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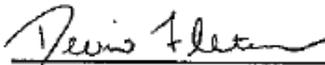
**2021-2022  
MASTER CONTRACT**

**TULSA PUBLIC SCHOOLS  
And  
TULSA CLASSROOM TEACHERS ASSOCIATION**

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**Final Agreement**

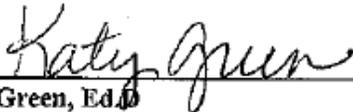
**This certifies that the negotiating teams for TPS and TCTA have reached final agreement on all terms of this Master Contract.**



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Date: Apr 5, 2022

# TABLE OF CONTENTS

<b>ABSENCES and LEAVES</b>	<b>8</b>
Absences And Leave	8
Absence Arrangements Made in Advance	8
Reporting an Absence	8
Sick Leave Days	9
Abuse of Sick Leave	10
Sick Leave	11
Immediate Family	11
Military Leave	11
Temporary Leave – Legal Proceedings	11
Full Pay Deduct	11
Substitute Deduct	12
Bereavement	12
Funerals	12
Jury Duty	12
Procedure for Requesting Exemption from Jury Service	12
Personal Business Days	13
Religious Observance Days	13
School Business Leave	14
Emergency Leave	14
Extended Leaves of Absence	14
Parental Leave	15
Personal Illness	15
Caring for Sick Member of Immediate Family	15
Further Study	15
Public Office	16
TCTA President and First Vice President	16
Extended Military Leave	16
Sabbatical Leave	16
Extended Leaves for Reasons Other Than Listed Above	16
Leave Verification	17
Family and Medical Leave	17
Unused Sick Days	18
Sick Leave Sharing Program	19
<b>COMPENSATION AND FRINGE BENEFITS</b>	<b>20</b>
Salary Schedule	20
Recruitment Incentives	21
Benefit Payout Following Termination of Employment (Insurance)	21
Career Increment	22

Military Service	22
Credit for Years of Service	22
Extra Professional Duties	22
Fringe Benefits	22
Pay Periods for New Teachers	22
Date of Issuance of Pay Warrant	23
Salary Adjustments	23
<b>EMPLOYMENT</b>	<b>23</b>
Review of Annual Employment Contracts (Applicable to Members of the Bargaining Unit)	23
Change of Name or Address	23
New Teacher Certification/Licensing	24
New Teacher Orientation	24
Position Upgrades	24
Probation of Certified Personnel	25
Promotions of Certified Personnel	25
Reduction In Force Provisions	26
<b>CERTIFIED TEACHING PERSONNEL</b>	26
I. Prompting Oklahoma Legislation	26
II. General	26
III. Criteria for Non-reemployment of Teachers in Affected Positions	27
IV. "Bumping" Rights	27
V. Procedures For Reduction in Force	28
VI. Re-employment or Other Employment After Reduction in Force	29
Residency Program	30
Resignations	30
<b>GRIEVANCE PROCEDURE</b>	<b>31</b>
I. DEFINITIONS	31
II. PURPOSE	31
III. GENERAL PROCEDURES	31
IV. Level One – Principal or Immediate Supervisor (Prerequisite for Filing a Formal Grievance)	33
V. Level Two – Principal or immediate Supervisor (Formal Grievance)	33
VI. Level Three – Superintendent	33
VII. Level Four – Board of Education	34
<b>PROFESSIONAL LEARNING/ CONTINUING EDUCATION</b>	<b>34</b>
Conferences, Workshops	34
Notice of Professional Learning/Training Meetings	35
Educational Conferences	35
Professional Improvement	35
<b>STUDENTS</b>	<b>36</b>
Assignments for Absent/Suspended Students	36

Pre-Kindergarten Screening and Transition Days	36
Progress Reports / Report Cards	37
<b>TEACHER CONDUCT AND EVALUATION</b>	<b>37</b>
Right to Representation/Teacher-Administrator Conferences	37
Multiple Measure System of Evaluation	38
The Qualitative Teacher Evaluation Process	38
1. Statement of Purpose	38
2. Frequency of Qualitative Evaluation	38
3. Method of Qualitative Evaluation	39
4. Personnel Affected	39
5. Procedure for Qualitative Evaluation	39
6. Procedure for Filing	40
7. Provisions for Amendments	40
8. The Observation and Evaluation Process	40
Causes for Dismissal or Nonrenewal of Teachers	41
Standards of Performance and Conduct for Teachers	41
Certified Employee Personnel File	42
Removal of Documentation in Personnel File	43
<b>TEACHING ASSIGNMENTS</b>	<b>43</b>
Assignment of Teachers	43
Classroom Interferences/Student Discipline	44
Faculty Discipline Committee	45
Referral Process	45
Suspension Review Committee Appeals	45
Departmental Meetings	46
Extended School Year for Alternative Education Sites	46
Faculty Meetings	46
Mandated Attendance at Special Events	47
Cover Pay	47
Classroom Rotation Coverage System--Secondary Schools	48
School Closings	48
Special Assignments - General Information	48
Teacher Rebalancing and Reassignment	50
Voluntary Transfer	50
Administrative Transfer	51
<b>TULSA CLASSROOM TEACHERS ASSOCIATION</b>	<b>51</b>
Association Privileges	51
Committees	52
TCTA Dues Deductions	52
TCTA Meetings	52
Written Notice of TCTA Building Representatives/Lists of Teachers to TCTA	53

<b>WORKING CONDITIONS</b>	<b>53</b>
Teacher Work Year	53
Contract Day	54
Planning Periods	54
Lesson Plans	54
Lunch Periods	55
Public Reprimands/Dignity and Respect	55
Assault and Battery	55
Issues Involving Assault	55
Professional Dress	56
Travel Reimbursement	56
Student Schedules	57
Parent-Teacher Conferences	57
Moving Classrooms	57
Use of Telephone	57
Faculty Lounge	57
Special Programs IEP Conferences During School Day	57
Sign-In Sheets	57
Information on the District's Website	58
Posting Information	58
Teacher Allocation Announcement of Building Allocation	58
Assignments – Substitute Location When Work Occurs in a Classroom	58
Schedule Changes	58
Administration – Substitutes for District-Required Workshops	58
<b>SCHEDULES</b>	<b>59</b>
SCHEDULE I	59
2021-2022 SALARY SCHEDULE**	59
SCHEDULE II	61
SPECIAL ASSIGNMENT RATES OF PAY & TEACHER ATTENDANCE INCENTIVE PILOT	61
Special Assignment	61
Junior High Sports	64
6th Grade Sports	64
High School Sports	65
Do not enter on Stipend Reporting website	66
2017-2018 Teacher Incentive Pilot:	70
SCHEDULE III-A	72
Confidential Evaluation Forms	72
Counselors	72
Deans	73
Librarians	74
Nurses	75

Speech-Lang Paths/School Psychologists	76
Professional Development Teachers	77
Teachers	78
SCHEDULE III-B	79
TLE OBSERVATION FORMS	79
Counselors	79
Deans	91
Librarians	103
Nurses	116
Speech-Lang. Path./School Psychologists	126
Instructional Mentors (formerly Instructional Coaches)	134
Teachers	149
SCHEDULE III-C	169
TLE SYSTEM'S PERSONAL DEVELOPMENT PLAN AND FOLLOW-UP REPORT	169
SCHEDULE III-D	171
TLE OBSERVATION & EVALUATION HANDBOOK FOR EVALUATORS USING THE TULSA MODEL	171
SCHEDULE III-E	204
TULSA MODEL GOAL SETTING FORM	204
SCHEDULE IV	207
NEGOTIATIONS PROCEDURAL AGREEMENT	208
SCHEDULE V	213
FRINGE BENEFITS	214
Fringe Benefits	214
Flexible Benefit/Cafeteria Plan	214
Group Dental Insurance	214
Group Health Insurance	215
Life Insurance	215
APPENDIX A	216
WORKERS' COMPENSATION	217
Workers' Compensation: Questions and Answers	218
WORKERS' COMPENSATION	222
APPENDIX B	223
USE OF ALCOHOL AND ILLEGAL CHEMICAL SUBSTANCE BY EMPLOYEES	224
TESTING EMPLOYEES AND APPLICANTS FOR EMPLOYMENT	224
APPENDIX C	230
RETIREMENT	231
APPENDIX D	231
Employee Assistance Program (EAP)	232
APPENDIX E	232
COBRA	233
APPENDIX F	233

TULSA TEACHERS AND EMPLOYEES IMMEDIATE ASSISTANCE CLUB	234
TTEIAC FORM	234
APPENDIX G	236
APPENDIX H	259
Grievance Form A	259
Grievance Form B	260
Grievance Form C	261
Grievance Form D	262

# **ABSENCES and LEAVES**

## **Absences And Leave**

Independent School District No. 1 of Tulsa County, Oklahoma (the District), provides for days off of work connected with illness, for injury or illness, and for other reasons as detailed in the negotiated agreement or as mandated by federal or state law. Sick leave benefits provided by the District are strongly endorsed by the District Board of Education, Superintendent and Professional organizations as desirable and necessary to provide a degree of individual and family security during times of illness or injury and at other times that make an absence difficult to avoid. While the District has a strong commitment to providing the leave described herein, when the need for leave is foreseeable and there is flexibility in scheduling, certified staff are encouraged to make their appointments and schedule any necessary leave in a manner that minimizes the impact of their absences on students, colleagues and the best interest of the District. For example, when and if practicable, certified staff are encouraged to avoid taking leave during instructional time, as well as avoid taking leave on the District's professional learning days and parent/teacher conference days or other days that are otherwise critical to be present. This language is not intended to discourage the taking of leave and does not establish additional conditions or requirements on the taking of leave to which certified staff are entitled.

A teacher is absent when the individual does not report to or spend the major portion of a full or half day at their assigned building. Teachers desiring or requested to be absent should make a request in accordance with the established procedures. All absences under these conditions should be reported on the proper payroll.

## **Absence Arrangements Made in Advance**

1. Teachers and/or certified employees using Aesop must arrange with principals for absences that may be set up in advance. These must be reported to Aesop as far in advance as possible.
2. Absences, regardless of reasons, must be reported to Aesop (including professional learning).

## **Reporting an Absence**

1. Certified staff shall report all absences directly to the Aesop System by phone or via the internet. Certified staff must also notify the building principal or designee of all absences by the principal's preferred means of communication. The Aesop service will be available to report an absence twenty-four (24) hours a day, seven (7) days a week. To maximize the functionality of Aesop, all absences should be reported as soon as possible.
2. Morning absence report deadlines may vary from site to site. Generally this time is one hour prior to the start of the school day. Certified staff should check with their site administrator for exact times for their building. Staff will be prompted by the Aesop system if it is too late to report the absence.

3. If, for any reason, an employee is unable to report an absence into Aesop in accordance with the time set by their site administrator, the site administrator may, in lieu of the teacher, report the absence to Aesop.
4. All absences must be reported in Aesop. When calling Aesop or accessing Aesop through the web, the teacher should be prepared to enter the following information:
  - a. Employee ID number, which is the TPS payroll ID# preceded by five zeros (i.e. 0000012345).
  - b. Employee Pin (the last five digits of employee social security number).
  - c. The date and times of the absence.
  - d. The reason for the absence.
  - e. Whether or not a substitute is required.
  - f. Any special instructions for the substitute, such as field trips, special needs, etc. This can be added to sub notes when entering the absence.
5. When reporting a multi-day absence, please enter all absence dates for this job under the specific dates and times menu. Entering the absence under one job will increase the likelihood of having the same substitute for all days of the absence.
6. When reporting an absence, always wait for the CONFIRMATION NUMBER before terminating the phone call or closing the internet browser window. The absence transaction is not complete until the employee receives the confirmation number.
7. Teachers shall report all absences and the anticipated length of such absences directly to the building principal or their designee. If the teacher's supervisor is a person other than the building principal, then the teacher's absence shall be reported to that individual. Each principal or supervisor shall furnish certified staff members with a written statement of the building administration's requirements for the reporting of leave. At a minimum these instructions shall specify who to contact in the event of any absence and one or more alternative contacts such as an assistant principal or the building secretary. The notice shall also specify that in the event none of the individuals designated can be reached the teacher shall phone the substitute office regarding his or her absence.
8. Teachers shall report an absence as soon as possible following recognition that they will be unable to report to work or will be tardy in reporting to work.
9. A teacher must notify the principal as soon as their return date is known. A substitute will be retained unless the principal or their designee is notified by 2:00 p.m. the last school day prior to the intended return date. In the event a teacher fails to notify the principal of an intent to return to work and the teacher and the substitute report on the same day for assignment, the teacher is subject to the loss of a minimum of one-half (1/2) day of substitute deduct pay.
10. Teachers requesting an absence for a personal day must notify their supervisor and enter the absence request into Aesop at least 24 hours in advance of the absence for administrative approval whenever possible.

## **Sick Leave Days**

The District shall annually provide ten (10) paid sick days to each ten (10) month teacher. The right to those days vests at the beginning of the school year. Full-time twelve (12) month teachers qualify for

twelve (12) paid days. Unused sick days accumulate from year to year as long as the teacher remains continuously employed by the District. Any personal business days not used during the school year shall roll into accumulated sick leave days for the upcoming school year if the teacher remains employed by the district for the following school year. Should a teacher be eligible for retirement and notify the District by close of business on May 1 of their intent to retire, their unused personal days will be applied to sick leave for the year in which they are retiring. No other unused days accumulate from one year to the other. Sick days are reduced in increments of not less than two (2) hours for each day, or part thereof, that the teacher is absent for covered reasons.

If, after exhausting all sick days provided above, a teacher is absent from their duties due to personal accidental injury, illness or pregnancy, the teacher shall receive their full contract salary less the rate paid to a non-certified substitute for an additional period of twenty (20) days. These days also vest at the beginning of the school year.

A teacher may use available sick days for the following reasons: personal illness or injury and illness or injury in the immediate family. Use of sick days for routine dental or medical appointments is discouraged. However, when the teacher cannot avoid making medical or dental appointments on work time, the teacher may use sick days for this purpose. Up to fifteen (15) sick days may also be used when additional time is needed for bereavement. Additionally, up to twelve (12) weeks of sick and sub-deduct leave may be allocated to paid Parental leave to allow a teacher to care for the teacher's newborn baby or a child newly placed with the teacher for adoption or foster care within the first year after the birth or placement, or when time off work is needed for appointments or court hearings related to the adoption or permanent foster care process prior to an expected placement. The twelve (12) workweeks of sick and sub-deduct leave that may be allocated to paid parental leave is inclusive of any paid leave time taken by a teacher for childbirth and their own recovery from childbirth or to care for an immediate family member who is recovering from giving birth to the teacher's child [E.g., a teacher who gives birth and who uses six (6) workweeks of personal business and sick leave to recover medically from birth would be able to allocate up to six (6) additional workweeks of sick and/or sub-deduct leave to paid parental leave to care for/bond with the baby. Similarly, a teacher whose spouse gives birth to the teacher's child and who uses six (6) workweeks of personal business and sick leave following the birth to care for the spouse while the spouse recovers would be able to allocate up to six (6) additional workweeks of sick and/or sub-deduct leave to paid parental leave to care for/bond with the baby.]

## **Abuse of Sick Leave**

A teacher who abuses the entitlement to sick days is subject to disciplinary action including the possibility of non-reemployment or dismissal. Abuse of sick days includes misrepresentation of the reason for absence as well as use of sick days for unauthorized purpose or failure to return to work when the teacher has been released by their physician to return.

A teacher may be required to submit appropriate documentation concerning the cause of absence in order to qualify for sick days. Appropriate documentation shall include, at the direction of Talent Management, any of the following:

1. A physician's statement affirmed by the teacher;
2. The teacher's statement reviewed by the Principal or immediate supervisor;
3. Such other information as may be indicated by the circumstances.

Requested documentation shall be submitted:

1. When requested by the Principal, immediate supervisor or Talent Management;
2. When sick days are claimed on days of unusual or inclement weather;
3. When sick days are claimed on days immediately preceding or immediately following holidays or non-work days other than weekends; and/or
4. When sick days are claimed during the last four weeks of active employment each year.

## **Sick Leave**

A teacher may use accumulated sick leave for personal illness or injury, or illness, injury, or death in the immediate family. A teacher shall not be discouraged from exercising their legal right to use personal leave or legitimate sick leave.

Written Request - A written request is not required.

Prior Approval - Prior approval is not required.

## **Immediate Family**

The term immediate family shall mean husband, wife, spouse and the following relatives: parent, child, sibling, grandchild, grandparents, and corresponding relatives by affinity (marriage/union).

## **Military Leave**

Written Request - For paid military leave, written request must be submitted to Talent Management after being initialed by principal or other appropriate supervising authority. A copy of official orders must be submitted with request.

Prior Approval - Not required.

## **Temporary Leave – Legal Proceedings**

The District shall provide temporary leaves, with pay, for the time necessary for appearance in legal proceedings affecting the teacher's employment, the school, the system, or in other legal proceedings as required by law except those in which the teacher is the defendant or plaintiff. Jury duty is included in this category.

Written Request - Written request must be submitted to Talent Management after initialed by the principal or immediate supervisor.

Prior Approval - Prior approval will be obtained from the Chief Talent Officer.

## **Full Pay Deduct**

Should it become necessary for a teacher to be absent for any reason not applicable or approved according

to the Board of Education policies for granting leave beyond the number of working days for which sick leave benefits are provided, for each day of absence there shall be deducted from the teacher's salary the amount of the teacher's daily rate of pay computed as provided in the contractual agreement.

Written Request - Requests will be submitted through the principal to the Chief Talent Officer.

Prior Approval - Prior approval must be obtained from the principal and the Chief Talent Officer.

## **Substitute Deduct**

Substitute deduct of up to twenty (20) school days will also be used when sick leave is exhausted. An amount not to exceed the cost of a substitute teacher shall be deducted from the salary of the regular teacher.

## **Bereavement**

The District will provide up to five (5) paid leave days to teachers for the death of any immediate family member. This leave is not cumulative or payable on termination. The teacher must notify their supervisor prior to taking the leave. Up to fifteen (15) sick days may also be used when additional time is needed for bereavement.

## **Funerals**

Teachers may be allowed to attend the funeral of a fellow faculty member or the member's immediate family without loss of sick leave, pay, or personal days, contingent upon their being able to arrange volunteer class cover from within the building at no cost to the school district.

## **Jury Duty**

All teachers of the District are encouraged to serve jury duty when summoned. If a teacher who is absent on jury duty needs a substitute, this substitute will be paid by the school district. The teacher will incur no loss of salary.

A teacher will be paid by the school district for only the actual number of days of jury duty for which the court has reimbursed them. If the teacher is excused from jury duty for one half day or an entire day, they are expected to be at their assignment.

A teacher who is summoned for jury duty and plans to serve should complete an Employee Absence Request Form; secure the principal's/departments head's signature, and forward the form and jury summons to the Chief Talent Officer as early as possible.

## **Procedure for Requesting Exemption from Jury Service**

Those individuals who feel that jury service would be professionally impractical may request to be excused and their service rescheduled under the following conditions:

1. Teachers may be excused from jury service during:
  - a. The first month of the school term, and
  - b. The last two weeks of the school term.
2. Teachers may be excused from jury service during the nine weeks and semester exams.
3. Special education teachers will normally be excused upon request.
4. Teachers will be excused on an additional basis if jury service would constitute an undue hardship to students. The Jury Chief Judge will make the determination, based on recommendation from the District's Superintendent. This determination should be made primarily on the basis of whether a substitute is readily available.

Teachers who desire to be excused from jury service under the foregoing guidelines should submit to Talent Management the [Jury Excuse Form](#) which is available on the District's website along with a legible photocopy of the Jury Summons. If the excuse falls under Condition 4, a statement must be placed on the back of the summons that jury service by the teacher would constitute a hardship on the students and specify in one or two sentences the exact reasons why their absence would constitute a hardship to students.

After the principal signs the summons, it will be sent to Talent Management, where the category applicable to the request will be noted on the summons.

The summons will then be mailed to the School Board attorney, who will take necessary legal proceedings to have the individual's request properly processed. A teacher is not excused and their service rescheduled until the court has approved the request. The attorney will notify Talent Management regarding the determination. The Chief Talent Officer will then notify the teacher. An individual who has not been advised that their request for excuse has been approved or denied should call the office of the Chief Talent Officer on the day prior to the reporting day.

Talent Management will maintain records of the persons who serve jury duty and who are excused and furnish this information to the Jury Chief Judge in June of each year.

## **Personal Business Days**

Each teacher will be provided with five (5) personal business days. The first four personal days used shall be at no cost to the teacher. The last day shall be charged to the teacher at the lowest daily substitute pay rate, which is subject to change. Except in the event of an emergency or extenuating circumstances, the teacher shall notify and obtain the approval of their supervisor a minimum of twenty-four (24) hours prior to taking these days. Any personal leave days not used during the school year shall roll into accumulated sick leave days for the upcoming school year. Should a teacher be eligible for retirement and notify the District by close of business on May 1 of their intent to retire, their unused personal days will be applied to sick leave for the year in which they are retiring.

## **Religious Observance Days**

Teachers may request time off for the purpose of religious observance and use personal business leave days, if available, or be charged a full day deduct. These days must be approved in advance by the teacher's

supervisor. Provided the request meets the criteria stated above, it will not be unreasonably denied.

## **School Business Leave**

If the principal or teacher's supervisor determines that a school sponsored activity or professionally related meeting or activity endorsed by the school system requires that the teacher be absent from their regularly assigned duties, the teacher will be given a leave of absence with pay for the necessary period.

Teachers will be permitted to attend two days of educational meetings pertaining to the teacher's assignment during the time classes are in session. Approval must be obtained from the immediate supervisor and attendance at the meeting will be allowed if it will be of benefit to the District. Every effort shall be made to give ten working days notice prior to the approved absence.

## **Emergency Leave**

Teachers will have up to five (5) days, at no loss of pay, available annually for the purpose of handling emergencies. The purpose of this leave is to allow time off for an unforeseen event requiring the teacher's absence for duties or responsibilities that cannot be handled outside the normal school day. Whenever possible, approval of their immediate supervisor or a designee of the Superintendent, prior to taking any leave is required.

## **Extended Leaves of Absence**

Extended leaves of absence may be paid or unpaid, depending on the reason for the absence and the teacher's available paid leave. Teachers may be required by the district to apply for a leave of absence regardless of the teacher's available paid leave. Extended leaves of absence without pay may be granted for the reasons stated in this section only after the teacher has been employed by the District for at least three consecutive years as a full time contract teacher, except in cases of military service. Extended leaves of absence will not be granted to teachers who do not meet the conditions or who fail to follow the procedures outlined in this policy. All extended leaves of absence are granted to June 30 of the year in which the leave commences and may be renewed in certain instances upon written request as stated below. Teachers requesting an extended leave of absence or renewal of a previously granted extended leave of absence shall submit a written request to Talent Management. Such request shall designate the reason for such leave, and the beginning and ending dates of the requested leave shall be filed, when possible, not less than one month prior to the beginning of the requested leave of absence. All extended leaves of absence shall expire automatically on June 30 of each year, subject to renewal as herein provided. If the position of the teacher is eliminated during the first calendar year of the extended leave of absence, the teacher shall be returned to a substantially equivalent position.

While on an unpaid extended leave of absence, a teacher must pay the District portion of the dental and health insurance premiums as well as any dependent coverage in order to keep this coverage in force.

In granting an extended leave of absence beyond one year or returning from a one-year extended leave of absence under this category the District signifies its intention to reemploy the teacher to a similar position at the end of the leave, provided:

1. There is an existing vacancy for which the individual is qualified, and
2. The teacher complies with all requirements of re-employment

**Extended leaves of absence are granted in the following situations:**

**1. Parental Leave**

A teacher may request an extended leave of absence in order to care for a newborn or a child placed with the teacher for permanent foster or adoption within the first year of placement. Parental leave is inclusive of any time taken off for childbirth and recovery from or to care for someone recovering from childbirth. After the first twelve (12) weeks of parental leave, when sick, sub-deduct, and/or donated sick leave may be used (if available), any remaining extended parental leave is unpaid unless personal business or vacation leave is used. Parental Leave may be renewed for two successive school years.

**2. Personal Illness**

Requests for leave of absence for personal illness, requests to return from such leaves, or requests to extend such leaves must be accompanied by a physician's statement. Such statements will indicate the nature of the illness and specifically state that the individual is unable to perform their assigned duties or other gainful employment. Statements to return shall indicate that the teacher has sufficiently recovered to resume normal duties. Teachers on leave of absence for personal illness will not be permitted to do substitute teaching. *A leave of absence for personal illness may be renewed for two successive school years.*

Requests to return from extended leaves for personal illness, automatic leaves, or temporary disability must include a physician's release to return to work, stating that the teacher has sufficiently recovered to resume normal duties.

If a request for return or for extension of an extended leave of absence has not been submitted in writing to Talent Management prior to April 25 each year, the leave of absence will lapse and the individual's employment will be deemed to have terminated. When a regular teacher is placed on extended leave of absence, a replacement may be assigned to the position at the regular salary to which the replacement would be entitled as a regular teacher during the year for which the extended leave is granted. The contract services of the replacement teacher will be designated in each such assignment for termination as of the date the regular teacher is able to return. If such leave is extended by written request into the following school year, the above provision shall remain in effect for one calendar year from the effective date of the original leave, after which a permanent teacher may be assigned to the position. The purpose of the above regulation is to enable a teacher to be on a leave for one calendar year and return to the same position.

**3. Caring for Sick Member of Immediate Family**

Request for leave of absence to care for a sick member of the teacher's immediate family must be accompanied by a physician's statement. This leave of absence may not be renewed.

**4. Further Study**

An extended leave of absence for further study may be granted for approved courses of study for not less than 20 hours of credit for the school year. Teachers failing to comply with this requirement will not be entitled to leave of absence benefits. This leave of absence may be extended for two

successive school years. Requests for leave of absence for further study submitted after June 30 will not be granted.

Requests to return from extended leave for study should be accompanied by an official transcript showing successful completion of 20 hours of college credit during a year's leave or showing such courses in progress.

## **5. Public Office**

Teachers will be granted a leave of absence for up to one year in order to become a candidate for public office. If elected, the teacher may return to their employment after the term of office (including any reelection to the same or other public office) has expired. The teacher will be reinstated at the salary step to which they were entitled when leave was granted.

## **6. TCTA President and First Vice President**

The TCTA President and First Vice President shall be given an extended leave of absence from their regular teaching assignment and during the leave be given credit on the salary scale for years in which they serve as President or Vice President. Upon return, the former officers will be restored to their previous assignments. In the event the previous assignment(s) has been eliminated during the leave of absence, they shall be assigned to a similar position with full credit for the years of service as officers.

## **7. Extended Military Leave**

A teacher who is called to active duty in the Armed Services of the United States, or who is a member of a reserve component and is ordered to active duty, shall be entitled to a leave of absence during the period of active duty and shall be entitled to reinstatement and benefits to the extent provided by applicable state and federal laws. The first thirty (30) days of such leave of absence shall be fully paid by the District. This category is not intended to apply where the teacher is ordered to active duty for temporary routine training, summer camp, or similar situations involving active duty of less than sixty (60) days.

## **8. Sabbatical Leave**

A teacher may request an unpaid leave of absence after seven years to pursue travel, study or employment. Such a leave will only be considered if in the best interest of the District. This leave may be granted once every seven years and cannot be extended.

If the leave of absence is granted and the teacher returns to the District within one year, they may be returned to their former school and previous assignment if available. Teachers shall notify District officials prior to April 25, of their intent to return.

## **9. Extended Leaves for Reasons Other Than Listed Above**

Extended leaves of absence for reasons other than those listed in Sections one (1) through eight (8) may be recommended by the Superintendent to the Board of Education when, in the judgment of the Superintendent, such leave would be in the best interest of the school system and/or the teacher. This leave of absence may not be renewed.

## **Leave Verification**

Each teacher is responsible for completing an appropriate leave form and supplying information related to the nature and type of leave requested or taken. Whenever possible, the request for leave must be submitted prior to the leave. In instances where prior approval of leave is required, the leave form must be submitted in sufficient time to permit the teacher's supervisor to approve or disapprove the leave. When due to an emergency or other unforeseeable circumstance the teacher is unable to submit a request for leave prior to the leave, they shall be responsible for accurately completing the leave/verification of leave form as soon as this can be accomplished following the teacher's return from leave.

If an extended absence or special circumstances are involved, the teacher may be required by the District to complete and return a leave form during the period of absence. In such an instance, the District will cooperate fully with the teacher by making a leave form available.

In any case in which a leave request or verification of leave is submitted to the District, it shall include the signature of the teacher and the representation that the teacher has truthfully and accurately represented the nature and type of leave and any facts related to the leave.

This provision is not intended to displace other negotiated provisions that designate leave to which teachers are entitled, establish timelines for requesting leave, or specify whether leave requires approval as a condition of leave.

## **Family and Medical Leave**

The District reserves the right to, in the event of a qualifying reason for leave under the Family and Medical Leave Act of 1993 (Act or FMLA), require the teacher to submit appropriate information consistent with the Act.

It is the intent of the District to comply with the mandatory requirements of the Act in questions which arise with regard to a teacher's entitlement to FMLA. Mandatory provisions of the Act shall control in the event of a dispute.

A teacher may be granted up to twelve weeks of leave [60 work days] for conditions covered by the Act. The leave may be an unpaid leave or may be unpaid leave combined with applicable accrued vacation, personal business and/or accrued sick leave days. Whether the leave is paid, unpaid, or combination of the two is dependent upon paid leave accrued by the teacher. FMLA leave may be taken on an intermittent or reduced schedule basis only if medically necessary.

To qualify for leave under the Act, a teacher must meet the following conditions:

1. The teacher must be employed at least twelve (12) months by the District;
2. The teacher must have worked at least 1,250 hours during the previous twelve month period; and
3. The teacher must request leave for a reason covered by the Act.

FMLA may be granted for the following reasons:

1. Child care: To care for the teacher's child, after birth;

2. Placement Leave: for adoption or foster care;
3. Family leave: To care for teacher’s spouse, child(ren) or parent who has a serious health condition;
4. Personal illness: for a serious health condition that makes the teacher unable to perform the teacher’s job;
5. For qualifying military exigencies;
6. To care for a covered servicemember with a serious injury or illness (up to 26 weeks of leave may be taken in a single 12-month period to care for this reason only); and
7. Pregnancy: To receive prenatal care, for incapacity due to pregnancy, and for a serious health condition (including recovery from childbirth) following birth of the teacher's child.

**PLEASE NOTE!** All forms of paid leave available to a teacher will run concurrently with FMLA leave.

To request leave under the provisions of this policy, an eligible teacher must follow the steps below:

1. Submit in writing a request for leave to the Chief Talent Officer. State the beginning and ending dates of the requested leave and the reason leave is requested. Teachers may also be required to submit a leave request form through Talent Management or a leave management vendor.
2. If the leave is requested for illness, a doctor’s statement will be required.

When the Chief Talent Officer has received a request for leave under this Act, the teacher will be forwarded all necessary forms and instructions to apply for the leave. The District may, in the absence of a teacher’s application for leave, place an eligible teacher on FMLA leave and require any necessary documentation.

Additional information regarding the Act shall be available for review by teachers at each school site and in the district’s FMLA policy.

## **Unused Sick Days**

Teachers who leave the District for any reason following completion of a minimum of ten (10) years of service to the District shall be paid for accrued sick days at the rate of thirty dollars (\$30.00) per day in accordance with the following schedule:

<b>Years of Consecutive Service in Tulsa Public Schools</b>	<b>Percent of Accrued Sick Days to be Paid to Employee</b>
20 or more	100%
19	90%
18	80%
17	70%
16	60%
10-15	50%

The amount payable to the teacher shall be remitted to the teacher in a lump sum or the teacher may choose to have the money paid into a tax shelter program. The teacher, in that instance, shall assume personal responsibility for ensuring that the District is furnished, prior to the payout, the information necessary to make the disbursement to the appropriate tax shelter program. The teacher shall also assume responsibility for ensuring that the payment, based on accumulated sick days, is eligible for payment into a tax shelter program. The teacher shall indemnify and hold the District harmless for its payment of the money, at the teacher's direction, to a tax shelter program.

For the purpose of computing payment for unused sick days, a creditable year of service shall be six (6) school months of service during the contract year. This is equivalent to 120 school days. Records of available sick days shall be maintained, with regard to teachers who terminate employment prior to ten (10) years of service, for use in the event the teacher is employed by another District which shall, by operation of law, accept the transfer of all or a part of the teacher's accumulated sick days. In the event a teacher's employment is terminated by reason of death and the teacher was otherwise eligible for payment related to the accumulated sick days, the amount due the teacher shall be paid to the teacher's estate or otherwise in accordance with the applicable law governing the disbursement of funds following death of a teacher.

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<sup>1</sup> Attorney General Opinion No. 80-300 provides that if a school district pays employees for unused sick days upon retirement or termination of contract, then the payment shall be limited to those days accumulated in the District. Accordingly, the District, in calculating accumulated sick days which shall be eligible for payment, shall consider those days for payment that were accumulated while employed by Tulsa Public Schools during consecutive years of employment. The same opinion of the Attorney General states that once an employee has been paid for accrued sick days by a local district, then those days are no longer to be considered as unused sick days. Consequently, the District reports an employee's accumulated sick days to other entities such as school districts or the Oklahoma Teachers' Retirement System, the District shall note the days accumulated by the employee and shall also report any days for which it has paid the employee.

## **Sick Leave Sharing Program**

Pursuant to applicable law, the District and the TCTA agree to the following Sick Leave Sharing Program:

Sick leave days may be donated from one District teacher to another within the following guidelines:

1. Permission to receive donations will be granted only for a District teacher who is pregnant or recovering from childbirth or who is suffering from or has a relative or household member suffering from an extraordinary or severe illness, injury, impairment or physical or mental condition that has caused or will cause the teacher to exhaust all accumulated sick leave earned pursuant to law and that has caused or is likely to cause the teacher to take leave without pay or to terminate employment, as determined by the Chief Talent Officer or their designee.
2. For purposes of this provision, the following definitions apply:  
"Relative of the teacher" means a spouse, child, stepchild, grandchild, grandparent, stepparent or parent of the teacher.

"Household members" means those persons who reside in the same home, who have reciprocal duties to and do provide financial support for one another, including foster children and legal wards, even if they do not live in the household. This term does not include persons merely sharing the same general house.

"Severe" or "extraordinary" means serious, extreme or life-threatening, including temporary disability resulting from pregnancy, miscarriage, childbirth and recovery therefrom.

"District teacher" means any full-time certified teacher of the School District.

3. The request for permission to receive donations must be in writing and may be presented to the Chief Talent Officer or their designee by the District teacher or another teacher (acting with the affected teacher's permission) in their behalf. A District teacher may be eligible to receive donations if the Chief Talent Officer or their designee determines that the teacher meets the criteria described in this provision and the teacher has followed District policies regarding the use of sick leave. To allow the Chief Talent Officer or their designee to determine whether the teacher meets the criteria described in this policy, the teacher must first submit a medical certificate from a licensed physician or health care practitioner verifying the severe or extraordinary nature and expected duration of the condition.
4. A donee may not use any donated sick leave until their sick leave earned pursuant to law has been exhausted. The donee may use donated sick leave only for the purposes specified in this provision.
5. Donated sick leave will be paid at the daily rate of the donee, not the donor. The sick leave received by the donee will be designated as donated sick leave and will be maintained separately from all other sick leave balances.
6. Donated sick leave not used by the donee during an occurrence as determined by the Chief Talent Officer or their designee shall be returned to the donating teacher. The donated sick leave remaining will be divided among the donors on a prorated basis based on its original donated value, returned at its original donor value and reinstated to the annual leave balance of each donor.
7. The maximum total number of days that may be received as donations by any teacher is one hundred (100) during their total District employment. Provided however, in circumstances in which a teacher or a relative of the teacher has a terminal illness in which the teacher or the relative of the teacher is expected to die within the next twelve (12) months, as certified by a medical practitioner to the Chief Talent Officer or their designee, the teacher may receive up to sixty (60) additional days during the teacher's total District employment for the sole purpose of dealing with the end of life issues faced by the teacher or the teacher's relative. As to a teacher's relative the additional sixty (60) days may be utilized for only one relative.
8. A teacher may donate only days that are earned and accumulated. The donor may donate any amount of sick leave provided the donation does not cause their sick leave balance to fall below ten (10) days.
9. Any contribution of sick leave by one teacher to another is strictly voluntary. No teacher shall be coerced, threatened, intimidated or financially induced into donating sick leave under this provision. Each contribution of sick leave must be confirmed in writing by the donor to the Department of the Chief Talent Officer or their designee.

## **COMPENSATION AND FRINGE BENEFITS**

### **Salary Schedule**

## **See Schedule I**

A teacher will be considered as having had one (1) year of experience if they have taught not less than 120 days for any year. Teachers will be given credit for years of teaching experience equivalent to the amount credited by the Oklahoma State Department of Education (OSDE). Beginning with the 2004-2005 school year, in areas of shortage, as defined by the District's Chief Talent Officer or their designee, teachers will be given credit for all in-state and out-of-state years of experience. Teachers who complete their Masters, Masters plus 30, Masters plus 60, or Doctorate during the first semester will move to the appropriate salary level for the second semester. The salary adjustment will be one-half the amount allowed.

All teachers will be placed on the corresponding step as recognized by the OSDE. In those cases where a teacher is on a higher step than what the state recognizes their step level will not be reduced.

School nurses will receive credit on the salary schedule for all years of experience as a practicing RN.

## **Recruitment Incentives**

Beginning January 18, 2008, the District will pay a one-time \$2,000 recruitment stipend to teachers accepting employment with the District who are properly certified in the areas listed below and will be teaching in that subject. Furthermore, former employees will be eligible for the recruitment stipend if they have been gone from the District more than one (1) school year and have not received a recruitment stipend in the past.

The maximum stipend payable to any new employee will be \$2,000. This stipend must be approved annually by the board of education at its July board meeting for the fiscal year in question:

Special Education - certified in special education and one or more core secondary subjects, elementary education or early childhood education

Secondary - Math Analysis (5503, 5550), Algebra (5501, 5550, 5552), Geometry (5511, 5513, 5550, 5552), Calculus (5505, 5550), Trigonometry (5517, 5550), Statistics (5515, 5550), Intermediate Math (5552), Advanced Math (5550)

Secondary Science - Anatomy/Physiology (6001,6050), Biology (6003 or 6050), Botany (6005, 6050), Zoology (6017, 6050), Chemistry (6006), Earth Science (6009), Physical Science (6013, 6015, 6006), Physics (6015)

Foreign Language - French (2003, 3701), German (2005, 3703), Latin (2007, 3705), Russian (2006, 3709), Spanish (2011, 3711), Chinese (provision certification)

## **Benefit Payout Following Termination of Employment (Insurance)**

July and August fringe benefits are now paid to any teacher who takes a regular payout; that is, receives a paycheck in July and August. That practice will continue until otherwise altered, with notice to TCTA, by the District.

## **Career Increment**

Definition of Creditable Service Requirement.

Career increments for certain creditable service in the District in the amount of \$1,000.00 will be paid. The reference to creditable service for the purpose of calculating the career increment available to teachers after 20, 25, 30, 34, and 37 years of service shall be defined as service in the District plus years of out-of-district service for which the teacher has received credit on the District salary schedule. This definition of creditable service shall apply to those eligible for career increments as of September 1, 1998, and after that date.

## **Military Service**

Eligible teachers shall receive credit on the salary schedule for military service as permitted by the State Department of Education.

## **Credit for Years of Service**

Teachers who move into a role that moves them from the classroom into a role that places them on a non-Tulsa public Schools Teacher Salary Schedule will be internally credited for their years of service each year that they work in the new position and will be placed on the corresponding step of the salary schedule with full TPS credit for years of service within the district if and when they return to the classroom. Please note that this will not impact the State Personnel Report.

## **Extra Professional Duties**

Any classroom teacher who teaches an in-service (continuing education) course or driver's education course shall be compensated at the rate of \$23.00 per hour.

## **Fringe Benefits**

See Relevant Listing and Explanation as to Fringe Benefits in Schedule V.

Any contact with the Employee Assistance Program (EAP) is treated confidentially, and is in no way reflected in the personnel record since it is a community service and not company related.

## **Pay Periods for New Teachers**

Pay periods for all newly hired teachers shall be adjusted to provide for the first paycheck on the first Friday of each September, and a second paycheck on the regularly scheduled pay date. Each September payment shall be based on one-half of the first month's salary. Thereafter, salary payments shall be made on

the same schedule as for other certified teachers.

## **Date of Issuance of Pay Warrant**

The payday for certified personnel will be on the twentieth day of each month. Should the twentieth fall on a day when school is not in session or on a legal holiday, the payday for that pay period will be on the last work day before the twentieth.

## **Salary Adjustments**

When a teacher improves their professional status by acquiring the required number of approved hours or a degree, they will be entitled to move from one education lane to another on the teachers' salary schedule by moving horizontally to the education lane for which they have become eligible.

**Fractions of school terms of not less than one (1) month may be combined to make a total of not more than two (2) years of experience.**

# **EMPLOYMENT**

## **Review of Annual Employment Contracts (Applicable to Members of the Bargaining Unit)**

The District shall make a copy of its annual employment contracts, applicable to members of the TCTA bargaining unit, available to a designated representative of TCTA. TCTA shall be invited to comment regarding changes proposed in the District's annual employment agreements which are issued to individuals within the bargaining unit represented by TCTA. TCTA shall submit written comments to proposed changes in the agreements, within five workdays of the receipt of the amended employment agreements.

The District will provide all certified teachers with a duplicate copy of their annual contract at the time of signing. Teachers on temporary contracts will receive notification of their employment status by May 1.

## **Certification Reminder**

In February of each year, TPS will remind all teachers via email to review and, if applicable, renew their certifications with the Oklahoma State Department of Education and to complete their background check. The subject line of this email will read "Teacher Certification Renewal and Background Checks."

## **Change of Name or Address**

Any teacher whose name is changed by marriage, divorce or other legal procedures must immediately

notify Talent Management of such change. Teachers must also notify the District of a change in address by making such changes through its Employee Self Service located on the Tulsa Public Schools website.

## **New Teacher Certification/Licensing**

The procedures for all new teacher candidates are as follows:

1. In order to be eligible to be employed by the District, a teacher must be certified for the position for which they are being hired.
2. Contracts are not signed or issued until a certificate or license is on file.
3. Securing the certificate/license is the teacher's responsibility and a condition of their employment.
4. In cases where a teacher candidate meets certification/licensing requirements but has not yet received a certificate/license, the District will allow (according to law) the candidate to work as an apprentice and be paid at the apprentice rate of pay.
5. Since contracts are not signed until after the certificate/license is on file, contract salary payments are retroactive only to the date of the contract signing and not the date of the certificate/license or date of employment.
6. Teacher candidates failing to file a certificate/license within the first twenty (20) working days will be relieved of their duties and any commitment previously made by the District will be null and void.
7. Teacher candidates working on a substitute teacher basis will not be entitled to any fringe benefits during the said period of service.
8. Teacher candidates working on an apprentice teacher basis will be entitled to any fringe benefits during the said period of service.

## **New Teacher Orientation**

A program shall be conducted for the introduction of new teachers into the school system, providing a minimum of two days of orientation prior to the reporting date for all teachers.

Each teacher new to education shall be assigned to an experienced member of the staff of their school to whom the new teacher may turn for advice and guidance during the school year in addition to having the availability of an instructional mentor. Teachers who have returned from retirement or who have prior teaching experience will have made available to them a building level mentor and an instructional mentor to use as resource options.

## **Position Upgrades**

A position need not be posted as a vacancy when the position has been altered as a result of reallocation of job functions, assigned a higher pay grade, or when following the modifications to the position, it remains a position for which the incumbent teacher is qualified by virtue of training and background. In those instances where the District is not seeking applicants for the position, no posting is required.

TCTA shall be notified, in writing, ten (10) working days prior to the modification of position. Notification shall include pay adjustment, change in responsibilities, organizational structure, and justification for change.

## **Probation of Certified Personnel**

Any former teacher who returns to a teaching position after having been away for one or more school years following a resignation will begin a new three-year period of probation.

## **Promotions of Certified Personnel**

The following items are among those considered in making promotions:

1. Evidence of superior scholarship at the undergraduate level.
2. Graduate work related to the specialized area involved in the promotion and the scholarship in that graduate work.
3. Evidence of having distinguished oneself in present or prior assignments.
4. Evidence of having demonstrated successful interpersonal skills.
5. Extent to which the Superintendent's Personnel Committee has adjudged the applicant for promotion to have potential for educational leadership. Length of service in the District may be considered.

Any vacancy in any promotional positions including but not limited to positions as Assistant Superintendents, Directors, Coordinators, Administrative Assistants, Principals, Assistant Principals, Counselors and Teachers on Special Assignment, shall be publicized by a notice posted on the District's website, for at least twenty (20) calendar days, exclusive of holidays. Positions may be filled five (5) work days after publication. Acting positions will be advertised in the same manner as permanent positions during the spring of the year. However, the administration reserves the right to appoint staff members to acting positions on a temporary basis, not to exceed the remainder of the school year, when time does not permit advertising to occur. Posting of vacancies during the summer months shall be on the District's website. Notices of vacancies in department chairpersonship for team lead shall be posted by the principal within the individual building for a like period. Such notice shall clearly set forth the qualifications and compensations of the position. A copy of every such notice, excepting those for department chairpersonships or team lead, shall be delivered to the Association at the time of such posting.

Within twenty (20) calendar days, exclusive of holidays, following the initial posting of the vacancy, any teacher who desires to fill such vacancy shall file their application with the Superintendent in writing on an

approved form, which shall be provided by Talent Management upon request. Applications for department chairpersonships or team lead shall be made in writing to the building principal.

When vacancies occur in promotional positions, those teachers with written requests on file for such positions will receive first consideration, provided they are certified and otherwise qualified for the position. If a certified person is not available, then one who is willing to obtain certification will be considered upon recommendation by the building principal.

When there is a vacancy in any special assignment within a building, a notice of vacancy shall be posted in the building for a period of not less than five working days before the position is filled.

## **Reduction In Force Provisions**

### **CERTIFIED TEACHING PERSONNEL**

(In Force Beginning July 1, 2012, to Implement SB 2033 Terms)

#### **I. Prompting Oklahoma Legislation**

Oklahoma Statutes at Section 6-101.31 of Title 70, provide as follows: - The primary basis used in determining the retention or reassignment of affected teachers and administrators when a school district implements a reduction in force plan shall be the ratings of the teachers and administrators as measured pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6 of this act.

#### **II. General**

1. Reasons for a Reduction in Force. Any teacher in the District may be non-reemployed for the following fiscal year when the board decides that due to

(a) a financial necessity or

(b) a program change or

(c) a decline in enrollment or

(d) other business inevitability as determined by the board, a reduction in the teaching staff for the following fiscal year is necessary.

