the possibility of a separate salary lane for occupational therapists and physical therapists.
3. A joint committee will be convened to recommend additional positions, increases to stipends, and procedural language that may be added to Article 15 by mutual agreement of both the EACC and the Board. The joint committee will address the process by which the Board determines the number of positions necessary in order to have any extracurricular athletic, fine arts, or academic position listed in the Extra Duty Pay schedule and will make recommendations concerning that process, taking into account the need for adequate student supervision and safety.
4. A joint committee will be convened to examine special education workload issues.
5. A joint committee will be convened to make recommendations on effective, pertinent, staff development for certificated employees.
6. A joint committee will be convened to discuss insurance with the goal of reducing premium costs paid by the employee and the Board. Agreed upon changes will be recommended by the joint committee to the bargaining teams for possible inclusion in the negotiated agreement. The committee will also review savings generated by the prescription coverage change. Any savings generated by insurance changes will be used to enrich or lower the cost of the plans.
7. A Unit II and JROTC Joint Study Committee on Salary will meet to make recommendations for FY2020.

APPENDIX 6 **VICE PRINCIPAL AND ADMINISTRATIVE INTERN** **PORTFOLIO RUBRIC**

VICE PRINCIPAL: _____ **DATE:** _____

SCHOOL: _____

| TOP PRIORITIES | SCORING | | |
|--------------------------|-------------------------|-------------------------|--------------------|
| | Minimal At- tainment | Partial At- tainment | Full Attainment |
| 1. <input type="text"/> | 0 | 1 | 2 |
| 2. <input type="text"/> | 0 | 1 | 2 |
| 3. <input type="text"/> | 0 | 1 | 2 |
| 4. <input type="text"/> | 0 | 1 | 2 |
| 5. <input type="text"/> | 0 | 1 | 2 |
| 6. <input type="text"/> | 0 | 1 | 2 |
| 7. <input type="text"/> | 0 | 1 | 2 |
| 8. <input type="text"/> | 0 | 1 | 2 |
| 9. <input type="text"/> | 0 | 1 | 2 |
| 10. <input type="text"/> | 0 | 1 | 2 |

APPENDIX 7

SCHOOLS MAKING A DIFFERENCE GUIDING QUESTIONS

SCHOOL MAKING A DIFFERENCE INDEX

SCHOOL CLIMATE AND ORGANIZATION

20 pts

The Standard:

The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age and developmentally appropriate educational programs and services. The staff regularly conducts staff performance evaluations and offers professional development opportunities informed by its philosophy/mission.

Measure:

- Climate Survey administered in spring - all staff, parents, and students.
(Teacher, Student, and Parent Surveys = 6.67 points each)

Attachments:

1. Include a bulleted list below of how the school recognizes student and staff accomplishments, contributions, responsibilities in meaningful ways.

•
•
2. Attach brochures, newsletters, event flyers—anything that contributes to the positive climate that is unique to your school. (3-5 examples)

SCHOOL MAKING A DIFFERENCE INDEX

PARENT INVOLVEMENT

20 pts

The Standard:

Parents are involved as stakeholders who provide input into the development of the school's philosophy/mission.

Measures:

1. Do you have a P.T.O./P.T.A.? ☐YES ☐NO (1 point)
2. What % of parents were PTO/PTA members in 20XX-XX? ____ %
3. What % of parents were PTO/STA members in 20XX-XX? ____ % (2 points)
4. Explain how often they meet and what purpose they serve at your school.

[Click here to enter text.](#)

5. Include a bulleted list below of any parent information evenings you have sponsored and any special activities that you sponsor to engage parents. Attach 5 samples. (3 points)

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

6. Do you have a PAC? ☐YES ☐NO (1 point)
7. Explain how often they meet and what purpose they serve at your school.

[Click here to enter text.](#)

8. Do you have parent representation on your School Improvement Plan Committee?☐YES ☐NO (1 point)

SCHOOL MAKING A DIFFERENCE INDEX

9. How many parent volunteer hours have been documented in 20XX-XX? _____

10. How many parent volunteer hours have been documented in 20XX-XX? _____
(4 points)

11. Describe how communication with families regarding students' progress in learning and performance is regular, productive, and meaningful. Attach three examples unique to your school. (3 points)

[Click here to enter text.](#)

12. Results from parent surveys. (5 points)

SCHOOL MAKING A DIFFERENCE INDEX

SAFE AND ORDERLY ENVIRONMENT

20 pts

Measures:

A safe, orderly and healthy environment for teaching and learning is provided.