2. Definitions. For the purpose of this section, the following terms have the stated meanings:

a. "Financial necessity" means a reduction in the District's financial resources that in the sole judgment of the board of education will result in a reduction in the District's current or future operating budget.

b. "Program change" means any elimination, curtailment or reorganization of a curricular /

instructional offering, program or school operation or a reorganization or closing of a school or a consolidation of two or more individual schools or school districts.

c. "Declining enrollment" means a decrease in the District's total enrollment or enrollment in a particular program or curricular / instructional offering which in the sole judgment of the board of education may adversely affect the District's current or future funding and/or the necessity of maintaining certain current or future class sections or curricular / instructional offerings.

3. Criteria for Eliminating Positions. The primary standard in implementing any reduction in force shall be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the District. In deciding which positions to eliminate, the superintendent and the board will consider the curriculum, instructional focus and the unique / multidimensional needs of students. Natural attrition will always be used as the first means of reducing the force.

### **III. Criteria for Non-reemployment of Teachers in Affected Positions**

For the purpose of Reduction in Force, a three-year average of the Tulsa Model rankings shall be used. The three-year average shall be defined as rankings from the current school year and the two years immediately preceding the current year. If three years' rankings are not available for said years, then the district shall use the most current years available.

Once a determination has been made as to which positions should be eliminated then the primary basis that will be used in determining which teachers to retain in the affected position(s) will be the Tulsa Model evaluation ranking of the teachers holding such positions as measured (to the nearest hundredth of a decimal point) by the District's Teacher and Leader Effectiveness Evaluation System (TLE). If the rankings of the teachers in the affected positions are identical then the following, in this order, shall control:

- a. Seniority in the District.
- b. The number of certifications held.
- c. Total years of teaching experience.
- d. A lot drawing made by the Chief Talent Officer in the presence of an authorized representative of TCTA.

### **IV. "Bumping" Rights**

1. Only those teachers who have an average three year Tulsa Model ranking that falls at the effective rating of 2.80 or above will be given bumping rights. If three years of rankings are not available, the district will use an average of available years, as defined in the opening paragraph of Section III. In order to bump, a teacher must be certified in the position they seek to move into and must meet all state and federal requirements necessary to hold that position.

2. In the event a teacher eliminated through Reduction in Force is certified to hold a position other than the one being eliminated, said teacher may bump another teacher in that position, as long as the teacher has

seniority over that person and has an average composite ranking score that is greater than the other teacher as measured to the nearest hundredth of a decimal point.

3. If the composite rankings of the teachers in the affected positions are identical then the following, in this order, shall control bumping:

- a. Seniority in the District (as stated above).
- b. The number of certifications held.
- c. Total years of teaching experience.
- d. A lot drawing made by the Chief Talent Officer in the presence of an authorized representative of TCTA.

## **V. Procedures For Reduction in Force**

1. Action by Superintendent. The superintendent, upon receipt of the board's preliminary determination of the necessity for a reduction in force, or upon the superintendent's own decision, shall submit to the board the superintendent's written recommendations for eliminating particular teaching positions. In making recommendations, the superintendent

(a) shall not be limited to considering only positions in the areas or programs designated by the board, and

(b) shall consult with the deputy superintendent, if any, and each relevant principal and administrator in whose school or unit a position elimination is proposed, and

(c) shall take into consideration the criteria set out herein.

2. Action by Board. In the absence of a recommendation from the superintendent pursuant to this section, or when the board of education chooses not to accept the superintendent's recommendation, the board may initiate action without such recommendation provided that it adheres to the other provisions of this Reduction in Force Agreement.

3. Applicability; Notice and Hearing Procedures. The parties acknowledge that teachers on temporary contracts have no right of continued employment and that none of the provisions in this agreement relating to reduction in force apply to such teachers. Prior to taking any action to non-reemploy a teacher due to a reduction in force, whether acting on a recommendation of the superintendent or on its own decision, the board shall provide written notice and an opportunity for hearing to the affected teacher. Because the law does not provide nonrenewal hearings for teachers on temporary contracts no hearing opportunity shall be afforded any teacher on a temporary contract with notice of the expiration of the temporary teacher's contract at the end of the school year being provided to the temporary teacher. The notice and board hearing procedures for teachers other than temporary teachers shall be the same as those provided by Oklahoma law regarding non-reemployment of teachers. Notice of a recommendation of non-reemployment shall be given to the teacher prior to the applicable deadline set by law.

4. Board Hearing. At the board hearing, evidence may be presented by the administration and the teacher,

as to

(a) whether a reduction in force is reasonably necessary and is being made in good faith and for the best interests of the District and

(b) whether the recommendation to not renew the specific teacher is being made in good faith under this Reduction in Force Agreement.

5. Effect of Board Decision. The decision of the board based on the evidence presented at the hearing shall be final and non-appealable.

## **VI. Re-employment or Other Employment After Reduction in Force**

1. Recall. For one school year after the effective date of non-reemployment due to a reduction in force, the board of education shall not fill positions eliminated through reduction in force without first offering such positions to the non-reemployed and eligible teachers. In order to be an eligible teacher for recall, the teacher, at the time of the reduction in force, must have had an overall composite evaluation ranking, for the time period used, of at least 2.80 on a scale of 5.00 and be certified and qualified to teach in the open position. Recall shall be in the reverse order of the reduction in force. In the event one or more teachers eligible for recall are equal in all criteria used in the reduction procedure, the superintendent / superintendent designee shall have authority to select the teacher believed to best fit the needs of the district.

2. Recall Procedures. The offer of reemployment shall be made personally and by certified mail, return receipt requested, and the teacher shall be notified in such notice that if the teacher wishes to accept, the teacher must do so in writing within five (5) calendar days of their receipt of notice. It is the responsibility of the teacher to keep full, accurate and current mailing addresses / phone numbers up-to-date with the Talent Management Department of the District. Failure to receive acceptance within five (5) calendar days or rejection of the offer of reemployment eliminates all reemployment rights of the teacher.

3. Status After Recall. A career teacher who has been non-reemployed and who is then reemployed within one school year shall be reinstated as a career teacher. A probationary teacher who is non-reemployed but is then reemployed within one school year shall be given credit for the time already served as a probationary teacher for the purpose of determining eligibility for career teacher status.

Select Reduction in Force Provisions  
(Read entire agreement for a review of ALL Provisions)

In Force beginning July 1, 2012
Reasons: Financial necessity Program change Decline in enrollment Other business inevitability
Initial Criteria: Natural attrition first

<p>NOTE... there is no distinction between Probationary and Career under State statute beginning July 1, 2012; therefore, see provisions immediately below that affect ALL teachers (other than teachers on a temporary contract).</p>
<p>Non-reemployment of teachers:  Positions identified; lowest composite evaluation rating of teacher is first to be RIFFED.  If ratings are tied, then order of seniority, number of certificates, years teaching, lot drawing.</p>
<p>Bumping Rights:  Only teachers at 2.80 or above have rights.  If tied, then order of seniority, number of certificates, years teaching, lot drawing.</p>
<p>Recall:  On list for one (1) year.  Only eligible if 2.80 or higher.  Eligible if certified and qualified to teach in the open position (based upon areas of certification, not previous position held prior to RIFFING).  Recall in the reverse order of the RIF.  Ties result in superintendent's determination of needs of the district.</p>

## **Residency Program**

Every beginning teacher will be assigned a Residency Committee as may be required by law.

## **Resignations**

Any teacher desiring to resign should give to the teacher's principal/supervisor, with a copy to the Chief Talent Officer and the Superintendent, written notice at least thirty (30) days prior to the effective date of resignation. All resignations will be referred to the Talent Management Department for immediate processing.

Individuals who have resigned or otherwise terminated from the District may be reemployed, but under the same terms and conditions applicable to any new teacher. Teachers who resign without giving the required notice or following the proper procedures will not be released from the District and may be denied future employment.

When a teacher resigns after completing a school year, has a change in plans, and requests that the resignation be rescinded, such request may be approved by the Superintendent and the Board if the teacher has completed the previous school year and is available for the beginning of the following school year

without any significant loss of teaching time. The individual may be continued without loss in salary status and in the same position they filled the previous year if the previous assignment is still available. In case the previous position has been filled, they may then be considered for another assignment if one is available.

Resignations will be effective at 4:30 p.m. of the date requested. All resignations are irrevocable and may be accepted or rejected by the Superintendent of Schools.

## **GRIEVANCE PROCEDURE**

### **I. DEFINITIONS**

A. A *grievance* is a dispute, disagreement, or controversy involving a violation, misinterpretation or misapplication of negotiated language or written or well recognized school board or administration policies or practices. The term grievance shall not apply to any matter in which (1) the method of review is prescribed by law, (2) the board is without authority to act, and (3) shall not apply to teacher evaluations, discipline or termination.

B. An *aggrieved person* is any certified teacher asserting a grievance. The bargaining unit may also assert a grievance when the bargaining unit acts on behalf of the members of the bargaining unit or a substitute part of the unit.

C. *Grounds*, when used in this procedure, shall mean the basis upon which a grievance is being presented or appealed.

D. The term *days*, when used in this procedure, shall mean teacher work days during the regular school year. At times other than during the regular school year, the term *days* shall mean those days during which the administrative offices of the District are normally open.

E. A *party of interest* is the person or persons making the grievance and any party who might be required to take action or against whom action might be taken in order to resolve the grievance.

### **II. PURPOSE**

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may from time to time arise, affecting the welfare or working conditions of teachers. Both parties agree that grievance proceeding(s) will be kept as informal and confidential as may be appropriate at each level of the procedure.

### **III. GENERAL PROCEDURES**

A. The number of days for processing of grievances indicated at each Level should be considered as a maximum. The time limit specified may, however, be extended or limited by written mutual consent which will include the revised deadline.

- B. Nothing herein contained will be construed as limiting the right of an aggrieved person to discuss the matter informally with any appropriate member of the administration of the school district and have the grievance adjusted, provided the adjustment is consistent with the terms of written or well-recognized school board or administrative policies or practices.
- C. An aggrieved person may be represented at any Level of the Grievance Procedure by a statewide professional educators association.
- D. Beyond Level One in the Grievance Procedure, the aggrieved person/persons may present written statements of relevant material that would assist in the equitable resolution of the perceived disagreement, controversy and/or complaint, involving a perceived violation of the terms of school board or administrative policies.
- E. A grievance initiated by an aggrieved person at a time other than during the regular school year shall commence at Level Three.
- F. No grievance shall be considered or processed unless it shall have been presented at the appropriate level within ten (10) days after the aggrieved person knew or should have known of the act or condition on which the grievance is based; and, if not so presented, the grievance shall be considered forever waived.
- G. An aggrieved person may withdraw a grievance at any time by notifying, in writing, the Superintendent of Schools. Any such grievance that is withdrawn shall be considered waived.
- H. If a grievance affects more than one certified person at more than one school, the aggrieved persons may submit such grievance in writing to the Superintendent, or their designee, and the processing of such grievances shall be commenced at Level Three.
- I. When it is necessary at any level beyond Level Two for an aggrieved person and their designated representative to attend a meeting or hearing called by the Superintendent or their designee during the school day, the Superintendent, or their designee, shall notify the principal or immediate supervisor of such persons and they shall be released without loss of pay for such time as their attendance is required in such meeting or hearing.
- J. Any aggrieved person or party of interest who is adversely affected by a disposition of a grievance may, within the time limits provided for herein, appeal to the next level.
- K. Failure at any step of this procedure to communicate the decision on a grievance within the specified time limits to the aggrieved person shall permit the aggrieved person to proceed to the next level.
- L. Failure by an aggrieved person or a party of interest at any level of this procedure to appeal the grievance to the next level within the specified time limits shall be deemed acceptable of the decision given at that level.
- M. All necessary forms and documents for the filing of grievances, making reports and appeals regarding the grievances, shall be maintained in the Master Contract as Appendix H.
- N. If an aggrieved person initiates a civil or administrative action in any court or with any agency, the grievance process shall automatically end.

O. All meetings and hearings conducted under the provisions of this Grievance Procedure shall be in private and are limited to the parties of interest and their designated representatives, as defined in Section III, Item C.

P. A grievance file shall be maintained by the Administration to contain all records regarding the processing of grievances filed by the teacher of the District.

Q. In the event the time frame applicable to a grievance extends into the next school year, the negotiated Grievance Procedure existing at the time the grievance was filed will be used in exhausting the grievance process.

R. No reprisals will be taken by any party against any aggrieved person, party of interest or any other party involved directly or indirectly in the grievance procedure on the basis of participation or non-participation in the grievance process.

#### **IV. Level One – Principal or Immediate Supervisor (Prerequisite for Filing a Formal Grievance)**

A grievance will first be discussed with the aggrieved person's principal or immediate supervisor with the objective of resolving the matter informally. In the event a grievance is filed against an administrator other than the grievant's immediate supervisor, then the grievant will begin with that person.

#### **V. Level Two – Principal or immediate Supervisor (Formal Grievance)**

If a teacher is not satisfied with the disposition of their grievance under Level One above, the grievant may file a written grievance on Grievance Form A with their principal or immediate supervisor within ten (10) days of the Level One meeting. The grievant is responsible for sending informational copies of the grievance to the TCTA office and to the Superintendent. The principal shall communicate their decision, in writing, to the grievant, the TCTA office, and the Superintendent on Grievance Form B within ten (10) days of the receipt of Grievance Form A.

#### **VI. Level Three – Superintendent**

A. If the aggrieved person is not satisfied with the disposition of their grievance at Level Two, they or their designated representative may file a written appeal to the Superintendent within five (5) days of the decision at Level Two and a statement as to why the decision is unacceptable, and the requested remedy.

B. Appeals at this Level shall be heard by the Superintendent within fifteen (15) days of their receipt of the appeal. Written notice of the time and place of the hearing shall be given by the Superintendent no later than three (3) days prior to the hearing to the aggrieved person and any party of interest.

C. In the event the Superintendent is unable to conduct the hearing, the Superintendent will designate a

cabinet-level individual from a department other than the department from which the grievance originated. This individual may serve as the Superintendent's designee. Written notice of the intent to use the Superintendent's designee shall be transmitted to the attention of TCTA at least three (3) days prior to the hearing date.

D. When an appeal received by the Superintendent involves a dispute, disagreement, or controversy involving a violation, misinterpretation or misapplication of negotiated language, a copy of the grievance will be provided to TCTA within two (2) business days.

E. The Superintendent or their designee shall communicate their decision, in writing on Grievance Form C, to the grievant, the TCTA office, and other parties of interest within ten (10) days after the hearing,

## **VII. Level Four – Board of Education**

A. If the aggrieved person or party of interest does not receive a satisfactory adjustment of the grievance at Level Three, the aggrieved person may then appeal the issue to the Board of Education. The appeal must be filed within five (5) days of receipt of the report from the Superintendent (or designee). This appeal shall include a copy of the decisions rendered at Level Two and Level Three, and the grounds for regarding the decision and the report unacceptable, and the requested remedy.

B. Appeal at this Level shall be heard by the Board within fifteen (15) days of receipt of the appeal. The hearing may be during a regularly scheduled meeting or at a special meeting called by the Board. Written notice of the time and place of the hearing shall be given by the Board's designee no later than three (3) days prior to the hearing to the aggrieved person and any party of interest.

C. The Board shall render its decision in writing, on Grievance Form D, within ten (10) days after the conclusion of the hearing. Copies will be provided to the principal or immediate supervisor, the Superintendent, the grievant, the TCTA office, and other parties of interest. The decision of the Board will be final.

## **PROFESSIONAL LEARNING/ CONTINUING EDUCATION**

### **Conferences, Workshops**

Teachers required to attend professional learning events, such as workshops, seminars, or planning meetings that are held beyond the hours of the contract shall be compensated at the rate of \$21.00 per hour for time involving attendance of these functions. Teachers who lead district professional learning shall be compensated at a rate of \$26.00 per hour for time involved facilitating these functions. In instances where the workshops, seminars, or planning meetings are underwritten by federal or state programs or grants which contain stipulations regarding the amount to be paid to the teacher, the teacher shall receive the compensation provided for in the grant.

## **Notice of Professional Learning/Training Meetings**

Teachers will be given a minimum three-day notice of all professional learning/training meetings.

## **Educational Conferences**

Teachers, who attend education conferences at the District's expense, shall, if requested, prepare and deliver a presentation to other groups or individuals. Every effort will be made, in advance of the conference, to inform the participant of the expected method and audience.

## **Professional Improvement**

1. Generally, all undergraduate, with their below described requirements, graduate or continuing education courses will be acceptable.

Undergraduate hours allowed for credit will be limited to eighteen (18) on the master's plus 30 scale and an additional eighteen (18) on the master's plus 30 scale and an additional eighteen (18) on the master's plus 60 scale. The limit of eighteen hours will be waived when a certificate in a new area requires more than eighteen (18) hours of undergraduate work for the new certification area.

Tulsa Public Schools allows up to twenty-four (24) hours of undergraduate work in Computer Science or Foreign Language to be credited for salary adjustment at both the master's plus 30 and master's plus 60 levels.

If the appropriate Chief Talent Officer or designee determines, in response to a teacher's request, that it would be advantageous to the teacher and/or the District to permit more than twenty-four (24) undergraduate hours to be credited at both the master's plus 30 and master's plus 60 levels, additional hours will be approved.

Correspondence/online courses offered by accredited colleges and universities will be evaluated by the District.

2. DUPLICATION OF COURSES PREVIOUSLY TAKEN AND CREDITED WILL NOT BE APPROVED.

3. The maximum number of college and/or continuing education hours that can be taken toward salary adjustment during a Tulsa Public School semester shall not be limited.

4. Continuing Education courses offered by the Oklahoma State Department of Education will be evaluated and considered by the District for salary adjustment.

5. Fifteen (15) continuing education hours are equivalent to one credit hour. Furthermore, continuing education hours must be earned after contract hours, weekends or during the summer. Committee meetings, book studies, trade-out and district wide professional development days are examples of hours that would

not be considered continuing education. The teacher also cannot have received a stipend for attending the class.

6. Tuition for continuing education courses will be charged at the following rate: \$2.00 per continuing education hour. Checks are to be payable to Treasurer, Independent School District Number One.

Tuition may be paid when hours are submitted to the Chief Talent Officer or designee, but must be paid in full prior to any salary adjustment. All continuing education courses having any cost to be paid by the District must cover that expense by tuition and/or fees. Continuing education courses that are employee paid outside of the District are not subject to this stipulation.

Changes in salary brought about by obtaining an advanced degree or by obtaining a Masters plus 30 or 60 graduate hours are made only once after the school year begins. A Master's degree counts as Masters plus 30 for programs that go 30 hours beyond the standard master's program. Evidence of the changed status must be on file with the Chief Talent Officer or designee by the last day of September. The adjusted salary will be retroactive to the beginning of the school year once the updated teacher's certificate is submitted to Talent Management.

Teachers who complete their Masters, Masters+30, Masters+60 or Doctorate during the first semester will move to the appropriate salary level for the second semester. The salary adjustment will be one half of the amount allowed. Evidence must be on file with the Chief Talent Officer or designee by the last day of February. Salary adjustments for degree changes will take place after the updated certificate is submitted.

Teachers must notify the Chief Talent Officer or designee in writing, and file evidence of any earned change in salary classification by designated due dates.

Inquiries relating to continuing education courses, undergraduate courses, graduate courses, Master's plus 30 or 60 salary adjustments, or accumulated credit must be directed to the Chief Talent Officer or designee.

## **STUDENTS**

### **Assignments for Absent/Suspended Students**

Student work can be found in Canvas, in accordance with language regarding lesson plans, unless the school team determines that an alternative instructional system is more appropriate (i.e. per IEP goals). When using paper-based assignments, teachers will be provided with a twenty-four (24) hour notice of work needed for absent/suspended students. Work shall not be required in more than five (5) day increments, nor more than once per week, and a system will be developed at each site whereby parents will return completed work and pick up the next set of assignments. Subsequent weekly assignments will not be required from teachers until such time as the previous week's assignments have been completed and returned to the teacher.

### **Pre-Kindergarten Screening and Transition Days**

Teachers of Pre-Kindergarten students will have the first two (2) student instructional days to do screening

and transition activities. Students will be scheduled in on a rotational basis for testing.

## **Progress Reports / Report Cards**

Progress reports and report cards will be released on a date established by the District. Teachers will be notified of these dates at the beginning of each year.

For grading purposes, at minimum, teachers will record an average of two (2) grades, but no less than one (1) grade, per instructional week. No student should receive a report of failure unless advance notice has been given to the parent(s) or guardian(s). Progress reports must contain notification that excessive absences and/or a grade of “D” shall be considered notification of unsatisfactory work and, if not improved upon, may lead to failure.

Grades for secondary teachers will be due no earlier than three (3) full working days following the end of the first grading period (when grades are reported by semester, or first 3 grading periods when reported by quarter). Secondary teachers will be given a reminder three (3) full working days prior to the grade due date. For the final grading period of the school year, grades will be due on the last instructional day. With recognition that education will continue, secondary teachers will not be required to record grades for student work completed or submitted during the last five instructional days of the school year to allow time for calculating and entering final grades. Teachers will be given a reminder five (5) full working days prior to the grade due date for the purpose of calculating and entering grades. Senior tests will be scheduled at a time that provides teachers with five (5) full working days prior to grades being due.

Grades for elementary teachers will be due no earlier than five (5) full working days following the end of the first three grading periods. For the final grading period of the school year, grades will be due on the last instructional day. Elementary teachers will be given a reminder five (5) full working days prior to the last instructional day for the purpose of calculating and entering grades. With recognition that education will continue, elementary teachers will not be required to record grades for student work completed or submitted during the last five instructional days of the school year.

Progress reports and report cards will be due on a date established by the District. Teachers will be notified of these dates at the beginning of each year.

## **TEACHER CONDUCT AND EVALUATION**

### **Right to Representation/Teacher-Administrator Conferences**

Any time a member of the Bargaining Unit, which is represented by TCTA, is asked to confer on an issue of professional competency or an issue of concern regarding job performance with an administrator, the member of the bargaining unit shall have the right to have a representative of their choice, from a statewide professional educators association, if requested.

When scheduling a conference for the purpose of issuing an admonishment, personal development plan, or any discipline document to be placed in the teacher’s personnel file, the Administrator shall:

- A. Inform the individual of the specific nature of the subject to be addressed.

B. Allow for a reasonable amount of time for the individual to secure representation, if desired.

## **Multiple Measure System of Evaluation**

Caveat: The Multiple Measure System of Evaluation described herein, including Appendix G, shall be suspended during the 2021-2022, 2022-2023, and 2023-2024 school years to allow teachers and school leaders the opportunity to understand and implement new instructional expectations, including, but not limited to, modifications to instructional content and methods. The suspension of multiple measures shall be revisited after the completion of the 2023-2024 school year. This temporary suspension shall not affect the District's ability to calculate and report value added scores measured at the school level as it deems appropriate. In addition, this suspension does not affect the District's ability to require the administration of teacher perception surveys as it deems appropriate. Should the District collect value added measures or student survey data, however, such data shall not be used for teacher evaluation purposes during the 2021-2022, 2022-2023, and 2023-2024 school years within a multiple measure system or otherwise.

[The following paragraph is suspended during the 2021-2022, 2022-2023, and 2023-2024 school years.]  
The multiple measure system/policy of teacher evaluation, designed in collaboration with Tulsa Classroom Teachers Association, is described in Appendix G. As described within Appendix G, a teacher's overall evaluation for the school year shall be comprised of multiple measures of professional effectiveness – qualitative and quantitative measures. At the conclusion of the school year, the District shall provide each teacher with access to a single report that will communicate that teacher's scores on all available qualitative and quantitative measures. The multiple measure system/policy allows TPS and TCTA flexibility to review and improve the multi-measure system as necessary, especially if there is a change in the state law governing the use and calculation of quantitative measures. The qualitative component of teacher evaluation (the observation based teacher evaluation conducted pursuant to the Tulsa Model and referenced in Appendix G) is described in more detail below.

## **The Qualitative Teacher Evaluation Process**

### **1. Statement of Purpose**

The purpose of teacher evaluation in the District is to improve the quality of instruction. In seeking this goal, two primary objectives are acknowledged. First, the observation and evaluation of teacher performance is intended to identify the teacher's strengths and weaknesses, to agree upon strategies for reinforcing strengths and remediating weaknesses, and to follow through on the steps designed to improve the teacher's performance. The second objective of evaluation is to provide a rational basis for administrative decisions regarding continued employment.

### **2. Frequency of Qualitative Evaluation**

Tulsa teachers will be observed and evaluated in compliance with the timelines negotiated in the TLE Observation & Evaluation Handbook for Evaluators using the Tulsa Model, (See Section 4. The TLE Observation and Evaluation Process and Timeline) except as provided below.

- a. A teacher may request a performance evaluation at any time.

b. Reduce the number of observation and evaluation cycle for probationary teachers to a single cycle with three observations and one evaluation.

- New due dates for probationary teachers observations and evaluation:

- o Observation 1 – last day of Q1

- o Observation 2 – last day of Q2

- o Observation 3 and Evaluation – last day of Q3

- Note there is an expectation for support to be established [Personal Development Plan (PDP), Growth Reflection Form (GRF)] for any teachers with performance concerns following the second observation or earlier using the existing guidelines for determining the appropriate response.

c. Extend the calendar for probationary teacher evaluations so that the final observation and evaluation is completed by the last day of the third quarter each year. (Timeline reflected in the recommendation above.)

### **3. Method of Qualitative Evaluation**

The evaluator is to complete the CONFIDENTIAL EVALUATION by rating the teacher's performance on the agreed upon Evaluation Forms (attached to this document as Schedule III). A PDP or GRF may be appropriate if the teacher's performance would have generated a ranking of 1-Ineffective or 2-Needs Improvement. The evaluator should use his or her professional judgment to determine whether an alternate approach to a PDP is preferable in light of the situation and context – for example, a brief conference, email or note may be a more appropriate and productive response than an automatic PDP or GRF in some lapses in performance. The Personal Development Plan form is intended primarily to supplement the CONFIDENTIAL EVALUATION, as described above. However, if the evaluator observes a single area of Ineffective or Needs Improvement performance that needs immediate correction, the Growth Reflection Form or the Personal Development Plan may be used to cite the deficiency and give instructions for correcting the problem. Administrators are encouraged, as the performance issues may dictate, to meet informally with a teacher before issuing a Personal Development Plan.

### **4. Personnel Affected**

**This provision shall apply to all regular employees defined by law as teachers.** Teachers on temporary contracts shall be subject to evaluation, but shall not be afforded job rights unless otherwise specified by state law.

### **5. Procedure for Qualitative Evaluation**

All observations of the classroom teaching performance of any teacher shall be conducted openly and with the full knowledge of the teacher and all evaluations shall be made by a qualified and certified administrator. Teachers will be provided with a minimum two week period of time during which their observation will be conducted. Observations shall not be conducted on the day immediately following any extended break in the instructional calendar year, within the first two weeks of the school year, nor on a day when there has been an emergency which causes a significant disruption to the school day. Extended breaks include holidays, multiple inclement weather days, etc. Notification must be provided no later than the end of the teacher work day, if an observation will be conducted the following day.

No evaluation of any teacher's classroom performance shall be completed and filed unless and until the evaluating administrator shall have observed the teacher at work at least two (2) times, or three (3) times if the teacher shall promptly after the second observation request that they be observed again. No teacher shall receive adverse comments from any observer in the presence of any other person, with the exception of evaluating administrators, Instructional Leadership Directors, TCTA representation chosen by the member, and, if requested by the teacher or administrator, a member of Talent Management.

Because teachers need adequate time to reflect and prepare for their observation and evaluation conferences, the evaluator must provide the teacher with an electronic copy of the form no later than three (3) p.m. the day preceding the conference. If there are any scores of less than effective, the evaluator must provide an electronic copy of the document no less than two (2) instructional days before a conference. In the event that a teacher needs additional time to review the form, they are entitled to receive at least another twenty-four (24) hours so long as with regard to the observation conference, the teacher agrees to extend the five (5)-day time period for conducting the conference.

Each teacher shall be given a copy of any written evaluation report intended for their file and shall have the opportunity to discuss such report with the evaluating administrator. After such discussion, the teacher shall sign the report, indicating only that they have read and discussed the evaluation. The teacher's signature does not indicate agreement with the report. The teacher shall have the right to place in their file a response/rebuttal to any written evaluation within twenty (20) work days of receipt of the evaluation. The response/rebuttal shall be attached to the written evaluation. This response/rebuttal shall be submitted by the teacher to the evaluator and Talent Management and signed by the person making the original evaluation, as an acknowledgement that it has been called to their attention.

Any adverse evaluation of a teacher's performance placed in their file may be subject to the grievance procedure herein set forth, but only on the ground of bad faith and/or discrimination.

## **6. Procedure for Filing**

The evaluator shall be responsible for submitting to Talent Management, as often as required, an evaluation of each teacher to be evaluated.

Evaluation records shall be confidential and access to such records shall comply with State and Federal law.

## **7. Provisions for Amendments**

The procedures, criteria, instruments, and process of evaluation shall be subject to review and appraisal as required by law and the negotiations process. Any legislative act, State Department ruling, or court decision which makes any part of this provision unlawful will in no way invalidate the rest of this provision.

## **8. The Observation and Evaluation Process**

The TLE Observation & Evaluation Handbook for Evaluators using the Tulsa Model ("the Tulsa Model Handbook") and the Rubric/Observation Forms delineate the specific steps, timelines and processes that

operationalize the Rubric/Observation/Processes and Feedback/Support components. These processes include the Personal Development Plan and Goal Setting Process/Form and the intensive support process relating to the Personal Development Plan.

The Tulsa Model Handbook and the Rubric/Observation Forms (identified as process components, e.g., Sections 2 through 8) are a part of the Master Contract and subject to the negotiation's process. Said documents are incorporated by reference and will be available on the District website.

If the parties agree to modify the Tulsa Model Handbook, forms or rubrics during the term of this Contract, the relevant Memorandum of Understanding describing such changes shall be incorporated into the Tulsa Model Handbook, forms or rubrics, as relevant.

## **Causes for Dismissal or Nonrenewal of Teachers**

Dismissal and nonrenewal of teachers shall be as provided by law. Subject to the provisions of the Teacher Due Process Act, probationary or career teacher may be dismissed or not reemployed for any reason or cause allowed by law.

## **Standards of Performance and Conduct for Teachers**

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

### **Principle I – Commitment to the Students**

The teacher must strive to help each student realize their potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning;
2. Shall not unreasonably deny the student access to varying points of view;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety;
5. Shall not intentionally expose the student to embarrassment or disparagement;
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
  - a. exclude any student from participation in any program,
  - b. deny benefits to any student, or

- c. grant an advantage to any student;
- 7. Shall not use professional relationships with students for private advantage; and
- 8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

## Principle II – Commitment to the Profession

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;
2. Shall not misrepresent their professional qualifications;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. Shall not assist an unqualified person in the unauthorized practice of the profession;
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
7. Shall not knowingly make false or malicious statements about a colleague; and
8. Shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

## **Certified Employee Personnel File**

The District shall maintain the Official File (File) in the Department of Talent Management. Teachers will be provided a copy of materials placed in the File that are known, at the time of placement, to adversely affect employment. The teacher shall have an opportunity to sign and date the material for the sole purpose of showing that the teacher was provided a copy of the material and the date that the teacher was furnished the material.

Teachers have the right to respond to disciplinary material in the File. The teacher's response must be submitted to the principal or the Chief Talent Officer within twenty (20) work days of the date the teacher receives the material. The teacher's written response, if received within the designated time, will be included with the discipline material in the File. Disciplinary material includes, but is not limited to, evaluations, plans of improvement, Personal Development Plan, parents/student letters, teacher letters and memos. If, at a future time, the material is removed from the teacher's File, the teacher will be notified in

writing and the response will also be removed. In the event complaint or accusation is placed in the File, the teacher will be given written notice of the complaint/accusation, and will have an opportunity to prepare and attach a response to the complaint/accusation.

Upon written request, each teacher shall have the right to review the contents of their File, excepting, however, any confidential references given at the time of their employment or the time of application for promotion. At the teacher's request, a representative of the Association may accompany the teacher in such review. The review shall be made in the presence of the administrator responsible for the safekeeping of such File. A copying machine shall be available for the teacher to make copies of such contents and records as concern their work or themselves. The cost of such copies may be charged to the teacher.

A TCTA representative may, at the request of the teacher, review the File with or on behalf of the teacher. If a teacher intends to authorize a person to review or copy their File, the teacher must complete and sign a release, which authorizes the holder of the release to review the teacher's File. A release may be obtained, upon request, from Talent Management and shall be valid for three work (3) days following its execution by the teacher.

Evaluation and disciplinary records maintained in digital format on Frontline in accordance with applicable law and/or this agreement are considered official personnel records and a component of the personnel file, but shall not be required to be printed and maintained in hard copy format in the File. Teachers have access to review, sign, acknowledge, print, and respond in writing to these digital records in Frontline. Teachers on leave of absence, suspension, or no longer employed by the district will not be denied access to these records.

## **Removal of Documentation in Personnel File**

Upon written request by an employee, and with approval of the Chief of Talent Management, documentation may be removed from the employee's personnel file.

# **TEACHING ASSIGNMENTS**

## **Assignment of Teachers**

When changes occur in a teaching assignment or room assignment, the principal or principal's designee will discuss such changes with the affected teacher. Efforts will be made to notify the teacher in writing of their tentative teaching assignment prior to the end of the school year. If changes are in order during the summer, written or email notification will be sent to those teachers required to make changes.

Teachers required to change their initial teaching assignment after the start of school shall be given a day without students. A change of assignment shall mean a new grade level or a new teaching preparation.

Whenever room assignment changes are made, after the start of school, teachers shall be given a day to

make the required change. No other duties or responsibilities shall be assigned for that day.

This day shall be in addition to the negotiated teacher work day. An additional day will be granted if needed.

When a teacher is reassigned to another building after the school year begins, that teacher will be released from the present assignment one day prior to moving to the new assignment to pack and move personal belongings. Upon the teacher's request, up to two days will be given at the new assignment, without students, to unpack and prepare for the new assignment. If necessary, the school will provide a substitute. Upon request, the District will be responsible for moving the teacher's personal materials.

Whenever a teacher is required to change rooms or move to a different building, the District will be responsible for moving furniture, equipment, and other materials and supplies.

When a teacher is asked to clear and pack a classroom due to construction, remodeling, or repair, etc., the teacher will be provided with ample contract time to pack. Teachers who are asked to fully pack their classrooms due to construction, remodeling, repair, etc., will receive compensation equivalent to two contract days at the hourly rate of \$21 per hour. Teachers who are asked to partially pack their classrooms due to construction, remodeling, repair, etc., will receive compensation equivalent to one contract day at the hourly rate of \$21 per hour. A classroom will be considered a "full pack" when the teacher is required to empty and pack items in cabinets and drawers. When emptying and packing of cabinets and drawers is not required, the classroom will be considered a "partial pack." The district will provide assistance in moving packed district items to designated areas, as needed, and will assist in moving district items back to the assigned classroom when construction, remodeling, or repair is complete. Teachers will not be required to use planning periods for this purpose. Teachers will be required to pack and move any personal items.

## **Classroom Interferences/Student Discipline**

Every precaution shall be taken to see that the activities of the custodial and the maintenance departments shall in no way interfere with the activities of the classroom. This shall apply to, but in no way be limited to, building repairs, lawn care, and painting.

Teachers will be notified from the principal's office when it is necessary for maintenance employees to be in their classrooms.

All visitors to teachers' classrooms must have prior approval of the principal and the teacher.

A pupil will be removed from a classroom by a designated authority when, in the judgment of the teacher and the designated authority, the student is interfering with the teaching-learning situation for the majority of the class. At the time of removal, the teacher may request that the pupil not be returned to that classroom until a conference is held between the teacher and the designated authority.

At the request of the teacher to the designated authority, a student may be removed from a class and not be allowed to return until a conference is held between the teacher, the parents or guardians, and a representative of the administration.

The decision to exclude the student from class, pending the parental conference, should be based on the student's prior record of misbehavior, documented remedies which have already been tried, and the

probable length of time the student will be out of class before the parents or guardians can be available. If the exclusion is likely to be prolonged [more than three (3) days] or the student is a special education student, consideration may need to be given to some other remedy, as may be allowed by law.

## **Faculty Discipline Committee**

At the request of the faculty or the principal, the entire staff will meet to review and discuss regulations and Board policies relating to student conduct and discipline, including, but not limited to drug abuse, alcohol abuse, possession and/or use of weapons and tobacco related problems.

When changes are needed in a building's discipline plan, the principal will establish a committee to develop specific recommendations. The principal will consult with the TCTA building delegate(s) for teacher representation on the committee. The committee will seek consensus on the rules of conduct to govern student behavior at the local school level, within the provisions of Board Policy. In order to ensure consistency in the treatment of students, the committee will develop procedures for the individual teacher to follow in carrying out their responsibilities in student discipline. If a disagreement occurs concerning discipline rules and regulations and the procedures for following those rules and regulations, the principal will have the final responsibility in resolving the disagreement.

The rules and regulations that have been developed by the committee and approved by the principal will be distributed annually to students and teachers as early in the school year as possible.

## **Referral Process**

When it is necessary to refer a student to the principal's or designee's office, the teacher shall state the allegations on a referral form located on PowerSchool. This information will be logged into PowerSchool by the teacher. Should the school administrator handling the referral determine a need to modify the original referral, the submitting teacher will be notified.

Students who are removed from class for disciplinary reasons will not be allowed to return to the class where the referral originated until the referring teacher has received notification from a designated authority of such return and the action taken as to the student. This notification will be in writing when possible or, if oral, should be given directly from the authority to the teacher. If a verbal response is given, a written response regarding the disciplinary action taken is still required.

The teacher shall be granted a conference with the principal or their designee regarding the disposition of the case, if requested.

## **Suspension Review Committee Appeals**

Whenever the Superintendent or District designee modifies or rescinds the decision of a school's Suspension Review Committee, the building principal, the referring teacher, and committee chair shall be informed immediately after the final district decision in writing as to the rationale for the reversal.

## **Departmental Meetings**

Teachers are expected to attend all departmental meetings of instructional assistance of their subject or grade level unless properly excused. If a teacher finds it impossible to attend a meeting due to illness or an emergency, the principal or teacher should call the coordinator.

When held, district-wide department or grade-level meetings will occur once monthly, normally on the second or fourth Thursday of the month.

## **Extended School Year for Alternative Education Sites**

It is the desire of the District to extend the number of teacher contract days at the following alternative education sites and/or programs:

Tulsa Met-Lombard MS/HS  
TRAICE Academy  
TRAICE Satellites  
Project ACCEPT  
Phoenix Rising  
Hospital Sites

A total of five additional contract days, or equivalent hours, will be used for continuing professional learning related to the programs. Compensation for the additional days will be based on the daily rate of pay under the current negotiated agreement.

## **Faculty Meetings**

Except in an emergency, after-school building faculty/school business meetings will be held on Mondays, if needed, and shall not exceed one hour beyond the teachers' regular contract day. Principals should attempt to seek consensus on the most convenient time for a majority of the staff to meet. Meetings may be held before school, or on days other than Monday, if it is determined through consensus that this best meets the needs of the individual site.

Building faculty/school business meetings shall be utilized to inform teachers of significant matters which require considerable explanation or discussion. Professional learning, team meetings and other school committee meetings may also take place during the faculty/school business meetings, as long as the meetings do not extend one hour beyond the teachers' regular contract day. Great care should be taken to conserve time by avoiding discussion of matters relating to only a few staff members. The principal will allow sufficient time for teacher concerns to be addressed, and shall allow teachers to submit items, prior to the meeting, for consideration on the agenda.

Principals are strongly encouraged to utilize building instructional leaders such as department chairpersons and team leaders, in an advisory capacity, to plan the agenda for faculty/school business meetings.

## **Mandated Attendance at Special Events**

Teachers fulfill a variety of roles in addition to those involving instructional and student supervisory responsibilities. The building principal may designate, prior to special events, the individuals who are required to attend special events involving school activities. When possible, the principal shall make their designation at the beginning of each semester. The principal shall not require any teacher to attend more than three (3) special events. Examples of special events which may be designated as requiring the attendance of selected individuals are: commencement, back-to-school night or similar activities, elementary promotions, spring open house, school orientations, as well as other events which, in the judgment of the administration of the school or the District, require the presence and/or active involvement of teachers and others.

Faculty members, required to attend commencement exercises, shall have caps and gowns provided by the District and at the District's expense. Teachers shall be responsible for the appropriate care and safeguarding of the apparel while it is in the teacher's possession.

With the exception of graduations, the District will not schedule any of the three (3) allowable mandatory events on weekends or holidays.

## **Cover Pay**

No teacher shall be asked to cover a class in the absence of another teacher when a substitute is authorized and available. When a classroom teacher is absent for any reason, and a substitute is not available, a teacher who covers their class shall be paid at the rate of \$15 per hour for each hour covered. Any teacher, who has regularly scheduled classes, including, but not limited to, those who teach general classes, English Language Development, Specials, Gifted and Talented, etc, who covers another class, in addition to their own class, shall be paid as follows:

Teachers covering an entire class, meaning those students in attendance that day, shall receive \$15 per hour for each hour covered. Pay for the whole day will be based on student instructional day.

The rates are as follows:

30 minutes	\$7.50
40 minutes	\$10
45 minutes	\$11.25
50 minute class	\$12.50
55 Minute class	\$13.75
1 hour	\$15

When a class is split among multiple teachers each teacher will be paid proportionately based on the rate of \$15 per hour.

Observations to be used toward evaluations are discouraged while a teacher is covering a class.

Assignments to cover partial classes are discouraged.

Non-classroom staff, such as deans, counselors, nurses, and others, shall not receive cover pay. Deans and counselors will not be asked to cover vacant classroom positions for more than six days per semester. Time spent covering each other (deans and counselors covering deans and counselors; and nurses covering other nurses) will not count toward the six days per semester.

Deans, counselors, and nurses will not receive additional compensation for performing training or other duties as assigned during their normal hours of work.

## **Classroom Rotation Coverage System--Secondary Schools**

A system will be used in each secondary school to assure that all certified personnel who are assigned to cover classes when a teacher is absent, and no substitute is available, are assigned in an equitable manner. This pool of available personnel may vary from school to school but could include administrators. If the assigned person opts to exchange with another certified employee, it will be the responsibility of both employees to notify the person in charge of the rotation system of the exchange. This rotation list will be available upon request to certified personnel.

## **School Closings**

When a decision is made to close a school, meetings shall be held with the appropriate member(s) of the Superintendent's staff and the affected teachers to ensure a smooth transition for those involved.

## **Special Assignments - General Information**

Special assignments (extracurricular and co-curricular assignments) are defined as additional duties assigned to a certified staff member that are beyond the scope and definition of the standard teaching contract. Performance of these duties generally takes place outside the contract day as defined in this agreement. A list of current Special Assignments, and the corresponding rate of pay, is included as Schedule II.

Each year, a committee consisting of administrators and teachers will meet to review and make recommendations related to Special Assignments. This committee shall be co-chaired by the Executive Director of Talent Management and the TCTA President. Membership of the committee will consist of six certified administrators and six teachers, with equal representation among elementary and secondary levels. In general Special Assignments will be reviewed for need and compensation on a three-year rotation (athletics, elementary, and secondary). Special Assignments compensation will be evaluated based on the duties of the assignment, level of responsibility, and time required to perform the assignment.

The committee will make their annual recommendation to both the District and TCTA negotiations teams. The recommendation will be negotiated and approved or disapproved by the teams as a single item. During the course of the year if the need arises to establish a new Special Assignment, the District and TCTA will meet and confer to create the Special Assignment and establish pay for the position; provided however, such special assignment shall automatically be reviewed at the next meeting of the committee.

In addition, the following provisions apply:

1. All special assignments (extracurricular and co-curricular assignments), at all levels, except those requiring specific State Department of Education certification will be declared vacant annually. Applications for special assignments must be in writing to the principal who will have the responsibility for filling those positions from the list of applicants, whenever possible. No teacher may be required to accept a special assignment for which they have not applied, unless the Principal is unable to procure an otherwise qualified individual for the special assignment. The Principal shall consider qualifications, experience, interest, and other related factors when filling positions in an effort to appoint capable and competent individuals. If summer duties are involved, whenever possible, principals shall notify teachers of special assignments for the upcoming year prior to the end of the school year. A current special assignment sheet shall be posted in the building and updated as assignment changes are made. When there is a vacancy in a special assignment within a building, a Notice of Vacancy will be posted not less than five (5) working days before the position is filled. No teacher shall be allowed to begin their duties under a Special Assignment until an Extra Duty Assignment Contract has been fully executed and returned to Talent Management.

2. When revocation of a paid special assignment is to be made during the school year, it will be preceded by a conference between the principal and the individual affected. Revocation of an assignment may be based on any reason which is in the best interest of the District. Special assignment terminations do not require cause and are not accompanied by a hearing. The termination of a special assignment is effective upon notice to the teacher. Revocation of a special assignment shall automatically terminate payment for the assignment. In the case of special assignments involving school sports, the assignment may be terminated, in addition to other reasons, on the basis of an insufficient number of students to support the activity or team. In this instance, the coach will receive one-third (1/3rd) of the pay allocated for the special assignment.

3. Acceptance of special assignments with pay does not exempt a person from being asked or required to take additional duties without pay. This is at the discretion of the building principal.

4. All special assignments are subject to the approval of the Superintendent and Board of Education.

5. Extra assignment salary compensation for vocational teachers, librarians, and counselors shall be prorated over twelve (12) months and included in the September warrant, if possible.

6. Special assignments are not required where such positions are not needed. Sites, in consideration of site needs, numbers of students involved in particular activities, and other relevant factors may conclude that one or more positions are not warranted. In this instance, the site may utilize money reserved for one position for an alternative position warranted by the needs of the site.

When a teacher on special assignment is absent for thirty (30) calendar days or more, another teacher may receive compensation for assuming the duties and responsibilities of such an assignment. However, the teacher assuming the duties and responsibilities must request the compensation. The regular teacher on special assignment will receive appropriate deductions in special assignment pay due to the need for a substitute.

## **Teacher Rebalancing and Reassignment**

When a reduction in the number of teachers in a building is necessary, qualified volunteers shall first be reassigned; then, reassignment shall be made on the basis of years of service in the Tulsa School System, with those teachers most recently appointed to the school system being reassigned first. An exception to these rules will apply only to specific teaching positions or schools with specialized training and District investments identified in an annual agreement between the Parties.

Teachers who are rebalanced will have first priority to return to their building should an opening for which they are qualified become available prior to or during the rebalance period. This time frame is established annually by the District, but generally occurs within the first few weeks of school, when student count numbers are available.

Teachers to be rebalanced will be notified by principals orally and in writing. This notification is to take place by a system-wide deadline. When the Talent Management Department receives names of teachers being rebalanced, not less than three (3) days will occur before a master list is sent to principals.

When a teacher is placed on the rebalance or transfer request list, at the request of the teacher, all areas in which they are certified will be noted on the rebalance/transfer request list.

A coach who voluntarily leaves a coaching assignment or is removed for unsatisfactorily fulfilling the teaching responsibilities of the coaching assignment may be considered for reassignment without the protection of the provisions of this policy for a period of one (1) year. At the end of one (1) year, the teacher rebalancing/reassignment policy will again be in effect.

Teaching vacancies shall be posted on the District's Website.

## **Voluntary Transfer**

Teachers requesting transfers must enter their request into the district's Talent Management system. The Superintendent, principal, teacher, or Talent Management personnel may initiate a teacher/principal interview.

Voluntary transfer requests may be submitted at any time. However, transfers on or after July 1 of each year require the approval of the sending principal, receiving principal, respective instructional leadership directors, and the Chief Talent Officer or designee if the transfer is to take place during the current school year. The transfer list will be purged each year on the first Monday of October.

Teachers on the transfer list will be considered for vacant positions for which they are certified and qualified before new teachers are employed to fill those vacant positions.

Teachers on the transfer list will be given an opportunity to interview for a vacant position for which they are certified and qualified. A list of all current vacant teaching positions will be maintained on the Careers section of the Tulsa Public Schools web page.

Among the factors considered in granting transfer requests are: available vacancies, needs of the school district, certification requirements, grade level or subject area, evaluation of teaching record, balancing experience on staff, seniority, priority of requests, and transportation. Nurses will be under the same teacher balancing and reassignment regulations as all other members of the bargaining unit.

Names and information of those teachers seeking a transfer shall be provided to principals in a similar manner as outside teacher applicants.

## **Administrative Transfer**

Administrative transfers, not requested by a teacher, shall be initiated by written Notice of Administrative Transfer (Notice) directed to the teacher by the building principal or other administrator. The Notice shall state the effective date of the administrative transfer, the reasons for the transfer, and the right of the teacher to schedule a conference to discuss the transfer. The teacher must request a conference for the purpose of considering the notice of administrative transfer within two (2) days of their receipt of the Notice. The initiating administrator shall set the conference within two (2) calendar days of receipt of the request for meeting.

At the meeting, the teacher shall present orally, in writing, or both, the reasons why the transfer should be canceled, set aside, or otherwise modified.

Members of the bargaining unit shall be entitled to have a representative of their choice from a statewide professional educators association, upon request. The transfer shall not be finalized until the teacher requesting a conference has had an opportunity to appear and present reasons why the transfer should not be finalized.

# **TULSA CLASSROOM TEACHERS ASSOCIATION**

## **Association Privileges**

The TCTA shall have the right to use designated areas in school buildings for meetings of teachers provided there is no interference with any scheduled school activities. The use of such designated areas shall be arranged with the principal in advance. All requests for building use shall conform to School Board rules and regulations.

The TCTA shall have the right to bulletin board space of at least nine (9) square feet, but not more than twelve (12) square feet in an area for the purpose of posting materials dealing with proper and legitimate business of the TCTA. Such space shall be provided for the TCTA in each school for the unrestricted use of TCTA. Such board shall be placed in a well-lighted area in the office or teachers' lounge. In school buildings which do not have bulletin boards for this purpose, the TCTA shall have the right to provide them.

Prior to each Board meeting, the TCTA shall be provided with a copy of the board packet less any

confidential information which is provided to the School Board Members. This item shall not apply to those recommendations or other materials related to the dismissal or non-reemployment of teachers. Nor shall it apply to other documents, which are, by law, privileged and confidential.

The district shall provide TCTA with teacher level access to the Inside TPS site.

The President of the TCTA, or their authorized designee, who shall be an officer of the TCTA, shall be allowed to visit schools. Upon arrival at the school, they shall notify the office of the principal in order to facilitate the purpose of the visit. Visits, which necessitate extended interruptions of class schedules, shall be arranged in advance with the principal, or in the principal's absence, the acting administrator.

The District's administration shall, when appropriate and in the best interest of teachers and administration, provide the TCTA with a copy of Central Office administrative memos that affect the following:

1. Teacher allocations
2. Teacher rebalancing
3. Curriculum changes
4. Teacher training or professional learning
5. Site deregulation
6. Other memos deemed appropriate by the administration

Prior to the beginning of negotiations, a meeting(s) will be held between the TCTA Negotiations Team and the District's Chief Negotiator, and others as designated by the District's Chief Negotiator for the purpose of explaining the current financial status of the District and expected changes in the budget for the upcoming fiscal year.

At the meeting, both sides will also agree on:

1. The number of members in the bargaining unit
2. The numbers to be used in determining salary costs of the upcoming year
3. The program(s) to be used to calculate salary costs
4. Other mutually agreed to items that may provide information for monetary negotiations.

## **Committees**

Teachers shall be represented on district-wide committees, i.e., calendar, curriculum, etc.

## **TCTA Dues Deductions**

The District will provide for the authorized payroll deduction of TCTA dues.

## **TCTA Meetings**

All district meetings will be scheduled so as not to conflict with TCTA meetings on the second Wednesday of each month. TCTA Board of Directors will be excused from any meetings held on the first

Wednesday of each month. TCTA delegates, officers, and board members shall be excused from their classrooms in sufficient time to arrive at the monthly TCTA Board and Delegates' Assembly meetings.

## **Written Notice of TCTA Building Representatives/Lists of Teachers to TCTA**

If requested, TCTA shall provide the building principal a list of its elected building representatives by October 1 of each school year and shall promptly advise of any changes in its designation of building representatives.

If requested, the District shall transmit to the TCTA President a list of teachers assigned to District sites and, if other than instructional staff, shall list each staff member's position. The list shall be provided to the TCTA by October 15 of each school year.

Upon request, the Department of Talent Management will provide to the President of the TCTA a list of teachers assigned at each school site showing their most recent date of employment, the number of years taught since that date and each employee number. The district shall provide the TCTA president with the names of all teachers exiting the District, including their hire date and certification / pipeline route (i.e. traditional, emergency, TFA, Tulsa Teacher Corps). This information will be provided at a pre-scheduled meeting between the aforementioned parties.

## **WORKING CONDITIONS**

### **Teacher Work Year**

Per Oklahoma State Statute, school districts may opt for an annual instructional calendar based on either days or hours, with local school board and Oklahoma State Department of Education approval.

The teacher work year shall consist of not more than 183 contract days or the equivalent of 183 contract days, if an annual instructional calendar using hours versus days has been approved. The teacher work year shall include six Teacher Professional Days and two Teacher Work Days. Teachers will be provided with the equivalent of 6 hours of contract time for working toward the completion of state mandated online compliance courses either in real-time or retroactively over the course of the school year. This time will be designated by school leaders and may occur during district professional learning days, in place of weekly staff meetings, or a combination of both. Teachers are responsible for completing all state-mandated compliance courses each year by district established deadlines, regardless of whether they are able to complete them within the time provided. Based on federal mandates, additional compliance based professional learning may be required, and may require adherence to different completion deadlines and/or completion outside of the designated professional learning time provided.

The first Teacher Work Day for the 2021-2022 school year will be scheduled on either the first teacher contract day, or the last professional learning day before students return. Based on feedback from teachers and school leaders, the district, in collaboration with TCTA, shall determine the first designated Teacher Work Day of the school year. Should the first teacher contract day be designated as the Teacher Work

Day, school leaders may elect to use no more than one (1) hour for a staff meeting, if needed, provided that time is given back before students return. No additional meetings or professional learning will be scheduled on this day. If any day other than the first contract day is designated as the first Teacher Work Day, then no meetings or professional learning will be scheduled on this day. The second Teacher Work Day shall be on the last teacher contract day of the school year. With the exception of a one-hour (1 hour) faculty meeting, if needed, no other meetings or professional learning will be scheduled on this day. Both Teacher Work Days shall be full days and shall not be divided over more than one contract day, except for the one hour faculty meeting provision herein. The designation of Teacher Work Days will be reevaluated and adjusted, if needed, for the start of the 2022-2023 school year.

## **Civic Engagement Day**

To ensure that all of our school-based/school-support team members who are not on 12-month contracts are able to exercise their right to vote, to support the candidates and causes that matter to them, and to help other voters at polling places, all schools will be closed November 8, 2022, for Civic Engagement Day. This day will be a non-contract day. We will revisit this annually as part of the school calendaring process. Additionally, no meetings or activities, outside the normal school hours will be scheduled on any election days.

## **Contract Day**

Teachers, by virtue of their profession, are considered professionals whose time must be apportioned in a variety of areas – the most important of which is direct instruction of students. The parties recognize that the work of educators is not always standard or predictable and acknowledge that educators work many hours outside the contracted school day. Therefore, teachers will not be assigned duties beyond seven hours and thirty-five minutes when the instructional calendar is based on days. When the instructional calendar is based on hours, teachers will not be assigned duties beyond seven hours and fifty minutes on all instructional days. Professional learning days/teachers workdays, shall not exceed seven hours and thirty-five minutes.

These hours are not intended to circumvent normal contractual obligations, including but not limited to: faculty meetings, departmental meetings, Back-to-School Night, etc.

## **Planning Periods**

A minimum of 200 minutes per week, within the instructional day, shall be provided for each elementary and junior high/middle school teacher for individual planning, preparation, or consultation. A minimum of 225 minutes per week, within the instructional day, shall be provided for each high school teacher for individual planning, preparation, or consultation. No more than one planning period per week, during this designated time, may be required for group/collaborative planning. Teachers will not be required to forfeit minimum plan time for uses other than those agreed upon in the Master Contract.

## **Lesson Plans**

Lesson plans, inclusive of weekly updates to each Canvas course, shall be due no earlier than teacher report time on the first day of each week that school is in session. Nothing in this language shall prevent

individual teachers or teams from providing lesson plans prior to the required time. Teachers can only be required to submit lesson plans once per week, in one location, in accordance with the Master Contract.

## **Lunch Periods**

Each teacher shall have no less than twenty-five (25) consecutive minutes each day for lunch during which they shall be given no duties.

When possible, school counselors will not be assigned to lunch/hall duties that would cause them to be unable to serve students or parents on a continuing basis for an extended period of time.

## **Public Reprimands/Dignity and Respect**

The District administration expects that the worth, dignity and rights of the individual shall be paramount in all administrator/teacher relationships.

It is recognized that professional and ethical behavior is expected of all school employees. Therefore, administration will not discipline or reprimand a teacher in the presence of any other person, with the exception of evaluating administrators, Instructional Leadership Directors, TCTA representation chosen by the member, and, if requested by the teacher or administrator, a member of Talent Management. Additionally, teachers will interact with administration, staff, and parents in a positive and professional manner.

## **Assault and Battery**

In addition to the benefits extended by operation of state law, District certified teachers receive coordinated benefits which permit a teacher, whose injury is the result of an assault and battery while engaged in the performance of the teacher's duties, to receive their full salary. The Superintendent or designee shall determine the time limit, applicable to the teacher's receipt of full salary, based on individual circumstances applicable to the teacher.

However, no teacher shall receive less than the remainder of the school year or contract year, whichever is applicable.

## **Issues Involving Assault**

1. All cases of assault suffered by teachers in connection with their employment shall be reported in writing by the teacher to the principal. The principal shall immediately transmit the report to the Superintendent, the Chief Talent Officer and the District's Police Chief. The Superintendent shall acknowledge receipt of such report to the principal and the teacher.

In any case of an assault upon a teacher or a complaint or suit by third parties as a result of action taken by the teacher while performing their duties, the Board will render all reasonable assistance to the teacher in connection with the handling of the incident by law enforcement and judicial authorities.

2. The administration shall be vigilant to protect teachers from verbal and/or physical assault for reasons connected with their assignment. At the request of the faculty or the principal, the staff will meet to review and discuss procedures for dealing with verbal and/or physical assault from students and/or their parents or guardians. When changes in the procedure are necessary, the principal will establish a committee to develop specific recommendations. The principal will consult with the TCTA building delegate(s) for teacher representation on the committee. The individuals on the committee will seek consensus on the procedures to be used at their building site to deal with verbal and/or physical assault and the manner in which parent/teacher conferences will be scheduled and conducted. If a disagreement occurs concerning the procedures for dealing with verbal and/or physical assault or the guidelines for parent/teacher conferences, the principal will have the final responsibility in resolving the disagreement.

## **Professional Dress**

Teachers occupy a special position within the education community, particularly with respect to their ability to serve as a positive influence for students. Teachers are expected to dress in a professional manner at all times. Dress, including jewelry, and personal grooming, must not offend common standards of decency, distract from the learning environment, contain language which refers directly or indirectly to drugs, alcohol or tobacco, contain direct or indirect sexual references, present health or safety problems, or otherwise constitute inappropriate dress or grooming for the educational process in which the teacher is engaged.

Business casual attire is appropriate throughout the school year depending upon particular classes, activities or circumstances requiring more casual and relaxed dress.

As a general rule, the following items are not considered business casual or appropriate:

- Jeans
- Tee shirts (without school logos), tank tops or halter tops
- Sweatshirts or sweat pants
- Cutoffs or shorts
- Gym suits or warm-up suits
- Flip flops (shower shoes)
- Ripped, stained, soiled clothing or clothing which is too tight or revealing

Fridays shall be designated as relaxed dress day when teachers are allowed to wear jeans and school spirit shirts. The exceptions to the above are when a site has designated a day which shall involve a relax dress, a special event, or in the instance where the teacher is engaged in an activity or an assignment in which the wearing of jeans, tee shirts, gym suits, jogging suits or similar attire is appropriate to the activity or class.

## **Travel Reimbursement**

1. Teachers such as traveling instrumental music teachers, nurses, and speech therapists, whose assignments require scheduled travel between two or more buildings or travel between buildings and homes, shall be reimbursed at a rate annually set by the District per mile for use of personal automobiles.

2. Teachers (such as subject matter instructional supervisors) whose assignments require travel, but not on a regularly scheduled basis, shall be reimbursed at the rate annually set by the District per mile for use of personal automobiles.

## **Student Schedules**

Principals and teachers at each site should establish a means of communication and input about the schedule building process in the school.

## **Parent-Teacher Conferences**

Principals, Assistant Principals, Counselors, Secretaries, Clerks, etc., shall not schedule parent teacher conferences without reasonable notice being given to the teacher(s) concerned. Every effort shall be made to arrange the conference with the teacher(s) at least two days in advance of the conference.

## **Moving Classrooms**

When there are insufficient classrooms in a building for each teacher to be assigned full time to their own room, every effort will be made to hold to a minimum the number of times a teacher has to move to a different room consistent with the subject area(s) of the assignment.

## **Use of Telephone**

Adequate telephone service shall be available to teachers with privacy of conversation when desired.

## **Faculty Lounge**

The Board shall continue to make available in each school a room or rooms appropriately furnished for use as a faculty lounge.

## **Special Programs IEP Conferences During School Day**

When classroom teachers are to be involved in an IEP conference, the conference should be held, to the extent possible, during the school day.

## **Sign-In Sheets**

Teachers shall indicate their arrival and departure to and from the building by a check mark on the sign-in sheet.

## **Information on the District's Website**

The District shall post updated copies of the Master Contract, Long-Term Disability Plan and related forms, and FMLA forms on the District's website.

## **Posting Information**

Statistics identifying individual teachers shall not be posted or distributed to others. (Examples include, but are not limited to, number of referrals written, number of absences, and number of failing grades given.)

Reasons for employee absences shall not be posted or distributed to others.

## **Teacher Allocation Announcement of Building Allocation**

Within five (5) working days following the receipt of the statement of the building staff allocations for the following school year, principals will communicate the staff allocation to the entire staff in each building.

## **Assignments – Substitute Location When Work Occurs in a Classroom**

An alternate location will be provided for a teacher whose room is being painted or remodeled during the regular school day.

## **Schedule Changes**

Student class schedule changes shall, to the extent possible, be kept to a minimum.

## **Administration – Substitutes for District-Required Workshops**

Where there is a District-required workshop during the school day, the District will, when substitutes are available, attempt to ensure that substitutes are provided, and that coverage will not come from within the building.

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# SCHEDULES

## SCHEDULE I

Tulsa Public Schools

### 2021-2022 SALARY SCHEDULE\*\*

TEACHERS

Tulsa Public Schools											
2020-2021 SALARY SCHEDULE *pending board approval											
TEACHERS											
Standard Schedule						National Board Schedule					
Step	Bachelors	Masters	Masters +30	Masters +60	Doctorate	Step	Bachelors + NBC*	Masters + NBC*	Masters +30 + NBC*	Masters +60 + NBC*	Doctorate + NBC*
0	40,000	41,000	41,500	42,500	43,500	0	41,158	42,158	42,658	43,658	44,658
1	40,410	41,410	41,910	42,910	43,910	1	41,568	42,568	43,068	44,068	45,068
2	40,820	41,820	42,320	43,320	44,365	2	41,979	42,979	43,479	44,479	45,524
3	41,250	42,250	42,750	43,750	44,834	3	42,408	43,408	43,908	44,908	45,992
4	41,745	42,745	43,245	44,245	45,294	4	42,903	43,903	44,403	45,403	46,452
5	42,200	43,200	43,700	44,700	45,763	5	43,358	44,358	44,858	45,858	46,921
6	43,160	44,660	45,160	46,660	48,660	6	44,319	45,819	46,319	47,319	48,819
7	43,700	45,200	45,700	46,700	47,200	7	44,858	46,358	46,858	47,858	48,858
8	44,140	45,640	46,140	47,640	48,640	8	45,298	46,798	47,298	48,298	49,298
9	44,575	46,075	46,575	47,575	48,575	9	45,734	47,234	47,734	48,734	49,734
10	45,019	46,519	47,019	48,019	49,019	10	46,179	47,679	48,179	49,179	50,179
11	45,575	47,075	47,575	48,575	49,575	11	46,734	48,234	48,734	49,734	50,734
12	46,075	47,575	48,075	49,075	50,075	12	47,234	48,734	49,234	50,234	51,234
13	46,574	48,074	48,574	49,574	50,574	13	47,734	49,234	49,734	50,734	51,734
14	46,962	48,462	48,962	50,962	52,389	14	48,122	50,122	51,122	52,122	53,549
15	47,435	49,435	50,435	51,939	53,366	15	48,595	50,595	51,595	53,099	54,526
16	47,895	49,895	51,416	53,047	54,475	16	49,055	51,055	52,576	54,207	55,635
17	48,448	50,894	52,922	54,573	55,977	17	49,608	52,054	54,082	55,733	57,137
18	49,726	52,114	54,142	55,793	57,197	18	50,886	53,274	55,302	56,953	58,357
19	50,946	52,792	54,930	56,561	57,985	19	52,106	53,952	56,090	57,721	59,145
20	51,514	53,449	55,558	57,179	58,613	20	52,675	54,609	56,718	58,339	59,773
21	52,102	54,669	56,307	57,928	59,363	21	53,263	55,830	57,468	59,089	60,524
22	52,870	55,237	57,193	58,824	60,249	22	54,030	56,398	58,354	59,985	61,410
23	53,439	55,805	58,413	60,044	61,469	23	54,599	56,965	59,573	61,204	62,629
24	54,007	56,574	58,982	60,613	62,038	24	55,167	57,734	60,142	61,773	63,198
25	54,854	57,457	60,065	61,896	63,166	25	56,037	58,639	61,247	62,878	64,348
26	56,074	58,677	61,285	62,916	64,386	26	57,257	59,859	62,467	64,098	65,568
27	56,574	59,177	61,785	63,416	64,886	27	57,757	60,359	62,967	64,598	66,068
28	57,074	59,677	62,285	63,916	65,386	28	58,257	60,859	63,467	65,098	66,568
29	57,574	60,177	62,785	64,416	65,886	29	58,757	61,359	63,967	65,598	67,068
30	58,074	60,677	63,285	64,916	66,386	30	59,257	61,859	64,467	66,098	67,568
31	59,500	61,177	63,785	65,416	66,886	31	60,683	62,359	64,967	66,598	68,068
32	60,000	62,177	64,285	65,916	67,386	32	61,183	63,359	65,467	67,098	68,568
33			64,785	66,416	67,886	33			65,967	67,598	69,068
34			65,785	67,416	68,886	34			66,967	68,598	70,068

\*Teachers who attained NBC certification before June 30, 2013, are eligible to receive from the State Department of Education an annual \$5,000 bonus for 10 years measured from the date they received the NBC as long as they continue to teach full time in the classroom for TPS and their national board certification remains current. Teachers who attain NBC certification after June 30, 2013 are eligible to receive from the State Department of Education a \$5,000 bonus only if the teacher was (1) selected for the Educational Leadership Oklahoma Program before June 30, 2013, or (2) if the teacher applied for the certification to the National Board for Professional Teaching Standards before June 30, 2013. **Any teacher who receives an annual NBC bonus, regardless of whether they attained their NBC before or after June 30, 2013, is not eligible to participate in the NBC minimum salary increment.**

Note: The School District's existing agreement provides a career increment in the amount of \$1,000 after 20, 25, 30, 34, 37 years of creditable service. Beginning with the 1995-96 school year, teachers who complete their 20, 25, 30, and 34 years of service during the first semester will move to the appropriate career increment for the second semester. The salary adjustment will be one-half the amount indicated for the yearly career increment.

A maximum of five years will be granted on the salary schedule for prior active military service.

Benefits: Health insurance not to exceed HealthChoice High; \$11.00/month dental; Life insurance - 1 ½ times employee's annual salary; Long Term Disability. Teachers not electing to take health insurance through the District shall be paid a taxable cash "in-lieu-of" payment of \$69.71 per month.

Teachers who have topped out of their salary lane will receive a one-time \$500 stipend for the 2020-2021 school year.

**\*Salary Schedule approved by the Board at the Jan 25, 2021 meeting**

**\*\*The Salary schedule has not changed since the 2020-2021 school year. Teachers will be moved up one step on the current (2020-2021) salary schedule for the 2021-2022 school year.**

**SCHEDULE II**  
Tulsa Public Schools  
**SPECIAL ASSIGNMENT RATES OF PAY & TEACHER ATTENDANCE  
INCENTIVE PILOT**

<b>Special Assignment</b>	<b><u>Amount</u></b>
Academic Bowl Coach - High School	3,434
Academic Bowl Coach - Middle School	1,145
Assembly Coordinator - High School	1,109
Assembly Coordinator - Middle School	1,109
Breakfast Program Supervisor	1,502
Building Test Coordinator - Traditional Sites	1,849
Building Test Coordinator for Hospital/Alternative Sites	1,500
Bus Duty (Early Arrival/Late Departure)	1,831
Class Sponsor – Freshman	1,295
Class Sponsor – Sophomore	1,295
Class Sponsor – Junior	1,295
Class Sponsor – Senior	1,664
Community School Principal	1,109
Competitive Debate	2,060
Competitive Speech	2,060
Department Chair	1,849
Dietitian – Supervisor	1,860
Double Section (1) - 1/8	687
Double Section (2) - ¼	916
Double Section (3) - 3/8	1,145
Double Section (4) - ½	1,373
Double Section (5) - 5/8	1,602

Double Section (6) - $\frac{3}{4}$	1,831
Double Section (7) - $\frac{7}{8}$	2,060
Double Section (8) - $\frac{8}{8}$	2,289
Drama - High School	2,060
Drama - Middle School	1,373
Elementary School Allocation - Special Duties	1,145
Elementary Special Education Lead**	1,849
Future Educators Association Sponsor - High School	1,500
Home Base Advisory Coordinator	1,109
ID Team Leader - Middle School - (Minimum)***	357
ID Team Leader - Middle School - (Maximum)***	1,849
Instrumental Music - $\frac{1}{2}$ -High School	962
Instrumental Music - High School	6,353
Instrumental Music - Middle School	1,145
Instrumental Music Assistant - High School	1,572
Intramural (1)	1,109
Intramural (2)	554
Intramural (3)	370
Intramural (4)	277
Multi-school Librarian	1,849
National/State Honor Society Affiliate Sponsor	925
Newspaper Sponsor – Elementary	462
Newspaper Sponsor - High School	925
Newspaper Sponsor - Middle School	687
Nurse – Supervisor	1,849
Safety Patrol Sponsor – Elementary	554
Secondary Fine Arts Dance	1,717
Site Asset Manager - High School Music	500
Site Asset Manager - High School Child Nutrition	500
Site Asset Manager - High School Lead	1,500

Site Asset Manager - Elementary < 400 Students	1,000
Site Asset Manager - Elementary 401 - 700 Students	1,300
Site Asset Manager - Elementary > 700 Students	1,500
Site Asset Manager - Middle School	1,300
Site Asset Manager - Special Program	1,000
Site Technology Contact - School < or = to 400 Students	1,373
Site Inst'l Resource Coord. - ES<or =400 Students	1,000
Site Inst'l Resource Coord. - ES 401-700 Students	1,300
Site Inst'l Resource Coord. - ES> 700 Students	1,500
Site Inst'l Resource Coord. - MS/JrH<or =500 Students	800
Site Inst'l Resource Coord. - MS/JrH>501 Students	1,000
Site Inst'l Resource Coord. - HS<or = 500 Students	800
Site Inst'l Resource Coord. - HS 501-950 Students	1,000
Site Inst'l Resource Coord. - HS>951 Students	1,300
Site Inst'l Resource Coord. - Project Accept, TRAICE MS/HS	1,000
Site Inst'l Resource Coord. - Tulsa Met MS/HS, TLA, Street	800
Site Inst'l Resource Coord. - Positive Changes, Phoenix Rising	300
Site Technology Contact - School 401 to 700 Students	1,717
Site Technology Contact - School >700 Students	2,060
Stagecraft - High School	1,109
Stagecraft - Middle School	925
Student Council Sponsor – Elementary	554
Student Council Sponsor - High School	1,479
Student Council Sponsor - Middle School	1,109
Teacher-in-Charge – Elementary	1,145
Team Leader	1,849
Treasurer – Elementary	1,488
Treasurer - High School	2,861
Treasurer - Middle School	2,861
Vocal Music - Middle School	1,145

Vocal Music - High School	1,717
Yearbook Sponsor - High School	1,502
Yearbook Sponsor - Middle School	998

\*\*Applies to elementary schools with 3 or more special education teachers

\*\*\*Must Submit Worksheet

## Junior High Sports

Amount

JH Site Athletic Director	4,000
JH boys basketball—8th grade	1,145
JH boys basketball—7th grade	1,145
JH girls basketball—8th grade	1,145
JH girls basketball—7th grade	1,145
JH cheerleading sponsor	2,060
JH football – Head	2,289
JH football - Assistant 1	1,373
JH football - Assistant 2	1,373
JH girls volleyball	1,602
JH Boys - soccer	1,145
JH girls - soccer	1,145
JH boys - CC/Track	1,145
JH girls - CC/Track	1,145
JH wrestling - boys/girls	1,602
JH swimming - boys/girls	1,145
7th grade volleyball	1,145

## 6th Grade Sports

Amount

6th grade football assistant	1,373
6th grade boys basketball	1,145
6th grade girls basketball	1,145
6th grade girls volleyball	1,145

## High School Sports

### Amount

Athletic Director - Boys/Girls (& Ext 5 days****)	10,000
Baseball – Assistant	3,000
Baseball – Head	6,500
Basketball - Head – Boys	8,097
Basketball - Head – Girls	8,097
Basketball - Assistant - Boys	2,577
Basketball - Assistant - Girls	2,577
Basketball - Ninth Grade Coach - Boys	2,119
Basketball - Ninth Grade Coach - Girls	2,119
Cheerleading Sponsor - High School	3,433
Cross Country - Head - Boys	2,800
Cross Country - Head - Girls	2,800
Cross Country - Assistant - Boys	1,500
Cross Country - Assistant - Girls	1,500
Football – Head	9,616
Football – Assistant	3,335
Football - Ninth Grade Coach	2,877
Golf - Head – Boys	3,800
Golf - Head – Girls	3,800
Golf - Assistant – Boys	357
Golf - Assistant – Girls	357
Pom Sponsor - High School	3,000
Pom Sponsor - Middle School	1,500
Soccer - Head – Boys	3,878
Soccer - Head – Girls	3,878
Soccer - Assistant – Boys	1,500
Soccer - Assistant – Girls	1,500

Softball - Head – Girls	6,500
Softball - Assistant – Girls	3,000
Swimming - Head – Boys	3,800
Swimming - Head – Girls	3,800
Swimming - Assistant - Boys	696
Swimming - Assistant - Girls	696
Tennis - Head – Boys	3,800
Tennis - Head – Girls	3,800
Tennis - Assistant – Boys	357
Tennis - Assistant – Girls	357
Track - Head – Boys	3,500
Track - Head – Girls	3,500
Track - Assistant – Boys	2,000
Track - Assistant – Girls	2,000
Volleyball - Head – Boys	3,371
Volleyball - Head – Girls	3,371
Volleyball - Assistant - Boys	1,202
Counselor - Elementary	1,831
Volleyball - Assistant - Girls	1,202
Wrestling – Head Girls	4,285
Wrestling - Head Boys	4,285
Wrestling – Assistant	2,142

\*\*\*\*Extended Time Pay is determined by Daily Rate and listed as a separate pay item

**Do not enter on Stipend Reporting website**

Counselor - Middle School & Ext. 5 days*	1,831
Counselor – High School & Ext. 10 days	1,831
Counselor - Vocational Education	1,831
Curriculum Writing	\$23.00 per hour

Fine Arts District Chairs	<b>2,000</b>
Guidance Dean - Middle School & Ext. 5 days*	<b>2,175</b>
Guidance Dean - High School & Ext. 10 days*	<b>2,403</b>
Instructional Media Specialist - High School & Ext. 5 days*	<b>925</b>
JROTC – Certified	<b>1,664</b>
JROTC Leadership (Middle School) & Ext. 10 days*	<b>1,664</b>
Librarian - Middle & High School & Ext. 5 days*	<b>925</b>
Psychologist I Plus 5% base salary	<b>5,093</b>
Psychometrist Plus 5% base salary	<b>3,413</b>
Resource, Pathwise, Instructional Specialist/Facilitator	<b>1,831</b>
Special Education	<b>5%</b>
Elementary Special Education Lead**	<b>1849</b>
Elementary Gifted and Talented Lead	<b>1,849</b>
Vocational Education, Full Time	<b>2,000</b>
Vocational Education, District Paid	<b>289</b>
Vocational Education, Perkins Fund	<b>2,000</b>
Alternative Education	<b>5%</b>
MS Hub Monitors - must be approved through the Safe & Drug Free Schools Department	<b>1,680</b>
Speech Pathologist w/ "C's Certification of Clinical Competence"	<b>5,000</b>

\*Extended Time Pay is determined by Daily Rate and listed as a separate pay item

Multilingual teachers: those teachers who have demonstrated proficiency in that language or dual language teachers. All eligible teachers must pass the American Council on the Teaching of Foreign Languages (ACTFL) test or comparable assessment as determined by the Office of Language and Cultural Services. The candidate is responsible for the testing fee. Daily class load is determined by the sum of students in all subjects or classes.	<b>2,000</b>
ESL Certification Exam Reimbursement: Title III funds will be used to reimburse the exam fees (\$135) for any TPS certified staff member who successfully passes the Oklahoma English as a Second Language Certification exam.	<b>135</b>
Interpreter – Certified: Certified staff serving as the school’s identified interpreter(s) and submitted to Talent Management by the principal. 1-50 students of a language group = 1 interpreter. The staff member must have successfully passed the Oral Language Competency test as administered by the Office of Language and Cultural Services or submitted approved documentation of competency to the Office of Language and Cultural Services. The staff member must have completed the required annual Interpreter/Translator Training provided by the Office of Language and Cultural Services. Identified interpreters will be the first resources	<b>720</b>

assigned to off-contract hours requests.

Translator – Certified: Certified staff serving as the school’s identified translator(s) and submitted to Talent Management by the principal. 1-100 students of a language group = 1 translator. The staff member must have successfully passed the Written Language Competency test as administered by the Office of Language and Cultural Services or submitted approved documentation of competency to the Office of Language and Cultural Services. The staff member must have completed the required annual Interpreter/Translator Training provided by the Office of Language and Cultural Services.

720

Establish the following stipend supported leadership roles to support Indian Education Services:

- Indian Education Lead Resource Advisor (1) - Current rate of pay for 20 additional days, not to exceed \$12,000 (Funding source - Title 6)
- Indian Education Resource Advisor - Tutoring Lead (1) - \$1000 (Funding source - Cherokee Nation Tag)
- Indian Education Club Sponsor (up to 12) - \$500 (Funding source - Cherokee Nation Tag)

Additional Job Description/Responsibility Language for Reference:

Pay a lead resource advisor (to be named) @ their current rate of pay (total not to exceed \$12,000) to support the program in coordinating cultural and academic events and services provided by our tribal partners for 20 additional non-contract days during fiscal year 2022.

Pay a resource advisor (to be named) a \$1,000 stipend for coordination, leadership, training, and organization of the Indian education after-school tutoring program during fiscal year 2022.

Pay up to 12 certified staff members (to be named) a \$500 stipend per regularly scheduled club (not to exceed \$24,000) to recruit, sponsor, and host after-school Indian education clubs, student boards, and/or Challenge Bowl teams at designated schools during fiscal year 2022.

New Extra Duty Stipend - SY21-22 only

Establish the following stipend supported roles for the 2021-2022 school year to support the implementation of SY21-22 priorities and strategies:

- |   |        |
|---|--------|
| ● Extended Leadership Cohort (up to 2 per secondary site)   | \$1849 |
| ● Climate & Culture Team Lead (1 per elementary site)       | \$1849 |
| ● Wellness Team Lead (up to 1 per site)                     | \$1849 |
| ● Justice, Inclusion & Belonging Team Member (2-3 per site) | \$1849 |
| ● RSA Site Coordinator (up to 1 per site)                   | \$1000 |

Additional Job Description/Responsibility Language for Reference:

In SY 21-22, we will bring teacher leaders into the learner agency work, creating an Extended Leadership Cohort of teachers. School leaders will identify at least two teacher leaders as part of the Extended Leadership Cohort to engage in professional learning to develop their knowledge and skills on *student agency as a way to advance equity* within their classrooms. Student agency is a key condition of *masterful teaching* as described in the Tulsa Way for Teaching and Learning Rubric and teachers will focus on noticing how the progression of the student role in Academic Ownership and Demonstration of Learning evolve in their classrooms. The work with the Expanded Leadership Cohort aligns with the third strategy around cultivating culturally responsive leaders.

Climate and Culture Teams build on this year's learning and practices grounded in relationships, routines, and resilience to enhance supportive environments, knowledge, skill, and mindset building, and developmental relationships. They will serve as leaders of universal (Tier 1) culture and climate practices and tools within a school community through 2021-2022 and 2022-2023 by:

1. Recognizing and supporting the needs of all students.
2. Designing and providing supports in an integrated way.
3. Engaging in strong collaboration among all adults (caregivers, teachers, coaches, mentors, etc.) in a student's context.
4. Operating with an understanding of the impact of trauma and adversity on learning and development.

Collaborating with the Justice, Inclusion & Belonging Team to identify and implement culture and climate practices that will foster an environment of strong adult wellness, relational trust, and collective efficacy in preparation for engaging in school-wide equity work in 2022-2023

Wellness Teams: A school Wellness Team is a school-based Tier 2 cross-functional team focused on addressing the mental health and social & emotional learning needs of students, families and school staff in its specific school community.

Strengthening our school communities and the supportive relationships that hold them together are foundational to our recovery efforts. As students and adults return to school in 2021-2022, we will prioritize expanding and improving successful SEL-supports that are already underway to create a more coherent system-wide approach to meeting students' holistic needs. We are eager to build on and strengthen the role of Wellness Teams in identifying and meeting student needs that can't be met through universal SEL supports provided by the site based climate and culture teams. The focus is on supporting students who are at risk for developing more serious challenges before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3. Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.

Justice, Inclusion & Belonging Teams (JIB Teams) will serve as leaders of the adult climate, culture and justice, inclusion, & belonging work through 2021-2022 and 2022-2023 by:

1. Engaging in Equity Explorers alongside the school leader and attending all learning debrief sessions
2. Support identification of needed wellness, climate and culture work in order for site to successfully engage in justice, inclusion, & belonging development work in partnership with the Climate & Culture Team
3. Collaborate to design whole-school justice, inclusion, & belonging development & learning in SY22-23 and beyond

RSA Site Coordinator:

Duties/Responsibilities:

- Ensure all site-level RSA reports are completed by due date
  - Annual site report
  - Complete all RSA Status Forms, including probationary promotions, MAP exemptions, etc.
  - Submit names of third grade students attending RSA summer school
  - Upload all documentation to PowerSchool
- Submit names of K-3 students attending summer school
- Coordinate RSA site-level tutoring, including submitting time sheets to Heidi Doss
- Coordinate Probationary Promotion Meetings

- Coordinate testing for 4th/5th grade Probationary Promoted students
- Attend district RSA meetings; communicate pertinent information to staff members
- Check the RSA TEAMS chat for pertinent information and share with school staff

#### RSA Site Coordinator Requirement

- Should be a certified teacher
- Serves as a liaison between the school site and RSA district team
- Performs tasks, duties, and responsibilities above

### **2017-2018 Teacher Incentive Pilot:**

As you know, we are committed to ensuring that Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, career and life.

Because teachers are the heart of successful schools, their presence and voice are crucial to the team that makes excellence happen for our students. As such, TCTA and TPS wish to decrease avoidable absences through a teacher attendance appreciation incentive. In this pilot, as a small demonstration of our appreciation, we will provide all teachers with the opportunity to receive modest (but meaningful) financial incentives for perfect attendance in frequent, consecutive intervals throughout the school year.

The characteristics of this pilot, which will be effective in the 2017-2018 school year, are as follows:

- The incentive intervals will occur frequently across the school year in consecutive fashion so that all teachers will have a chance to participate as many times as possible.
- A typical amount of an incentive might be \$100, but the amounts may vary.
- The incentive pilot only awards teachers with perfect attendance. The exclusive exceptions are when
  - (1) a teacher is absent for school business taken at the direction of their principal/supervisor, or
  - (2) with the principal's permission, a teacher is absent for an hour or less of instruction and that teacher has found another teacher to cover their absence from the classroom. (This is commonly called "friendly cover," meaning there is no cover pay.)
- After the first interval, all "start dates" of an interval will be announced in advance, but because the intervals will vary and be of unannounced length, the "end date" of an interval will not be announced until the evening on which it has occurred.
- Teachers will be notified by email through the District's Talent Management Department when they have qualified for an incentive according to verified attendance records.
- The incentive will be paid in teachers' standard monthly paycheck in order to minimize tax consequences. As feasible, the relevant paycheck will be the paycheck following the end of an incentive interval.
- If a teacher begins their employment in the middle of an interval, they will not be considered to have perfect attendance for that particular interval.
- This incentive will be available to all teachers covered by the TCTA/TPS Collective Bargaining Agreement (in other words, all employees on a teacher contract) as well as any employees serving as an apprentice teacher.
- The District will have discretion to develop any business rules necessary to further define the incentive program, but will do so with input from the appropriate individuals (principals, TCTA, payroll staff, etc.). TCTA and TPS acknowledge that this incentive program is a pilot that does not

create any property interest or create a right to a due process hearing of any kind.

# SCHEDULE III-A Confidential Evaluation Forms

## Counselors

(Insert name of District) - COUNSELOR'S CONFIDENTIAL EVALUATION						©2012 The Talia Model					
Counselor _____ Date(s) of observations _____											
School _____ Assignment _____ Employee Number _____						INSERT A WHOLE NUMBER, NOT AN "X" OR "Y"! DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.					
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed						1	2	3	4	5	Average
<b>COUNSELOR CENTER MANAGEMENT</b>											
#DIV/0!											
1. The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.											
2. The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.											
3. The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.											
<b>SCHOOL COUNSELING EFFECTIVENESS</b>											
#DIV/0!											
4. School Counselor monitors student progress to maximize student achievement.											
5. School Counselor demonstrates accountability.											
6. The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in student's emotional, career and academic progress.											
7. School Counselor participates in the school-wide assessment program.											
8. School Counselor exhibits the skills and temperament to manage student's crisis.											
9. Exhibits behaviors and efficiencies associated with professionalism.											
NOTE: N/A or N/O cannot be used for Domains with a single Indicator; use 1, 2, 3, 4, or 5 ONLY.											
<b>PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT</b>											
0.0											
10. Uses professional growth as a continuous improvement strategy.											
<b>INTERPERSONAL SKILLS</b>											
#DIV/0!											
11. Effective interactions and collaboration with stakeholders.											
12. Counselor participates in Fair Share Duties and Responsibilities.											
<b>LEADERSHIP</b>											
#DIV/0!											
13. School Counselor leads and participates in school-wide efforts to involve parents.											
14. School Counselor advocates effectively for equity issues affecting the educational programs of students.											
<b>Summary of Effectiveness by DOMAIN:</b>											
						Average	Weight of Domain by Percentage				
COUNSELOR CENTER MANAGEMENT						#DIV/0!	20%				
SCHOOL COUNSELING EFFECTIVENESS						#DIV/0!	30%				
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT						0.0	10%				
INTERPERSONAL SKILLS						#DIV/0!	20%				
LEADERSHIP						#DIV/0!	20%				
<b>COMPOSITE, WEIGHTED AVERAGE for EVALUATION</b>						<b>#DIV/0!</b>					
NOTE:											
From:			To:			Ranking					
Less than 1.8			Less than 2.8			Ineffective					
Equal to or greater than 1.8			Less than 3.8			Needs Improvement					
Equal to or greater than 2.8			Less than 4.8			Effective					
Equal to or greater than 3.8						Highly Effective					
Equal to or greater than 4.8						Superior					
Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.											
Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.											
<b>Evaluator Comments:</b>											
Counselor's Signature* _____						Date _____					
Evaluator's Signature _____						Date _____					
*The Counselor's Signature is an acknowledgement that the counselor has received the Evaluation on the date indicated.											

# Deans

(Insert name of District) - DEAN'S CONFIDENTIAL EVALUATION						©2012 The Tulsa Model					
Dean _____ Date(s) of observations _____											
School _____ Assignment _____ Employee Number _____						INSERT A WHOLE NUMBER, NOT AN "X" OR "v"!					
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed						DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.					
						1	2	3	4	5	Average
<b>ORGANIZATION and MANAGEMENT</b>						<b>#DIV/0!</b>					
1 The Dean clearly defines expected student behavior.											
2 The Dean assures a contribution to building-wide positive climate responsibilities.											
3 The Dean generates and maintains accurate records and analyzes data.											
4 The Dean optimizes the physical environment to assure efficacy.											
<b>INSTRUCTIONAL SUPPORT</b>						<b>#DIV/0!</b>					
5 The Dean utilizes the District Behavior Response Plan to ensure building safety and security.											
6 The Dean is visible during the school day and monitors common areas to maintain student safety and security.											
<b>PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT</b>						<b>#DIV/0!</b>					
7 Uses professional growth as a continuous improvement strategy.											
8 Exhibits behaviors and efficiencies associated with professionalism.											
<b>INTERPERSONAL SKILLS</b>						<b>#DIV/0!</b>					
9 Effective Interactions and Communications with Families.											
10 Effective Interactions and Communications with Students.											
11 Effective Interactions and Communications with Staff and Community.											
NOTE: N/A or N/O cannot be used for Domains with only a single Indicator; use 1, 2, 3, 4, or 5 ONLY.											
<b>LEADERSHIP</b>						<b>0.0</b>					
12 Leadership											
<b>Summary of Effectiveness by DOMAIN:</b>						<u>Average</u>		<u>Weight of Domain by Percentage</u>			
ORGANIZATION and MANAGEMENT						#DIV/0!		25%			
INSTRUCTIONAL SUPPORT						#DIV/0!		25%			
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT						#DIV/0!		10%			
INTERPERSONAL SKILLS						#DIV/0!		30%			
LEADERSHIP						0.0		10%			
<b>COMPOSITE, WEIGHTED AVERAGE for EVALUATION</b>						<b>#DIV/0!</b>					
<b>NOTE:</b>											
<u>From:</u>		<u>To:</u>		<u>Ranking</u>							
Less than 1.8		.....		Ineffective							
Equal to or greater than 1.8		.....		Needs Improvement							
Equal to or greater than 2.8		.....		Effective							
Equal to or greater than 3.8		.....		Highly Effective							
Equal to or greater than 4.8		.....		Superior							
Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.											
Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.											
<b>Evaluator Comments:</b>											
Dean's Signature* _____ Date _____											
Evaluator's Signature _____ Date _____											
*The Dean's Signature is an acknowledgement that the dean received the Evaluation on the date indicated.											

# Librarians

(Insert name of District) - LIBRARIAN'S CONFIDENTIAL EVALUATION						©2012 The Tulsa Model																							
Librarian _____		Date(s) of observations _____																											
School _____		Assignment _____		Employee Number _____		INSERT A WHOLE NUMBER, NOT AN "X" OR "Y"																							
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed						INSERT ONLY ONE NUMBER IN A ROW.																							
						1	2	3	4	5	Average																		
<b>LIBRARY MANAGEMENT</b>											#DIV/0!																		
1 Managing Student Behavior																													
2 Creating a Culture for Learning																													
3 Managing Library Procedures																													
4 Collaborating with Teachers																													
5 Administrative Management and Records																													
6 Developing Collection																													
7 Administering Library Budget																													
8 Supervising Personnel																													
<b>INSTRUCTIONAL EFFECTIVENESS</b>											#DIV/0!																		
9 Demonstrating Knowledge of Curriculum																													
10 Supporting Instructional Goals																													
11 Demonstrating Knowledge of Traditional / Non-Traditional Literature and Reading Support																													
12 Communicating Effectively with Students																													
13 Using Quality Questioning Techniques with Students																													
14 Assessing Students																													
15 Developing Lessons																													
<b>PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT</b>											#DIV/0!																		
16 Reflecting on Professional Effectiveness																													
17 Growing and Developing Professionally																													
<b>INTERPERSONAL SKILLS</b>											#DIV/0!																		
18 Communicating with School Staff																													
19 Communicating with School Stakeholders																													
<b>LEADERSHIP</b>											#DIV/0!																		
20 Contributes to School and Professional Communities																													
21 Adheres to Professional Ethics																													
<b>Summary of Effectiveness by DOMAIN:</b>																													
LIBRARY MANAGEMENT										Average	Weight of Domain by Percentage																		
										#DIV/0!	35%																		
INSTRUCTIONAL EFFECTIVENESS										#DIV/0!	40%																		
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT										#DIV/0!	10%																		
INTERPERSONAL SKILLS										#DIV/0!	10%																		
LEADERSHIP										#DIV/0!	5%																		
<b>COMPOSITE, WEIGHTED AVERAGE for EVALUATION</b>										#DIV/0!																			
<b>NOTE:</b>																													
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;"><b>From:</b></td> <td style="text-align: center;"><b>To:</b></td> <td style="text-align: left;"><b>Ranking</b></td> </tr> <tr> <td>Less than 1.8</td> <td>.....</td> <td>Less than 2.8</td> </tr> <tr> <td>Equal to or greater than 1.8</td> <td>.....</td> <td>Less than 3.8</td> </tr> <tr> <td>Equal to or greater than 2.8</td> <td>.....</td> <td>Less than 4.8</td> </tr> <tr> <td>Equal to or greater than 3.8</td> <td>.....</td> <td>Less than 5.0</td> </tr> <tr> <td>Equal to or greater than 4.8</td> <td>.....</td> <td>Less than 5.0</td> </tr> </table>												<b>From:</b>	<b>To:</b>	<b>Ranking</b>	Less than 1.8	.....	Less than 2.8	Equal to or greater than 1.8	.....	Less than 3.8	Equal to or greater than 2.8	.....	Less than 4.8	Equal to or greater than 3.8	.....	Less than 5.0	Equal to or greater than 4.8	.....	Less than 5.0
<b>From:</b>	<b>To:</b>	<b>Ranking</b>																											
Less than 1.8	.....	Less than 2.8																											
Equal to or greater than 1.8	.....	Less than 3.8																											
Equal to or greater than 2.8	.....	Less than 4.8																											
Equal to or greater than 3.8	.....	Less than 5.0																											
Equal to or greater than 4.8	.....	Less than 5.0																											
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Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.																													
<b>Evaluator Comments:</b>																													
Librarian's Signature* _____						Date _____																							
Evaluator's Signature _____						Date _____																							
*The Librarian's Signature is an acknowledgement that the teacher has received the Evaluation on the date indicated.																													