1. Do you have an S.S.T.? ☐YES ☐NO (1 point)
2. Explain the makeup of the team, how often they meet, and what their main purpose is at your school? Attach an agenda of a meeting.

[Click here to enter text.](#)

3. Do you have a P.B.I.S. Team or another team that encourages positive student behavior? ☐YES ☐NO (1 point)
4. Explain how the program is implemented at your school. Attach an example of a P.B.I.S. activity or another activity that encourages positive student behavior.

[Click here to enter text.](#)

5. Is there a process in place to address students' emotional and social needs?
☐YES ☐NO (1 point)

Describe how the school is sensitive to the critical importance of non-academic needs of students. Attach an example.

[Click here to enter text.](#)

6. Percent of referrals in SY 20XX-20XX ____%
7. Percent of referrals in August 20XX – June 20XX ____%
(3 points)

SCHOOL MAKING A DIFFERENCE INDEX

8. Percent of in-school suspensions in SY 20XX-20XX __%
9. Percent of in-school suspensions in August 20XX – June 20XX __%
(3 points)
10. Percent of out of school suspensions in SY 20XX-20XX __%
11. Percent of out of school suspension in August 20XX – June 20XX __%
(3 points)
12. Attendance rate in SY 20XX-20XX __%
(3 points)
13. Safe and Orderly Survey results
(5 points)

SCHOOL MAKING A DIFFERENCE INDEX

EXTRACURRICULAR ACTIVITIES / STUDENT LIFE 20 pts

The Standard:

The school provides equal access for all student activities that are age and developmentally appropriate to supplement the educational program. A balance of academic, social and extracurricular service activities is maintained.

Measures:

1. Check the extracurricular activities offered at your school.

- | | | |
|--|---|---|
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Honor Society | <input type="checkbox"/> Swimming |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> It's Academic | <input type="checkbox"/> Tennis |
| <input type="checkbox"/> Black Saga | <input type="checkbox"/> Lacrosse | <input type="checkbox"/> Track |
| <input type="checkbox"/> Cheerleading | <input type="checkbox"/> Math Team | <input type="checkbox"/> Unified Bocci |
| <input type="checkbox"/> Chess | <input type="checkbox"/> MESA | <input type="checkbox"/> Volleyball |
| <input type="checkbox"/> Computer Bowl | <input type="checkbox"/> Mock Trial | <input type="checkbox"/> Wrestling |
| <input type="checkbox"/> Destination Imagination | <input type="checkbox"/> Poetry | <input type="checkbox"/> Yearbook/School News |
| <input type="checkbox"/> Drama | <input type="checkbox"/> Poms/Dance | |
| <input type="checkbox"/> FBLA | <input type="checkbox"/> Robotics/Engineering | |
| <input type="checkbox"/> FEA | <input type="checkbox"/> Rocketry | |
| <input type="checkbox"/> Field Hockey | <input type="checkbox"/> SGA | |
| <input type="checkbox"/> Football | <input type="checkbox"/> Soccer | |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Softball | |

2. Explain how your school encourages students to become involved in extracurricular activities. Attach three examples. (6 points)

[Click here to enter text.](#)

SCHOOL MAKING A DIFFERENCE INDEX

1. Percent of total eligible students involved in one or more extracurricular activities in 20XX-XX ____% (6 points)
2. Provide a bulleted list of any college and career ready activities that are provided to students.
 -
 -
3. Survey results (8 points)

EVIDENCE OF STUDENT LEARNING

20 pts

The Standard:

The school systematically collects and rigorously analyzes quantifiable and observable evidence of students learning and individual growth from multiple valid and reliable sources.