# Nurses

(Insert name of District) - NURSES CONFIDENTIAL EVALUATION						©2012 The Tulsa Model					
Nurse _____		Date(s) of observations _____									
School _____	Assignment _____	Employee Number _____			INSERT A WHOLE NUMBER, NOT AN "X" OR "V"!						
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed						DO NOT INSERT MORE THAN ONE NUMBER IN A BOX.					
						1	2	3	4	5	Average
<b>PROGRAM MANAGEMENT</b>											
1 Establishes a school health program within a goal-based program schedule.											#DIV/0!
2 Collaboration is the fundamental key for the successful delivery of health services.											
3 The Nurse optimizes the physical environment to assure efficacy student health and safety advantages in alignment with best practices.											
4 The Nurse clearly defines expected student behavior.											
NOTE: N/A or N/O cannot be used for Domains with a single indicator; use 1, 2, 3, 4, or 5 ONLY.											
<b>INSTRUCTIONAL SKILLS</b>											
5 Aligns health education needs with a health education curriculum and educational focus.											0.0
<b>PROFESSIONAL SERVICES</b>											
6 The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.											#DIV/0!
7 Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.											
8 Provides the spectrum of nursing services with consistency and efficacy.											
<b>PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT</b>											
9 Uses Professional Growth as a Continuous Improvement Strategy.											#DIV/0!
10 Exhibits behaviors and efficiencies associated with professionalism.											
NOTE: N/A or N/O cannot be used for Domains with a single indicator; use 1, 2, 3, 4, or 5 ONLY.											
<b>INTERPERSONAL SKILLS</b>											
11 Effective interactions and communications with stakeholders.											0.0
<b>LEADERSHIP</b>											
12 Leadership											0.0
<b>Summary of Effectiveness by DOMAIN:</b>						<u>Average</u>		<u>Weight of Domain by Percentage</u>			
PROGRAM MANAGEMENT						#DIV/0!		35%			
INSTRUCTIONAL SKILLS						0.0		10%			
PROFESSIONAL SERVICES						#DIV/0!		35%			
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT						#DIV/0!		10%			
INTERPERSONAL SKILLS						0.0		5%			
LEADERSHIP						0.0		5%			
<b>COMPOSITE, WEIGHTED AVERAGE for EVALUATION</b>						<b>#DIV/0!</b>					
<b>NOTE:</b>											
<u>From:</u>		<u>To:</u>		<u>Ranking</u>							
Less than 1.8		-----		Ineffective							
Equal to or greater than 1.8		-----		Needs Improvement							
Equal to or greater than 2.8		-----		Effective							
Equal to or greater than 3.8		-----		Highly Effective							
Equal to or greater than 4.8		-----		Superior							
Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.											
Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.											
<b>Evaluator Comments:</b>											
Nurse's Signature* _____						Date _____					
Evaluator's Signature _____						Date _____					
*The Nurse's Signature is an acknowledgement that the nurse has received the Evaluation on the date indicated.											

# Speech-Lang Paths/School Psychologists

(Insert name of District) - SPEECH-LANG PATH / SCHOOL PSYCHOLOGIST'S CONFIDENTIAL EVALUATION						©2012 The Tulsa Model					
Speech-Lang Path / School Psychologist's _____ Date(s) of observations _____											
School _____		Assignment _____		Employee Number _____		INSERT A WHOLE NUMBER, NOT AN "X" OR "Y"! DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.					
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed						1	2	3	4	5	Average
<b>ORGANIZATION and MANAGEMENT</b>											#DIV/0!
1 The Professional optimizes the physical working environment to assure efficacy/ student learning advantage.											
2 The Professional plans and prepares for delivery of services.											
3 The professional will maintain accurate student records.											
4 The Professional clearly defines expected student behavior.											
<b>INSTRUCTIONAL SUPPORT</b>											#DIV/0!
5 Adherence to Professional Responsibilities and Standards.											
6 The professional is able to select and administer individualized assessments.											
7 The professional interprets test data and assessment.											
8 Designs and implements appropriate student plans.											
9 Provides consultation for improvement of student performance.											
<b>PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT</b>											#DIV/0!
10 Uses professional growth as a continuous improvement strategy.											
11 Exhibits Behaviors and Efficiencies Associated with Professionalism.											
NOTE: N/A or N/O cannot be used for Domains with a single indicator; use 1, 2, 3, 4, or 5 ONLY.											
<b>INTERPERSONAL SKILLS</b>											0.0
12 Effective Interactions and Communications with Stakeholders.											
<b>LEADERSHIP</b>											0.0
13 Leadership											
<b>Summary of Effectiveness by DOMAIN:</b>											
										Average	Weight of Domain by Percentage
ORGANIZATION and MANAGEMENT										#DIV/0!	30%
INSTRUCTIONAL SUPPORT										#DIV/0!	45%
PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT										#DIV/0!	10%
INTERPERSONAL SKILLS										0.0	10%
LEADERSHIP										0.0	5%
<b>COMPOSITE, WEIGHTED AVERAGE for EVALUATION</b>											#DIV/0!
<b>NOTE:</b>											
<u>From:</u>			<u>To:</u>			<u>Ranking</u>					
Less than 1.8 .....			Less than 2.8 .....			Ineffective					
Equal to or greater than 1.8 .....			Less than 2.8 .....			Needs Improvement					
Equal to or greater than 2.8 .....			Less than 3.8 .....			Effective					
Equal to or greater than 3.8 .....			Less than 4.8 .....			Highly Effective					
Equal to or greater than 4.8 .....			Less than 4.8 .....			Superior					
Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.											
Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.											
<b>Evaluator Comments:</b>											
Speech-Lang. Path./ School Psychologists' Signature* _____ Date _____											
Evaluator's Signature _____ Date _____											
*The Speech-Lang. Path./School Psychologists' Signature is an acknowledgement that they received the Evaluation on the date indicated.											

# Professional Development Teachers

(Insert name of District) - STAFF DEVELOPMENT TEACHER'S CONFIDENTIAL EVALUATION						©2012 The Tulsa Model						
Staff Development Teacher _____		Date(s) of observations _____										
School _____		Assignment _____		Employee Number _____		INSERT A WHOLE NUMBER, NOT AN "X" OR "N". DO NOT INSERT MORE THAN ONE NUMBER IN A ROW.						
See RUBRIC for detailed definitions. Insert ONE of the following: 1 = Ineffective; 2 = Needs Improvement; 3 = Effective; 4 = Highly Effective; 5 = Superior; N/A = Not Applicable; N/O = Not Observed						1	2	3	4	5	Average	
<b>MANAGEMENT and ORGANIZATION</b>											#DIV/0!	
1	Staff Development Teacher plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.											
2	Staff Development Teacher contributes to building-wide positive climate.											
3	Staff Development Teacher optimizes the environment to assure efficacy in professional learning/ support.											
4	Staff Development Teacher generates and maintains accurate records and analyzes data.											
<b>INSTRUCTIONAL EFFECTIVENESS</b>											#DIV/0!	
5	Staff Development Teacher establishes and facilitates Professional Learning Communities (PLCs) school-wide.											
6	Staff Development Teacher uses a variety of strategies to communicate research-based practices for professional development.											
7	Staff Development Teacher supports District Initiatives.											
<b>PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT</b>											#DIV/0!	
8	Staff Development Teacher uses professional growth as an improvement strategy.											
9	Staff Development Teacher exhibits behaviors and efficiencies associated with professionalism.											
NOTE: N/A or N/O cannot be used for Domains with a single indicator; use 1, 2, 3, 4, or 5 ONLY.												
<b>INTERPERSONAL SKILLS</b>											0.0	
10	Staff Development Teacher promotes a collaborative work environment.											
<b>LEADERSHIP</b>											0.0	
11	Staff Development Teacher uses professional growth as evidence of a focus on leadership initiatives.											
<b>Summary of Effectiveness by DOMAIN:</b>												
	MANAGEMENT and ORGANIZATION					Average	#DIV/0!	Weight of Domain by Percentage	30%			
	INSTRUCTIONAL EFFECTIVENESS					#DIV/0!	30%					
	PROFESSIONAL GROWTH AND CONTINUOUS IMPROVEMENT					#DIV/0!	10%					
	INTERPERSONAL SKILLS					0.0	15%					
	LEADERSHIP					0.0	15%					
<b>COMPOSITE, WEIGHTED AVERAGE for EVALUATION</b>						<b>#DIV/0!</b>						
NOTE:												
	<b>From:</b>		<b>To:</b>		<b>Ranking</b>							
	Less than 1.8	.....	Less than 2.8		Ineffective							
	Equal to or greater than 1.8	.....	Less than 2.8		Needs Improvement							
	Equal to or greater than 2.8	.....	Less than 3.8		Effective							
	Equal to or greater than 3.8	.....	Less than 4.8		Highly Effective							
	Equal to or greater than 4.8	.....			Superior							
Any ranking of 1.0 or 2.0 on any component of this Evaluation requires a Personal Development Plan to be attached to this document.												
Any ranking of 4.0 or 5.0 on any component on this Evaluation requires narrative comments within the Evaluator Comments below.												
<b>Evaluator Comments:</b>												
Staff Development Teacher's Signature* _____						Date _____						
Evaluator's Signature _____						Date _____						
*The Staff Development Teacher's Signature is an acknowledgement that the SDT has received the Evaluation on the date indicated.												



**SCHEDULE III-B  
TLE OBSERVATION FORMS**

**Counselors**

 <b>T U L S A</b> <small>PUBLIC SCHOOLS</small> <b>TLE Observation and Evaluation Rubric Counselors</b>		
<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Counselor Center Management</b> 20%	1. Work Area Environment	2
	2. Management of the Counseling Program	2
	3. Building Climate	3
<b>School Counseling Effectiveness</b> 30%	4. Monitors Student Progress	4
	5. Demonstrates Accountability	5
	6. Consultation and Collaboration	6
	7. Assists with Building-Wide Assessment	7
	8. Demonstrates Skills and Temperament to Handle Crisis Interventions with Students and Families	7
<b>Professional Growth &amp; Continuous Improvement</b> 10%	9. Exhibits Professional Behaviors and Efficiencies	8
	10. Uses Professional Growth as an Improvement Strategy	9
<b>Interpersonal Skills</b> 20%	11. Effective Interactions/ Communications with Stakeholders	10
	12. Participates in Fair Share Duties	11
<b>Leadership</b> 20%	13. Leadership Involvements	11
	14. Advocates for Educational Equity	12

Indicator No.

<b>1</b>	Domain: <b>Counselor Center Management</b>		Dimension: <b>Work Area Environment</b>	
<b>The Counselor will optimize the physical learning environment to assure efficacy / student learning advantage in alignment with counseling management best practices.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The counseling center (as set up by the counselor) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The counseling center lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The counseling center is organized for providing learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>The counseling center is organized for efficacy in learning / counseling opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the counseling center could serve as an exemplary model for replication at district level.</p>

<b>2</b>	Domain: <b>Counselor Center Management</b>		Dimension: <b>Comprehensive Counseling Plan</b>	
<b>The Counselor plans for delivery of the school's counseling plan relative to short term and long term objectives.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Has no guidance program to support students' academic, career and personal / social development.</p>	<p>Has a guidance program that has not been fully developed or implemented. Program resembles random acts of guidance.</p>	<p>Delivers district-provided curriculum (e.g., 2nd step, bully proofing) to all students.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis.</p>	<p>Provides all students with a guidance curriculum that is comprehensive, proactive and developmental.</p> <p>Coordinates ongoing systemic activities to help students on an individual and small group basis</p> <p>Creates and distributes an event calendar to meet short and long term programmatic school counseling goals.</p> <p>Has developed curriculum to meet students' academic, career and personal / social development.</p>	<p>Includes the narrative descriptions in performance category 4, plus uses student data from discipline reports, teacher feedback surveys, administrative feedback data and parent surveys to drive the counseling program.</p> <p>Counselor assesses current comprehensive counseling plan through a formal needs analysis on a yearly basis and constructs a new comprehensive plan for each school year based on the needs analysis.</p>

3 Domain: <b>Counselor Center Management</b>		Dimension: <b>Building Climate</b>		
<b>The school counselor contributes to a positive school climate by taking a proactive role in creating a safe, orderly and positive school environment.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school counselor makes no contribution to the building's climate.	The school counselor's contributions to the building climate are haphazard and random.	<p>School counselor assesses school's strengths and deficiencies regarding students' suspensions, discipline referrals, etc. and designs interventions to address these.</p> <p>School counselor communicates strengths and deficiencies of school climate issues to stakeholders (e.g. faculty/staff, parents, and community partners.)</p> <p>School counselor contributes to a healthy school climate by implementing, and assessing evidence-based practices to address school's areas of concerns.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>In addition, collaborates with parents, teachers and staff regarding school's needs.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, as an integral part of a site data team, analyzes building climate data (discipline referrals, attendance of students and staff, suspension data, parent surveys, teacher surveys) and plans interventions to address area of need. Plans collaboratively to celebrate building's strengths.</p>

4		Domain: <b>School Counseling Effectiveness</b>		Dimension: <b>Monitors Student Progress</b>	
<b>School Counselor monitors student progress to maximize student achievement.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
<p>Has no system for ensuring that students meet district promotional criteria.</p> <p>Does not inform parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Does not communicate progress to parents / guardians in a consistent and reliable manner.</p>	<p>Utilizes an inconsistent system for ensuring that students meet district promotional criteria.</p> <p>Rarely informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in an inconsistent and unreliable manner.</p>	<p>Has a consistent system for ensuring that students meet district promotional criteria.</p> <p>Informs parents / guardians that a student needs intervention(s) to meet with school success.</p> <p>Communicates progress to parents/guardians in a consistent and reliable manner.</p> <p>Provide students referrals to summer school programs, tutoring, mentoring, etc. Informs parents of possible retention.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, provides student advisement/CST, and short and long term academic planning. Participates in IEPs, CSTs, and 504 plans/ focused on developing an academic plan into the future related to students' needs and interests.</p> <p>Establishes contact with students at risk of failure and collaborates with teachers and parents to address the needs with helping to develop plans of interventions.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, meets weekly to discuss student progress. Meetings at this level are marked by a highly collaborative process that seeks information/intervention ideas from various sources (may include the therapeutic community, the medical community, parents, etc.)</p>	

5		Domain: <b>School Counseling Effectiveness</b>		Dimension: <b>Accountability Reports</b>	
<b>School Counselor demonstrates accountability.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
The school counselor does not use data to measure program effectiveness.	The school counselor uses data in a random, inconsistent manner.	<p>School counselor accesses baseline data to show areas of school need in regard to attendance, discipline and achievement.</p> <p>School counselor demonstrates accountability for time spent working with students.</p>	<p>School counselor accesses data targeted toward overall school improvement goals to show evidence of program effectiveness and routinely organizes the data to demonstrate the counseling program's impact on student achievement, building climate, student discipline.</p> <p>Reviews interventions in a collaborative way through a data-based team. Monitors program interventions in a collaborative, data-based, systematic manner.</p> <p>Considers school counseling data that affects the achievement gap and plans intentional guidance activities aimed at closing the gap. These interventions might take the form of classroom guidance, small group guidance or individual work with students.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares interventions and results reports throughout the school year with colleagues and publishes cumulative annual result report (OSCAR) Oklahoma School Counseling Accountability Report that is shared with building leadership.</p>	

6 Domain: <b>School Counseling Effectiveness</b>		Dimension: <b>Consults and Collaborates</b>		
<b>The School Counselor creates a professional receiving / open climate so as to insure that Faculty and Staff actively solicit the counselor's special expertise in students' emotional, career and academic progress.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
The school counselor typically works in isolation from faculty, refuses to participate in building-level committees.	The school counselor participates in some school committees, but does not engage fully in collaborative activities.	<p>The school counselor volunteers to participate in school committees, e.g. school improvement teams, school safety teams, professional development teams, to collaborate and consult on progress in student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students through consultation as requested with faculty and parents on student personal/social, career – college readiness, and academic growth.</p> <p>School counselor establishes contact with outside agencies and school community partners to respond to student crisis.</p>	<p>Includes the narrative descriptions in performance category 3, plus coordinates a formal advisory team made up of school and community members addressing student personal/social, career – college readiness, and academic growth.</p> <p>The school counselor contributes to the achievement of students by proactively consulting and collaborating with faculty, parents and outside agencies to address student social/personal, career – college readiness, and academic growth.</p> <p>School counselor seeks to collaborate with outside agencies and school community partners to address student personal/social needs in a proactive manner.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Additionally, shares advisory team input with building leadership to facilitate any needs as determined.</p> <p>The school counselor facilitates training, workshops, or other events to provide learning opportunities in student personal/social, career – college readiness, and academic growth. For colleagues, parents, etc.</p> <p>School counselor facilitates the involvement of community partners in the school setting to provide learning opportunities to address student personal/social needs.</p>

7 Domain: <b>School Counseling Effectiveness</b> Dimension: <b>Student Assessment (testing, surveys)</b>				
<b>School Counselor participates in the school-wide assessment program.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>School counselor rarely or never attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor rarely or never attends district mandatory meetings required for building level assessments.</p> <p>School counselor shows no evidence of planning and executing an effective building assessment program.</p>	<p>School counselor inconsistently attends mandatory meetings required at the building level related to student assessment.</p> <p>School counselor inconsistently attends district mandatory meetings required for building level assessments.</p> <p>School counselor does not collaborate with other assigned personnel in the planning and execution of the building assessment program.</p>	<p>School counselor attends all mandatory meetings required at the building level related to student assessment.</p> <p>School counselor attends district mandatory meetings required for building level assessments.</p> <p>School counselor, in collaboration with other assigned personnel, plans and executes an effective building assessment program.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, prepares testing schedule with intentionality by considering individual student's needs and accommodating these through the schedule.</p> <p>As part of a data-based team, reviews student test data to help in the process of planning instruction and interventions.</p> <p>Assists in the organization and delivery of testing results to students, parents, and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>In addition, as an integral collaborator on the school's data team, the school counselor fully understands the requirements of AYP/API and helps lead the school's efforts toward removing student barriers that result in a more equitable education for all student groups and closing the achievement gap.</p> <p>The school counselor participates in data analysis and plans for feedback in a systematic manner to teachers, parents and students.</p>

8 Domain: <b>School Counseling Effectiveness</b> Dimension: <b>Skills and Temperament</b>				
<b>School Counselor exhibits the skills and temperament to manage students' crises.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school counselor is unable to respond appropriately in a crisis situation. Does not follow board policy.</p>	<p>The counselor does not demonstrate full understanding of crisis situations and doesn't fully follow board policy and procedures.</p>	<p>Demonstrates calm and confidence when confronted with student crises (child abuse, student suicide ideation, student trauma, etc.)</p> <p>School counselor shows understanding, confidentiality and compliance of school board policy when dealing with student crisis.</p>	<p>Includes the narrative descriptions in performance category 3.</p> <p>Additionally, the counselor creates an open and receiving climate so as to assure that staff, faculty and building leadership seek the counselor's skill set to provide support in crisis management with students, families, staff and faculty.</p>	<p>Includes the narrative descriptions in performance categories 3 and 4.</p> <p>School counselor's ability to deal with crisis and interventions serves as a model for other counselors in the district.</p>

9		Domain: <b>School Counseling Effectiveness</b>			Dimension: <b>Behaviors and Efficiencies</b>	
<b>Exhibits behaviors and efficiencies associated with professionalism.</b>						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.		Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests as delineated in category 3-Effective.		Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports. At the direction of administrators, shows a flexibility to accommodate parents' schedules, makes home visits, meets in vertical teams to discuss student needs, and meets the needs of students in crisis.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans, and accountability results reports.  Meets all the categories delineated in category 4, and in addition shows a high degree of initiative in meeting the needs of parents' schedules, making home visits, meeting in vertical teams and meeting the needs of students in crisis.

10	Domain: <b>Professional Growth and Continuous Improvement</b> <b>Uses professional growth as a continuous improvement strategy.</b>				Dimension: <b>Strategy</b>
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks feedback on the need for additional training to update content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the counselor makes a substantial contribution to the profession through activities such as, coaching and mentoring new counselors, teachers and other staff, educating building personnel in professional practices, making presentations conducting action research, and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.	

11		Domain: <b>Interpersonal Skills</b>		Dimension: <b>Interactions and Communications</b>	
<b>Effective interactions and communications with stakeholders.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students.</p> <p>Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p> <p>Providing parental educational opportunities via multiple venues including, but not limited to newsletters, parent workshops, etc.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of all staff: teachers, support staff and administrators.</p> <p>Willingness to share site -designed parental educational opportunities via multiple venues, e.g., newsletters, parent workshops, etc. with the balance of the counseling staff of TPS.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly and respectfully understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals and agencies beyond the building level before considering collaborative decisions.</p>	

12		Domain: <b>Interpersonal Skills</b>	Dimension: <b>Fair Share Duties</b>		
<b>Counselor participates in Fair Share Duties and Responsibilities.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Left blank by design.	Left blank by design.	School counselor understands the counseling role and accepts a portion of fair share duties and responsibilities to ensure the smooth functioning of the building.	Left blank by design.	Left blank by design.	

13		<b>Leadership</b>	Dimension: <b>Involvements</b>		
<b>School Counselor leads and participates in school-wide efforts to involve parents.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Provides no evidence of leadership as described in performance category 3 – Effective.	Declines becoming involved in school events.  Avoids becoming involved in school and district projects.  Makes no effort to share knowledge with others or to assume professional responsibilities.	Participates in school events when asked.  Participates in school and district projects when asked.  Finds ways to contribute to the profession and follows through.	Volunteers to participate in school events making a substantial contribution.  Volunteers to participate in school and district projects making a substantial contribution.  Participates actively in assisting other educators.	Includes the narrative descriptions in performance category 4.  Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.  Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.	

14 Leadership		Dimension: Advocating Equity		
School Counselor advocates effectively for equity issues affecting the educational progress of students.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs by making consistent attempts at removing any and all barriers confronting the life of a child.</p>	<p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p> <p>Assumes a proactive role in successfully removing barriers thereby maximizing student success.</p>	<p>Includes the narrative descriptions in performance category 4.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students are served in an equitable manner, particularly those traditionally underserved.</p>

**Deans**



T U L S A

PUBLIC SCHOOLS

## TLE Observation and Evaluation Rubric Deans

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Organization and Management</b> 25%	1. Discipline	2
	2. Building-wide Climate	2
	3. Record Keeping and Data Assessment	3
	4. Work Area Environment	3
<b>Instructional Support</b> 25%	5. Building Safety and Security	4
	6. Monitors	5
<b>Professional Growth &amp; Continuous Improvement</b> 10%	7. Uses Professional Growth as an Improvement Strategy	6
	8. Exhibits Professional Behaviors and Efficiencies	7
<b>Interpersonal Skills</b> 30%	9. Effective Interactions / Communications with Guardian(s)	8
	10. Effective Interactions / Communications with Students	9
	11. Effective Interactions / Communications with Faculty/Staff and Community Resources	10
<b>Leadership</b> 10%	12. Leadership Involvements	11

Indicator No.

1		Domain: <b>Organization and Management</b>			Dimension: <b>Discipline</b>	
<b>The Dean clearly defines expected student behavior.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Standards of conduct have not been established.  Students are unaware of behavioral expectations.  Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.	Standards of conduct have been established with inconsistent implementation.  Students are somewhat aware of behavioral expectations.  Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.	Establishes standards of conduct and implements with consistency.  Reiterates to ensure that students are aware of behavioral expectations.  Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.	Standards of conduct have been established with consistent peer-based implementation.  All students are aware of behavioral expectations.  Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.	Standards of conduct have been established with consistent peer monitoring.  All students are aware of behavioral expectations and they follow the procedures.  Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self discipline.		

2		Domain: <b>Organization and Management</b>			Dimension: <b>Building Wide Climate</b>	
<b>The Dean assures a contribution to building-wide positive climate responsibilities.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.  Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.  Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.  Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe.	Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.  Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.	Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives inspiring others to participate.  Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws, intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.		

3		Domain: <b>Organization and Management</b>		Dimension: <b>Record Keeping/Data Assessment</b>	
<b>The Dean generates and maintains accurate records and analyzes data.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
<p>Records are inconsistent and insufficient to determine student's overall progress and are not based on the district's discipline policy.</p> <p>There is no evidence that the dean uses data from records to guide intervention strategies.</p> <p>There is no evidence that the dean recognizes student progress or achievement.</p> <p>There is no evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs.</p>	<p>Records are rarely consistent and are not based on the district's discipline policy.</p> <p>There is little evidence that the dean uses data from records to guide intervention strategies.</p> <p>There is little evidence that the dean recognizes student progress or achievement.</p> <p>There is little evidence that the dean is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs.</p>	<p>Records are consistent and accurate and are based on the district's discipline policy.</p> <p>Uses data from records to guide intervention strategies.</p> <p>Recognizes student progress or achievement.</p> <p>Is knowledgeable of IEP/Behavior Plan (IDEA) requirements as they relate to individual student needs and modifies as needed.</p> <p>Provides required feedback to student, roster teacher and/or parent</p>	<p>Includes the narrative descriptions in category 3, plus</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Works with individual students to develop a mutually acceptable plan for "success"</p>	<p>Includes the narrative descriptions in performance category 4, plus</p> <p>Informs student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>Disaggregates data and identifies trends that effect the building-wide climate.</p>	

4		Domain: <b>Organization and Management</b>		Dimension: <b>Work Area Environment</b>	
<b>The Dean optimizes the physical environment to assure efficacy.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
<p>The office (as set up by the dean) prohibits order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and intended.</p>	<p>The office lacks organization for order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The office is organized for providing order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>The office is organized for, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the office could serve as an exemplary model for replication</p>	

5		Domain: <b>Organization and Management</b>		Dimension: <b>School-wide Safety and Security</b>	
<b>The Dean utilizes the District Behavior Response Plan to ensure building safety and security.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
<p>Fails to distribute Behavior Response Plan and campus student handbook</p> <p>Fails to ensure students sign for copy of BRP or have not reviewed with student.</p> <p>Fails to follow the BRP when administering discipline consequences.</p>	<p>Fails to distribute Behavior Response Plan and campus student handbook to incoming student during the year</p> <p>Fails to ensure incoming students sign for copy of BRP or have not reviewed with student.</p> <p>Fails to consistently follow the BRP when administering discipline consequences.</p>	<p>Ensures all beginning and incoming students receive the Behavior Response Plan and Campus student handbook.</p> <p>Collects validation signatures that all students have received and reviewed the BRP and Student handbook.</p> <p>Administers student discipline consequences in accordance with the BRP</p>	<p>Includes the narrative description in performance category 3 plus:</p> <p>Holds grade/school-wide forums to promote building-wide understanding of behavior expectations</p>	<p>Includes the narrative description in performance category 4 plus:</p> <p>Provides and schedules guest speakers to further educate on bullying, gangs, drug and alcohol abuse, etc.</p>	

6 Domain: <b>Instructional Support</b>		Dimension: <b>Monitors</b>		
<b>The Dean is visible during the school day and monitors common areas to maintain student safety and security.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Never moves around the building during the school day.</p> <p>Never uses student response techniques to promote positive behavior.</p> <p>Never uses feedback concerning student's behavior</p> <p>Never uses wait time after voicing a question to the students.</p>	<p>Seldom moves around the building during the school day. When movement happens it is to the same area of building.</p> <p>Seldom uses student response techniques to promote positive behavior</p> <p>Seldom uses feedback concerning student's behavior</p> <p>Seldom uses wait time after voicing a question to the students.</p>	<p>When appropriate, moves to all areas of the school to promote and reinforce positive student behaviors.</p> <p>Uses different types of student response techniques, both individual / group.</p> <p>Uses student response techniques to increase positive behaviors.</p> <p>Student's understanding is evaluated by feedback.</p> <p>Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question. This approach helps students formulate more thoughtful response and allows time for the student to consider positive behavior.</p>	<p>Moves to all areas of the building with efficiency and effectiveness to promote and reinforce positive student behaviors. Makes eye contact with all students often.</p> <p>Routinely uses developmentally appropriate student response techniques to increase active engagement by the students. Uses immediate feedback concerning student's behavior.</p> <p>Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question This approach helps students formulate more thoughtful response and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.</p>	<p>Moves throughout the building to assure optimal impact and to promote and reinforce positive student behaviors. When a problem is observed reviews with the student(s)</p> <p>Delivers upon all of performance category 4 and varied response techniques are used to provide immediate feedback to review expected behavior(s)</p> <p>Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.</p>

<b>7 Domain: Professional Growth and Continuous Improvement</b> <b>Uses Professional Growth as a Continuous Improvement Strategy.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the dean makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Certification and/or writing articles for department level, internal / school-wide and/or external publication. Writings that could be used as "models", parent / community communications, etc.

8 Domain: Professional Growth and Continuous Improvement				
Exhibits behaviors and efficiencies associated with professionalism.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.

9 Domain: <b>Interpersonal Skills</b>				
<b>Effective Interactions and Communications with Families.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to family misconceptions) and inconsiderate to families, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with families. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse families.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

10 Domain: <b>Interpersonal Skills</b>				
<b>Effective Interactions and Communications with Students.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to students and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with students in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with students and makes an effort to engage students in the educational program.</p> <p>Uses effective communication skills with students.</p> <p>Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with students and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with students and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse students.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

11 Domain: Interpersonal Skills				
Effective Interactions and Communications with Staff and Community.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to staff/community and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to staff/community, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to staff/community and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with staff and community in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with staff/community and makes an effort to engage staff/community in the educational program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with staff/community and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with staff/community and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse staff/community.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

12 Leadership				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>

## Librarians



## TLE Observation and Evaluation Rubric Librarian

<i>Domain/Relative Weight</i>	<i>Indicator</i>	<i>Page</i>
<b>Library Management</b> 35%	1. Managing Student Behavior	2
	2. Creating a Culture for Learning	2
	3. Managing Library Procedures	3
	4. Collaborating with Teachers	3
	5. Administrative Management & Records	4
	6. Developing Collection	4
	7. Administering Library Budget	5
	8. Supervising Personnel	5
<b>Instructional Effectiveness</b> 40%	9. Demonstrating Knowledge of Curriculum	6
	10. Supporting Instructional Goals	6
	11. Demonstrating Knowledge of Traditional / Non-Traditional Literature & Reading Support	7
	12. Communicating Effectively with Students	7
	13. Using Quality Questioning Techniques with Students	8
	14. Assessing Students	8
	15. Developing Lessons	9
<b>Professional Growth &amp; Continuous Improvement</b> 10%	16. Reflecting on Professional Effectiveness	9
	17. Growing and Developing Professionally	10
<b>Interpersonal Skills</b> 10%	18. Communicating with School Staff	10
	19. Communicating with School Stakeholders	11
<b>Leadership</b> 5%	20. Contributing to School and Professional Communities	12
	21. Adhering to Professional Ethics	12

Indicator No.

1 Domain: <b>Library Management</b>				
Indicator: <b>Managing Student Behavior</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Clear procedures have not been established for student behavior.</p> <p>Does not monitor student behavior.</p> <p>Has a primarily punitive approach to managing student behavior.</p>	<p>Some procedures and standards have been established for student behavior.</p> <p>Is inconsistent in monitoring student behavior.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior as problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior proactively before problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p>	<p>Clear procedures have been established for student behavior.</p> <p>Monitors student behavior proactively before problems arise.</p> <p>Consistently demonstrates respect for students in handling any behavior issues.</p> <p>Works with teachers to create consistent, positive procedures.</p>

2 Domain: <b>Library Management</b>				
Indicator: <b>Creating a Culture for Learning</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>The school library environment is uninviting.</p> <p>Physical resources and space within the librarian's control are poorly organized for various functions.</p>	<p>The school library environment is somewhat organized.</p> <p>Physical resources and space within the librarian's control are arranged more for the convenience of library staff than for students.</p>	<p>The school library environment is inviting and conducive to student learning.</p> <p>Physical resources and space within the librarian's control are organized for various functions considering accessibility and safety.</p>	<p>The school library environment is inviting and conducive to student learning.</p> <p>Physical resources are organized for individual, collaborative and group work.</p> <p>Students are encouraged to engage in learning activities beyond assigned class time.</p>	<p>The school library is a true learning commons where the whole school community feels comfortable to gather, explore and share learning ideas.</p> <p>Physical resources are organized and flexible enough to respond to the needs of the school, groups, and individual students.</p>

3 Domain: <b>Library Management</b>				
Indicator: <b>Managing Library Procedures</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No procedures for circulation and scheduling library facilities and resources have been established resulting in limited access.	Some procedures for circulation and scheduling of library facilities and resources have been established.	Procedures for circulation and scheduling have been established providing for adequate access to the library facilities and resources.	Positive procedures for circulation and scheduling have been established and widely accepted by the school community.  Procedures promote access to the library facilities and resources.	Positive procedures are in place for all routine services resulting in optimal access to the library facilities and resources.  Flexibility in procedures and scheduling maximizes the availability of the school librarian's expertise and library resources.

4 Domain: <b>Library Management</b>				
Indicator: <b>Collaborating with Teachers</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Collaboration does not occur with teachers.  Is not knowledgeable about CCSS.	Limited collaboration exists with teachers.  Has limited knowledge about CCSS.	Collaboration occurs with some teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units.  Promotes project-based learning and transition to CCSS.	Collaboration occurs with most teachers to coordinate the use of the library and its resources and provide learning experiences that support instructional units.  Promotes project-based learning and transition to CCSS.  Lessons promote research skills and critical thinking.	Initiates collaboration and seeks out teachers for co-planning and co-teaching.  Leads in promoting project-based learning and transition to CCSS.  Lessons promote research skills and critical thinking.

5 Domain: <b>Library Management</b>				
Indicator: <b>Administrative Management and Records</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Records are not maintained systematically or available in a timely fashion.	Keeps some records accurate and up-to-date including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.  Required and requested reports are submitted in full and on time.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.  Required and requested reports are submitted in full and on time.  Data and librarian expertise is sometimes used in decision-making and are always willingly available.	Keeps accurate and up-to-date records including catalog holdings, circulation statistics, library equipment inventory, and library usage statistics.  Data beyond what is required is gathered, interpreted and communicated to administrators and or stakeholders for planning and improving the library program.

6 Domain: <b>Library Management</b>				
Indicator: <b>Developing Collection</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Acquires resources without careful assessment of current collection.  Does not "weed" collection to remove outdated and unattractive materials.  Does not seek input from staff and/or students.	Acquires resources with little assessment of current collection.  Occasionally weeds to ensure holdings meet curriculum needs.  Rarely seeks input from students or staff.	Regularly assesses, acquires resources, and weeds collection to update holdings and ensure curriculum and student / staff needs are met.  Seeks input from both students and staff.	Acquires resources based on assessment data and input from stakeholders including staff and students. Continuously weeds the collection to update holdings and meet curriculum needs.  Monitors trends to develop a progressive collection.	Advocates for funding needs when necessary (grants, school and community foundations) to maintain a collection of resources and equipment that is responsive to changing instructional needs and student interests.  Monitors trends to develop a progressive collection.

7 Domain: <b>Library Management</b>				
Indicator: <b>Administering Library Budget</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not develop an expenditure plan or maintain spending records. Ignores spending deadlines which results in the forfeiture of funds.	Develops an expenditure plan that does not reflect the needs of the library program. Unfamiliar with established policies for managing the budget and has overlooked some spending deadlines.	Develops expenditure plan that adequately maintains the library program and supports the mission of the school.  Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.	Develops expenditure plan that extends beyond the current year in order to establish a comprehensive library program that supports the mission of the school.  Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.	Using data effectively, develops a comprehensive expenditure plan that allows for a progressive library program that supports the mission of the school.  Follows department and/or district guidelines for budget management and record maintenance that meets spending deadlines.

8 Domain: <b>Library Management</b>				
Indicator: <b>Supervising Personnel</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
No training, supervision, or evaluation of library support staff.	Minimal training, supervision, or evaluation of library support staff utilizing district and/or state mandated processes.	Training, supervision, and evaluation of library support staff are thoughtful and consistent.	Delegates tasks and provides adequate training, consistent supervision, and thoughtful evaluation of library support staff.	Expectations are clearly defined promoting an effective library program that includes delegation, training, supervision, and evaluation of library support staff following district and/or state mandated processes.  Encourages library support staff to work independently and creatively perform library tasks.

***Evaluator note regarding Indicators #9 through 15.***

*Please consider that the Librarian does not always have full control of lessons and assessments when co-planning and co-teaching with peers. Typically, librarians are operating in a give-and-take, cooperative mode. Exemplary Librarians gently guide teaching partners toward highly effective and superior lesson development, delivery and assessment.*

9 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Demonstrating Knowledge of Curriculum</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not exhibit awareness of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is somewhat aware of the curriculum and its correlation to the forms of literacy, resources, and a research process.	Is knowledgeable of the curriculum and its correlation to the forms of literacy, resources, and a research process.  Makes curriculum and learning connections for students.	Has a broad knowledge of the curriculum and correlates it to the forms of literacy, resources, and a research process.  The connections are effectively articulated and modeled.	Has commendable knowledge of the curriculum and its application to the library program.  Actively seeks other resources from agencies, organizations and institutions within the community and beyond for curriculum support.

10 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Supporting Instructional Goals</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate comprehension of the educational disciplines, diverse school population, necessary resources, and services to support instructional goals.  Has low expectations for students.	Demonstrates limited comprehension of the educational disciplines and diverse school population.  Provides some services to support instructional goals.  Has limited expectations for students.	Demonstrates basic comprehension of the educational disciplines and diverse school population.  Provides adequate resources, technology and services to support instructional goals.  Collaborates with teachers to integrate literacy and reading strategies.  High expectations for students are present and consistent.	Demonstrates full comprehension of the educational disciplines and diverse school population.  Provides the resources, technology and services to support instructional goals.  Collaborates with teachers to integrate literacy and reading strategies into core content units of instruction.  High expectations for students are present and consistent and nurtured.	Demonstrates exemplary comprehension of the educational disciplines and diverse school population.  Expertly provides resources, technology and services to support instructional goals.  Consistently collaborates with teachers to create and integrate instruction.  High expectations for students are always present as evidenced by highly engaged and productive learners.

11 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Demonstrating Knowledge of Traditional and Non-Traditional Literature &amp; Reading Support</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Has minimal knowledge of fiction and nonfiction literature, and does not actively encourage reading for pleasure or lifelong learning.	Has limited knowledge of fiction and nonfiction literature, and inconsistently encourages reading for pleasure and lifelong learning.	Has a sufficient working knowledge of literature and resource materials to help students and staff select the "right" book or other material to match their needs and interests.  Encourages reading for pleasure and lifelong learning using both traditional and emerging technological strategies and tools.	Has an exceptional knowledge of literature and resource materials.  Consistently uses both print and non-print strategies and tools to encourage reading for pleasure and lifelong learning.  Creates extra reading activities and opportunities that engage students beyond typical classroom assignments and or traditional book talks and displays.	Has a superior knowledge of literature and resource materials.  Consistently uses both print and non-print strategies and tools to encourage reading for pleasure and lifelong learning with students, faculty, and parents.  Partners with teachers, school staff and the community to promote reading programs and initiatives.

12 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Communicates Effectively with Students</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not communicate with students.  Procedures are not taught and instructional directions are not clear.  Technology is not used.	Makes a limited attempt to communicate with students.  Directions and procedures are often confusing and inconsistent.  Technology is rarely used and/or limited in type and scope.	Clearly communicates directions and procedures with students.  Technology is used when appropriate.	Effectively communicates directions and teaches procedures to students.  Reinforcement and clarification are provided on an ongoing basis.  Various technologies and methods are utilized to demonstrate and model the correct usage of library resources and their use is encouraged.	Effectively communicates directions and procedures in verbal and written format to students.  Misunderstandings are anticipated and dealt with in a timely manner.  Innovative technologies are used effectively to demonstrate how to use the library in real and virtual environments.  Students are active participants in teaching, modeling, and sharing.

13 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Using Quality Questioning Techniques with Students</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not attempt to question or use an inquiry-based approach to learning with students.	Includes some lower level questions in lessons, yet fails in eliciting higher level thinking from students.	Understands and supports core curriculum instruction and assists in the transition to CCSS.  Uses inquiry-based strategies to elicit higher level thinking.	Designs and supports CCSS by often using open-ended and probing inquiry-based questions that guide and help students independently formulate their own questions about their research topics.	Takes leadership role in the design and implementation of the CCSS.  Consistently uses open-ended and probing questions that guide students in the formulation of relevant questions about their research topics.  Encourages students to use various processes to refine their research techniques and extend their own learning and thinking.

14 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Assessing Students</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Student learning is not monitored.	Student learning is sometimes monitored.  Occasionally uses teacher or librarian-created assessment tools.  Does not share rubrics or communicate expectations with students.	Student learning is monitored, using primarily formative assessment tools as appropriate. Ex: teacher or librarian-created rubrics; exit cards to check understanding; observation during student learning activities.  Students are aware of the evaluation process and are involved in some self-assessments.  Provides timely feedback to students.  Assessment data is reviewed to improve teaching.	Student learning is monitored, using primarily formative assessment tools as appropriate. Ex: teacher and librarian-created rubrics; exit cards to check understanding; observation during student learning activities.  Students often participate in the evaluation process, peer reviews and self-evaluation.  Assessment data is reviewed to improve teaching.	Student learning is consistently monitored, using primarily formative assessment tools as appropriate. Ex: teacher and librarian-created rubrics; exit cards to check understanding; observation during student learning activities.  Students participate in the development of evaluation tools.  Evaluation is authentic, involving students in "real world" applications.  Students routinely evaluate themselves and peers.  Students reflect on their learning process as well as their work.  Assessment data is reviewed to improve teaching.

15 Domain: <b>Instructional Effectiveness</b>				
Indicator: <b>Developing Lessons</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>National and state teaching standards are not consulted.</p> <p>Instructional plans are inadequately developed or nonexistent.</p>	<p>National and state teaching standards are sometimes consulted.</p> <p>Instructional plans are inadequately developed and fail to differentiate to address individual student needs.</p>	<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are developed to meet the individual learning styles and capacities of a diverse student population.</p>	<p>Lesson plans are aligned to national and state teaching standards.</p> <p>Instructional plans are fully developed to meet the learning styles and capacities of a diverse student population.</p> <p>Lessons are altered based upon student responses and behaviors.</p>	<p>National and state teaching standards are addressed when developing lesson plans.</p> <p>Instructional plans are created to meet the learning styles and capacities of a diverse student population.</p> <p>Lessons are continually altered based on student responses and behaviors.</p> <p>Modifications and adjustments occur seamlessly throughout the lesson resulting in student engagement and success.</p>

16 Domain: <b>Professional Growth &amp; Continuous Improvement</b>				
Indicator: <b>Reflecting on Professional Effectiveness</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not reflect on the effectiveness of teaching practices or library services offered.</p> <p>Resists change, and does not meet the needs of the school community.</p>	<p>Occasionally reflects on the effectiveness of teaching practices and library services offered.</p> <p>Minimal change and growth are evident.</p>	<p>Often reflects on the effectiveness of teaching practices and library services offered.</p> <p>Reflection results in changes in practices and services.</p>	<p>Consistently reflects on the effectiveness of teaching practices and library services offered to bring about alignment with school's instructional goals.</p> <p>Reflection results in changes in practices and services with resulting growth in evidence.</p>	<p>Consistently reflects on the effectiveness of teaching practices and library services offered to bring about alignment with school's instructional goals.</p> <p>Proactive in making the necessary changes and adjustments to routine instructional practices.</p> <p>Initiates and implements library learning opportunities for the staff.</p>

17 Domain: <b>Professional Growth &amp; Continuous Improvement</b>				
Indicator: <b>Growing and Developing Professionally</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Rarely participates in site and departmental professional development opportunities.</p> <p>Resists performance feedback from both supervisors and fellow librarians.</p>	<p>Minimal participation in site and departmental professional development opportunities.</p> <p>Occasionally accepts performance feedback from supervisors or fellow librarians.</p>	<p>Participates regularly in required site and professional development activities.</p> <p>Shares learning with others.</p> <p>Accepts performance feedback from both supervisors and fellow librarians.</p> <p>Makes changes as needed.</p>	<p>Participates regularly in professional development activities beyond minimum requirements and consistently shares learning with others.</p> <p>Welcomes performance feedback from supervisors, fellow librarians, and learning communities.</p>	<p>Consistently searches for professional development opportunities in order to grow professionally and to share learning received with others.</p> <p>Seeks feedback from supervisors, fellow librarians, and learning communities. Makes changes as needed.</p> <p>Leads training workshops for teachers, administrators, or fellow librarians both inside and outside local learning community.</p>

18 Domain: <b>Interpersonal Skills</b>				
Indicator: <b>Communicating with School Staff</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not communicate information about the school library services, resources, and programs.</p>	<p>Rarely communicate information about the school library services, resources and programs.</p> <p>Communication is minimal and intermittent.</p>	<p>Communication about the school library is positive, ongoing, and consistent.</p>	<p>Communication about the school library is positive, ongoing, and consistent.</p> <p>Effectively promotes library resources and services, using multiple formats and communication channels.</p> <p>Communication is often targeted to meet the needs of specific school departments and teams.</p> <p>The librarian actively listens and responds positively to feedback from stakeholders.</p>	<p>Consistently publicizes library programs and services using multiple formats.</p> <p>Communication includes not only school library services, but information about the public library and other entities that support the learning community.</p> <p>Feedback from the stakeholders is solicited and utilized to strengthen the library program.</p>

19 Domain: <b>Interpersonal Skills</b>				
Indicator: <b>Communicating with School Stakeholders</b>				
Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>No engagement for family involvement in the education program is existent. In fact, the absence of information preempts and discourages involvement.</p> <p>Communications, may the delivery be written, non-verbal or verbal, is vague. Communication is branded by tactlessness, degrading language, and patronizing posturing.</p> <p>Self-promoted, self-serving interests control the process for decision making. Consultation and collaboration with other staff members is non-existent.</p>	<p>Engagement for family involvement in the education program is inconsistent in offering and application.</p> <p>Regardless of the communication approach, the delivery is being interpreted as inconsiderate. Additional explanations are required to avoid confusion.</p> <p>Decision-making follows the pattern "fire, then take aim." If the target is hit it is simply a matter of chance and luck.</p>	<p>Positive and professional communications with families are routine and woven into the culture of all encounters.</p> <p>School procedures for communicating with families are in commonplace evidence.</p> <p>Uses effective communication skills with students (verbal, written, and nonverbal) that are clear, solicitous, helpful, and rarely requiring further explanations.</p> <p>Collaboration and consultation for decision making reflect genuine professional consideration.</p>	<p>Interacts and communicates with families in a positive, sensitive, professional manner.</p> <p>Complies with school processes and procedures for interconnecting with families.</p> <p>Oral, written, and nonverbal communication is rich, caring, perceptive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Open-mindedness, collaboration and partnership are the keystones of decision-making.</p> <p>Respects and considers the thoughts and ideas of others.</p>	<p>Communicates consistently and sensitively with families, and uses various methods to engage them and invite their support and participation.</p> <p>Verbal, written and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is comprehended and appreciated by diverse stakeholders.</p> <p>Takes a leadership role in sponsoring that all collaborative decisions are based on the highest professional standards of teamwork.</p> <p>Seeks out the expertise and opinion of other professionals before making decisions that may impact others.</p>

20 Domain: <b>Leadership</b>				
Indicator: <b>Contributing to School and Professional Communities</b>				
Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides no evidence of leadership.</p> <p>Declines becoming involved in school and or district events and projects.</p>	<p>Rarely becomes involved in school events or district projects.</p> <p>Prevents or blocks collegial team growth by refusing to share knowledge with others.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Partakes in school events when asked.</p> <p>Joins in school and district projects when asked.</p> <p>Employs appropriate involvement tactics to contribute to the profession.</p> <p>Assumes a preemptive role in addressing student prerequisites.</p>	<p>Without prompting, volunteers to participate in school activities making a extensive contribution.</p> <p>Participates actively in supporting other educators and staff members of the building.</p> <p>Has internalized the concept and work ethics of TEAM, both at the departmental and building levels, to safeguard that all students receive a just and equal opportunity to do well.</p>	<p>Not only volunteers but leads school events or district projects and initiatives making a substantial impact.</p> <p>Initiates vital activities to contribute to the profession, such as mentoring new staff members, writing articles or curriculum units for use, publication or posting, or creating and sharing presentations.</p> <p>Makes a specific effort to challenge damaging attitudes and perceptions, and assists by ensuring that all students; principally, the underserved, are represented with needs addressed.</p>

21 Domain: <b>Leadership</b>				
Indicator: <b>Adhering to Professional Ethics</b>				
Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not adhere to the professional ethics of librarianship.</p> <p>Have no established policies or exhibits behaviors that are unnecessarily restrictive in providing access to resources and services to all or part of the members of the school community.</p>	<p>Is inconsistent in demonstrating library ethics and principals including copyright adherence, and full and equal access to resources and services.</p>	<p>Is knowledgeable of the ethics of librarianship.</p> <p>Follows copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p>Promotes access to everyone within the school community.</p>	<p>Is knowledgeable of the ethics of librarianship.</p> <p>Informs others of copyright law, and adheres to the principles of the Library Bill of Rights and the American Library Association's Code of Ethics.</p> <p>Promotes access to everyone within the school and the school community.</p>	<p>Through teaching and practice, demonstrates a proficient commitment to the professional ethics of librarianship.</p> <p>Assumes a leadership role relative to training in and adherence to the American Library Association's Code of Ethics.</p> <p>Models ethical sharing of resources within the school and the school community.</p>

## Nurses



T U L S A

PUBLIC SCHOOLS

## TLE Observation and Evaluation Rubric Nurses

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Program Management</b> 35%	1. Program Scheduling	2
	2. Collaboration	2
	3. Clinic Environment	2
	4. Discipline Focus	3
<b>Instructional Skills</b> 10%	5. Educational Impact	4
<b>Professional Services</b> 35%	6. Assessment	5
	7. Records	6
	8. Nursing Services	6
<b>Professional Growth &amp; Continuous Improvement</b> 10%	9. Uses Professional Growth as an Improvement Strategy	7
	10. Exhibits Professional Behaviors and Efficiencies	7
<b>Interpersonal Skills</b> 5%	11. Effective Interactions / Communications with Stakeholders	8
<b>Leadership</b> 5%	12. Leadership Involvements	9

Indicator No.

<b>1</b>	<b>Domain: Program Management</b>			<b>Dimension: Program Scheduling</b>	
	<b>Establishes a school health program within a goal-based program schedule.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Does not establish, maintain, and evaluate a comprehensive school health program with monthly goal based program schedule.	Rarely establish, maintain and evaluate a comprehensive school health program with monthly goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with monthly goal-based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with 6 month goal based program schedule.	Establish, maintain, and evaluate a comprehensive school health program with annual goal based program schedule.	

<b>2</b>	<b>Domain: Program Management</b>			<b>Dimension: Collaboration</b>	
	<b>Collaboration is the fundamental key for the successful delivery of health services.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Does not collaborate with members of the school community and stakeholders in the delivery of health services.	Occasionally collaborate with members of the school community and stakeholders in the delivery of health services.	Effectively collaborate with members of the school community and stakeholders in the delivery of health services.	Provide opportunities for partnerships with members of the school community and stakeholders in the delivery of health services.	Consistently engage in partnership building with members of the school community and stakeholders in the delivery of health services.	

<b>3</b>	<b>Domain: Program Management</b>			<b>Dimension: Clinic Environment</b>	
	<b>The Nurse optimizes the physical environment to assure efficacy / student health and safety advantages in alignment with best practices.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior	
Does not organize clinic to provide health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are not secured and used as designed and intended.	Rarely organize clinic for health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are rarely secured and optimized for effective utilization.	Clinic is organized for providing health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately and readily available.	Clinic is organized for efficacy in health related opportunities, order, cleanliness, safety and ease of traffic flow. Physical resources are secured and used appropriately, readily available and not overstocked.	Includes the narrative descriptions in performance category 4 plus the clinic serves as an exemplary model for replication beyond the site level.	

4 Domain: <b>Program Management</b>		Dimension: <b>Discipline Focus</b>		
<b>The Nurse clearly defines expected student behavior.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not maintain standards of school conduct and does not implement with consistency.</p> <p>Does not reiterate to ensure students are aware of behavioral expectations.</p> <p>Does not monitor the behavior of students during whole class, small group and health related activities.</p> <p>Does not stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and does not make referral to appropriate school authority.</p>	<p>Occasionally maintain standards of school conduct and occasionally implements with consistency.</p> <p>Occasionally reiterate to ensure students are aware of behavioral expectations.</p> <p>Occasionally monitor the behavior of students during whole class, small group and health related activities.</p> <p>Occasionally stops inappropriate behavior promptly and consistently with an appropriate voice level/word choice and occasionally make referral to appropriate school authority.</p>	<p>Maintain standards of school conduct and implements with consistency.</p> <p>Reiterate to ensure students are aware of behavioral expectations.</p> <p>Monitor the behavior of students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice and make referral to appropriate school authority.</p>	<p>Standards of conduct have been established with consistent supporting peer based implementation.</p> <p>All students are aware of behavioral expectations.</p> <p>Monitor the behavior of all students during whole class, small group and health related activities.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice, while maintaining the dignity of the student and make referral to appropriate school authority.</p>	<p>Standards of conduct have been established with initiating consistent peer monitoring.</p> <p>All students are aware of behavioral expectations and they follow procedures.</p> <p>Monitor the behavior of all students at all times in health related activities. Standards of conduct extend beyond the school environment.</p> <p>Stop inappropriate behavior promptly and consistently with an appropriate voice level/word choice while maintaining the dignity of the students and encouraging students to self discipline. Student referrals are made to the appropriate school authority, as needed.</p>

5		Domain: <b>Instructional Skills</b>			Dimension: <b>Educational Impact</b>				
<b>Aligns health education needs with a health education curricula and educational focus.</b>									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective			
5 Superior									
<p>Does not participate in the assessment of health education needs and does not assist in the design, development and evaluation of health curricula.</p> <p>Does not serve as a resource person regarding health education, materials and services.</p> <p>Does not participate in nor evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>		<p>Rarely participate in the assessment of health education needs and rarely assist in the design, development and evaluation of health curricula.</p> <p>Rarely serve as a resource person regarding health education, materials and services.</p> <p>Rarely participates in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>		<p>Participate in the assessment of health education needs and assists in the design, development and evaluation of health curricula.</p> <p>Serve as a resource person regarding health education, materials and services.</p> <p>Participate in and evaluate health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>		<p>Assess and develop health education to meet the identified needs of the school community and school district.</p> <p>Willingly present health education, materials and services.</p> <p>Initiate evaluation of health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>		<p>Evaluate and redesign as needed health education to meet the identified needs of the school community and school district.</p> <p>Present health education, materials and services to peers and others in the school community.</p> <p>Evaluate and redesign health and safety education, using sound learning and developmental theories in the provision of formal health instruction in the classroom.</p>	

6		Domain: Professional Services		Dimension: Assessment	
The Nurse utilizes assessment patterns that are fairly administered and based on identified criteria.					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
<p>Records, formative and summative assessments are inconsistent and insufficient to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments provide delayed and inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments are inconsistent to determine overall health progress and are not based on the health care provider and or district policy.</p> <p>Assessments frequently provide delayed and or inadequate feedback for accomplishing health goals.</p>	<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to guide Individualized Health Plans (IHP) and health instruction.</p> <p>Provides adequate and timely feedback from assessment results for accomplishing health goals.</p>	<p>Records, formative and summative assessments, are recorded consistently based on district policy and or health care provider and are used to develop and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is consistent with the accomplishment of health goals.</p>	<p>Records, formative and summative assessments are recorded consistently based on district policy and or health care provider and used to develop, refine, and evaluate IHP and health instruction.</p> <p>Assessments provide useful and immediate feedback that is used to develop and evaluate current and or anticipatory health goals.</p> <p>Health goals are not only designed by the School Nurse (based upon health care provider information/input and district policy) but the student and family have an opportunity to contribute to the development of their health goals.</p>	

7		Domain: <b>Professional Services</b>			Dimension: <b>Records</b>
Produce, maintain, supervise and appropriately delegate development of health records based on District and State standards.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>Does not produce, maintain, supervise and appropriately delegate the development of health records based on district and State standards.</p> <p>Does not comply with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Rarely produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Rarely complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Complies with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Uses available technology to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Exhibits high degree of consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	<p>Technology based enhancement for all records to produce, maintain, supervise and appropriately delegate development of health records based on district and State standards.</p> <p>Serve as a model and mentor exhibiting consistency in complying with reporting timeliness and other time sensitive information/compliance requests such as health plans, etc.</p>	

8		Domain: <b>Professional Services</b>			Dimension: <b>Nursing Services</b>
Provides the spectrum of nursing services with consistency and efficacy.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
<p>Does not offer health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Does not offer counseling for health related issues with referrals as appropriate.</p> <p>Does not offer home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Rarely offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Rarely offers counseling for health related issues with referrals as appropriate.</p> <p>Rarely offers home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Consistently offers health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Consistently offers counseling for health related issues with referrals as appropriate.</p> <p>Consistently offers home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Conducts health screenings such as vision, hearing, scoliosis, dental, immunization compliance, with referral and follow up as appropriate.</p> <p>Provides counseling for health related issues with referrals as appropriate.</p> <p>Conducts home visits as necessary to collect data, plan, implement or evaluate care.</p>	<p>Actively attempt to increase number of participants in screenings, with referral and follow up as appropriate.</p> <p>Actively attempt to increase number of participants who can benefit from counseling for health related issues with referrals as appropriate.</p> <p>With appropriate permissions, facilitate information sharing with individuals who have a right and need to know in order to optimize the level of care provided.</p>	

9 Domain: <b>Professional Growth and Continuous Improvement</b>				
<b>Uses Professional Growth as a Continuous Improvement Strategy.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the School Nurse makes a substantial contribution to the profession through activities such as mentoring new health personnel, training new health personnel in professional practices, making presentations, conducting action research, working towards higher degree certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.

10 Domain: <b>Professional Growth and Continuous Improvement</b>				
<b>Exhibits behaviors and efficiencies associated with professionalism.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences.

11 Domain: <b>Interpersonal Skills</b>				
<b>Effective interactions and communications with stakeholders.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the health program.</p> <p>Oral, written and nonverbal communication is unclear (without regard to student misconceptions) and inconsiderate to students, as characterized by insensitivity, demeaning language and condescension</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the health program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the health program.</p> <p>Uses effective communication skills with students. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the health program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the health program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear (with conscientious regard and anticipation of possible student misconceptions), considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

12

**Leadership**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in better meeting health needs.</p> <p>Rarely seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Participate in school events when asked.</p> <p>Participate in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follow through.</p> <p>Assume a proactive role in addressing health needs.</p> <p>Seeks opportunities to work within the context of a particular team or department to ensure everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events making a substantial contribution.</p> <p>Volunteer to participate in school and district projects making a substantial contribution.</p> <p>Participate actively in assisting others in the school community and or district.</p> <p>Work within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p>	<p>Volunteer to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteer to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiate important activities to contribute to the profession, such as mentoring new health personnel and/or writing articles for publication and/or making presentations.</p> <p>Initiates and works within the context of a particular team or department to ensure that everyone receives a fair and equal opportunity to meet their health goals.</p> <p>Make efforts to challenge negative attitudes and help ensure that everyone, particularly those traditionally underserved, are respected in the school.</p>

## Speech-Lang. Path./School Psychologists



### TLE Observation and Evaluation Rubric Speech-Lang. Path./School Psychologists

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Organization and Management</b> 30%	1. Work Area	2
	2. Preparation and Delivery	2
	3. Compliance	3
	4. Discipline	3
<b>Instructional Support</b> 45%	5. Skill Knowledge	4
	6. Evaluation and Assessment/Test Administration	4
	7. Evaluation and Assessment/Test Interpretation	4
	8. Delivery of Services/Design and Implement IEPs	5
	9. Delivery of Services/Consultation	5
<b>Professional Growth &amp; Continuous Improvement</b> 10%	10. Uses Professional Growth as an Improvement Strategy	6
	11. Exhibits Professional Behaviors and Efficiencies	6
<b>Interpersonal Skills</b> 10%	12. Effective Interactions / Communications with Stakeholders	7
<b>Leadership</b> 5%	13. Leadership Involvements	7

Indicator No.

1		Domain: <b>Organization and Management</b>			Dimension: <b>Work Area Environment</b>	
<b>The Professional optimizes the physical working environment to assure efficacy/ student learning advantage.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
<p>The work environment (as set up by the teacher) prohibits learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not utilized as designed and instructionally intended.</p>	<p>The work environment lacks organization for learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are not optimized for effective utilization.</p>	<p>The work environment is organized for providing learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations.</p>	<p>The work environment is organized for efficacy in learning opportunities, order, cleanliness, safety and ease of traffic flow.</p> <p>Physical resources are well placed in locations that enhance their functions and do not interfere with other functions.</p>	<p>Includes the narrative descriptions in performance category 4, plus the work environment could serve as an exemplary model.</p>		

2		Domain: <b>Organization and Management</b>			Dimension: <b>Preparation and Delivery of Services</b>	
<b>The Professional plans and prepares for delivery of services.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
<p>Rarely ensures materials and equipment are ready at the start of each session.</p> <p>Rarely schedules and prioritizes delivery of services.</p>	<p>Occasionally ensures materials and equipment are ready at the start of each session.</p> <p>Occasionally schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session.</p> <p>Effectively schedules and prioritizes delivery of services.</p>	<p>Ensures materials and equipment are ready at the start of each session with flexibility for unexpected changes.</p> <p>Effectively schedules, prioritizes and consistently provides for the delivery of services.</p>	<p>Uses all of the characteristics of levels 3 &amp; 4, and creatively adjusts schedule to meet student needs.</p>		

3		Domain: <b>Organization and Management</b>			Dimension: <b>Compliance</b>	
<b>The professional will maintain accurate student records.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Rarely maintains records that are clear, organized, and reflect delivery of service.	Occasionally maintains records that are clear, organized, and reflect delivery of service.	Maintains records that are clear, organized, and reflect delivery of service.	Maintains records that are clear, organized, and accurately reflect delivery of service.	Maintains records that are clear, organized, and accurately reflect optimal delivery of service.		
Rarely meets timelines for IDEA documentation requirements as outlined by district, state, and federal guidelines.	Occasionally completes IDEA documents as outlined by district, state, and federal guidelines.	Completion of IDEA documents as outlined by district, state, and federal guidelines.	Completion of IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness.	Uses the performance characteristics of Levels 3 & 4 plus serves as a change agent or presenter/facilitator for other staff members.		
Rarely meets timelines for IDEA documents as outlined by district, state, and federal guidelines	Occasionally meets timelines for IDEA documents as outlined by district, state, and federal guidelines	Meets timelines for IDEA documents as outlined by district, state, and federal guidelines	Meets timelines for IDEA documents as outlined by district, state, and federal guidelines with a high level of quality and completeness			
Rarely participates in CST process.	Occasionally participates in CST process.	Routinely participates in CST process.	Provides a leadership role in the CST process.			

4		Domain: <b>Organization and Management</b>			Dimension: <b>Discipline</b>	
<b>The Professional clearly defines expected student behavior.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Standards of conduct have not been established, nor are students aware of behavioral expectations.	Standards of conduct have been inconsistently established and students are only somewhat aware of expectations.	Establishes standards of conduct, implements with consistency, and ensures that students are aware of behavioral expectations.	Standards of conduct have been established with consistency and all students are aware of behavioral expectations.	Standards of conduct have been established with consistency, and all students are aware of behavioral expectations and follow established procedures.		
Does not monitor the behavior of students.	Rarely monitors the behavior of students	Monitors the behavior of students in the work environment.	Monitors the behavior of all students in a variety of settings.	Monitors the behavior of all students at all times.		
Usually ignores inappropriate behavior and uses an inappropriate voice level / word choice when correction is attempted.	Most of the time ignores inappropriate behavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.	Stops inappropriate behavior promptly and consistently with an appropriate voice level / word choice.	Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, while maintaining the dignity of the student.	Stops inappropriate behavior promptly and consistently, with an appropriate voice level / word choice, maintaining the dignity of the student and encouraging students to self-discipline.		

5		Domain: <b>Instructional Support</b>			Dimension: <b>Skill Knowledge</b>				
<b>Adherence to Professional Responsibilities and Standards</b>									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Rarely demonstrates knowledge of current district and IDEA policies and procedures. Rarely demonstrates knowledge of child and adolescent development in choice of materials and assessments.		Occasionally demonstrates knowledge of current district and IDEA policies and procedures.  Occasionally demonstrates knowledge of child and adolescent development in choice of materials and assessments.		Demonstrates knowledge of current district and IDEA policies and procedures.  Demonstrates knowledge of child and adolescent development in choice of materials and assessments.		Demonstrates and implements knowledge of current district and IDEA policies and procedures. Consistently demonstrates knowledge of child and adolescent development in choice of materials and assessments.		Uses all of the characteristics of Levels 3 & 4 plus serves as a training resource.  Consistently demonstrates and pragmatically implements knowledge of child and adolescent development in choice of materials and assessments which incorporates students' interests and needs.	

6		Domain: <b>Instructional Support</b>			Dimension: <b>Evaluation and Assessment</b>				
<b>The professional is able to select and administer individualized assessments</b>									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Rarely selects and administers appropriate tests as determined by professional standards.		Occasionally selects and administers appropriate tests as determined by professional standards.		Selects and administers appropriate tests as determined by professional standards.		Selects and administers appropriate tests as determined by professional standards, in an efficient manner.		Uses the elements of 3 and 4 in addition to serving as a training resource to other professionals.	

7		Domain: <b>Instructional Support</b>			Dimension: <b>Evaluation and Assessment</b>				
<b>The professional interprets test data and assessment.</b>									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective		5 Superior	
Inaccurately interprets test data and provides poorly written documentation to determine IDEA eligibility.		Interprets test data and provides written documentation to determine IDEA eligibility.		Accurately interprets test data and provides written documentation to determine IDEA eligibility.		Accurately interprets test data and provides written documentation to determine IDEA eligibility and can clearly explain results.		Uses the elements of 3 and 4 plus gives further recommendations and interventions that support student learning.	

8		Domain: <b>Instructional Support</b>			Dimension: <b>Delivery of Services</b>	
<b>Designs and implements appropriate student plans.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Rarely designs and implements appropriate IEP student goals.  Rarely provides services as stated on the IEP.	Occasionally designs and implements appropriate IEP student goals.  Occasionally provides services as stated on the IEP.	Design and implement appropriate IEP student goals.  Provide services as stated on the IEP.	Design and implement appropriate IEP student goals, and provide additional therapeutic opportunities in the general classroom setting.  Provide services as stated on the IEP and provides makeup sessions.	Uses elements of 3 and 4 plus provides resources plus provides additional opportunities in the home environment.		

9		Domain: <b>Instructional Support</b>			Dimension: <b>Delivery of Services</b>	
<b>Provides consultation for improvement of student performance.</b>						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
Rarely provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Occasionally provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Provides consultation and strategies for improved student performance to school staff, prior to student eligibility for IDEA and students receiving IDEA services.	Uses elements 3 and 4 plus classroom observations to monitor and adjust strategies.		

10 Domain: Professional Growth and Continuous Improvement				
Uses professional growth as a continuous improvement strategy.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Actively participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of professional development and additional training, the professional makes substantial contribution to the profession through activities such as, coaching and mentoring new staff members, training staff members in professional practices, making presentations, conducting action research and/or writing articles for publication, department level, internal / school-wide and/or external publication.

11 Domain: Professional Growth and Continuous Improvement				
Exhibits Behaviors and Efficiencies Associated with Professionalism.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information / compliance requests, e.g., lesson plans.

12 Domain: <b>Interpersonal Skills</b>				
<b>Effective Interactions and Communications with Stakeholders.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Provides minimal or no information to families and makes no attempt to engage them in the educational program.</p> <p>Oral, written and nonverbal communication is unclear and inconsiderate to students and staff, as characterized by insensitivity, demeaning language and condescension.</p> <p>Makes decisions based on self-serving interests. Never consults other staff or team members.</p>	<p>Appears to be inconsistent and inaccurate in providing information to families and engaging them in the educational program.</p> <p>Oral, written, and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.</p> <p>Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.</p>	<p>Interacts with families in a timely, consistent, positive and professional manner.</p> <p>Complies with school procedures for communicating with families and makes an effort to engage families in the educational program.</p> <p>Uses effective communication skills with students and staff.. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, positive and rarely requires further explanations.</p> <p>Collaborates appropriately and makes decisions that reflect genuine professional consideration.</p>	<p>Communicates frequently and sensitively with families and engages them in the educational program.</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Further explanations to avoid confusion are not needed.</p> <p>Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of other peers.</p>	<p>Communicates consistently and sensitively with families and uses diverse methods to engage them in the educational program and supports their participation</p> <p>Oral, written, and nonverbal communication is clear, considerate, sensitive and positive.</p> <p>Communication is clearly understood by diverse stakeholders.</p> <p>Takes a leadership role in advocating that all collaborative decisions are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.</p>

13 Leadership				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in school events.</p> <p>Avoids becoming involved in school and district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p> <p>Rarely contributes to the modification of school practices that would result in students being better served by the school.</p>	<p>Participates in school events when asked.</p> <p>Participates in school and district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p> <p>Assumes a proactive role in addressing student needs.</p>	<p>Volunteers to participate in school events making a substantial contribution.</p> <p>Volunteers to participate in school and district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators.</p> <p>Works within the context of a particular team or department to ensure that all students receive a fair and equal opportunity to succeed.</p>	<p>Volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.</p> <p>Volunteers to participate in school / district projects, making a substantial contribution / leadership role in a major school or district project.</p> <p>Initiates important activities to contribute to the profession, such as mentoring new teachers and/or writing articles for publication and/or making presentations.</p> <p>Makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are respected in the school.</p>

## Instructional Mentors (formerly Instructional Coaches)



T U L S A

PUBLIC SCHOOLS

### **TLE Observation and Evaluation Rubric Instructional Coaches/Instructional Technology Coaches/New Teacher Mentors\***

2015-2016

<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
Professional Development 10%	1. Preparation	2
	2. Presentations	3
Organization and Management 10%	3. Record Keeping	4
	4. Coaching Documentation Resources	5
Instructional Effectiveness 25%	5. Instructional Planning	6
	6. Instructional Strategies for Teaching	7
	7. Support of District Initiatives	8
Coaching Effectiveness 25%	8. Coaching Strategies	10
	9. Coaching Cycle	11
Professional Growth and Continuous Improvement 10%	10. Growing and Developing Professionally	11
	11. Exhibits Professional Behaviors and Efficiency	12
Interpersonal Skills 10%	12. Effective Interactions and Communications	13
	13. Collaborative and Professional Partnerships	14
Leadership 10%	14. Leadership Involvement	15

\*For the purpose of this rubric, Instructional Technology Coaches and New Teacher Mentors are defined as Instructional Coaches.

Indicator No.

1 Domain: <b>Organization and Management</b>		Dimension: <b>Preparation</b>		
<b>Instructional Coach plans development and delivery of assistance/ support/ professional development relative to short and long term objectives.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not plan for assistance/support/professional development that provides teachers with resources/ skills needed for implementation.	Inconsistently plans for assistance/support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/support/professional development that provides teachers with resources/skills needed for implementation.	Plans for assistance/support/professional development based on school data that provides teachers with resources/skills needed for implementation.	Plans for assistance/support/prof. dev. based on school data that provides teachers with resources/skills needed for implementation on various dates/ times to meet the schedules of teachers.
Does not ensure materials/resources needed for training/meeting are prepared and available.	Inconsistently ensures materials/resources needed for training/meeting are prepared and available.	Ensures materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/materials/resources needed for training/meeting are prepared and available.	Ensures an agenda/materials/resources needed for training/meeting are prepared and available. Provides follow up materials/resources as needed.
Does not create professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Inconsistently creates professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Creates and implements professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.	Uses research to create and implement professional development opportunities for individuals, small groups, or large groups that model the use of effective planning and instructional techniques.
Provides random professional development opportunities.	Inconsistently matches professional development opportunities to staff's professional development needs.	Matches professional development opportunities to staff's professional development needs	Matches professional development opportunities to staff's professional development needs based on school data	Matches professional development opportunities to staff's professional development needs based on school data and the Site Improvement

2		Domain: <b>Organization and Management</b>			Dimension: <b>Presentations</b>	
<b>Instructional Coach provides professional development opportunities for teachers.</b>						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
Instructional Coach does not present professional development		Instructional Coach offers professional development at individual school sites.		Instructional Coach offers professional development at individual school sites.	Instructional Coach creates and offers professional development for multiple school sites	Instructional Coach creates and offers professional development at a district or regional level.
		Instructional coach uses a singular mode for presenting professional development.		Instructional coach uses a singular mode for presenting professional development.	Instructional Coach uses multiple modes of professional development such as face to face and digital PD.	Instructional Coach has a plan for follow through with teachers after face to face or digital PD.
Instructional Coach does not provide any evenings of professional development throughout the year.		Instructional Coach provides one after hours professional development opportunities each year.		Instructional Coach provides a minimum of two after hours professional development opportunities each year.	Instructional Coach provides a minimum of three after hours professional development opportunities each year.	Instructional Coach provides four or more after hours professional development opportunities each year.

3		Domain: <b>Organization and Management</b>			Dimension: <b>Record Keeping</b>				
<b>Instructional Coach generates and maintains accurate records and analyzes data.</b>									
1 Ineffective		2 Needs Improvement		3 Effective		4 Highly Effective			
5 Superior									
Instructional Coach does not utilize the required data tracking log		Instructional Coach sporadically completes the required coaching log with meeting information		Instructional Coach completes required data tracking log with daily meeting information.		Instructional Coach completes required data tracking log on a daily basis.		Instructional Coach completes required data tracking form on a daily basis and uses data to reflect on and improve practice.	
Instructional Coach does not align teacher/coach interactions with teacher TLE indicators		Instructional Coach sometimes aligns teacher/coach interactions with teacher TLE indicators		Instructional Coach aligns teacher/coach interactions with teacher TLE indicators		Instructional Coach aligns teacher/coach interactions with teacher TLE indicators and includes strategies offered specific to aligned dimension		Instructional Coach aligns teacher/ coach interactions with teacher TLE indicators and includes strategies offered specific to aligned dimension	
Instructional Coach does not maintain an interaction log to account for teacher meetings		Instructional Coach maintains an interaction log stating what times teacher meetings took place		Instructional Coach maintains an interaction log stating what times teacher meetings took place and the strategies offered		Instructional Coach maintains an interaction log which includes: Time of Meetings, total number of minutes, Teacher TLE alignment, strategies offered, coaching tool used		Instructional Coach maintains an interaction log which includes: Time of Meetings, total number of minutes, Teacher TLE alignment, strategies offered, completed coaching tool, follow up appointments and next steps	

4		Domain: <b>Organization and Management</b>		Dimension: <b>Coaching Documentation Resources</b>	
<b>Instructional Coach uses effective tools to promote teachers as leaders and learners.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
Instructional Coach does not use coaching tools when working with certified teaching staff.	Instructional Coach inconsistently uses coaching tools when working with certified teaching staff.	Instructional Coach consistently uses a coaching tool when working with certified teaching staff and provides copy/feedback in a timely manner.	Instructional Coach consistently uses a variety of coaching tools when working with certified teaching staff and provides a copy/feedback in a timely manner.	Instructional Coach consistently a skillfully uses a variety coaching tools when working with certified teaching staff and provides a copy/feedback in a timely manner.	
Instructional Coach does not use coaching tools in a prescribed manner.	Instructional Coach inconsistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances.	Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances.	Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances to provide certified teaching staff with data that drives teacher developed action steps.	Instructional Coach consistently uses coaching tool in a prescriptive manner to meet the needs of a teacher's individual circumstances to provide certified teaching staff with data that drives teacher developed action steps. Instructional coach provides follow up to determine the effectiveness of certified staff's action steps.	

5 Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Instructional Planning</b>		
<b>Instructional Coach collaborates with teachers to design rigorous, standards-based classroom instruction.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not work with teachers in the design of lessons.	Assists teachers staff in the design of lesson plans or units.	Assists teachers in the design of lessons or units that are developmentally appropriate and align to the current state standards and district curriculum maps.	Collaborates with teachers in the design of lessons, units and long range plans that are developmentally appropriate and align to the current state standards and district curriculum maps.	Collaborates with teachers in the design of lessons, units and long range plans that are integrated, developmentally appropriate and align to the current state standards and district curriculum maps.
Does not consider student background knowledge and experiences in instructional planning.	Makes the teachers aware of the importance students' background knowledge and experiences but does not provide procedures to obtain this information.	Assists teachers with the creation of procedures that can be used to obtain students' background knowledge and experiences	Collaborates with teachers to determine the appropriate tools to become familiar with students background knowledge and experiences.	Collaborates with teachers to make meaningful and relevant connections between the lesson content and background knowledge and experiences.
Does not consider students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.	Assists in interpreting data related to the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences but does not link it to instructional planning	Assists the certified teaching staff in instructional planning that draws upon an analysis of the students' preferred learning modalities, background knowledge and developmental readiness.	Collaborates to develop specific strategies, content, and delivery that will meet the needs of individual students based on the accurate analysis of the students' preferred learning modalities, background knowledge and developmental readiness.	Guides the certified teaching staff to differentiate instructional plans to meet students' preferred learning modalities, background knowledge and developmental readiness.
Does not assist in data interpretation.	Assists in interpreting data, but does not assist the certified teaching staff in linking analysis to instructional planning.	Assists with certified teaching staff in interpreting data and its use in assessments and standards based instruction.	Collaborates with certified teaching staff in developing and analyzing a variety of formal and informal student assessment formats, including pre-assessment, formative assessment, and summative assessment to improve instruction.	Guides certified teaching staff to revise plans according to multiple data sources.

6		Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Job-Embedded Professional Development</b>	
<b>Instructional Coach uses a variety of strategies to communicate research-based practices for professional development.</b>					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Does not provide instructional strategies.	Provides non-specific instructional strategies that diagnose primary and secondary flaws, but does not provide ways to increase overall effectiveness of teacher practice.	Provides a variety of specific instructional strategies to increase student engagement, student differentiation, and student achievement.	Provides clear and specific instructional strategies to increase student engagement, student differentiation, and student achievement. Monitors the effectiveness of and models strategies that apply to a variety of classroom situations, including independent, whole group, and small group instruction.	Provides clear research-based instructional strategies to increase student engagement, student differentiation, and student achievement. Assists certified teaching staff with and models strategies for a variety of classroom situations, including independent, whole group, and small group instruction. Assists certified teaching staff with and models tools to enhance active learning, questioning techniques, and/ or guided practice to involve all learners, as well as monitoring and adjustment techniques based on monitoring.	
Does not support communication of similar messaging between certified teaching staff or in groups.	Inconsistently supports communicating similar messaging between certified teaching staff of the same grade or team.	Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same grade or team.	Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same content areas and grade levels. Supports horizontal or vertical articulation across content areas and grade levels.	Supports teaching team efforts by consistently communicating similar messaging between certified teaching staff of the same grade or team. Supports vertical and horizontal articulation across content areas and grade level configurations when appropriate.	
Does not support certified teaching staff in implementing research based instructional strategies.	Minimally supports certified teaching staff in implementing research based instructional strategies.	Supports certified teaching staff in implementing research based instructional strategies.	Supports certified teaching staff in implementing, monitoring, and recognizing when research based instructional strategies are not meeting the needs of students.	Supports certified teaching staff in implementing, monitoring, reflecting on and adjusting research based instructional strategies to ensure the needs of students are being met.	

7 Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Support of District Initiatives</b>		
<b>Instructional Coach supports District Initiatives.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate commitment to the TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.	Inconsistently demonstrates commitment to the TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement	Demonstrates commitment to TPS priorities for professional development by providing coaching and/or training opportunities for teachers aimed at student achievement.	Demonstrates commitment to TPS priorities for professional development by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.	Serves as champion for TPS priorities for professional development by consistently communicating the vision and mission of the professional learning department, and by providing appropriate coaching and/or training opportunities for teachers aimed at student achievement.
Does not collaborate with other departments to ensure alignment of support to teachers around district initiatives.	Inconsistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.	Consistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.	Consistently collaborates with other departments to ensure alignment of support to teachers around district initiatives.	Initiates opportunities to collaborate with other departments to ensure alignment of support to teachers around district initiatives.
Does not use practices and procedures that align with TPS vision, goals, policies, and regulations.	Inconsistently uses practices and procedures that align with the TPS vision, goals, policies and regulations.	Uses practices and procedures that align with TPS vision, goals, policies, and regulations.	Models and practices the procedures that align with TPS vision, goals, policies, and regulations.	Models and encourages the use of practices and procedures that align with TPS vision, goals, policies, and regulations.

8 Domain: <b>Coaching Effectiveness</b>		Dimension: <b>Coaching Strategies</b>		
<b>Instructional Coach effectively uses coaching strategies to meet the needs of teachers.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instructional Coach does not use coaching strategies when working with a teacher.	Inconsistent use of coaching strategies when working with teachers.	Instructional Coach consistently uses coaching strategies such as: providing resources, consultation and reflections.	Instructional Coach uses appropriate coaching language while utilizing coaching strategies such as: modeling, providing resources, consultation, individual reflections, and coach/teacher prescribed digital resources.	Instructional Coach uses appropriate coaching language while utilizing multiple coaching strategies such as: modeling, providing resources, consultation, individual reflections, coach/teacher prescribed digital resources, whisper coaching, and co-teaching.
Instructional Coach does not align coaching strategies to the needs of the teachers.	Instructional Coach inconsistently aligns coaching strategies to the needs of the teacher.	Instructional Coach consistently aligns coaching strategies to the needs of the teacher and individual circumstances.	Instructional coach analyzes previous interactions to determine appropriate coaching strategies to meet individual teacher needs.	Instructional coach analyzes previous interactions and creates a long term plan of action that will enhance teacher practice through the use of various coaching strategies.
Instructional Coach does not facilitate observation opportunities for individual teachers to observe peers.	Instructional Coach inconsistently facilitates observation opportunities for individual teachers to observe peers.	Instructional Coach consistently facilitates observation opportunities for individual teachers to observe peers.	Instructional Coach reaches out to colleagues to facilitate observation opportunities for individual teachers to observe peers within the district.	Instructional Coach reaches out to colleagues to facilitate observation opportunities for individual teachers to observe peers within the district.

9 Domain: <b>Coaching Effectiveness</b>		Dimension: <b>Observed Coaching Cycle</b>		
<b>Instructional Coach uses the observation coaching cycle when working with certified teaching staff.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Instructional Coach does not use the defined observation coaching cycle when working with teachers.	Instructional Coach uses only portions of the defined coaching cycle when working with teachers.	Instructional Coach completes all steps of the defined coaching cycle with the teachers.	Instructional Coach uses defined pre-observation strategies to determine areas of focus during classroom observations and provides targeted, specific feedback on these areas during post observation conferences.	Instructional Coach uses defined pre-observation strategies to determine areas of focus during classroom observations and provides targeted, specific feedback on these areas during post observation conferences, and assists teachers in developing action plan.

<b>10</b>	<b>Domain: Professional Growth and Continuous Improvement</b> <b>Dimension: Growing and Developing Professionally</b> <b>Instructional Coach uses professional growth as an improvement strategy.</b>			
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Does not participate in any ongoing professional development.</p> <p>Does not participate in any peer coaching cycles.</p>	<p>Only participates in inconsistent or unintentional professional development.</p> <p>Does not participate in at least one peer coaching cycle per semester.</p>	<p>Participates in the required hours of professional development updating their content knowledge and current professional practice.</p> <p>Participates in at least one peer coaching cycle per semester.</p> <p>Seeks opportunities to enhance professional development through Instructional Coach training sessions.</p>	<p>Participates above required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.</p> <p>Participates in at least one peer coaching cycle per semester, using defined pre-observation strategies to determine areas of focus during observations and provides targeted, specific feedback on these areas during post observation conferences.</p> <p>Reflects on own strengths and weaknesses.</p> <p>Seeks opportunities to enhance professional development through Instructional Coach training sessions, information from specialists, conferences, professional organizations, etc.</p>	<p>In addition to participating in the required hours of professional development and additional training, the Instructional Coach makes a substantial contribution to the teaching or coaching profession.</p> <p>Participates in at least one peer coaching cycle, using defined pre-observation strategies to determine areas of focus during observations and provides targeted, specific feedback on these areas during post observation conferences, and assists teachers in developing action plan.</p> <p>Reflects on own strengths and weaknesses and modifies professional activities accordingly.</p> <p>Seeks opportunities to enhance professional development through Instructional Coach training sessions, information from specialists, conferences, professional organizations, etc. and brings ideas back to the school and models the use of these strategies in his/her own practice.</p>

**Note:** Additional contributes to the teaching or coaching profession may include, but not necessarily be limited to activities such as training teachers in professional practices, making presentations, conducting action research, writing articles for grade level, department level, internal/school-wide and/or external publication. Writings that could be used as "models" may include newsletters, informational resources for teachers, etc.

11 Domain: <b>Professional Growth and Continuous Improvement</b>				
Dimension: <b>Exhibits Professional Behaviors and Efficiencies</b>				
<b>Instructional Coach exhibits behaviors and efficiencies associated with professionalism.</b>				
<b>1</b> Ineffective	<b>2</b> Needs Improvement	<b>3</b> Effective	<b>4</b> Highly Effective	<b>5</b> Superior
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3- Effective.	Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other sensitive information/compliance requests.	Exhibits reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive information/compliance requests.
Does not manage his/her own schedule to make efficient use of time.	Inconsistently manages his/her own schedule to make efficient use of time.	Manages his/her own schedule to make efficient use of time.	Manages his/her own schedule proactively to make efficient/flexible use of time.	Manages his/her own schedule both proactively and in response to the needs of professional staff.
Does not meet professional obligations (does not submit paper work, reports, and responses to requests for information).	Inconsistently meets professional obligations (paper work, reports, and responses to requests for information).	Meets professional obligations (submits paper work, reports, and responses to requests for information).	Promptly meets professional obligations (submits paper work, reports, and responses to requests for information).	Proactively and promptly meets professional obligations (submits paper work, reports, and responses to requests for information).

12 Domain: <b>Interpersonal Skills</b>		Dimension: <b>Effective Interactions/ Communications</b>		
<b>Instructional Coach promotes a collaborative work environment.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides minimal or no information to teachers and makes no attempt to communicate professional development opportunities available.	Inconsistently and/or inaccurately provides information to teachers and makes minimal attempt to communicate professional development opportunities available.	Complies with school procedures for communicating with certified teaching staff and makes an effort to support them in professional development opportunities.	Communicates frequently and sensitively with certified teaching staff and support them in professional development opportunities.	Communicates consistently and sensitively with certified teaching staff and uses multiple methods to support them in professional development opportunities.
Oral, written and nonverbal communication is unclear (without regard to staff misconceptions) and inconsiderate to professional staff, as characterized by insensitivity, demeaning language and condescension.	Oral, written and nonverbal communication may not be considerate and usually requires further explanations to avoid confusion.	Interacts with staff in a timely, consistent, positive, and professional manner using communication skills (oral, written, and nonverbal) that are clear, considerate, positive, and rarely requires further explanations.	Interacts with certified teaching staff in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive.	Effectively interacts with all members of the school community in a timely, consistent, positive and professional manner using oral, written, and nonverbal communication that is clear, considerate, sensitive, and positive, and encourages certified teaching staff inquiries and responds in a timely and articulate manner.
Makes decisions based on self-serving interests. Never consults other staff or team members.	Makes decisions assuming the result will be positive for everyone. Never checks to see if it is or will be.	Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Maintains an open mind and participates in collaborative decision making respecting and considering the thoughts of others.	Works collaboratively with teachers, soliciting input and acting on that input to plan professional development and to promote professional learning communities with a sense of teacher ownership.

13 Domain: <b>Interpersonal Skills</b>		Dimension: <b>Collaborative and Professional Partnerships</b>		
<b>Instructional Coach exhibits behaviors that build positive relationships among colleagues and certified teaching staff.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of Collaborative and professional partnerships as described in performance category 3 - Effective	<p>Inconsistently builds trusting and confidential relationships among colleagues</p> <p>Does not manage time in an efficient manner</p> <p>Does not participate in collaborative protocols with colleagues.</p>	<p>Builds trusting and confidential relationships among colleagues and certified teaching staff</p> <p>Demonstrates efficient time management</p> <p>Participates in collaborative protocols with colleagues.</p> <p>Encourages the participation collaborative protocols among teachers.</p>	<p>Fosters trusting and confidential relationships among colleagues and certified teaching staff that creates a safe environment for certified teaching staff to request assistance.</p> <p>Manages his/her own schedule proactively to make efficient/flexible use of time and honors the time of others.</p> <p>Engages colleagues and facilitates their participation in collaborative protocols.</p> <p>Assists in the development of a collaborative group, utilizing protocols that meet the needs of teachers.</p>	<p>Sustains a trusting and confidential relationship among colleagues and certified teaching staff based on honesty and respect. Relationship allows certified teaching staff to openly reflect on individual practices to increase student learning.</p> <p>Manages his/her own schedule both proactively and in response to the needs of colleagues and certified teaching staff.</p> <p>Engages colleagues and facilitates their participation in collaborative protocols. Relationships and trust formed through the use of protocols allows colleagues to openly reflect on circumstances to improve practice.</p> <p>Assists in the development of a teacher-driven collaborative group utilizing protocols that meet the needs of teachers. Provides follow up to maintain sustainability.</p>

14

Domain: **Leadership**Dimension: **Leadership Involvements**

**Instructional Coach utilizes and promotes professional growth as an improvement strategy.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Provides no evidence of leadership as described in performance category 3 – Effective.	<p>Declines becoming involved in Organization and Professional Development events.</p> <p>Avoids becoming involved in district projects.</p> <p>Makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Participates in Organization and Professional Development events when asked.</p> <p>Participates in district projects when asked.</p> <p>Finds ways to contribute to the profession and follows through.</p>	<p>Volunteers to participate in Organization and Professional Development events making a substantial contribution.</p> <p>Volunteers to participate in district projects making a substantial contribution.</p> <p>Participates actively in assisting other educators while contributing to the profession and following through.</p>	<p>Volunteers to participate in Organization and Professional Development events making a substantial contribution and assumes a leadership role.</p> <p>Volunteers to participate in district projects making a substantial contribution/ and taking on a leadership role.</p> <p>Initiates important activities to contribute to the profession such as mentoring new teachers, writing articles, and/or making district-level presentations.</p>

## Teachers

 <b>T U L S A</b> <small>PUBLIC SCHOOLS</small> <b>TLE Observation and Evaluation Rubric</b> <b>Teachers</b>		
<i>Domain/Relative Weight</i>	<i>Dimension</i>	<i>Page</i>
<b>Classroom Management</b> 30%	1. Preparation	2
	2. Discipline	3
	3. Building-Wide Climate Responsibility	4
	4. Lesson Plans	5
	5. Assessment Practices	6
	6. Student Relations	7
<b>Instructional Effectiveness</b> 50%	7. Literacy	8
	8. Current State Standards	9
	9. Involves All Learners	10
	10. Explains Content	11
	11. Clear Instruction & Directions	12
	12. Models	13
	13. Monitors	14
	14. Adjusts Based upon Monitoring	15
	15. Establishes Closure	16
	16. Student Achievement	17
<b>Professional Growth &amp; Continuous Improvement</b> 10%	17. Professional Development	18
	18. Professional Accountability	19
<b>Interpersonal Skills</b> 5%	19. Effective Interpersonal Skills	19
<b>Leadership</b> 5%	20. Professional Involvement & Leadership	20

1	Domain: <b>Classroom Management</b>		Dimension: <b>Preparation</b>	
<b>Teacher plans for and executes a lesson relating to short-term and long-term objectives.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not plan for or execute instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Occasionally plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.	Plans for and executes instructional strategies that encourage the development of critical thinking, problem solving and performance skills relating to short and long-term objectives.
Only develops a brief outline of the daily schedule, which shows little or no alignment with most current state standards.	Develops instructional plans that are not consistently in alignment with most current state standards.	Develops instructional plans that are in alignment with most current state standards and, as available and appropriate, curriculum maps and pacing guides.	Develops instructional plans that are in alignment with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.	Has long and short-term instructional plans that are aligned with state standards and, as available and appropriate, curriculum maps and pacing guides, and links to major topics within and across grade levels.
Plans rarely address student diversity nor describe how instruction will be differentiated.	Plans inconsistently address student diversity and inconsistently describe how instruction will be differentiated.	Plans consistently address student diversity and describe how instruction will be differentiated.	Plans consistently and skillfully address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time.	Plans consistently and expertly address student diversity and describe how instruction will be differentiated. Plans are designed to maximize learning time and foster self-directed learning.
Materials and equipment are not ready at the start of the lesson or instructional activity.	Materials and equipment are usually ready at the start of the lesson or instructional activity.	Ensures materials and equipment are ready at the start of the lesson or instructional activity (most of the time).	Materials and equipment are ready at the start of the lesson or instructional activity.	Materials and equipment are ready at the start of the lesson or instructional activity and enhance learning.