Evidence of Student Learning: High School

- Did you meet your 4-year cohort target for graduation? ☐ YES ☐ NO (1.875 points)
- Percent of students with a 3.0 GPA or higher in 20XX-XX? __%
- Percent of students with a 3.0 GPA or higher in 20XX-XX? __% (1.875 points)
- AP Equity Index in 20XX-XX __% (to be completed by R&A)
- AP Equity Index in 20XX-XX __% (to be completed by R&A) (1.875 points)
- AP Enrollment in 20XX-XX __% (to be completed by R&A)
- AP Enrollment in 20XX-XX __% (1.875 points)
- Number of professional development opportunities offered at school for staff in 20XX-XX __
- Number of professional development opportunities offered at school for staff in 20XX-XX __ (1.875 points)
- Attach evidence that staff members were offered input into content of their professional development.
- Attach evidence of data-driven meetings throughout the year with a focus on student learning and assessment analysis. (1.875 points)
- Percent of teachers who reached full attainment of SLOs (to be completed by R&A) __% (1.875 points)
- Student Learning Survey Results (5 points)

SCHOOL MAKING A DIFFERENCE INDEX

Evidence of Student Learning: Middle School

1. Promotion rate for 20XX-XX ___% (to be completed by R&A)
2. Promotion rate for 20XX-XX ___% (1.875 points)
3. Percent of students with a 3.0 GPA or higher in 20XX-XX? ___%
4. Percent of students with a 3.0 GPA or higher in 20XX-XX? ___% (1.875 points)
5. Percent of Reading Intervention students showing improvement in 20XX-XX? ___%
6. Percent of Reading Intervention students showing improvement in 20XX-XX? ___% (1.875 points)
7. Percent of Enrichment enrollment in 20XX-XX? ___%
8. Percent of Enrichment enrollment in 20XX-XX? ___% (1.875 points)
9. Number of professional development opportunities offered at school for staff in 20XX-XX _____
10. Number of professional development opportunities offered at school for staff in 20XX-XX _____ (1.875 points)
11. Attach evidence that staff members were offered input into content of their professional development
12. Attach evidence of data-driven meetings throughout the year with a focus on student learning and assessment analysis. (1.875 points)
13. Percent of teachers who reached full attainment of SLOs (to be completed by R&A)? ___% (1.875 points)
14. Student Learning Survey Results (5 points)

SCHOOL MAKING A DIFFERENCE INDEX

Evidence of Student Learning: Elementary School

1. Promotion rate for 20XX-XX ___% (to be completed by R&A)
2. Promotion rate for 20XX-XX ___% (2.14 points)
3. Percent of students on the Honor Roll in 20XX-XX? ___%
4. Percent of students on the Honor Roll in 20XX-XX? ___% (2.14 points)
5. Percent of students reading on grade level in 20XX-XX? ___%
6. Percent of students reading on grade level in 20XX-XX? ___% (2.14 points)
7. Number of professional development opportunities offered at school for staff in 20XX-XX _____
8. Number of professional development opportunities offered at school for staff in 20XX-XX _____ (2.14 points)
9. Attach evidence that staff members were offered input into content of their professional development
10. Attach evidence of data-driven meetings throughout the year with a focus on student learning and assessment analysis. (2.14 points)
11. Percent of teachers who reached full attainment of SLOs (to be completed by R&A) ___% (2.14 points)
12. Student Learning Survey Results (5 points)


IN WITNESS WHEREOF, the parties hereunto set their hands and seals this 12th day of June, 2018.

BOARD OF EDUCATION OF
CHARLES COUNTY


Amy L. Hollstein
Chief Negotiator


Randolph Sotomayor
Member, Negotiations Team


Nikial Majors
Member, Negotiations Team


Barbara Palko
Chairperson, Board of Education



Kimberly A. Hill, Ed.D.
Superintendent of Schools

EDUCATION ASSOCIATION OF
CHARLES COUNTY


Courtney L. Dowling,
Chief Negotiator


Leslie Schroeck
Chairperson, Negotiations Team


Linda McLaughlin
President, EACC
Ex-Officio Member, Negotiations Team


Tammika Little
Member, Negotiations Team


Andrew Shanbarger
Member, Negotiations Team


Frank Steenburn
Member, Negotiations Team