2		Domain: <b>Classroom Management</b>			Dimension: <b>Discipline</b>
Teacher clearly defines and effectively manages student behavior.					
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Standards of conduct have not been established.	Standards of conduct have been established with inconsistent implementation.	Establishes, communicates and consistently implements appropriate standards of conduct.	Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students.	Establishes, communicates and consistently implements appropriate standards of conduct that instill a sense of self-discipline in students; students constructively monitor their peers and intervene to implement standards.	
Students are almost always disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.	Students are often disengaged and unclear about the expectations of the classroom, requiring more reminders than are appropriate for the age and development of the students.	Students are usually engaged and clear as to the expectations of the classroom, requiring few reminders relative to the age and development of the students.	Students are engaged and clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.	Students are engaged and are clear about the expectations of the classroom with no need for reminders as appropriate to the age and development of the students.	
Does not monitor the behavior of students during whole class, small groups, seat work activities and transitions.	Does not consistently monitor the behavior of students during whole class, small groups, seat work activities and transitions.	Monitors the behavior of students during whole-class, small group and seat work activities and during transitions between instructional activities.	Monitors the behavior of all students during whole-class, small group and seat work activities and during transitions between instructional activities, lunch time, recess, assemblies, etc.	Monitors the behavior of all students at all times. Standards of conduct extend beyond the classroom.	
Usually ignores misbehavior and uses an inappropriate voice level / word choice when correction is attempted.	Does not consistently address misbehavior and / or uses an inappropriate voice level / word choice to attempt to bring correction.	As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation.	As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, while maintaining the dignity of the student in a manner that promotes positive behavior and relationships.	As necessary and appropriate, stops misbehavior promptly and consistently, with a voice level / word choice suitable to the situation, in a manner that promotes positive behavior and encourages students to self-discipline.	

3		Domain: Classroom Management		Dimension: Building-Wide Climate Responsibilities	
Teacher assures a contribution to building-wide positive climate responsibilities.					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
<p>Is not involved in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Ignores the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school when specifically requested and only for specified time.</p> <p>Inconsistently follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Regularly and routinely participates in school projects and initiatives that contribute to promoting orderly behavior throughout the school.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe.</p>	<p>Participates actively in school projects and initiatives that promote orderly behavior throughout the school volunteering for extra assignments / time periods.</p> <p>Follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Offers enhancements and suggestions to procedures and guidelines.</p>	<p>Makes substantial contribution to school projects and initiatives that promote orderly behavior throughout the school. Teacher assumes a leadership role in these projects and initiatives, inspiring others to participate.</p> <p>Always follows the procedures, practices and guidelines outlined by the school, district, state and federal laws intended to keep students healthy and safe. Is proactive in intervening on behalf of children and staff.</p>	

4		Domain: Classroom Management			Dimension: Lesson Plans	
Teacher develops daily lesson plans designed to achieve the identified objectives.						
1 Ineffective		2 Needs Improvement		3 Effective	4 Highly Effective	5 Superior
Plans are rarely or never completed.		Plans are not consistently completed.		Plans are developed consistently and on time based upon an analysis of data.	Plans are developed consistently and on time, or in advance, based upon an analysis of data.	Plans are developed consistently and on time, or in advance, based upon an analysis of data.
Never plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).		Rarely plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).		Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus).	Plans with other members of the grade-level/school planning teams (when it is an expectation of the campus).	Plans with other members of the grade-level / school planning teams (when it is an expectation of the campus or based upon collegial decision-making).
Never provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.		Rarely provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.		Provides substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Revises plans according to student data analysis and shares same with fellow staff members to the benefit of the grade level, curricular area or building.  Provides in sequenced and organized fashion substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.	Revises plans according to student data and performance, sharing same with fellow staff members to the benefit of the grade level, curricular area or building.  Can serve as a grade level, curricular area and/or building-wide model for substitute plans, classroom rosters, seating charts, behavior plans, emergency plans and identification of diverse learning groups.

5 Domain: <b>Classroom Management</b>		Dimension: <b>Assessment Practices</b>		
<b>Teacher acknowledges student progress and uses assessment practices that are fair, based on identified criteria, and support effective instruction.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Rarely uses assessments to evaluate student learning and guide instruction.	Inconsistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide instruction.	Consistently uses assessments to evaluate student learning and guide and support differentiated instruction.	Consistently uses assessments that evaluate student learning and guide and support differentiated instruction and are used to develop, refine and evaluate instruction.
Grading is arbitrary and not in accordance with district's grading policies.	Grading is not consistently fair or in accordance with district's grading policies.	Grading is fair and in accordance with district's grading policies.	Grading is fair, transparent to students and in accordance with district's grading policies.	Grading systems are fair and in accordance with district's grading policies and, as appropriate, developed in collaboration with students.
Assessments provide delayed and inadequate feedback for students to assess themselves.	Assessments provide delayed and inadequate feedback for students to assess themselves.	Provides adequate and timely feedback from assessment results for students to reflect and set goals.	Assessments provide useful and immediate feedback – separate and apart from grades—that assists students in assessing themselves in meeting their learning goals.	Assessments provide useful and immediate feedback– separate and apart from grades—that assists students in assessing themselves to develop and evaluate their progress with their learning goals.  Learning goals are not just designed by the teacher—the student has an opportunity to direct his/her own learning by contributing goals.
There is no evidence that the teacher recognizes student progress or achievement.	There is some evidence that students are recognized for their progress and achievement; however, recognition is sporadic.	Recognizes student progress and achievement at significant intervals and encourages learning behaviors that would result in student success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success.	Students are informed regularly regarding their progress and achievement and are provided opportunities to improve and achieve academic success. The teacher informs parents on a timely basis of their student's progress and achievement through systematic communication procedures.

6

Domain: **Classroom Management**

Dimension: **Student Relations**

**Teacher optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectations for students and an enthusiasm for the curriculum.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Oral, written and nonverbal communication with students is inconsiderate, as characterized by insensitivity, demeaning language and condescension.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communication may not be considerate or respectful.</p> <p>Does not consistently display an interest in the curriculum or high academic expectations for most students.</p>	<p>Oral, written and nonverbal communications with students are considerate and respectful.</p> <p>Consistently conveys a generally positive view of learning and of the curriculum, demonstrating high academic expectations for most students.</p>	<p>Oral, written, and nonverbal communications with students are considerate and positive, demonstrating genuine respect for individual students and the class as a whole.</p> <p>Consistently displays a genuine enthusiasm for the curriculum and high academic expectations for all students</p>	<p>Oral, written, and nonverbal communication with students is considerate and positive. There is abundant evidence of mutual respect and trust between teacher and student, as well as between students.</p> <p>Exudes a passion for the content and actively exploring the curriculum with students. Students appear to have internalized the value of the content as well as the teacher's high academic expectations for them.</p>

7 Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Literacy</b>		
<b>Teacher embeds the components of literacy into all instructional content.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is not embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.</p> <p>Instruction is rarely provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is rarely embedded / woven into instructional lessons as a vehicle for learning the content and for demonstrating understanding. Rather, literacy is presented as a single, stand-alone skill.</p> <p>Instruction is occasionally provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding.</p> <p>As appropriate for the content area, instruction is provided through text.</p>	<p>Literacy (the practice of reading, writing, developing vocabulary, spelling, or listening/ speaking) is embedded in the lesson as a vehicle for learning the content and for demonstrating understanding. Its definition is expanded to include visual representations, expressions of ideas, making decisions and solving problems.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to support answers.</p>	<p>Includes the narrative descriptions in performance category 4, plus the additional definitional components of literacy to include: innovative use of multimedia, computer, information analysis and technology.</p> <p>Instruction is routinely provided through text and teacher requires students to cite text to support analysis, inference, or arguments.</p>

**Note One:** Examples of literacy strategies include, but are not limited to, students: (1) using graphic organizers to cement/understand information; (2) presenting/explaining their learning, thinking or examples (“turn and talk”); (3) summarizing information into written notes; (4) using primary source documents (receipts, tickets, bills, advertisements, logs, game/sport statistics and rules, etc.) to glean information; (5) writing for communication; and (6) choral/echo reading, (7) researching and reporting.

**Note Two:** A teacher embeds literacy into the lesson when she/he plans for and implements a literacy strategy for delivering content and expects students to use one or more specific literacy strategies as a means for learning the content and literacy skills. In such cases, literacy is the “bonding agent” or “glue” for the content.

**Note Three:** Literacy is a stand-alone event when (1) there is no expectation or need for students to use literacy strategies within the lesson to learn the content objectives and demonstrate their understanding of the same, or (2) students’ use of literacy strategies is random, isolated or has no connection to the lesson objectives.

8 Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Current State Standards</b>		
<b>Teacher understands and optimizes the delivery focus of current state standards and the expectations derived from same on student learning and achievement.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Neither understands nor participates (at even the "conversation / awareness" level) in discussions about current state standards.	Neither understands nor participates (at even a minimal implementation level) in discussions about current state standards	Understands the current state standards as evidenced by use of alternate instructional strategies and modified content focus aligned with current state standards.	Has participated in available learning opportunities to assure a strong foundation of understanding the current state standards and regularly and routinely uses alternate instructional strategies and modified content focus aligned with current state standards.	Includes the narrative descriptions in performance category 4, plus serves as a "change agent" and/or grade level, curricular area, building-wide, or departmental presenter / facilitator for the implementation of current state standards. This participation level could be initiated via volunteering or being asked.

9 Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Involves All Learners</b>		
<b>Teacher uses active learning, questioning techniques and/or guided practices to involve all students.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not require student participation or the teacher discourages student involvement.	A few students dominate the lesson, or only a few students are engaged in the class. For example, typically calls only on students who raise their hands first or who blurt out answers.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.	Routinely uses strategies to ensure engagement of all students.
Students are not mentally engaged in active learning experiences during any significant portion of the class.	Students are engaged in active learning around 50 percent of the class time.	Engages most students in active learning experiences 80 percent of the class time.	Engages an overwhelming majority of students in active learning 80 percent of the class time with students connecting new information to former knowledge; or describing and evaluating their thinking processes.	Engages all students in active learning 80 percent of the class time, and students initiate or develop their own activities to enhance their learning.
Does not ask any type of questions or use questioning techniques during the lesson to involve all learners.	All or most questions used are recall questions.	Uses questioning techniques throughout the lesson, scaffolding to at least the mid-level of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy.	Uses consistently high-quality and varied questioning techniques, scaffolding to the higher levels of Bloom's taxonomy and leading students to formulate many of their own questions.
Displays no knowledge of students' interests and skills.	Displays little knowledge of students' interests and skills and rarely uses them as a strategy to engage them.	Provides adequate wait time for student response and engagement.	Skillfully uses wait time as a tool to engage students in active learning.	Skillfully uses wait time as a tool to engage students in active learning.
		Engages students by incorporating their general skills and interests into the lesson.	Engages students by incorporating their individual skills and interests into the lesson.	Engages students by incorporating and expanding their individual skills and interests.

**Note:** Active learning is learning that requires student to attain knowledge by participating or contributing. When students are active in their learning, they are involved in gathering information, questioning, thinking and problem solving. (Adapted from Collins & O'Brien, *The Greenwood Dictionary of Education*, 2011.) Examples of active learning are: cooperative learning activities, advance organizers, researching and reporting out, or other teaching strategies that foster participation and an understanding of the objectives.

10		Domain: <b>Instructional Effectiveness</b>			Dimension: <b>Explains Content</b>	
Teacher teaches the objectives through a variety of methods.						
1	2	3	4	5		
Ineffective	Needs Improvement	Effective	Highly Effective	Superior		
<p>Students are provided with activities from the textbook, specific to the content, but there is no attempt to use a variety of activities to support instructional outcomes and no attempt to differentiate tasks to address a variety of student needs/learning styles / multiple intelligences.</p>	<p>Attempts, but does not successfully use a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p>	<p>Uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences.</p>	<p>Successfully uses a variety of activities (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language and thematic instruction) to support the instructional outcomes and meet varied student needs/ learning styles / multiple intelligences. The activities maximize student potential and most require significant cognitive challenge.</p>	<p>Uses all of the characteristics of Level 4. In addition, continually seeks out new strategies to support instructional outcomes and cognitively challenge diverse learners. Willingly shares discoveries and successes with colleagues. Students are included in planning for methods of instructional delivery.</p>		
<p>Technology is not used as designed and not used as an instructional tool.</p>	<p>Technology is rarely included in the planning process to support instruction, and technology is not used on a regular basis as an instructional tool.</p>	<p>Technology is included in the planning process to support instruction, and technology is used on a regular basis as an instructional tool.</p>	<p>Technology is woven into / serves as a foundational base in the planning process to support instruction, and technology is used on a common-place basis as an instructional tool.</p>			

11

Domain: **Instructional Effectiveness**Dimension: **Clear Instruction & Directions****Teacher provides clear instruction and direction.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Instruction, directions and procedures are not provided or are confusing. When instruction/directions are initially inaccurate or confusing to students, does not offer clarifying instruction or directions.</p>	<p>When instruction, directions or procedures are inaccurate or initially confusing to students, teacher does not appropriately or successfully correct and clarify.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes, e.g., verbal, modeling, visual, demonstration, etc., that are accurate, clearly stated / presented and relate to the learning objectives.</p>	<p>Provides instruction, directions and procedures in a variety of delivery modes that are accurate and clear. Teacher anticipates possible student misunderstanding and/or confusion and incorporates relevant clarifications in the initial directions and instructions.</p>	<p>Uses all of the characteristics of Levels 3 and 4.</p> <p>Facilitates students in constructing their own understanding of how the directions relate to the learning objectives.</p>
<p>Does not give students directions for transitions and does not plan for transitions.</p>	<p>Attempts to give students directions for transitions but does not plan for transitions.</p>	<p>Gives students directions for transitions and includes transitioning in the planning process to optimize academic learning time.</p>	<p>Gives clear directions for transitions between lessons and between instructional activities while optimizing academic learning time.</p>	<p>Plans for smooth, structured transitions between lessons and instructional activities and gives clear, concise directions to accomplish same while optimizing academic learning time.</p>
<p>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 causing students to be confused.</p>	<p>Spoken language is audible and written language is legible. Usage of both demonstrates many basic errors (mispronunciation, misspelled words, etc.). Vocabulary is correct, but limited, or is not appropriate to the students' ages or backgrounds.</p>	<p>Uses spoken and written language that is clear and correct, conforms to standard English, vocabulary, and is appropriate to students' ages and interests.</p>	<p>Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests. Teacher finds opportunities to extend students' vocabularies.</p>	<p>Spoken and written language is correct and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson and extends students' vocabularies. Teacher seizes opportunities to enhance learning by building vocabulary skills and experiences based on student interests or a spontaneous event.</p>

12 Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Models</b>		
<b>Teacher demonstrates / models the desired skill or process.</b>				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not demonstrate or model the desired skill or process.	Demonstration or modeling of the desired skill or process is infrequent and unclear to students.	Provides demonstrations and modeling of the desired skill or process that are clear and precise to students.	Demonstrations are clear and precise to students with anticipation and preemptive action to avoid possible students' misunderstanding.	Demonstrations will match all characteristics of Level 4. Additionally, most students demonstrate the skill or process relating to the lesson's stated objective.

13

Domain: **Instructional Effectiveness**Dimension: **Monitors****Teacher checks to determine if students are progressing toward stated objectives.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Never moves around the room while students are working on guided practice.	Seldom moves around the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When movement happens it is to the same area of classroom.	When appropriate, moves to all areas of the room while students are working on guided practice to promote and reinforce students' progress toward the stated objectives.	Moves to all areas of the room with efficiency and effectiveness while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. Makes eye contact with all students often.	Moves throughout the room to assure optimal instructional impact while students are working on guided practice to promote and reinforce students' progress toward the stated objectives. When a problem is observed reviews / re-teaches it to the whole class.
Never uses student response techniques to check for understanding.	Seldom uses student response techniques to check for understanding.	Uses different types of student response techniques, both individual / group. Uses student response techniques to check for understanding.	Routinely uses developmentally appropriate student response techniques to check for understanding.	Delivers upon all of performance category 4 and varied response techniques are used to receive immediate feedback to re-teach / review the concept(s) misinterpreted or not learned, while actively engaging all students.
Never uses feedback from students regarding their understanding.	Seldom uses feedback from students regarding their understanding.	Uses feedback from students regarding their understanding.	Immediately and adeptly uses immediate feedback concerning student's understanding.	
Never uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Seldom uses wait time after voicing a question to the students for the purpose of monitoring student understanding.	Uses wait time of 3-5 seconds (more for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence.	Routinely uses wait time of 3-5 seconds (additional time for more complex questions) after voicing the question for the purpose of monitoring student understanding. Provides opportunity for students to formulate more thoughtful responses and allows time for the student to consider supporting evidence. Re-phrases the question after hearing student response to probe for deeper understanding of concept utilizing appropriate wait time.	Delivers upon all of performance category 4 and is able to assess when question / wait time is no longer effective and employs a different strategy / technique.

**Teacher changes instruction based on the results of monitoring.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Does not adjust instructional plan to meet the needs of students. Lesson pace is too fast or slow to accommodate for students' questions or interest.	Inconsistently monitors student involvement and makes some effort to adjust instructional plans to engage more students.	Consistently monitors student involvement and makes efforts to adjust instructional plans to engage more students.	Is aware of student participation and smoothly makes appropriate adjustments to the lesson successfully accommodating student questions or interests.	Is always aware of student participation and successfully engages all students in the lesson. Is able to successfully make adjustments to the lesson to accommodate student questions or interests.
Does not assess mastery of the new learning to determine if independent practice or re-teaching is appropriate.	Inconsistently assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate without making adjustments as necessary.	Assesses mastery of the new learning to determine if independent practice or re-teaching is appropriate and makes adjustments to lessons.	Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate and restructures lessons to address various learning needs.	Assesses mastery of the new learning using a variety of methods to determine if independent practice or re-teaching is appropriate. Works with individual students or small groups to reteach. Uses peer tutoring to facilitate mastery of skills.
There is no evidence that the teacher uses data from various assessments to modify instruction and guide intervention strategies.	There is little evidence that data is used from various assessments to modify instruction and guide intervention strategies.	Reviews data from assessments to modify instruction and guide intervention strategies.	Uses data from various assessments to modify instruction and to determine what additional interventions can be implemented to assist students.	Multiple classroom evaluations, assessments and formal State assessments provide ample and varied opportunity for all students to demonstrate their knowledge and skill set levels. Ongoing assessment is systematically used to modify instruction and guide intervention strategies.

15		Domain: <b>Instructional Effectiveness</b>		Dimension: <b>Establishes Closure</b>	
<b>Teacher summarizes and fits into context what has been taught.</b>					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
<p>The teacher rarely summarizes the main points of the instruction into the lesson. Students disengage at the end of the class with no teacher direction.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>The teacher does not consistently summarize the main points of the instruction into the lesson.</p> <p>Does not connect what is learned to prior learning and does not relate how the learning will be needed in the future.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Connects what is learned to prior learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Students summarize in a variety of ways and reflect on their own learning. Relates instruction to prior and future learning.</p>	<p>Uses one or more closure strategies (e.g., summarizing, discussing main ideas or connections) to consolidate and solidify student learning and help students organize the information into a meaningful context.</p> <p>Students connect the lesson to prior learning and articulate how learned skills can be used in the future. Linkages with real world situations are woven into the lessons.</p>	

16

Domain: **Instructional Effectiveness**Dimension: **Student Achievement**

**Effective development and use of modified assessments and curriculum for special education students and other students experiencing difficulties in learning.**

1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
<p>Gives up, blames the student, or blames the student's home environment if the student has difficulty learning</p> <p>There is no evidence that the teacher is knowledgeable of the IEP or that the teacher modifies instruction for all students on an IEP regardless of student's learning goals.</p>	<p>When a student has difficulty learning, the teacher makes an ineffectual effort and quickly gives up or blames the student or the student's home environment.</p> <p>There is some evidence that the teacher is aware of the IEP; however, the IEP is not being used to guide instruction for the student.</p>	<p>Accepts responsibility for the success of all students</p> <p>Modifies assessments for special education student populations in alignment with the IEPs and for other students experiencing difficulties in learning as appropriate.</p> <p>Provides required feedback to student, roster teacher and/or parent.</p> <p>Assures that all students have access to current state standards/district curriculum.</p>	<p>When a student has difficulty learning, the teacher perseveres to identify effective approaches to reach the student, drawing on a broad repertoire of strategies.</p> <p>Modifies assessments for special student populations as appropriate and as indicated in any IEP, working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent / timely feedback to student, teacher or parent.</p> <p>Assures that all students have access and modifications to current state standards /district curriculum.</p>	<p>Perseveres in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school and community. Maintains contact with the student to monitor and support the student's success even after the student has moved on to another class.</p> <p>Modifies assessments and curriculum for special student populations as appropriate and as indicated in any IEP (as relevant), working with individual students to develop a mutually acceptable plan for "success."</p> <p>Provides frequent/timely feedback to student, roster teacher and parent of the results of modifications on student progress and participates as a team member in recommending needed changes in modifications.</p> <p>The teacher consistently advocates for all special needs students to have direct access to current state standards/district curriculum.</p>

17		Domain: Professional Growth and Continuous Improvement		Dimension: Professional Learning	
Uses Professional Growth as a Continuous Improvement Strategy					
1	2	3	4	5	
Ineffective	Needs Improvement	Effective	Highly Effective	Superior	
Does not participate in professional development that updates their content knowledge and professional practices.	Participates in a portion of the required minimum hours of professional development. The professional development does not update their content knowledge and current professional practices.	Participates in the required minimum hours of professional development updating their content knowledge and current professional practices.	Participates in the required hours of professional development and seeks additional training to update their content knowledge and professional practices beyond what is required.	In addition to participating in the required hours of prof. development and add'l training, the teacher makes a substantial contribution to the profession through activities such as, coaching and mentoring new teachers, training teachers in professional practices, making presentations, conducting action research, working towards Master Teacher Certification and/or writing articles for grade level, department level, internal / school-wide and/or external publication. Writings that could be used as "models" may include classroom newsletters, parent / community communications, etc.	

18	Domain: <b>Professional Growth and Continuous Improvement</b>				Dimension: <b>Professional Accountability</b>
	Exhibits behaviors and efficiencies associated with professionalism.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Exhibits documentable patterns of repeated inconsistent reliability-based behavior patterns as delineated in performance category 3 – Effective.	Exhibits inconsistent reliability-based behavior patterns as evidenced by flawed punctuality and dependability; not adhering to prescribed arrival and departure times; not following notification and reporting procedures for absences; not complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Exhibits highly consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	Serves as a model and mentor exhibiting consistent reliability-based behavior patterns as evidenced by punctuality and dependability; adhering to prescribed arrival and departure times; following notification and reporting procedures for absences; complying with reporting timelines and other time sensitive info./compliance requests.	

19	Domain: <b>Interpersonal Skills</b>				Dimension: <b>Effective Interpersonal Skills</b>
	Effective Interactions and Collaboration with Stakeholders.				
1 Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior	
Provides minimal or no information to families and colleagues and makes no attempt to engage them in the educational program.  Does not consult or collaborate with other staff members.	Appears to be inconsistent and inaccurate in providing information to families and colleagues and engaging them in the educational program.  Plans and makes decisions assuming the result will be positive for everyone. Consults infrequently with other staff members.	Interacts with families and colleagues in a timely, consistent, positive and professional manner.  Complies with school procedures for communicating with families and colleagues and makes an effort to engage them in the educational program.  Collaborates appropriately and makes decisions that reflect genuine professional consideration.	Communicates frequently and sensitively with families and colleagues and engages them in the educational program.  Maintains an open mind and participates in collaborative planning, reflection and decision making, respecting and considering the thoughts of colleagues.	Communicates consistently and sensitively with families and colleagues and uses diverse methods to engage them in the educational program and supports their participation.  Communication is clearly understood by diverse stakeholders.  Takes a leadership role in ensuring that all collaborative decisions, planning and reflection activities with colleagues are based on the highest professional standards. Seeks out the expertise and opinion of other professionals before considering collaborative decisions.	

20 Domain: Leadership		Dimension: Professional Involvement & Leadership		
Exhibits Positive Leadership through Varied Involvements.				
Ineffective	2 Needs Improvement	3 Effective	4 Highly Effective	5 Superior
Consistently declines becoming involved in school or district events when asked.	Avoids becoming involved in school or district events.	Agrees to participate in school or district events when asked.	Volunteers or eagerly accepts an invitation to substantially contribute to a school or district event.	Develops or leads important school or district events.
Impedes colleagues' efforts to share their knowledge or assume professional responsibility.	Makes no effort to assume professional responsibilities or share professional knowledge with colleagues in the school or district.	Finds ways to contribute to the profession and follows through.	Actively participates in assisting other educators in their growth as professionals.	Initiates important activities contributing to the profession, such as mentoring new teachers, writing articles for publication or making presentations.
Perpetuates biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.	Rarely contributes to the modification of school practices that would result in students being better served by the school.	Assumes a proactive role in addressing student needs.	Works within a team of colleagues to ensure that all students have a fair and equal opportunity to learn and succeed in school.	Leads others to challenge and reject biased, negative or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.

# SCHEDULE III-C TLE SYSTEM'S PERSONAL DEVELOPMENT PLAN AND FOLLOW-UP REPORT



## Tulsa Model System's Personal Development Plan and Follow-Up Report

### Personal Development Plan

- Name** <Click here and insert name of educator.>
- Building Name** <Click here and insert building name.>
- Date of PDP** <Click here and select date from drop-down menu.>
- Type of PDP** <Required for all PDPs: click and choose the type of PDP from the drop-down menu>
- Stand-Alone PDP Detail** <If stand-alone PDP: click and describe the situation or observation here. This data box expands automatically. If PDP is not a stand-alone document, disregard this portion of the form.>
- Expectations and Action Plans** <Required for all PDPs: click and insert expectations and action plan here, using the SMART action plan format. This data box expands automatically.>

**The evaluator and the educator will review this PDP on the following date and time:**

<Required: Select date from drop-down menu.> at \_\_\_\_\_ [time] at \_\_\_\_\_ [location].

If additional reviews are necessary, insert the date(s), time(s) and location of those meetings: \_\_\_\_\_

*"Failure to comply with the Personal Development Plan or any repetition of the unsatisfactory performance or conduct noted above at any time during your employment with the District may result in your dismissal or non-reemployment. In the event that you make corrections upon receiving this Personal Development Plan and then later become deficient in the same or related areas, you may not receive another Personal Development Plan / Admonishment. In that event, non-reemployment or dismissal proceedings may be initiated based upon your failure to satisfactorily maintain your compliance with this Personal Development Plan."*

Educator's Signature\* \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

\* The educator's signature is an acknowledgement that he or she received the PDP on the date indicated.

**Important Notes for Evaluator:**

When creating a Personal Development Plan (PDP) and Follow-Up Report, the evaluator must rename the PDP template file via the "Save As" function within Word using the following format:

Site Code.Lastname.Firstname.Employee ID#.PDP.Date of Original PDP

*When this document is accessed to add notes within the follow-up section, save the entire document without renaming the file.*

If more than one page is needed to complete the PDP, continue the document onto one or more additional pages. However, ensure that the educator's name, the building name and the date of the PDP are on each additional page.

Evaluators are responsible for writing the PDP. If appropriate, an evaluator may write the PDP in collaboration with the educator receiving the PDP. The evaluator may seek assistance from outside sources when necessary—human capital partners, curriculum

and instruction staff, legal counsel, etc. A PDP should support and assist the educator so that he or she becomes an effective educator. A PDP is typically issued when failure to comply with the directive(s) in the PDP may affect the educator's continued employment with the District. It may be issued in conjunction with an observation, an evaluation or as a stand-alone document.

**Personal Development Plan Follow-Up Report**

**Name** <Click here and insert name of educator.>  
**Building Name** <Click here and insert building name.>  
**Date of Follow-Up** <Click here and select date from drop-down menu.>

Select one or more of the following descriptors, as appropriate, to organize the progress notes regarding the issues identified in the educator's PDP:

- 1. **Issues that have been addressed to an "effectiveness" level (if any)** <Click here and describe any issues that have been addressed to an "effectiveness" level.>
- 2. **Issues that have been addressed, but not to the level of "effectiveness" (if any)\*\*** <Click here and describe any issues making progress but not yet to the level of "effectiveness.">
- 3. **Issues that have not experienced any level of progress (if any)\*\*** <Click here and describe any issues not exhibiting any progress.>

**Follow-Up Steps (if any)** <If there are follow-up steps, click here and enter the required actions.>

*"Failure to comply with the Personal Development Plan or any repetition of the unsatisfactory performance or conduct noted above at any time during your employment with the District may result in your dismissal or non-reemployment. In the event that you make corrections upon receiving this Personal Development Plan and then later become deficient in the same or related areas, you may not receive another Personal Development Plan / Admonishment. In that event, non-reemployment or dismissal proceedings may be initiated based upon your failure to satisfactorily maintain your compliance with this Personal Development Plan."*

Educator's Signature\* \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

\*The educator's signature is an acknowledgement that he or she received the PDP Follow-Up Report on the date indicated.

**Important Notes for Evaluator:** If additional follow-up meetings are necessary, the evaluator shall attach one or more additional pages to this file. Such pages shall (1) be dated, with the names of the educator and building site identified; (2) include all of the information requested on this page, including the signature information if the educator has any issues identified within category 2 or 3 as described below, the PDP can be continued with a statement of

continuation and the identification of a new time line for growth and subsequent review. This information should be included within the "follow-up steps".

**SCHEDULE III-D**  
**TLE OBSERVATION & EVALUATION HANDBOOK FOR EVALUATORS USING**  
**THE TULSA MODEL**



# TLE Observation & Evaluation Handbook for Evaluators using the Tulsa Model

## Pilot Specific to Tulsa Public Schools

A reference and process guide for the Teacher and Leader Effectiveness (TLE) evaluation, support system and processes for teachers—developed collaboratively by Oklahoma teachers and administrators within the Tulsa Public Schools.



# **TLE Observation and Evaluation Handbook for Tulsa Model Evaluators**

## Table of Contents

	<i>Page</i>
Introduction	3
Purpose of the Handbook	3
Section 1: The Background	4
Section 2: Introduction to Rubrics and Performance Rankings	5
Section 3: Overview of the System’s Weighted Scoring	7
Section 4: The TLE Observation and Evaluation Process and Timeline	8
Master Calendar of Evaluation Deadlines	12
Section 5: The Observation and Observation Conference	13
Section 6: The Evaluation and Evaluation Conference	16
Section 7: The Professional Learning Focus Plan	21
Section 8: Remedial Actions: The Personal Development Plan and the Growth and Reflection Form	23
Section 9: Intensive Mentoring	28
Section 10: Tulsa Model Key Personnel	29

# Introduction

In 2010, Tulsa Public Schools embarked on a new teacher and leader effectiveness initiative in support of its mission of "Excellence and High Expectations with a Commitment to All." At the heart of this mission is our core goal of raising student achievement. We recognize that in a high-performing school system, there must be an emphasis on continuous improvement and shared accountability for student achievement. Instructional practices grow and student achievement levels rise in an organization that values performance feedback, analysis and refinement.

Student achievement requires an effective teacher and leader at every site. Our TLE Observation and Evaluation System is designed to help measure and support teacher effectiveness. It is based upon current research and best practices— with authorship and input from Oklahoma's teachers and administrators.

We have continued to evaluate and improve the system since it was piloted in the spring of 2010. The value of the system's framework and processes depend upon the lessons we learn from teachers and evaluators implementing the processes as well as rigorous, independent research. As such, we welcome your frank and thoughtful input about its effectiveness. We read and listen gratefully to your comments and are actively seeking opportunities to test the usefulness and efficacy of the system's observation and evaluation practices. Together we can optimize the effectiveness of the Tulsa Model's TLE Observation and Evaluation System and its ability to positively impact student achievement across Oklahoma.

## **Purpose of the Handbook**

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The handbook, the TLE teacher rubric, the observation and evaluation forms, the

Growth and Reflection Form and the PDP form comprise the primary documents of the TLE observation and evaluation process. Additionally, the handbook provides guidance for the non-evaluative professional learning focus plan process for teachers and school leaders, as referenced in § 7.

## 1. The Background

---

### 1.1 A Research- Based, Collaboratively Designed Process

In consultation with national experts in teacher and leader effectiveness, Oklahoma teachers and administrators have developed this research-based, independently validated evaluation process. A critical accomplishment of their effort is the teacher rubric that provides detailed descriptions of different proficiency levels and identifies the knowledge, skills and practices correlated with growth in student achievement. The rubric was designed in collaboration with the Tulsa Classroom Teachers' Association (TCTA) using current research and knowledge of the best practices underpinning professional competencies.<sup>1</sup>

### 1.2 Feedback Driven Improvements

As a result of survey and stakeholder forum feedback from teachers and leaders, the observation and evaluation forms of the TLE system were substantially simplified and improved in the summer of 2011 and the spring of 2012. In late January 2012, the District received the results of the validation study conducted by Empirical Education, one of the research organizations implementing the MET Validation Engine Pilot in cooperation with the Bill and Melinda Gates Foundation. The District also received validation results from the University of Wisconsin. The findings of the MET Validation Engine study and the validation study from the University of Wisconsin were positive and confirmed, once again, that the Tulsa model measures what matters—it captures practices that are empirically associated with gains in student achievement. Specifically, the studies revealed that every indicator included within the Tulsa model that a principal uses when observing a classroom performance is positively correlated with growth in student achievement as measured by state assessments. The results of that validation study as well as a similar analysis conducted by the University of Wisconsin (with similar results) are detailed in the research brief submitted to the State Department of Education on March 7, 2012. As noted in the introduction, we will continue to solicit and respond to user input in order to continuously improve the system for purposes of improving student achievement.

### 1.3 Training

The TLE system processes require a series of on-going, informative and responsive training opportunities for learning, improvement and growth. The primary vehicles for this development are facilitated learning circles as well as professional learning community work. The learning circles will be tailored to the needs of the participants and will emphasize processes, effective practices and technology tools, allowing for re-training where needs arise. An intensive focus of training is to support and ensure evaluators' inter-rater reliability and accuracy.

---

<sup>1</sup> Kathleen Cotton, Northwest Regional Educational Lab (2000). "The Schooling Practices that Matter Most." ASCD. See also, Eric S., Tyler, John H., and Wooten, Amy L. (2011). "Identifying Effective Classroom Practices using Student Achievement Data," *The Journal of Human Resources*, 46:3. See also Kane, Taylor, Tyler, and Wooten. (2010). "Identifying

## 2. Introduction to Rubrics and Performance Rankings

---

### 2.1

#### Overview of Domains, Dimensions and Indicators

The TLE Observation and Evaluation System is an evidence-based process of teacher evaluation, feedback and support anchored in specific **domains, dimensions and indicators** reflecting national best practices and current research regarding effective instruction. The domains, dimensions and indicators within a **rubric** categorize and explicitly define effective teaching/performance along a spectrum of professional proficiency. The rubric creates a common language to guide evaluators’ understanding of expectations and the various levels of performance.

### 2.2

#### How the Rubric's Domains, Dimensions and Indicators Enhance Assessments and Determine the Performance Ranking

Each domain has one or more dimensions and indicators. When performing an observation or evaluation, an evaluator must judge the teacher’s performance as to each indicator. The evaluator bases his or her score for an indicator according to the rubric. The rubric contains a set of detailed narratives—scoring guidelines developed collaboratively by the district's administrators and teachers based upon professional practices linked to student learning. By evaluating the teacher’s performance using the rubric's narratives, the evaluator:

- Creates a common framework and language for evaluation.
- Provides teachers with clear expectations about what is being assessed, as well as standards that should be met.
- Send messages about what is most meaningful.
- Increases the consistency and objectivity of evaluating professional performances.
- Provides teachers with information about where they are in relation to where they need to be for success.
- Identifies what is most important to focus on in instruction.
- Gives teachers guidance in evaluating and improving their work.

The evaluator’s assessment is a reflection of the teacher's performance during formal observations as well as his or her overall performance. The evaluation software calculates the average score for each domain according to the scores entered for each indicator within the domain. The overall evaluation score—the composite weighted average—is determined by calculating a weighted average of the evaluation's domain scores.

### 2.3

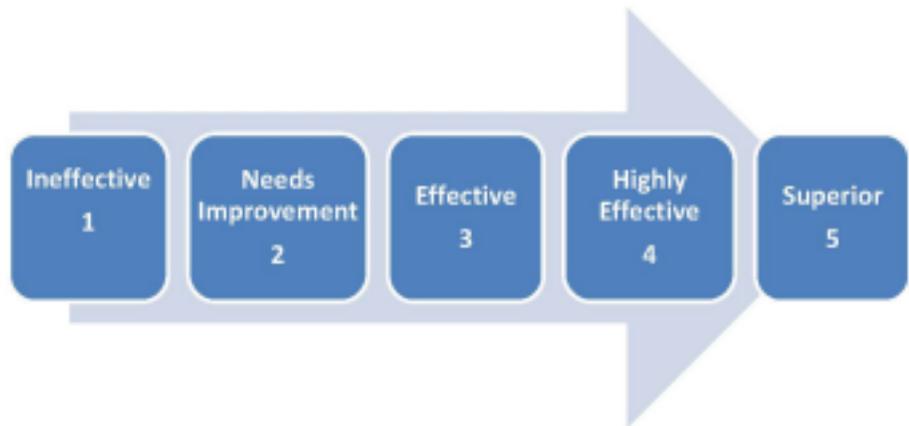
#### Rankings of

The rubric's descriptions as to each indicator are organized along a five-point scale with numeric rankings of 1 - 5. The rankings of N/A and N/O are used for not

## Performance

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applicable and not observed behavior (evidence) respectively. The numeric scores represent the following rankings:



### 3. Overview of the System’s Weighted Scoring

---

**3.1**  
**Relative**  
**Weights of**  
**Domains** Domains vary in importance, especially with regard to how much they impact student achievement. For purposes of establishing the overall effectiveness of a teacher's performance, and hence the overall evaluation score, the TLE Observation and Evaluation System weights the rubric's domains according to their relative importance.

**Domains for the classroom teacher evaluation rubric...  
Their weights and their number of Indicators**

Classroom Management <i>(% weight / # of indicators)</i>	Instructional Effectiveness <i>(% weight / # of indicators)</i>	Professional Growth <i>(% weight / # of indicators)</i>	Interpersonal Skills <i>(% weight / # of indicators)</i>	Leadership <i>(% weight / # of indicators)</i>
30% / 6	50% / 10	10% / 2	5% / 1	5% / 1

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#### **4. The TLE Observation and Evaluation Process and Timeline**

##### **4.1 The Evaluation Pyramid**

The TLE evaluation process is comprised of **observations, evaluations, conferencing, and opportunities for feedback and support**. Every evaluation must be supported by (built upon) at least **two observations and observation**

**conferences** in addition to the evaluator’s overall assessment of the teacher’s performance.



## 4.2 Who Performs the Observations and Evaluation

Only certified administrators who have completed the evaluation certification training may conduct observations and evaluations.

**The evaluator who begins the observation process should see the assessment of the teacher’s proficiency to completion through the issuance of an evaluation,** including observation or evaluation based PDPs if applicable. Buildings with 2 evaluators shall not share an individual teacher’s TLE process by dividing up the observations nor shall 1 evaluator perform the observations with another completing the evaluation process. However, a teacher’s TLE process may be supplemented with additional observations conducted by another evaluator in the building who did not begin the TLE process. These additional observations may be initiated by the evaluator or at the request of the teacher. If there is an event requiring a change in evaluator midway through an evaluation cycle (a principal’s retirement, illness, leave, etc.), it is advisable to request that the affected teachers agree in writing to the evaluation cycle being completed by more than one evaluator.

Additionally, teachers who split time between multiple buildings should have the requisite minimum number of observations and an evaluation completed by a single administrator at one building. Nothing prevents the leader of another building where the teacher works from providing input into the evaluation process, but they cannot “split” or “share” portions of a single evaluation process without the teacher’s explicit permission, provided in writing. Nothing prevents the leader

on stand-alone issues.

In the event that a teacher switches schools involuntarily during the course of the school year, he or she will have a new evaluator. The evaluation cycle will continue, unless the teacher requests an entirely new cycle within ten instructional days of switching buildings. In the event that a teacher switches schools voluntarily, they will have been assumed to provide consent to a change in evaluator for their current evaluation cycle.

### 4.3 Career Teachers v. Probationary Teachers

Both career and probationary teachers only need to be evaluated once per year, with probationary teachers receiving a minimum of three observations and conferences over the course of the school year prior to their evaluation, and career teachers receiving a minimum of two observations and conferences prior to their evaluation. The first two observations for probationary teachers and the first observation for career teachers will be completed during the first semester, in accordance with the timelines in section 4.6 and 4.7 of this handbook. A teacher may request a performance evaluation at any time.

### 4.4 Observations

Observations are an evaluator's intentional study and analysis of the teacher's performance (e.g., the teacher's classroom instruction). The observation rating reflects the evaluator's assessment of the teacher's classroom performance and other factors that quantify the impact of the educator—up to, and including, the date of the classroom observation. The evaluator's assessment is guided by the detailed descriptions of the teacher's **rubric**. The evaluator's assessments of the teacher's performance during the observation **must** be recorded in the **observation form**, described in more detail in Section 5. Each observation must be followed by an observation conference held no more than five (5) instructional days from the date of the observation. The evaluator must provide the teacher with a copy of the form no later than 3 p.m. the day preceding the conference. If there are any scores of less than effective the evaluator must provide a copy of the document no less than two instructional days before a conference. Observations shall not be conducted on the day immediately following any extended break in the instructional calendar year (whether scheduled or unexpected). An extended break does not include, however, scheduled three-day holidays or single inclement weather days, whether they fall during the school week or otherwise.

### 4.5 Evaluations

Evaluations reflect the evaluator's overall assessment of the teacher based upon the underlying observation forms, the observation conferences and the evaluator's general appraisal over the course of the year of the teacher's proficiency in the relevant indicators.

The evaluator records the teacher's score for each indicator on the **evaluation form**, which is described in more detail in Section 6. As with observations if there are any scores of less than effective the evaluator must provide a copy of the document no less than two instructional days before a conference. Otherwise, the evaluator must provide the teacher with a copy of the observation or evaluation

form no later than 3 p.m. the day prior to an **evaluation conference**, in alignment with the conference timing requirements in Section 4.7.

In the event that there are no performance concerns, a teacher and an evaluator can mutually agree to combine the final observation conference with the evaluation conference. A teacher may change his or her mind regarding the combination of these conferences through the end of the combined conference; at any point up to the end of the conference, the teacher can stop the conference, and either ask for the meeting to be rescheduled with their TCTA representative present, or have up to two instructional days to request an additional observation.

## 4.6

### Tulsa Model Observation and Evaluation Deadlines

A teacher may request a performance evaluation at any time.

For probationary teachers, due dates are as follows:

- **Observation 1 – last day of first quarter**
- **Observation 2 – last day of second quarter**
- **Observation 3 and Evaluation – last day of third quarter**

For career teachers, due dates are as follows:

- **Observation 1 – the end of the sixth instructional week in the second quarter**
- **Observation 2 and Evaluation – the end of the second instructional week in fourth quarter**

It is essential that principals document areas of ineffective performance early, so that teachers have sufficient time to address any deficiencies in their instructional practices. Teachers and their evaluators can also shift the focus of their Professional Learning Focus (PLF) Plans to address areas of concern – administrators should consider documented growth on a PLF Plan when performing an evaluation. See § 7 for more information on PLF Plans.

**There is an expectation for support to be established (PDP or Growth and Reflection Form) for any teachers with performance concerns following the second observation or earlier using the existing guidelines for determining the appropriate response.**

**See Timing Chart found later in this section to assist with scheduling.**

## 4.7

### The Timing of Observation and Evaluation Conferences

Observation conferences must be scheduled appropriately to ensure that feedback, reflection and opportunities for improvement are optimized. As such, there are important rules regarding the timing of observation conferences.

- Evaluators must conduct the observation conference with the teacher **within five (5) instructional days** of any classroom observation.

- Because there must be adequate time for a teacher to reflect upon the information shared in the observation conference and the next observation,

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there must be **at least ten (10) instructional days between** an observation and the last observation conference.

- The evaluator must provide the teacher with a copy of their observation or evaluation form no later than 3 p.m. on the day prior to an observation or evaluation conference. In the event that there are any performance concerns, the evaluators should be sure to provide at least a two-day window between sharing an observation or evaluation and conducting the conference, in order to give the teacher adequate time to request TCTA representation.



- In the event that an evaluator cannot conduct their conference within five days of the observation or evaluation being conducted, it is advisable that the teacher agree, in writing or via email, to a waiver of the five-day conference timeline. Similarly, when a teacher is to be observed within ten instructional days of the prior observation conference, he or she should consent in writing to the waiver of the ten-day requirement. Should extenuating circumstances prevent a conference from occurring within the stated timelines above, it is advisable that both the teacher and the evaluator agree to an extension of the timeline in writing.

#### 4.8 New Hires After the Start of School

At the option of the evaluator, the deadlines for observations and evaluations may be altered with respect to teachers who are hired after the beginning of the year, e.g. those teachers who have been at the school for 20 instructional days or less. The deadlines may not be extended, however, without the written consent of the relevant teacher.

When requesting the written consent of the new hire, an evaluator might explain that the extension is appropriate because it will allow him or her time to develop a more full and comprehensive assessment of the teacher's performance. In addition, it will provide the teacher more time to become accustomed with the school's culture and performance expectations. If the teacher does not agree to an extension of the deadlines, the teacher must accept the consequences of a shortened window for observation and evaluation.

Teachers hired after the deadline for the first observation will be given a special set of deadlines to accommodate their unique schedule.

**4.9**  
**When a Third Observation is Requested**

If a teacher requests a third observation promptly after the second observation, the evaluator must conduct a third observation prior to the evaluation. See Section 5 for more details.

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**4.10**  
**Timing Charts (below)**

Because of the deadlines and timing rules detailed above, there are important windows of opportunities by which an evaluator must complete observations, conferences and evaluations. The following table details the relevant deadlines with regard to probationary and career teachers.

---

**Master Calendar of Evaluation Deadlines**  
**Probationary and Career Teachers**

<b>End of 1<sup>st</sup> Quarter</b>	<b>Deadline: Probationary Teachers' First Observation and Observation Conference.</b> <b>Deadline: Completion of all PLF Plans for teachers hired by the start of the school year.</b>
<b>End of the sixth instructional week in 2<sup>nd</sup> Quarter</b>	<b>Deadline: Career Teachers' First Observation</b>
<b>End of 2<sup>nd</sup> Quarter</b>	<b>Deadline: Probationary Teachers' Second Observation</b> <b>Deadline: Completion of Teachers' (first) PLF Plan Checkpoint</b>
<b>End of 3<sup>rd</sup> Quarter</b>	<b>Deadline: Completion of Probationary Teachers' Third Observation and Evaluation</b>
<b>End of the second instructional</b>	<b>Deadline: Career Teachers' Second Observation and Evaluation</b>

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## 5. The Observation and Observation Conference

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### 5.1 The Observation

As explained above, observations are a key component for the teacher's evaluation. Evaluators must complete **two** observations—including their conferences—**before** completing an evaluation form. (See Section 4 for more details on deadlines and timing, and note the information below regarding a teacher's request for a third observation.)

Observations are an evaluator's intentional study and analysis of the teacher's performance (e.g., the teacher's classroom instruction) from the date of the last observation or evaluation forward (whichever is later). The observation rating reflects not just the lesson(s) that the evaluator observed, but all appropriate and relevant evidence gathered up to, and including, the date indicated on the observation form, which is typically the date of the last classroom observation. (This is often referred to as "Observation Plus.")

The observation and conference process is a critical opportunity for teachers to receive meaningful feedback from evaluators on the improvement in their instructional practice and the enhancement of already achieved effectiveness levels. Because the goal of the system is continuous improvement, evaluators are **not limited** in the number of observations they may conduct.

Classroom observations must be a **minimum** of 20 to 30 minutes so that there is sufficient time to thoughtfully assess multiple aspects of the teacher's performance. Though observations are not walk-through visits, evaluators should try to visit a teacher's classroom four or more times a year, including some short visits and "walk-throughs." Short visits and walk-throughs do not require an observation form or an observation conference. The provided Walk-Through Form may be used at the option of the evaluator.

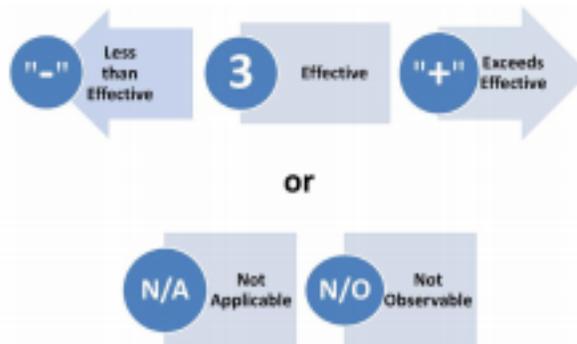
Principals should be sure to document informal and formal points of contact and areas of suggested improvement to ensure that there is no confusion regarding areas of less than effective performance, and so that teachers can be provided the necessary supports to achieve and maintain instructional success. Documentation of visits works in favor of both the teacher and the principal, as it reduces any ambiguity and makes sure that feedback is received and recorded for future reference.

## 5.2 The Observation Form

**The observation form must be used** by the evaluator when conducting the observation. The observation form is aligned with the rubric and its domains, dimensions and indicators. During the observation, the evaluator will use the observation form to indicate his or her assessment of the teacher's proficiency as to each observed indicator. On the observation form, evaluators will signify in the blank next to each observed indicator one of the following codes: “-”, 3, “+”.

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**Numeric rankings (1, 2, 3, 4 or 5) are not required at this stage, but may be used in lieu of the “-” and “+” structure indicated below.** A score of minus on an observation indicates less than effective performance, which, on the evaluation, would translate to a score of 1 or 2. A score of plus on an observation indicates better than effective performance, which, on the evaluation, would translate to a score of 4 or 5. Evaluators are encouraged to use the plus and minus options for observations. The plus and minus scoring do not indicate fractional scores.



In addition to these scores, the evaluators may write brief notes indicating strengths or areas of concern within the space below each indicator.

As noted above, the ratings and comments on the observation form should reflect the evaluator's total assessment of the teacher's performance from the date of the last observation or evaluation forward, whichever is later. Stated another way, the information on the observation form should describe evidence gathered from observations of the teacher's classroom performance and other factors that quantify the impact of the educator, up to, and including, the date indicated on the observation form.

**5.3  
The  
Observation  
Conference:  
A Requirement**

Within five (5) days of each observation, the evaluator **must** conduct an **observation conference** with the teacher and provide him or her with a copy of the observation form. The observation conference should be a personal meeting between the evaluator and the teacher to discuss the evaluator's observations and coding on the observation form as well \as the evaluator's comments and suggestions. **The evaluator shall apprise the teacher of any issue, by specific domain, dimension and indicator that could lead to a less than effective rating on the evaluation form.** Evaluators should provide comments for any rating less than 3, so that teachers are aware of the specifics of any deficiencies and understand the steps necessary to reach a level of effectiveness.

**5.4  
Copies and  
Signatures**

- At the observation conference, ask the teacher to acknowledge the submitted observation form on the appropriate evaluation application.
- Finalize the form on the appropriate evaluation application so that there is a completed record of the work that you have performed, and the conference that was conducted.

In the event that a teacher is unable or unwilling to acknowledge his or her observation at the observation conference, he or she will have 5 instructional days

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to acknowledge the form on the appropriate evaluation application. After this the form will be finalized without the teacher's acknowledgement.

**5.5  
Teacher's Request  
for a Third  
Observation**

Evaluators must conduct a third observation prior to the teacher's evaluation if a teacher requests an additional observation promptly after the second observation. As with other observations, the evaluator must conference with the teacher within five (5) days of completing the observation.

**5.6  
Teacher's Written  
Response to the  
Observation  
Forms**

A teacher has the right to place in his or her file a response to the entries on the observation form within the timeframe established by state law for responding to evaluation documents. By written agreement, district personnel may provide teachers with a longer window of time by which to submit their responses.

**5.7  
Observations and  
the Personal  
Development Plan  
And Growth and  
Reflection Form**

Evaluators may determine that a teacher's performance at an observation merits some form of remedial action, including a personal development plan (PDP) or a Growth and Reflection Form (GRF). A PDP or GRF may be appropriate if the teacher's performance would have generated a ranking of 1-Ineffective or 2-Needs Improvement. The evaluator should use his or her professional judgment to determine whether an alternate approach to a PDP is preferable in light of the situation and context—for example, a brief conference, email or note may be a more appropriate and productive response than an automatic PDP or GRF for some lapses in performance. If the latter approach is used it is incumbent upon the

evaluator to retain a documentation trail of the approach used and timelines referenced.

- Important Note: If a PDP or Growth and Reflection Form (GRF) is written as a result of an observation, the evaluator must check for the teacher's progress according to the specifications in the PDP or GRF, as appropriate.

See Section 8 for more guidance and requirements regarding Personal Development Plans and the Growth and Reflection Form.

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## 6. The Evaluation and Evaluation Conference

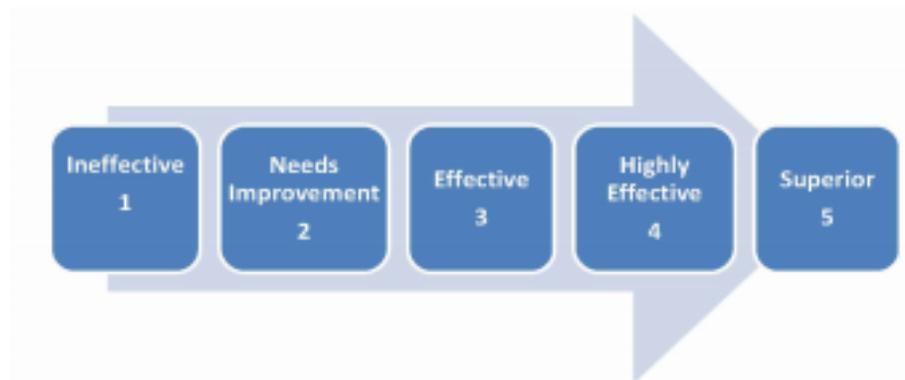
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### 6.1 The Evaluation

Evaluators perform a teacher's evaluation by completing the evaluation form and conducting an evaluation conference. As noted throughout the handbook, an evaluation must be supported by at least two separate observations and observation conferences conducted in accordance with the relevant timeframes in addition to the evaluator's appraisal over the course of the year of the teacher's proficiency in the relevant indicators. The observation form summarizes those observations, including the total value that the teacher provides up to a given point in time.

Using the information from the observation form and any other pertinent data, including **positive** progress documented in the Professional Learning Focus Plan Checkpoint, the evaluator completes the evaluation form by issuing a rating for each observed and applicable performance indicator. The assigned ratings reflect the evaluator's analysis of the teacher's performance according to the descriptions in the rubric. The rubric and the evaluation form rely upon a five-level rating

system, or spectrum of proficiency.



## 6.2 How to Determine an Indicator's Score

Each indicator often has several definitional narratives for each level of proficiency. However, evaluators must enter **only one (1)** score as to each indicator (e.g., 1, 2, 3, 4, 5, N/O or N/A). To determine the composite score for each indicator, the evaluator must review the narratives contained within each indicator's definition and determine the "best fit" for the teacher with respect to that indicator, making a composite assessment of the "big picture" encompassing the indicator.

**Example** using the indicator for the domain of Instructional Effectiveness and dimension of Clear Instructions and Directions — Teacher provides clear instruction and direction:

The rubric defines a level "3-Effectiveness" ranking for this indicator with three (3) narratives. They include using a variety of delivery modes to provide instruction and directions; giving student directions for transitions and using spoken and written language that is clear, correct, and appropriate.

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When the evaluator observes the teacher, she sees evidence of the teacher performing at a "3-Effectiveness" level in the majority of narrative definitions for the indicator. However, the evaluator observes that the teacher is not always using language that is clear and correct and that conforms to standard English. Though a 3 might not be a "perfect fit" for the teacher, the evaluator **should still** award a 3 for the indicator if a 3 is the "best fit," especially if in the eyes of the evaluator the overall objective of the indicator is still met. To address the fact that the teacher is not consistently using correct and clear language, the evaluator would begin the "push-pin" process developing the expectation level relating to the teacher's language skills. (If that approach does not work, then there is no reason that a PDP could not be written on that targeted area even if the indicator resides at a level 3.)

There is **no magic percentage** of evidence within a proficiency level to trigger a particular rating for an indicator. For example, the evaluator did not need

80% of the narratives in evidence with regard to the 3-Effectiveness ranking to award a 3-Effectiveness ranking. The evaluator must use her professional judgment to determine the most appropriate ranking based upon the instructional significance of the individual narrative components and their impact upon student needs and the objective of the Indicator.

**6.3**  
**Not Applicable or**  
**Not Observed**  
**Indicators**

If an evaluator believes that an indicator is not applicable to a particular teacher, he or she should rate the indicator as "N/A." Evaluators should rate not observed indicators as "N/O."

Important: N/As and N/Os are not available on indicators 19 and 20, as they are single-item domains and must be rated on the evaluation. At least 50% of all indicators within a domain must receive a numeric score on the evaluation.

**6.4**  
**Indicators**  
**Receiving a Score**  
**of "1" or "2"**

A rating of a "1" (Ineffective) on any indicator, or five or more indicator ratings of "2" (Needs Improvements) on an evaluation requires that the evaluator provide the teacher with a Personal Development Plan (PDP), which shall be reviewed during the evaluation conference. A Growth and Reflection Form (GRF) can be used to address areas of deficiency as long as the teacher has no scores of "1" and four or fewer scores of "2" on their evaluation. Personal Development Plans and Growth and Reflection Forms are covered in Section 8 of this handbook. Evaluators must provide comments for any indicators with scores of 1 or 2.

**6.5**  
**Indicators**  
**Receiving a Score**  
**of "4" or "5"**

A rating of a 4 or 5 (Highly Effective or Superior) on any indicator requires that evaluator provide specific supporting comments within the evaluation form. Comments can be clustered together under "Areas of Strength" and "Recommendations" at the bottom of the evaluation form.

## 6.6

**Example comment for a rating of 5 (for a Teacher regarding Leadership)**

*Re Indicator 20/Leadership: "Ms. Smith extends herself via leadership and involvement well beyond expectations in a variety of venues. She has led the School Improvement Plan process during the past several years and now serves as the process manager for the WISE SI Plan conversion. She has a talent for writing interventions that serve as models across the curriculum and grade levels, and she has volunteered to make presentations to our school partners. She exemplifies the term "team player" and is a keystone to the success of the school. She also possesses an intuitive skill for mentoring others."*

## 6.7

**Overall Scoring**

As explained in Section 2, the teacher's overall score on the evaluation form is a weighted average of the domain's average ratings.

## 6.8

**Evaluation Conference: A Requirement**

Like the observation conference described in Section 5, the evaluation conference is a vital tool in the TLE Observation and Evaluation System because it allows for critical feedback, reflection and discussions regarding the ways in which a teacher's performance needs to improve and ways in which it is particularly strong. At the conference, the evaluator shall provide the teacher with an electronic copy of the observation or evaluation form for the teacher to review and discuss with the evaluator. As noted above, if the teacher has received a less than effective ranking (a ranking of 1 or 2) on any indicator, the evaluator shall discuss those indicators with the teacher during the evaluation conference and transfer that discussion to a written and shared remedial action form, if appropriate.

At the conclusion of the conference, the teacher will electronically acknowledge receipt of the evaluation form on the appropriate evaluation application. A completed copy of the same will be provided to the teacher electronically for his or her records.

## 6.9

**Teacher's Written Responses to Evaluations**

A teacher has the right to place in his or her file a response to the entries on the evaluation form within the timeframe established by state law for responding to evaluation documents. By written agreement district personnel may provide teachers with a longer window of time by which to submit their responses.

## 6.10

Section 4 identifies the minimum number of evaluations that must be completed for each teacher and details the deadlines pertaining to evaluations. Evaluators

**Evaluation  
Frequency and  
Deadlines**

may evaluate a teacher more than the statutory minimum as long as the evaluator adheres to the observation requirements and the relevant timeframes.

**6.11  
Teacher’s Artifact  
File or Portfolio**

On a completely voluntary basis, a teacher may provide his or her evaluator with additional evidence of professional proficiency in the form of a portfolio or artifact file/binder for purposes of his or her evaluation. This is allowed; however, such evidence is not required. Moreover, an evaluator should be careful to not suggest that teachers produce a portfolio or artifact file, as they may feel as if it is an implied requirement or expectation of the evaluator. The portfolio and artifact file is simply a tool for expanding / prompting the thought processes of both evaluators and educators, since teachers regularly perform tasks, create documents, and take on responsibilities that are significant and valuable despite their commonplace nature.

A teacher may, for example, wish to create an electronic binder with a folder for each indicator into which he or she can “drop” a copy of the appropriate artifact as the year proceeds. (For example, if a teacher were to create a newsletter for his grade level or curricular area team, he could print an extra copy and insert it behind Indicator 20 – Leadership.) Before the evaluation, the teacher could share the binder or file of artifacts with his or her evaluator.

There are countless types of documents, plans and works that might be appropriate for a teacher’s portfolio or artifact file. In its Professional Growth System Handbook: 2008-2009, Montgomery County Public Schools included many of the following items as supplemental evidence of professional proficiency.

- Assignments, projects, warm-ups
- Communication of standards, objectives and criteria for success on tasks
- Communications to students and parents
- Feedback on student work
- Grading policies and practices
- Records of data analysis and goal setting
- Appointments with students
- Student work samples and portfolios
- Unit or long-term lesson plans
- Annotated portfolio of support materials (beyond kit or textbook) for concept attainment or to convey mastery
- Informal assessments
- Assignments, project descriptions, etc.
- Documents distributed to students and parents, e.g., course syllabi, topic outlines, study guides, graphic organizers, etc.
- Material designed to teach thinking skills
- Assessment samples
- Grade books and similar artifacts
- Group and individual teacher reports on data analysis, findings and recommendations
- Logs minutes and records of grade-level, department and curriculum meetings
- Meeting notes with teacher on self-assessment and application to planning
- Videos of student portfolio conferences
- Collection of ideas, research, articles, etc. related to a WISE School Improvement Plan shared with colleagues
- Interview and conference data
- Log of professional learning activities
- Professional articles or presentations
- Writings in learning logs, journals, school newsletters and reports
- Attendance records (work, meeting)
- Documentation of supporting school

related to content concepts

- Room set-up

priorities outside the classroom

- Letters of thanks and commendations

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- Short-term lesson plans and materials
  - Unit or long-term lesson plans and materials designed to support those plans
- Work displays
- Feedback on work and on student-set goals
- Grouping policies and practices
- Planning for technology incorporation
- Reflective conversations about responses to situations, overarching objectives, routines
- Room tours (e.g., what public messages are posted, what values are revealed)
- Records of communication to parents
- Student records of goal setting and self-analysis of work
- Student and parent survey data

- List of committee participation, presentations, etc.
- Logs, minutes, records of professional learning or vertical team meetings
- Meeting agendas, minutes, notes
- Samples of student work, tests, assignments, feedback to students
- Long- and short-term lesson and unit plans
- Evidence of communication with parents
- Publications
- Professional development activities that contribute to improved practice
- Student achievement results and key indicators of student success
- Any available student and parent surveys

## 7. The Professional Learning Focus Plan and Checkpoint

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### 7.1 The Professional Learning Focus Plan

State law requires that all individuals evaluated under the Oklahoma Teacher and Leader Effectiveness Evaluation System establish a Professional Learning Focus (PLF) every year, regardless of exemption status.

The Professional Learning Focus should, at a minimum:

- a) Establish an annual professional growth goal for the teacher or administrator that is developed by the teacher or administrator in collaboration with their evaluator,
- b) Be tailored to address a specific area or criteria identified through the qualitative component of the applicable TLE evaluation rubric,
- c) Allow the teacher or administrator to actively engage with learning practices that are evidence based, researched practices that are correlated with increased student achievements, and
- d) Be supported by resources that are easily available and supplied by the school district and the State Department of Education.

### 7.2 Timelines of the PLF Plan

The Professional Learning Focus plan should be explained to all certified staff members at the beginning of the school year. Every teacher should develop a PLF Plan in collaboration with their evaluator and this should be submitted and approved by the end of the first quarter. The evaluator and the teacher should conduct a PLF Checkpoint during the next scheduled observation conference after establishment of the plan (this should be in second quarter) – this would be the first observation conference for career teachers, and the second observation conference for probationary teachers.

Rationale: State law requires that PLF Plans be established during the first quarter, and requires at least one checkpoint during the course of the school year. By establishing the PLF Plan during the first quarter and conducting a checkpoint during the second quarter observation conference, teachers and principals will have already met the minimum state requirements, and principals will have a good

idea of the progress that teachers are making on their PLF Plans. This will also allow teachers more time to shift their focus or use new resources, if desired.

**7.3  
Design of the  
PLF Plan**

A teacher's Professional Learning Focus should not be dictated by their evaluator. Teachers can pick any indicator/element of their Tulsa Model rubric as their area of focus – it does not have to be the lowest performance area of an observation or evaluation. However, teachers have the option to switch their PL Focus during the course of the school year, and may wish to use the PLF Plan to document active engagement with learning practices that will improve their performance on a specific TLE indicator.

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**7.4  
PLF Plan  
Checkpoints**

There is no rating scale attached to the Professional Learning Focus Plan. The purpose of the plan is to make a personalized learning goal for all participants each year, not to grade the plan. However, principals should consider teacher progress on the PL Focus and information presented during the checkpoints when considering a teacher's overall performance on an evaluation. Performance on a PLF Plan cannot detract from a teacher's evaluation score – however, exceptional performance on a PLF Plan can contribute to a teacher's evaluation. The net impact of the PLF Plan can only help a teacher's evaluation score.

**7.5  
Documentation  
of the  
PLF Plan,  
Checkpoints, and  
Compliance**

State law requires that the teacher and evaluator have at least one documented checkpoint visit during the course of the school year. Documented checkpoints should include a reflective component where the educator may provide feedback related to their PL Focus.

For the sake of efficiency, it is recommended that PLF Checkpoints be combined with observation conferences.

The first checkpoint for teachers who began the school year with Tulsa Public Schools should occur during the observation conference in second quarter. Regardless of when a teacher is hired, in order to make the PLF Plan a valuable portion of the TLE evaluation process, at least one checkpoint should be conducted prior to the issuance of an evaluation.

**7.6  
Alteration of the  
PLF Plan**

The PLF goal can extend over multiple years. However, the teacher and their evaluator should conduct regular checkpoints to ensure that progress is documented. Additionally, the teacher can alter or enhance their PL Focus during the year. Significant changes should be followed by a checkpoint between the teacher and their evaluator and the completion of a new PLF Plan.

## 8. The Personal Development Plan and the Growth and Reflection Form

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### 8.1 The Personal Development Plan

Personal development plans (PDPs) are intended to advise and assist teachers with serious performance deficiencies which, if left uncorrected, may jeopardize the teacher's continued employment with the district. Observations, evaluations or stand-alone incidents may trigger the issuance of a personal development plan. If developed in conjunction with an observation or evaluation, the personal development plan shall be attached to and considered another component of the observation or evaluation form.

### 8.2 The Growth and Reflection Form

The Growth and Reflection Form (GRF) is a process distinct from the PDP. It is intended as a collaborative tool to document and support effective teachers needing development in no more than four indicators. The Growth and Reflection Form requires that the teacher and evaluator work collaboratively to create goal statements, identify resources and activities that can help bring the teacher up to a level of effectiveness in the selected indicators, and identify what tangible evidence will demonstrate the teacher's success in reaching a level of effectiveness in the noted indicators. Note that while a number of resources exist to help struggling teachers, it is up to the evaluator to ensure that the resources are available – administrators using the GRF should be sure to contact the appropriate Talent Management personnel to ensure that the supports identified on the form are available for the teacher involved in the plan.

While the Growth and Reflection Form is unlike the PDP in that the teacher and evaluator work together to create the plan, and it does not contain any admonishment language, it is still time-bound and requires follow-up and conferencing. The teacher and evaluator should establish a reasonable timeframe

for improvement, and establish a review date, which shall be set no more than two months from the initiation of the GRF (this is the same timeframe as a PDP). The conference with the teacher should occur on the review date noted on the GRF, or no more than five (5) days from the review date.

Because the Growth and Reflection form does not contain admonishment language, it should not be used if the evaluator might recommend the exiting of the teacher. If the teacher is not successful in their implementation of the Growth and Reflection Form, a PDP must be issued to support the teacher's practices relating to the Indicator(s) not successfully addressed in the Growth and Reflection Form. If a teacher does not agree to cooperate in the development of the Growth and Reflection Form, the evaluator must create a PDP for the teacher to address the areas of concern.

### Timeline and Follow-Up Conferencing

It is recommended that the administrator conduct a classroom walkthrough prior to the follow-up conference date. This will allow the administrator to either close

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of the GRF early, or provide the teacher with advice on how to further remediate the indicators with which they are struggling. Prior to the follow-up conference, the administrator should conduct a follow-up walkthrough to determine whether the issues addressed in the GRF were remediated. If the issues were addressed to the satisfaction of the evaluator, the GRF should be closed out; otherwise, the form should stay open until the date of the follow-up conference, where the teachers progress will be reviewed again.

A principal can issue a GRF for any indicator in which a deficiency is noted in an observation or evaluation, as long as no more than four indicators are addressed. However, the GRF can only be used for deficiencies noted in the observation or the evaluation – for stand-alone incidents, either a push-pin or a PDP should be used.

Observation Context: There is no requirement that an evaluator use the GRF after the first observation. However, there is the expectation that evaluators will establish some form of support (either a GRF or a PDP) for any teachers with performance concerns following the second observation or earlier, using the existing guidelines for determining the appropriate response.

Evaluation Context: The GRF is an alternative to the PDP at the evaluation stage that an evaluator may elect to use in the event that the teacher has no ratings of "1" (Ineffective) and four or fewer ratings of "2" (Needs Improvement). Because the GRF is more limited in scope and support and does not contain admonishment language, it should not be used if the evaluator might recommend the exiting of the teacher. If the teacher is not successful in their implementation of the GRF, or

if they do not wish to cooperate in the development of the form, a PDP must be issued to support the teacher’s practices relating to the Indicators(s) not successfully addressed.

Note: Evaluators should consult their ILD and relevant Talent Management personnel before proceeding with a PDP at the evaluation stage. The decision to use a Growth and Reflection Form in lieu of a PDP at the evaluation stage must be approved by the ILD.

### 8.3 When an Observation or Evaluation Requires a PDP or Growth and Reflection Form

- A PDP **may be** issued, but is not required, in response to deficiencies noted during an **observation**. If issued, all PDP requirements within this section apply. However, there is the expectation that supports be established (PDP or GRF) for any teachers with performance concerns following the second observation or earlier, using the existing guidelines for determining the appropriate response. As noted before, where there are multiple indicators requiring remediation, the evaluator should work with their ILD and relevant Talent Management personnel to prioritize areas of focus.
- Evaluators **must** develop a PDP for a teacher who receives any rating of 1-Ineffective, or more than four ratings of 2-Needs Improvement on any indicator in the **evaluation form**. Otherwise, a Growth and Reflection Form can be used to address issues requiring remediation.

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- Non-remediated PDPs from the observation process, which should result in a rating of 1-Ineffective or 2-Needs Improvement for the relevant indicator on the evaluation, are automatically incorporated into the evaluation and continue in effect without being redrafted or re-issued. The evaluator need only establish a new timeframe for compliance. Any new deficiencies resulting in an evaluation rating of 1-Ineffective or 2-Needs Improvement not covered by the non-remediated PDP must be supported by a newly issued GRF or PDP.

### 8.4 Designing and Issuing PDPs

Evaluators design and write the PDPs, in collaboration with the appropriate Talent Management personnel and the evaluator’s ILD. They may collaborate with the teacher in the content of the PDP and seek assistance from outside sources as appropriate.

Before issuing a PDP to a teacher, evaluators must review the PDP with the teacher, most typically during the evaluation conference or observation conference. The teacher will receive an electronic copy of the personal development plan and the teacher will electronically acknowledge his or her receipt of the same. In the event that a teacher is unable or unwilling to

acknowledge his or her PDP, he or she will have 5 instructional days to acknowledge the form on the appropriate evaluation application. After this the form will be finalized without the teacher's acknowledgement.

## 8.5

### PDP Content: SMART-Driven and Indicator-Specific

The PDP will state the specific goals or actions to be achieved by the teacher. The goals and required actions within the PDP should be "**SMART**"- formatted:

- **Specific:**
  - identified with sufficient detail so that the "who, what and when" are clear, with regard to what the teacher must do and what resources/assistance are available to him or her.
- **Measurable**
  - defined so that there is a starting point and final value to be achieved.
- **Attainable**
  - defined by a final goal that is reachable within the given time frame assuming the reasonable efforts of the teacher and assistance of the evaluator.
- **Resources**
  - identifies and provides resources that will assure increased effectiveness within the targeted performance areas.
- **Time-Bound**
  - defined with an ultimate deadline and benchmarks reflecting the nature and gravity of the performance deficiency with timeframes to measure progress as appropriate.
  - See the notes regarding limitations on timeframes below.

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**When the PDP is a result of the evaluation or an observation**, the goals and actions must reflect and reference the relevant dimension and indicator. If there are concerns that do not clearly align themselves with a specific indicator, it may still be the target of a PDP and identified as a **Stand-Alone PDP**. In such cases, the PDP may be prefaced with the statement: "Although the following does not link directly with a performance indicator, there is a matter/situation/incident that falls within your area of responsibility/supervision that needs to be brought to your attention for action." Then, insert a summary of the matter/situation/incident followed by a SMART goal plan of action.

## 8.6

Example PDP that is SMART-driven and Indicator-Specific

**Ms. Green - Personal Development Plan, 9/10/18**

**Re Indicator 14:** Changes instruction based on results of monitoring.

Ms. Green will:

- 1) Observe Ms. Smith's class to gain insight on the various feedback strategies that can be employed.
- 2) Cite within Lesson Plans specific feedback strategies to be used.
- 3) Implement on a regular / routine basis three (3) feedback strategies; in evidence within 20 instructional days from the Teacher signature date.

## 8.7

PDP Review and Follow Up Conference

The evaluator shall meet with the teacher to review his or her success in meeting the requirements and goals of the PDP in a follow-up progress review conference, which should occur in relation to the timeframes established in the PDP. This follow-up is a necessary component of all PDPs. Follow-up documentation **must** appear alongside the original PDP in the designated area of the electronic PDP form.

## 8.8

Teacher's Written Responses to PDPs

A teacher has the right to place in his or her file a response to the entries on the PDP form within the timeframe established by state law for responding to evaluation documents. By written agreement, District personnel may provide teachers with a longer window of time by which to submit their responses.

## 8.9

Timeframes and Deadlines to Remember

The timeframe for meeting the goals and actions in the PDP may not exceed two months.

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## 8.10

Consequences of Non-remedied Deficiencies

The teacher must meet the PDP's requirements and goals in all respects by the specified deadline. Failure to do so may result in the teacher's dismissal or nonrenewal.

## **8.11** **Stand-Alone PDPs**

Evaluators may issue a PDP to a teacher as a stand-alone plan in response to a work-related incident or problem occurring outside the context of an observation or evaluation. In such cases, the evaluator's PDP will still follow the SMART Goals framework and the timeframes of the PDP described in this section.

## 9. Intensive Mentoring Supports (Optional)

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### 9.1

#### Intensive Mentoring Supports

Districts are encouraged to explore mentoring supports for teachers needing intensive training. Specifically, at their discretion, districts may decide to offer customized mentoring supports to certain teachers receiving a PDP as a result of an observation or evaluation ranking of 1-Ineffective or 2-Needs Improvement. In such training programs, teachers are matched with a learning facilitator with their subject matter expertise. These learning facilitators are proven education specialists such as retired or former educators. They assist the selected teachers achieve the goals of their PDPs by using a targeted strategy for instructional improvement characterized by enriched and focused feedback. Learning facilitators help their assigned teachers and the relevant evaluators identify which skills and competencies need to be improved. Teachers participating in such a program would need to complete their training with the learning facilitator within two months. Participation in any intensive mentoring program would be voluntary, but those teachers who decline to participate in it when offered the opportunity should be asked to sign a document signifying their non-interest in the program.

### 9.2

#### Evaluators' Role in the Intensive Mentoring Program

If a district decides to use an intensive mentoring program, evaluators should play a major role the development and implementation of the program and remain the official evaluator of the teacher. Evaluators are encouraged to continue informal observations, walk-throughs, conferences (such as to review lesson plans), professional development activities and other interactions with the teacher during any intensive mentoring program.

### 9.3

#### Relationship to Non-Renewals and Terminations

A teacher may be dismissed or non-renewed regardless of whether he or she has completed, participated in, or been offered a change to participate in any intensive mentoring program. Further, being in any such program shall not prevent a teacher from being placed on a personal development plan nor prevent the teacher from being recommended for dismissal or nonrenewal.

## 10. Tulsa Model Key Personnel

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<p><b>10.1</b> <b>Key Personnel</b> <b>Supporting the</b> <b>Tulsa Model’s</b> <b>Observation and</b> <b>Evaluation System</b> <b>and Processes</b></p>	<p>Contact Information: <b>Tulsa Public Schools</b> 3027 South New Haven Tulsa, OK 74114</p> <p><b>Office of Educator Effectiveness</b> (The Tulsa Model) 918-746-6800</p> <p><b>Katy Ackley</b> – Executive Director of Educator Effectiveness – <a href="mailto:ackleka@tulsaschools.org">ackleka@tulsaschools.org</a></p> <p><b>Nate Howland</b> – Educator Effectiveness Program Manager – <a href="mailto:howlana@tulsaschools.org">howlana@tulsaschools.org</a></p>
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## SCHEDULE III-E TULSA MODEL GOAL SETTING FORM

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School: \_\_\_\_\_

**Instructions:** This form is to be completed **collaboratively** by the teacher and evaluator to address any Tulsa Model Indicators in need of development. In the evaluation context, an evaluator may use this form **in lieu of a PDP** when a teacher receives a 2-Needs Improvement on **no more than two** Indicators of an evaluation and no 1s-Ineffective. In this event, **evaluators must consult their ILDs** and their HC Partners to determine whether a Goal Setting Form or PDP is most appropriate. The Goal Setting Form may also be used after an observation at the option of the Evaluator.

<b>Indicator(s) Addressed</b> (No more than two per goal form -- only one "active" goal form at one time.)	
<b>Reason for Goal Setting Form</b>	
<b>Goal Statements by Identified Indicators --the Intended Outcomes</b> (To be developed collaboratively by teacher and evaluator.)	
<b>Teacher Resources and Supports for Accomplishing Goals</b> (At least one must be chosen by teacher and evaluator in collaboration.)	Support from TPS Instructional Coach (Please Specify) Use of TchTulsa and/or PD360 Video Exemplar Resources (Please Specify) Participate in individual TMA Coaching services Other Teacher and Evaluator Approved Opportunity (Please Specify)
<b>Evidence that will Demonstrate Success in Reaching Goal</b>	Follow-Up Observation by Evaluator Feedback from a Coach (if Coach is selected as a teacher resource -- and assuming teacher agrees to coach providing feedback)

(At least one must be chosen by teacher and evaluator in collaboration.)	Teacher Completion of Video Resource Reflection Questions Other Teacher and Evaluator Approved Opportunity (Please Specify)
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<b>Expected Date to Review Evidence</b> (The review date must not be more than 20 instructional days from the start date of the goal form. Follow-Up Conference Must Occur within 5 days of the review date.)	
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Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Teacher Goal Post-Conference Documentation**

(Must be completed within 5 days of Review Date)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School: \_\_\_\_\_

**Please Select One of the Following:**

Teacher has completed all goal related activities with evidence provided/obtained. Goal(s) have been successfully achieved.

This is an observation based Goal Setting Form. Teacher has completed all or some of the goal related activities with at least partial evidence provided/obtained. One or more of the established goals has not been entirely achieved. A new or continuing goal form will be established.

This is an observation based Goal Setting Form. Teacher has not completed goal related activities and/or evidence has not been provided/obtained. A PDP will be established.

**Please provide any additional/relevant information pertaining to the completion or non-completion of goals(s) and related activities:**

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Resources and Supports for Accomplishing Goals

### Support from TPS Instructional Coaches

- The teacher, evaluator and instructional coach work together to determine a customized approach for assistance based on the teacher's identified need. The collaboratively developed plan should be detailed on the Tulsa Model Goal Setting Form. All three parties work together to monitor teacher growth and attainment of goals.
- Common strategies include: modeling, lesson planning, co-teaching, classroom management planning, professional learning sessions.
- Instructional coaches will, upon request, document participation and strategies employed, but do not provide evaluative feedback to evaluators regarding progress of the teacher without the teacher's consent
- Contact: Katy Ackley, [ackleka@tulsaschools.org](mailto:ackleka@tulsaschools.org), 918-925-1102

### Tulsa Model Assist "TMA"

- Participation is optional, but refusal to participate is documented in PDP context
- Participants receive individual, customized professional coaching from learning facilitators in relevant grade/subject area, addressing areas of concern identified by the evaluator. Common strategies include: modeling, lesson planning, co-teaching, classroom management planning, observation/feedback sessions. No group development available.
- Teachers commonly receive 10 to 20 hours of coaching
- Facilitators provide documentation to the principal regarding participation and strategies employed as well as general feedback regarding progress of teacher.
- Contact: Barbara Penrose, HC Partner, [penroba@tulsaschools.org](mailto:penroba@tulsaschools.org); 918-746-6885

### TchTulsa and/or PD360 Video Exemplar Resources

The teacher and evaluator identify relevant video resources from the TchTulsa and/or PD360 websites for the teacher to view either independently, or in collaboration with the evaluator. The teacher submits responses to video reflection questions as evidence of completion. TchTulsa resources can be accessed at <https://www.teachingchannel.org/home/tulsa>. The PD360 resources can be accessed at <http://www.pd360.com>.

Teachers will need to register using their TPS email addresses to access the resources on both sites. For assistance or video recommendations, contact Katy Ackley at [ackleka@tulsaschools.org](mailto:ackleka@tulsaschools.org).

### **Other Teacher and Evaluator Approved Opportunities**

The teacher and evaluator work together to develop a plan for teacher growth. The collaboratively developed plan should be detailed on the Tulsa Model Goal Setting Form. Opportunities can include but are not limited to use of professional print resources (books, articles, etc.), professional learning workshops provided through Wilson Teaching and Learning Academy or outside providers, and peer support/mentoring.

## **SCHEDULE IV**

### **NEGOTIATIONS PROCEDURAL AGREEMENT**

This Negotiations Procedural Agreement (the "Procedural Agreement") is made and entered into by and between Independent School District No. 1 of Tulsa County, Oklahoma and its Board of Education (Board), and the Tulsa Classroom Teachers Association (TCTA).

#### **ARTICLE I: PURPOSE**

- a. The purpose of the Procedural Agreement is to strengthen methods of administering employer/employee relations through the establishment of an orderly process of communications pursuant to OKLA. STAT. tit. 70, § 509.1 et seq. also known as The School Employees Negotiations Act.
- b. The Board and the TCTA recognize their responsibilities toward each other in seeking agreement upon matters within the scope of this Procedural Agreement and pledge to conduct professional negotiations in good faith.

#### **ARTICLE II: DEFINITIONS**

The following definitions govern the use of these terms in this Procedural Agreement:

- a. The term "Administrator" refers to employees of the School District having the following positions: Superintendent, Assistant or Associate Superintendent, Program Director, Executive Directors, Principal, Assistant Principal, Teaching Principal and Chief Financial Officer.
- b. The term "Procedural Agreement" means this Negotiations Procedural Agreement.
- c. The term "Negotiated Agreement" shall mean all items agreed to by the TCTA and the Board with the exception of the Procedural Agreement. The Negotiated Agreement will remain in effect until modified or amended through the negotiations process or as otherwise required by law.
- d. The term "TCTA" means the Tulsa Classroom Teachers Association.
- e. The term "Board" means the Board of Education of Independent School District No. 1 of Tulsa County, Oklahoma.
- f. The term "Negotiator" means the person or persons appointed by the Board to represent it or the person or persons appointed by the TCTA to represent the Bargaining Unit.
- g. The terms "Party" or "Parties" means the Board of Education or its representatives acting on its behalf, and the TCTA, or its representatives acting on its behalf.
- h. The term "School District" means Independent District No. I-1 of Tulsa County, Oklahoma.

- i. The term “Superintendent” means the Superintendent of Schools of Independent District No. 1 of Tulsa County, Oklahoma.
- j. The term “Teacher” or “Teachers” refers to all District employees who are required by the position for which they are employed or assigned to be certified, licensed or entry teachers as those terms are defined by OKLA. STAT. tit. 70, § 1-116 (Supp. 1996) and who do not hold supervisory authority over other teachers in the School District. This definition shall be controlling unless the parties, in connection with a particular item, establish an alternative definition.
- k. The term “Bargaining Unit” means and is comprised of all teachers defined in paragraph --j above.

### **ARTICLE III: RECOGNITION**

- a. The Board hereby recognizes TCTA as the sole and exclusive negotiating representative of the bargaining unit.
- b. The provisions in this Procedural Agreement are binding solely on the Board and the TCTA, as the collective bargaining agent for teachers.
- c. The Board recognizes the TCTA as the representative of the teachers in the negotiation of matters pertaining to wages, hours, fringe benefits, and other terms and conditions of employment.

### **ARTICLE IV: SCOPE**

- a. The Board agrees to negotiate with TCTA on wages, hours, fringe benefits and other terms and conditions of employment for teachers in the bargaining unit and any other matters required by law or mutually agreed to by the parties.
- b. The Board, on its own behalf and on behalf of the electors of the District, hereby retains and reserves unto itself, without limitations, all powers, rights, authority, duties, responsibilities, and obligations conferred upon and vested in it by the laws and Constitution of the State of Oklahoma and the laws of the United States.
- c. The Board and the TCTA recognize that the Board is not permitted to negotiate its non-delegable duties.

### **ARTICLE V: PROCEDURES**

- a. Prior to the time set for entering into the process of negotiating, the Board, through the Superintendent, and the TCTA, through its President, shall each designate, in writing, the names of not more than six (6) persons who shall serve on their respective negotiating teams and be responsible for negotiations pursuant to the provisions of this Agreement. Each party may designate alternates for its negotiating team who shall serve in the absence of other team members. Each party shall also designate the person on their team who shall serve as chief negotiator.
- b. Negotiation meetings shall be closed to all with the exception of the Board and TCTA negotiations team members and those consultants who may be requested to attend by either team. No more than one consultant may be present for each team without the agreement of the other team. The consultant’s presence is limited to the time during which an item is being discussed which involves

the consultant's special expertise for which his/her presence was required. No recordings or transcription of any negotiation meeting shall be made unless agreed upon by a majority of each team.

- c. The Board, through its designated representatives shall meet with the representatives designated by the TCTA to negotiate on wages, hours, fringe benefits and other terms and conditions of employment and any other matters required by law or mutually agreed to by the parties.
- d. Negotiations shall be conducted at the times, places and dates mutually agreeable to the negotiators of each party. The time, place and dates of subsequent meetings shall be mutually agreed upon by both parties prior to the close of each negotiations session. If needed, other meetings can be called by mutual consent of the chief negotiators of both teams.
- e. The notice for negotiations by the TCTA must be in writing. The Superintendent or his/her designee will respond by acknowledging in writing the receipt of the notice for negotiations, within five (5) school days.
- f. The first session will be held at a date, time and place mutually agreeable to both parties.
- g. All items for negotiation shall be submitted by each party at the first negotiations session unless a change is mutually agreed to by the parties. The items shall be sufficiently specific to allow both sides to understand the item and the intent of the item. The parties to this Procedural Agreement acknowledge that it may be difficult to present a precise proposal regarding salary items until sufficient information regarding School District revenues is available to permit the submission of an informed proposal. Accordingly, with respect to salary items, it shall be sufficient at the initial meeting of the parties for TCTA to identify that it is seeking salary and/or fringe benefit increases for its membership.
- h. At such time as the District has furnished TCTA with information available to the District regarding local, state, and federal revenues it anticipates receiving, and the impact on the District's General Fund, TCTA shall have fifteen (15) calendar days in which to submit its salary proposal to the Board's negotiations team. This time line may be changed by mutual agreement of both teams. At such time as the District has submitted a statement of its revenue picture to TCTA, it shall inform TCTA's representatives of any material change to the revenue information within five (5) calendar days of its verification of the revised information. A material change is defined as a net change of 10,000 or more dollars.
- i. Any tentative negotiations agreement reached as a result of negotiations shall be reduced to writing and presented for initialing or signatures by each chief negotiator and presented to the TCTA for ratification. Tentative negotiations agreements between negotiators are not binding on the Board or the TCTA but merely indicate the negotiators' willingness to recommend ratification of the item or items tentatively agreed on by the Board and the TCTA membership. The Association shall submit as soon as possible the final tentative negotiations agreement to the bargaining unit for ratification and shall notify the Superintendent of the results. If ratified by a majority of the bargaining unit, the tentative negotiations agreements shall be presented to the Board for its ratification. The Board shall act upon the agreement within fifteen (15) calendar days following

written notice of ratification by the bargaining unit. Upon ratification and after necessary action by the Board, the agreement shall be binding on the parties and shall be implemented.

- j. No further negotiations shall take place for that fiscal year unless mutually agreed to by both parties.
- k. In the event impasse is declared, the parties by mutual agreement may submit one or more items tentatively agreed upon to the members of the bargaining unit and the Board for ratification.
- l. Joint media releases during negotiations and excluding impasse resolution will be the exclusive vehicle for public information dissemination. All releases will be composed, approved and released with the approval of both chief negotiators.

#### **ARTICLE VI: IMPASSE RESOLUTION**

- a. If negotiations on all proposed items are not successfully concluded by the first day of school or other mutually agreeable date, an impasse shall exist as to any items remaining that have not been tentatively agreed to by the negotiators. At any earlier time following initial negotiations either party may declare an impasse.
- b. If an impasse is declared by either party the parties may, by mutual agreement, seek mediation services provided by the Federal Mediation and Conciliation Service (FMCS), or, by other organizations or persons offering mediation services. All costs related to mediation services shall be shared equally by the parties.
- c. If an impasse is declared by either party, the issue or issues in dispute shall be submitted to fact finding. In the event the parties agree to mediation, the fact finding process shall follow mediation. Fact finding shall proceed as follows:

The fact finding committee shall consist of three members. One member shall be selected by representatives of the TCTA within five (5) days after reaching impasse. One member shall be selected by the Board within five (5) days after reaching impasse. The third member shall be selected in accordance with OKLA. STAT. tit. 70, §509.7 (Supp. 1996) or as otherwise required by law. The third member shall serve as chairperson of the committee.

In accordance with applicable law, the committee shall meet with the Board or its duly designated representatives and the duly designated representatives of the TCTA for the purpose of fact finding.

- d. Within five (5) days after the selection of a chairperson, the representatives of the parties shall meet to exchange written proposals on each item at impasse. The exchanged proposals shall be furnished to the chairperson and other members of the committee. Each item being submitted to fact finding shall show the last position taken by each negotiating team.
- e. The cost for the services of the fact finding committee, including per diem expenses, if any, and actual and necessary travel expenses shall be equally divided between the parties.

- f. The fact finding committee shall have authority to establish procedural rules, conduct investigations and hold hearings during which each party to the dispute shall be given an opportunity to present its case with supporting evidence.
- g. All hearings by the fact finding committee shall be conducted in closed session and no news releases shall be made by either party or the fact finding committee concerning the progress of such hearings.
- h. The chairperson shall convene the committee for fact finding. The committee shall meet with the representatives of both parties and, within twenty (20) days after selection of the chairperson, shall present its written recommendations to the Board and TCTA. The report shall set forth findings of fact and recommendations on the issues submitted. The parties may by mutual agreement extend the time line for issuance of written communications.
- i. If either party decides it must reject one or more of the committee's recommendations, said party must, within seven (7) days after the committee has presented its recommendations, request a meeting of the representatives who have been negotiating for the Board and the TCTA. The parties shall meet within seven (7) days of the request, unless both parties deem it unnecessary. At such meeting the parties shall exchange written statements expressing each party's rationale for rejecting each recommendation found unacceptable and shall attempt to clarify any remaining differences. The representatives shall then resume a good faith effort to resolve the remaining differences; provided, after fourteen (14) days after the exchange of written statements as provided for by this section either party may discontinue all negotiation efforts.
- j. The Board shall file a copy of the fact finding report with the office of the State Superintendent of Public Instruction. If the effort to resolve differences is successful, the parties shall prepare a written agreement and present the agreement to both parties for ratification, and such agreement shall be forwarded to the State Superintendent of Public Instruction. If the effort to resolve differences is unsuccessful, the Board shall forward to the State Superintendent of Public Instruction, in writing, its final disposition of the negotiations impasse process within thirty (30) days of the effective date of implementation.
- k. Should no notice be given by either party, this Procedural Agreement shall automatically renew itself for another fiscal year and the parties hereto, by failure to give such notice, shall be deemed to be bound by each and all of the provisions of this Procedural Agreement.
- l. The Procedural Agreement shall not be modified except by mutual agreement of the parties or as required by law.
- m. Should the school district be annexed, consolidated or closed this Procedural Agreement shall be null and void upon the effective date of such annexation, consolidation or closure.
- n. Should TCTA disband or otherwise cease to exist or lose bargaining rights, this Procedural Agreement shall be null and void upon the effective date of such disbanding or cessation of existence or loss of bargaining rights.

#### **ARTICLE VII: DURATION OF PROCEDURAL AGREEMENT**

- a. This Procedural Agreement shall become effective immediately after receipt by TCTA from the Board of written notice to the effect that the Procedural Agreement has been ratified by the Board. The Board, however, shall take no action upon the ratification of the Procedural Agreement until it has received written notice from the TCTA that a majority of the bargaining unit have ratified the Procedural Agreement.
- b. This Procedural Agreement shall continue in effect for successive fiscal year periods, unless notice is given, in writing, no later than 120 days prior to the end of the fiscal year, by either the President of TCTA or by the Board, through the Superintendent, to the other party in accordance with the provisions of the Procedural Agreement of its desire to modify, amend, or terminate the Procedural Agreement.

**ARTICLE VII: GENERAL**

- a. In case of any direct conflict between the expressed provisions of this Procedural Agreement and any Board or TCTA policy and procedure currently in effect and not incorporated in this Procedural Agreement, the provisions of this Procedural Agreement shall control.
- b. If any provision of this Procedural Agreement or application of this Procedural Agreement to any teacher covered hereby shall be found to be contrary to law then all other provisions or application of this Procedural Agreement shall continue in full force and effect.

This Procedural Agreement shall be governed and construed according to the laws of the State of Oklahoma.

## **SCHEDULE V**

### **FRINGE BENEFITS**

#### **Fringe Benefits**

- Health care coverage
- Dental care coverage
- Life Insurance
- Sick Leave
- Teacher retirement (See Appendix C)
- Social Security
- Long-term Disability
- Immediate Assistance Program (See Schedule V)
- Tax sheltered annuity
- Payroll deductions for professional dues, salary protection insurance
- Free activity card privileges

#### **Flexible Benefit/Cafeteria Plan**

The District acknowledges the interest of TCTA in the District's flexible benefits/cafeteria plan document, the plan's administrative services provider designation, and in any other volunteer benefit plans which are provided for the benefit of District teachers.

The District will make every effort to avoid any reductions in benefits provided through the flexible benefits/cafeteria plan. When changes in the plan will result in a reduction in benefits, TCTA's President will be notified of the nature of the reduction prior to the effective date. Additionally, when the District elects, for whatever reason, to alter the plan's administrative services provider, the TCTA leadership will be given an opportunity to comment and will be given a written explanation of the reasons for the alteration of the plan administrative services provider.

#### **Group Dental Insurance**

Participation is on a voluntary basis. New teachers eligible for participation may enroll during the first 30 days of employment unless otherwise stipulated.

For those eligible teachers working twenty-five (25) hours or more per week, the District will pay \$11.00 per month on the individual premium.

If Medical Insurance is not provided through the District, proof of other medical coverage is required to be eligible for dental coverage.

To be eligible for dental insurance, teachers who work between 20 hours and 25 hours a week must pay on half ( $\frac{1}{2}$ ) of what the District pays for the cost of dental premiums

## **Group Health Insurance**

The District will contribute to the health insurance premiums for eligible teachers. It is the responsibility of the individual to inform the Insurance Administration Office if he or she wishes to participate in the health care program and have the District pay the scheduled premiums.

Participation is on a voluntary basis.

If an eligible teacher does not enroll during the first thirty (30) days of employment, evidence of insurability is required.

Questions regarding enrollment or other health insurance matters should be directed to the Insurance Administration Office.

A copy of the plan document for the Oklahoma State and Education Employees Group Insurance Program is available in the Insurance Administration Office.

For those eligible teachers who choose health insurance, the state allocates the amount of Health Choice High Member Only cost to be applied to the teacher's individual premium. For those eligible teachers who do not choose health insurance, the state allocates money to be paid to the teacher.

## **Life Insurance**

Life insurance is available to eligible teachers at 1.5 times the teacher's annual salary. The premium for eligible teachers is paid in full by the District.

To be eligible for life insurance programs, teachers who work between 20 hours and 25 hours a week must pay one half ( $\frac{1}{2}$ ) of what the District pays for the premiums.

The District will make available to all teachers the opportunity to purchase additional group life insurance through payroll deduction at a reduced group rate when a carrier is selected.

**WITH THE EXCEPTION OF APPENDIX G  
AND ATTACHMENTS A AND B,  
ALL APPENDICES ARE  
FOR INFORMATION ONLY  
AND ARE  
NOT PART OF THE MASTER CONTRACT.**

# APPENDIX A

**(For Information Only and Not Part of the Master Contract)**

## WORKERS' COMPENSATION

The District provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. It is subject to applicable legal requirements.

Employees who sustain work-related injuries or illnesses are required to inform their immediate supervisor as soon as possible of the injury or illness. In addition, employees are required to complete a statement related to the illness or injury at the time of the employee's first awareness of the injury or illness or as soon after as the employee's condition will permit him/her to provide a comprehensive statement. In the case of an injury, the employee should submit an Employee's Report of Injury form (#PS-5) with-in twenty-four (24) hours of the occurrence resulting in injury. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

The employee's statement related to injury or illness shall, at a minimum, include the following; date and time of injury; location in the workplace where injury occurred; nature of the injury (body part, sprain, cut, broken limb, etc.); what caused the injury; to whom the original report of the injury was made; the name, address and telephone number of any medical provider, doctor or hospital used following the injury, and names of all persons who witnessed the injury.

At the beginning of each school year, the District shall make available to employees a description of the procedure applicable to claim for work-related injuries or illness.

On the job injuries should be reported immediately to the supervisor in charge. Board of Education insurance consultants recommend that employees injured on the job go to one of the following locations:

North Tulsa Location:  
CONCENTRA  
1541 N. Sheridan  
Tulsa, Oklahoma 74115  
Phone #836-5406  
Hours: 8am-7pm

South Tulsa Location:  
CONCENTRA  
9515 E. 51st Street  
Phone #622-7488  
Hours: 8am-5pm

West Tulsa Location:  
CONCENTRA  
5682 W. Skelly Drive  
Phone #446-1891  
Hours: 8am-5pm

If the clinics are closed, or in case of emergency, it is recommended that employees report to one of the following hospitals:

ST. FRANCIS HOSPITAL - 6161 South Yale  
ST. JOHN MEDICAL CENTER - 1923 South Utica  
TULSA REGIONAL MEDICAL CENTER - 9th and Jackson  
HILLCREST MEDICAL CENTER - 1120 South Utica

Prescriptions may be charged at: GETMAN DRUGS, 1725 E. 19th, 742-7305, 7 days a week, 7:30 a.m. to 11 p.m. or any Walgreen's location.

An employee who is temporarily disabled within the meaning of the Workers' Compensation Act will be placed on an indefinite leave of absence. An employee who ceases to receive temporary total disability compensation shall have thirty (30) days from the date of the temporary total disability or right to receive temporary total disability compensation ceases, whichever is later, to request reinstatement.

A request for reinstatement shall be made in writing to Talent Management. Failure to submit a written request for reinstatement within the thirty (30) day period will result in termination of the employee who will no longer have the right to return to work. A request for reinstatement must be accompanied by a release to return to work signed by a qualified physician.

## **Workers' Compensation: Questions and Answers**

### **1. What exactly is workers' compensation?**

The Workers Compensation Act is a law requiring employers to provide medical and income benefits to employees who have work-related injury or illness.

### **2. Where does the money come from to pay for these benefits?**

The District is self-insured. This means the District pays all work related injury expenses from its budget. The District uses an outside firm, JI Specialty Services, Inc. to administer its workers' compensation benefits, but they are not an insurance company. (JI Specialty Services, Inc. 10535 Boyer Blvd., Suite 100, Austin, TX 78759, (800) 580-5477).

### **3. Who can receive workers' compensation?**

Everyone who is employed by the District is eligible to receive workers' compensation benefits for work-related injuries/illnesses. The only exception is independent contractors, who must carry their own workers' compensation coverage.

### **4. How long do I have to be employed by the District before I can receive workers compensation benefits?**

Workers' compensation coverage begins the first day of employment. There is no waiting period.

### **5. If I am injured who do I notify?**

You must immediately report any job-related injury or illness to your supervisor. Your supervisor will then refer you to the proper clerical staff member who will direct and assist you in obtaining proper

medical care and completion of the required paperwork. Site-based health clinics, staffed by Health Services personnel, can provide assistance to employees who become ill or are injured on the job. Established protocols provide guidelines for management, including medical referrals when indicated.

**6. How long do I have to report an injury?**

Again, you must report any injury, regardless of severity, immediately to your supervisor. If you do not report the injury immediately, you should do so within 24 hours. If you wait longer than 30 days, however, you can lose all of the benefits to which you may be entitled.

**7. If I am injured, am I required to go to the District's doctors?**

Initially you should be evaluated and treated at the appropriate medical services designated by the District. (Injuries after hours are handled in designated Emergency Rooms.) Quick evaluation and treatment is not only the key to a quick recovery, but also helps in avoiding further injury. Following this procedure will also allow your progress to be closely monitored so you can return to work with full pay as soon as possible. You do retain the right, however, to select any doctor you wish to provide reasonable and necessary medical care. If you choose a doctor outside of the District's recommended providers, he or she is required to send a report on the injury and treatment to the District within seven (7) calendar days of the first treatment. You must still notify your supervisor and work through JI Specialty, Inc. even if you are seeing your own physician.

**8. If the doctor takes me off work, when would I be able to collect compensation (income) benefits?**

If you must take time off due to an on-the-job injury, under Oklahoma law you are not eligible to receive compensation benefits until three (3) calendar days have passed. Benefits will begin on the 4th calendar day.

**9. How much of my normal salary would I get if I was injured and could not work?**

Currently workers' compensation benefits provide for 70% of your normal weekly salary not to exceed \$426.00 per week. Remember, you do not receive compensation benefits until three (3) calendar days have passed after your injury. Both the benefits and the waiting period are set by Oklahoma state law, and change periodically.

**10. How would I receive my compensation payments?**

Compensation checks are normally mailed to your home. JI Specialty, Inc. will be in contact with you to answer any questions you may have as soon as possible after the accident.

**11. How long would I be eligible for weekly income benefits?**

If medically necessary, you may receive income benefits for as long as 150 weeks. An extension may be granted, upon court approval, for an additional 150 weeks.

**12. Do I have to use my vacation or sick leave for the first few days that I am injured and not receiving payment through Workers' Compensation?**

No, you do not. By state law, those first three (3) days are initially unpaid, but you may use your vacation or sick leave time for those three (3) days if you wish. In addition, after you are receiving temporary total disability benefits, you may supplement those benefits with accumulated sick and personal leave which may be available to you.

**13. How would I go about paying my medical bills?**

If you have followed correct procedures, and the injury involved qualifies for Workers' Compensation, the District through JI Specialty, Inc. will handle payment of your bills for all authorized treatments, appointments, and prescriptions related to your injury/illness.

**14. Are there any agencies that can offer assistance to help me pay my personal bills?**

The District provides an Employee Assistance Program (EAP) as part of your benefits. This service is designed to offer you counseling and to refer you to agencies that can work with you in handling your specific needs.

**15. What benefits am I eligible for if an injury results in a permanent disability?**

If you suffer some disability as a result of an on-the-job injury, your benefits are awarded by the Workers' Compensation court based on the type and extent of your disability as outlined in the Workers' Compensation Act schedule. If you have suffered a permanent disability not specifically listed on the schedule, the Guidelines for the Evaluation of Permanent Impairment published by the American Medical Association will be used.

**16. Will there be any disciplinary action due to an on-the-job injury?**

No disciplinary action will be taken as a result of missing work due to being injured on-the-job. The normal investigative process will be followed, however, for safety violations or unsafe acts that contributed to your injury.

**17. If I return to work and have to go for further treatment, must I do so on my own time?**

You are encouraged to make appointments outside of your normal work hours. If you are unable to do so, you will be allowed necessary time off during your work day. You will receive wages for this time without loss of your sick leave benefits.

**18. What if the doctor releases me to light duty?**

You must notify your supervisor immediately and provide the doctor's release to return to work to your supervisor. The District will work closely with the physician in attempting to return you to a level of work you can perform safely. There are occasions when the level of activity approved by your physician is not available in any positions provided by the District. In this instance, you will be advised of the District's efforts on your behalf and of the basis for its conclusions.

**19. What will happen if I am not physically able to return to my job after my recovery?**

The District will make every effort to place you in an alternate position. Depending on your physical condition, your skills, and the physician's recommendations the District may provide a vocational

evaluation to explore options for your retraining. The District will work with you in every way possible to assist you in returning to work.

**20. Who will know about my injury and workers' compensation situation?**

The District keeps your injury and benefit information confidential unless you request otherwise. Within the District, only your supervisor, Payroll and Talent Management will know of your situation unless you volunteer that information to others.

**21. Do I need an attorney?**

It's your right to employ an attorney at any time. The District and JI Specialty, Inc. are committed to provide to you every benefit to which you are entitled. It is our intent to answer any questions you may have about your claim and to provide the assistance you need to return to work. The benefits to which you are entitled are set out very clearly in the law and will not change whether or not you hire an attorney. **Additionally, you should be aware that an attorney takes 20% of the total amount directly from any settlement of which you may receive.**

**22. What if I know of someone who is collecting workers' compensation from the District and is not really injured and/or is working another job?**

Illegal collection of workers' compensation is a fraud and is classified as a felony under Oklahoma law. If convicted, it is punishable by prison time and/or a fine. If you know of someone who is committing fraud, please report it to the Department of Talent Management at the Education Service Center. You will remain anonymous and the District will investigate your information to the fullest.

**TULSA PUBLIC SCHOOLS**  
**Department of Talent Management**

**WORKERS' COMPENSATION**

**(For Information Only and Not Part of the Master Contract)**

The Tulsa Public Schools shall provide the benefits established under the Oklahoma Workers' Compensation Act to all School District employees who are injured in on-the-job accidents.

All regular employees who are injured in on-the-job accidents shall receive statutory benefits including medical expenses, temporary compensation and benefits for permanent disability or death.

Certified       Support Personnel

I suffered an on-the-job injury on (month, day, year) \_\_\_\_\_, while working for the Tulsa Public School District. As a result of the injury, I am entitled to receive temporary disability compensation according to the Workers Compensation laws of Oklahoma. I understand that I am entitled to receive such compensation for a period of time as may be provided for by law. I have accumulated certain sick leave/personal leave benefits, because of my employment, which are available to me when I am unable to work because of illness or injury.

PLACE AN X IN THE APPROPRIATE ELECTION BLANK OR BLANKS

\_\_\_\_ 1.      I would prefer only to have:  
Sick Leave Compensation/Personal Leave Supplementation Compensation—  
Number of days \_\_\_\_ (To be filled in by a Talent Management representative)  
I understand that by choosing to be paid my accumulated sick leave/personal leave in addition to the temporary disability provided by law, I will be paid my sick leave/personal leave on a prorated basis to the extent that I will receive my full wages until I return to work or the number of sick leave/personal leave days I have are exhausted.

I understand that after the number of specified sick leave/personal leave days are exhausted, I will receive temporary disability compensation for a period of time as may be provided for by law.

I understand that my accrued sick leave/personal leave benefits will be decreased on a prorated basis by those days I use as a result of making this election.

**OR**

\_\_\_\_ 2.      I would prefer only to have:  
Under the Workers' Compensation Act, temporary benefits begin the fourth day off work  
due

to an on-the-job injury. The first three days are considered a waiting period during which time temporary benefits are not paid, but I request that I be paid my accrued but unused sick leave/personal leave to cover these three days. I understand that by making this election, I will **NOT** be paid any sick leave/personal leave benefits beyond the first three days of the waiting period.

**(IF YOU PREFER TO RECEIVE YOUR SUPPLEMENTAL BENEFITS UNDER NUMBER 1 ABOVE AND YOUR SICK LEAVE/PERSONAL LEAVE FOR THE FIRST THREE DAYS OF YOUR DISABILITY AS PROVIDED FOR IN NUMBER 2 ABOVE, CHECK BOTH 1 AND 2 ABOVE.)**

**OR**

\_\_\_\_\_3. I would prefer to not use any of my sick leave/personal leave benefits while I am off work due to my on-the-job injury.

Name \_\_\_\_\_ Social Security # \_\_\_\_\_  
Last First Middle

Address \_\_\_\_\_  
Number & Street City State Zip Code

Job Title \_\_\_\_\_ School or Department \_\_\_\_\_

Dated this \_\_\_\_\_ day of \_\_\_\_\_

Employee \_\_\_\_\_ Witness: \_\_\_\_\_  
Please return this form and the Form 2 (Employers' First Notice of Injury) to the Department of Talent Management..

# APPENDIX B

(For Information Only and Not Part of the Master Contract)

TULSA PUBLIC SCHOOLS

REGULATION 4406-R1

## USE OF ALCOHOL AND ILLEGAL CHEMICAL SUBSTANCE BY EMPLOYEES

### TESTING EMPLOYEES AND APPLICANTS FOR EMPLOYMENT

(OTHER THAN BUS DRIVERS)

The District, with the intent all employees have notice and knowledge of the ramifications concerning alcohol or illegal chemical substance use, possession, purchase, sale or distribution when the employee is on duty or on school property, or while attending a school event does hereby adopt the following on testing employees and applicants for employment (other than bus drivers) with regard to the use of alcohol and illegal chemical substances.

#### Definitions

*Alcohol* – Ethyl alcohol or ethanol, or any alcoholic beverage or beer.

*Applicant* – A person who has applied for a position with the employer and has received a conditional offer of employment.

*Bus Driver* – A District employee required to have a commercial driver's license (COL) to perform the employee's duties; employees of independent contractors required to have a COL; owner-operators; leased drivers; and occasional drivers.

*Conditional Offer of Employment* – An offer of employment conditioned, among other conditions, on a negative illegal chemical use test.

*Confirmation Test* – An alcohol or illegal chemical substance test on a sample to substantiate the result of a prior illegal chemical substance or alcohol test on the same sample and uses different chemical principles and is of equal or greater accuracy than the prior alcohol or illegal chemical substance test.

*District Property* – Any property owned, leased or rented by the District, including, but not limited to, school buildings, parking lots and motor vehicles.

*Drug or Alcohol Test* – A chemical test administered for the purpose of determining the presence or absence of alcohol or illegal chemical substances or their metabolites in a person's bodily tissue, fluids or products. Adulteration of a specimen or of a drug or alcohol test shall be considered as a refusal to test.

***Illegal Chemical Substances "Drugs"*** – Any substances an individual may not sell, possess, use, distribute or purchase under either federal or Oklahoma law. "Illegal chemical substance" includes, but is not limited to, all scheduled drugs as defined by the Oklahoma Uniform Controlled Dangerous Substance Act, all prescription drugs obtained without authorization, and all prescribed drugs and over-the-counter drugs being used for an abusive purpose. By this regulation, applicants and employees are placed on notice that the district may test individuals for drugs and alcohol.

By way of example only, the "illegal chemical substances" for which employees will be tested are: amphetamines; cannabinoids; cocaine; phencyclidine (PCP); hallucinogens; methaqualone; opiates; barbiturates; benzodiazepines; synthetic narcotics; designer drugs; or any metabolite of any of these substances.

***On Duty*** – Any time an employee is acting in an official capacity for the District or performing tasks within the employee's job description, including taking of an annual physical examination.

***Positive*** – When referring to an alcohol or drug use test administered under this regulation means a toxicological test result considered to demonstrate the presence of alcohol or an illegal chemical substance or the metabolites thereof using the cutoff standards or levels determined by the State Board of Health, or in the absence of such State Board of Health or in the absence of such State Board cutoff levels, the cutoff levels customarily established by the testing laboratory administering the drug use test.

***Sample*** – Tissue, fluid or product of the human body chemically capable of revealing the presence of alcohol or illegal chemical substances in the human body.

***Under the Influence*** – Any employee of the District or applicant for employment with the District having alcohol or illegal chemical substances or the metabolites thereof present in his or her body in any amount considered to be 'positive' for alcohol, drug or drug metabolites using any scientifically substantiated alcohol, drug or drug use screen test and alcohol or drug use confirmation test.

To the extent not specifically defined herein, the definition of any term, word or phrase found in this regulation shall be as set forth in the Oklahoma Standards for Workplace Drug and Alcohol Testing Act.

### **Procedures for Alcohol or Illegal Chemical Substance Testing**

Any alcohol or drug use test administered under the terms of this regulation will be administered by or at the direction of a professional laboratory licensed by the Oklahoma State Department of Health Department and using scientifically validated toxicological methods that comply with rules promulgated by the Department. The professional laboratory shall be required to have detailed written specifications to assure chain of custody of the samples, proper labeling, proper laboratory control and scientific testing. All aspects of the alcohol and drug use testing program, including the taking of samples, will be conducted, so as to safeguard, the personal and privacy rights of applicants and employees to the maximum degree possible and shall be conducted under reasonable sanitary conditions. The test sample shall be obtained in a manner minimizing its intrusiveness.

**In the case of urine samples, the samples must be collected in a restroom or other private facility behind a closed stall or as otherwise permitted by the Department. A sample shall be collected in sufficient quantity for splitting into two separate samples, pursuant to rules of the Department, to provide for any subsequent independent analysis in the event of a challenge of the test results of the main sample. The test monitor shall not observe any employee or applicant while the sample is being produced, but the test monitor may be present outside the stall to listen for the normal sounds of urination in order to guard against tampered samples and to ensure an accurate chain of custody. The test monitor may verify the normal warmth and appearance of the sample. If at any time during the testing procedure, the test monitor has reason to believe or suspect employee/applicant is tampering with the sample, the test monitor may stop the procedure and Inform the test coordinator. the test monitor shall be of the same gender as the applicant/employee giving the sample.**

**The test monitor shall give each employee or applicant a form on which the employee or applicant may, but shall not be required to, list any medications taken, or any other legitimate reasons for having been in recent contact with alcohol or illegal chemical substances.**

**If the initial drug use test is positive for the presence of an illegal chemical substance or the metabolites thereof, the initial test result will be subject to confirmation by a second and different test of the same sample. The second test will use an equivalent scientifically accepted method of equal or greater accuracy as approved by rules of the State Board of Health, at the cutoff levels determined by Board rules. An applicant for employment will not be denied employment or an employee will not be subject to disciplinary procedures unless the second test is positive for the presence of illegal chemical substances or the metabolites thereof.**

**If an initial alcohol use test is positive for the presence of alcohol, the initial test result will be subject to confirmation by a second and different test using any scientifically accepted method approved by rules of the State Board of Health, at the cutoff levels determined by Board rules.**

**A written record of the chain of custody of the sample shall be maintained from the time of the collection of the sample until the sample is no longer required.**

**Upon written request, the applicant for employment or the employee will be furnished with a free copy of all test results performed under this regulation. All test records and results will be confidential and kept in files separate from the employee or applicant's personnel records.**

**The district shall not release such records to any person other than the applicant, employee or the district's review officer unless the applicant or employee, in writing following receipt of the test results, has expressly granted permission for the district to release such records in order to comply with a valid judicial or administrative order.**

**The testing facility, of any agent, representative or designee of the facility, or any review officer, shall not disclose to any employer, based on the analysis of a sample collected from an applicant or employee for the purpose of testing for the presence of drugs or alcohol, any information**

relating to the general health, pregnancy, or other physical or mental condition of the applicant or employee.

The testing facility shall release the results of the drug or alcohol test, and any analysis and information related thereto, to the individual tested upon request.

This regulation does not preclude the district, when contracting with another employer, from sharing drug or alcohol testing results of any tested person who works pursuant to a contractual agreement.

Any applicant for employment or employee subject to disciplinary action as a result of being under the influence of alcohol or an illegal chemical substance, as and for an appeal procedure, will be given a reasonable opportunity, in confidence, to explain or rebut the alcohol or drug use test results. If the applicant or employee alleges positive test results are caused by other than consumption of alcohol or an illegal chemical substance, then the applicant or employee will be given an opportunity to present evidence the positive test result was produced by other than consumption of alcohol or an illegal chemical substance. The District will rely on the opinion of the District's laboratory performing the tests in order to determine whether the positive test result was produced by other than consumption of alcohol or an illegal chemical substance.

In the case of drug use testing, the employee or applicant will have a right to have a second test performed on the same test sample at the expense of the employee or applicant. In the case of alcohol testing, the employee or applicant will have the right to have a second test performed on the same test sample using any scientifically accepted method approved by rules of the State Board of Health, at the cutoff levels determined by Board rules. The request for the second test must be made within twenty four (24) hours after the date the positive test result is communicated to the employee or applicant and subject to the approval by the District's consulting laboratory: (1) the facility selected by the applicant or employee for the second test, meets the qualifications required for a testing facility under the Oklahoma Standards for Workplace Drug and Alcohol Testing Act; and (2) the testing methodology used by the facility selected by the employee or applicant conforms to scientifically accepted analytical methods and procedures, including the cutoff levels, as determined by the State Board of Health. If the retesting reverses the findings of the challenged positive result, the District will reimburse the applicant or employee for the costs of the retest. A proper chain of custody shall be maintained at all times in transmitting the sample to and from a second laboratory.

The laboratory reports and results of alcohol and drug testing will be maintained on a confidential basis, except as otherwise required by law. The laboratory performing alcohol or drug tests for the District will not report on or disclose to the District any physical or mental condition affecting an employee or employment applicant that may be discovered in the examination of a sample other than the presence of alcohol or illegal chemical substances or the metabolites thereof. The use of samples to test for any other substances will not be permitted.

### **Employee Alcohol and Drug Use Test Requirements**

The district is authorized to conduct drug and alcohol testing in accordance with the Standards for

**Workplace Drug and Alcohol Testing Act.** The district has chosen to conduct drug or alcohol testing under the following circumstances:

***Applicant testing:*** The district will require an applicant, as defined above, to undergo drug or alcohol testing and may use a refusal to undergo testing or a positive test result as a basis for refusal to hire;

***For-cause testing:*** The district will require an employee to undergo drug or alcohol testing at any time the superintendent, or designee, reasonably believes that the employee may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances:

- A. drugs or alcohol on or about the employee's person or in the employee's vicinity,
- B. conduct on the employee's part that suggests impairment or influence of drugs or alcohol,
- C. a report of drug or alcohol use while at work or on duty,
- D. information that an employee has tampered with drug or alcohol testing at any time,
- E. negative performance patterns, or
- F. excessive or unexplained absenteeism or tardiness.

***Post-accident testing:*** The district will require an employee to undergo drug or alcohol testing if the employee or another person has sustained an injury while at work or the employer's property has been damaged, including damage to equipment. For purposes of workers' compensation, no employee who tests positive for the presence of substances defined and consumed pursuant to Section 465.20 of Title 63 of the Oklahoma Statutes, alcohol, illegal drugs, or illegally used chemicals, or refuses to take a drug or alcohol test required by the employer, shall be eligible for such compensation;

***Random testing:*** As determined appropriate by the board of education, the district may require an employee or all members of an employment classification or group to undergo drug or alcohol testing at random and may limit its random testing programs to particular employment classifications or groups, except that the district will require random testing only of employees who:

- A. are police or peace officers, have drug interdiction responsibilities, or are authorized to carry firearms, or
- B. are engaged in activities which directly affect the safety of others, including but not limited to school vehicle mechanics.

***Scheduled, periodic testing:*** The district will require an employee to undergo drug or alcohol testing as a routine part of a routinely scheduled employee fitness-for-duty medical examination of employees who:

A. are police or peace officers, have drug interdiction responsibilities, or are authorized to carry firearms, or

B. are engaged in activities which directly affect the safety of others, including but not limited to school vehicle mechanics.

*Post-rehabilitation testing:* The district may request or require an employee to undergo drug or alcohol testing for a period of up to two (2) years commencing with the employee's return to work, following a positive test or following participation in a drug or alcohol dependency treatment program.

### **Employee Use. Sale. Possession. Distribution. Purchase or Being Under the Influence of Alcohol or Illegal Chemical Substances**

Any employee possessing, using, distributing, purchasing, selling or is confirmed by alcohol or drug use tests to be under the influence (as defined by this regulation) of alcohol or an illegal chemical substance while on duty, while on school property or as a result of alcohol or drug use tests conducted under this regulation, will be subject to disciplinary action, including termination.

### **Drug Use Tests of Applicants for Employment-- When Required**

All applicants for employment will be required to submit to drug use testing after a conditional offer of employment has been made to the applicant. All applicants will be notified drug use testing will occur if they are offered a conditional offer of employment. Any applicant refusing to submit to a drug use test after a conditional offer of employment will not be hired.

### **Applicants under the Influence of an Illegal Chemical Substance**

Any applicant confirmed by drug use tests to be under the influence (as defined by this regulation) of alcohol or an illegal chemical substance will not be hired.

### **Person Authorized to Order Alcohol or Drug Testing**

The following persons have the authority to require alcohol or drug use testing of employees under this regulation:

- The Superintendent.
- Any employee designated for such purposes by the Superintendent or the School Board.

### **Circulation of Regulation**

This regulation shall be given broad circulation to all employees and shall include prominent posting at various places in the District. Each employee shall be given a copy of this regulation at the beginning of each school year and each applicant shall be given a copy of this regulation upon the tender of a conditional offer of employment.

## **The Standards for Workplace Drug and Alcohol Testing Act**

**This regulation is subject to and supplemented by the Oklahoma Standards for Workplace Drug and Alcohol Testing Act (the "Act"). To the extent any provision of this regulation is in contravention to the Act, then the Act shall control. To the extent this regulation is silent as to any matter covered by the Act, the Act shall control. This regulation shall be interpreted by the Board of the District and its employees consistent with the Act.**

**Issued: July 1994**

**Revised: April 2005**

**Revised: January 2012**

**Legal References:**

**Public Law 101-226**

**OKLA. STAT. tit. 40 § 551**

# APPENDIX C

## RETIREMENT

### (For Information Only and Not Part of the Master Contract)

For a teacher entering the public schools in Oklahoma after July 1, 1943, membership in the retirement system is compulsory, except for those beyond age fifty-five years at the time of employment. The 1970 Retirement Act provides the following:

#### **Additional Information**

Upon request, further details regarding Oklahoma teachers' retirement laws may be secured through the Executive Secretary of the Teachers' Retirement System of Oklahoma, 2801 N. Lincoln Blvd., Oklahoma City, Oklahoma, 73105 (P. O. Box 53524, 73152).

All full-time regular contract employees of the District have Social Security protection as well as the protection afforded by membership in the Teachers' Retirement System of Oklahoma.

The maximum 120 days of unused sick leave may be counted as an additional year of creditable service toward retirement by the Teachers' Retirement System of Oklahoma provided that the total number of sick leave days is acceptable to the Teachers' Retirement System.

#### **Contributions**

Members are required to contribute a percentage determined by law of their gross annual salary. State law provides that every teacher employed by a school district who qualifies for a minimum salary pursuant to the State's minimum salary schedule shall have a specific amount credited against the teacher's contribution to the Teachers' Retirement System.

# APPENDIX D

(For Information Only and Not Part of the Master Contract)

## Employee Assistance Program (EAP)

The District's Employee Assistance Program (EAP) is specifically designed to help people with some of life's toughest problems. Through intervention, professional consultation, and referral services, the EAP helps people find solutions.

This program is available to all teachers and members of their immediate families. Its purpose is to assist those teachers or family members who have or may develop personal problems that interfere with their ability to lead a productive life. Problems can stem from any one or a combination of different areas:

- Marital
- Legal
- Drug abuse
- Alcoholism
- Financial
- Emotional
- Stress-related

At the District, our goal is to help resolve the problems before the teacher becomes unemployable or the family dysfunctional.

Any contact with the EAP is treated *confidentially*, and is in no way reflected in the personnel record since it is a community service and not company related.

## **APPENDIX E**

**(For Information Only and Not Part of the Master Contract)**

### **COBRA**

**(Consolidated Omnibus Budget Reconciliation Act of 1986)**

Under federal law, the District is required to offer covered teachers and covered family members the opportunity for a temporary extension of health coverage (called —continuation coverage) at group rates when coverage under the plan would otherwise end due to certain qualifying events. This notice is intended to inform teachers (and covered dependents, if any) in a summary fashion of the options and obligations under the continuation coverage provisions of the law. Contact the Department of Talent Management for more information.

# APPENDIX F

(For Information Only and Not Part of the Master Contract)

## **TULSA TEACHERS AND EMPLOYEES IMMEDIATE ASSISTANCE CLUB**

The TTEIAC is a group organized to provide financial assistance to a beneficiary upon the death of the member. TTEIAC was organized in 1941 and has provided assistance to members for 65 years. In 65 years there have been 118 assessments for an average yearly cost of \$3.73. Subject to qualifications, membership is available to full-time employees of Tulsa Public Schools, spouses and unmarried children.

### **The way it works upon the death of a member:**

An amount equal to \$2.00 times the number of members, at the time of the death, is paid to the beneficiary.

Each member is assessed \$2.00 to reimburse the fund.

Assessments are collected through payroll deduction the month following the death of a member.

### **Qualifications to become a member:**

An individual in good health who is also:

A full time TPS employee

A spouse of a full time TPS employee

An unmarried, dependent child who has not reached the age of 25 and is covered by the health insurance (employee must be a member).

### **Apply for membership today!**

Complete an application form;

Complete a payroll deduction authorization form;

Pay \$2.00 for each assessment since January of the year you became 50;

Pay \$4.00 enrollment fee (Check, cash or money order) which becomes part of the reserve fund.

**Return all forms to the TCTA office**

**Upon acceptance, you will be issued a certificate of membership**

**TTEIAC FORM**  
**TULSA TEACHERS AND EMPLOYEE IMMEDIATE ASSISTANCE CLUB**  
Tulsa Public Schools

**Application for Membership**

Legal Name of Employee: \_\_\_\_\_

Assignment: \_\_\_\_\_ Location: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Legal Name of Applicant: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Relationship to Employee: \_\_\_\_\_ Spouse \_\_\_\_\_ Son \_\_\_\_\_ Daughter

Street Address: \_\_\_\_\_

City/State: \_\_\_\_\_ Zip: \_\_\_\_\_



Legal Name of First Beneficiary: \_\_\_\_\_

Relationship: \_\_\_\_\_

Mailing/Street Address: \_\_\_\_\_

City/State & Zip Code: \_\_\_\_\_

Legal Name of Second Beneficiary: \_\_\_\_\_

Relationship: \_\_\_\_\_

Mailing/Street Address: \_\_\_\_\_

City/State & Zip Code: \_\_\_\_\_



I hereby make application for membership in the Tulsa Teachers and Employee Immediate Assistance Club. I agree to abide by the constitution and by-laws of the Club and all amendments that may be made from time to time. I understand that this is not an insurance company, but rather a designated group of employees who have made advance contributions to assist their fellow

employees in case of death. Furthermore, I understand that this Club does not promise to pay any stipulated amount of benefits. I hereby swear that I have no disease or ailment of a serious nature that prompts me to seek membership, that I am in good health on this date and that the information given above is correct.

---

Signature of Applicant Date

---

Signature of TPS Employee's Relative Date

ATTACH CHECK FOR \$4.00 PAYABLE TO TTEIAC

---

**TTEIAC EXECUTIVE BOARD REPORT**

FAVORABLE \_\_\_\_\_ UNFAVORABLE \_\_\_\_\_ TTEIAC Certificate Number: \_\_\_\_\_  
(Supplied by TTEIAC Secretary)

# APPENDIX G

## Appendix G

### Multiple Measure Policy/System

TPS and TCTA developed the multiple measure teacher evaluation policy/ system described herein. It allows TPS and TCTA flexibility to review and improve the multi-measure system as necessary, especially if there is a change in the state law governing the use and calculation of quantitative measures.

8/11/2015

Appendix G

1

### Fundamental Principles of the Multiple Measure System

- **Value:** use only high-value, high-quality quantitative measures correlated with growth in student achievement.
- **Simplicity:** implement a system that is easy to communicate and understand.
- **Appropriate Scaling:** avoid miscommunication and miscategorization of teachers' performance categories
- **Equity:** maximize fairness and avoid unintended consequences
- **Context:** establish mutually-agreeable protocols for the analysis and use of multi-measure data in high-stakes decisions such as exiting decisions.

8/11/2015

Appendix G

2

## Application of TPS' Multi-Measure Evaluation System

- This multi-measure system shall apply only to classroom teachers.
  - Not teacher subgroups evaluated by a Tulsa Model rubric other than the teacher rubric (i.e., librarians, counselors, deans, instructional coaches, nurses and speech language pathologists/psychologists.)
- Note that non-classroom teachers have the option of creating and using quantitative-like metrics as artifact evidence w/in the Tulsa Model

8/11/2015

Appendix G

3

## Overview of TPS' Multi-Measures System

### **Qualitative Measure:**

- Tulsa Model score as derived by TPS policies and agreements with TCTA.

### **Quantitative Measure:**

- Up to 3-Year Average Value Added Estimates as available:
  - Using the existing value added system of TPS, which relies upon OCCT/EOI and MAP/MPG data.
- Current Year Student Surveys as available:
  - Using a survey instrument mutually agreed upon by TCTA and TPS

8/11/2015

Appendix G

4

## Overview of Quantitative Data

- Value Added Data: the teacher's overall precision weighted average, considering up to the last 3 years worth of value added data as available.
  - Caveat: value added averages derived solely from a one year estimate released 3 school years ago shall not be used.
- Student Survey Data: the current year's survey data from the spring administration of the survey unless otherwise provided herein.
  - Caveats: See slide 11 regarding the 2015-2016 school year specifically. If current year spring data is not available, the teacher's fall survey may be used.

8/11/2015

Appendix G

5

## Overview of the Scaling of Qualitative Components

Tulsa Model: Use 1-5 point scale with decimal scores reported to the hundredths place

8/11/2015

Appendix G

6

## Overview of the Scaling of Quantitative Components

- Value Added: scales reflect only whether teacher's overall average is in the statistically average, below average or above average range under a normal distribution as described below.
  - Note that more detailed information regarding value added estimates is provided to teachers in their value added reports
- Student Survey: scales reflect only whether teacher's overall average is in the statistically average, below average or above average range under a normal distribution as described below.
  - Note that more detailed information regarding survey
  - Performance is w/in the survey reports provided to teachers

8/11/2015

Appendix G

7

## Details re Student Survey Scaling

- For multiple measures purposes, scores will be normally distributed each year in separate analyses using only TPS data adjusted for the grade level taught by the teacher to determine whether a teacher's performance is statistically average, or significantly above or below average.
  - Ex: An elem. Teacher's survey performance is compared with other elementary school teachers performance in the district.

8/11/2015

Appendix G

8

## Details re Student Survey Scaling, cont'

The performance of the teacher will be scaled as follows:

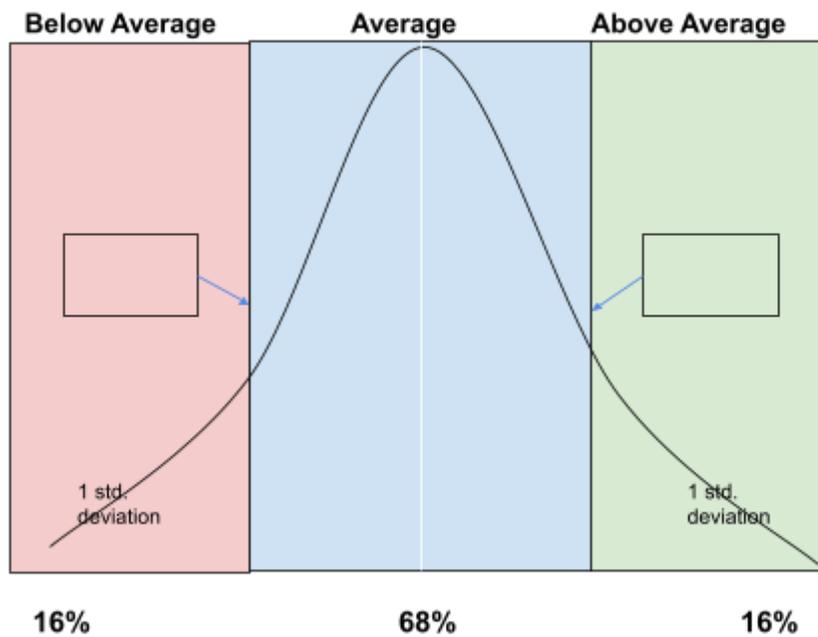
- "Average" = within 1 standard deviation of the mean  
-- Roughly the middle 68% of all performers in the distribution
- "Below average" = more than 1 standard deviation below the mean  
-- Roughly the bottom 16% of all performers in the distribution
- "Above average" = scores more than 1 standard deviation above the mean  
-- Roughly the top 16% of all performers in the distribution

8/11/2015

Appendix G

9

## Student Survey Scale (distributed by survey type --ex: elem., middle, high)



8/11/2015

Appendix G

10

## Student Survey Administration 2015-2016

TPS and TCTA plan for the student survey to be administered in both the fall and then spring of the 2015-2016 school year. For the 2015-2016 school year, the survey results used for purposes of calculating a teacher's scaled score shall be the better of the two scores (fall or spring). If a teacher has survey results from only one administration, the results from that administration of the survey shall be used to determine the scaled score.

8/11/2015

Appendix G

11

## Details re Value Added Scaling

**Background:** The District's value added vendor already distributes teachers' value added estimates on a 3-centered bell curve (generally from 0 -5 reported to the hundredths place)

- 3 represents the mean value-added score
- 2 represents one standard deviation below the mean, and 4 is one standard deviation above the mean

8/11/2015

Appendix G

12

## Details re Value Added Scaling, cont'

For multiple measures purposes, the scaling of value added will be as follows:

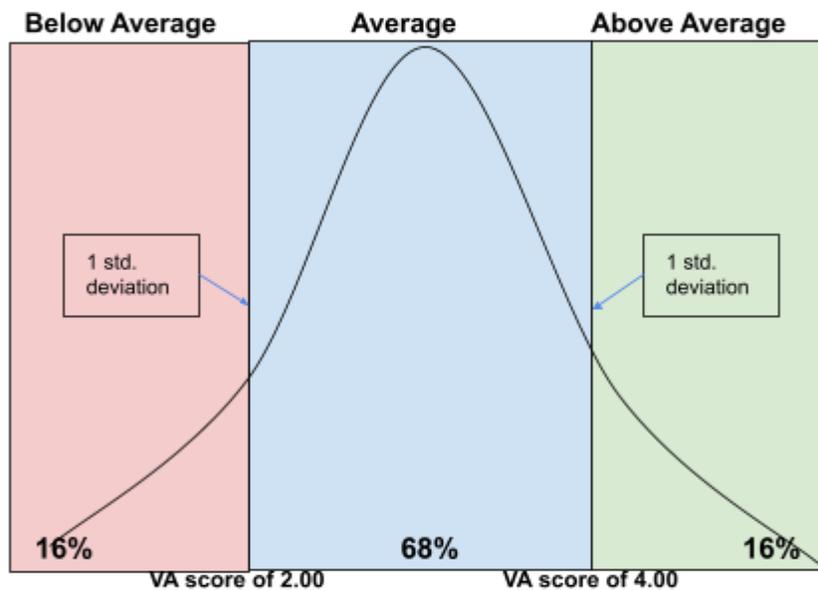
- "Average" = value added estimates from 2.00 - 3.99  
-- Roughly the middle 68% of all performers in the distribution
- "Below average" = value added estimates 1.99 and below  
-- Roughly the bottom 16% of all performers in the distribution
- "Above average" = value added estimates 4.00 and above  
-- Roughly the top 16% of all performers in the distribution

8/11/2015

Appendix G

13

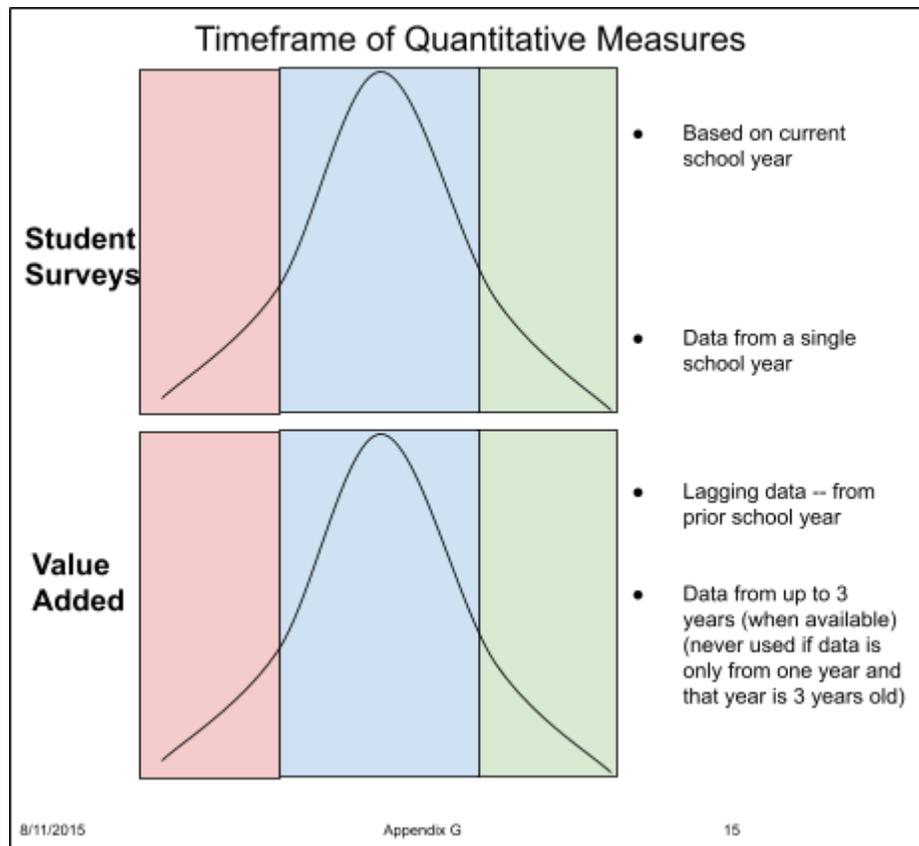
## Value Added



8/11/2015

Appendix G

14



### Communicating Multiple Measures to Classroom Teachers and Principals

- TPS' "combined reports" will provide all classroom teachers and their supervisors with a simple, easy to understand report that describes their performance on all three data points (qualitative, value added and student surveys), as available. Attachment A to this Appendix is a prototype of the report.
- The combined report will report the multiple components separately, as available, and not a final numerical score in order to reveal the most pertinent information regarding teacher performance.

8/11/2015 Appendix G 16

## Using Multi-Measure Data

- TPS and TCTA developed a mutually agreeable protocol for using multi-measure data for conducting exiting discussions at the end of the year with regard to temporary teachers as described in Attachment B to this Appendix.
  - Establishing defaults w/re to certain multi-measure situations
  - Identifying key questions regarding the data

**This report is for:**

**Teacher Name** 2 Years of Service  
 Teacher, Probationary

**Purpose:**

Tulsa Public Schools believes in a performance-based culture for our students, teachers, leaders and all supporting staff. To achieve this culture, we must set clear expectations and assess the performance of our educators and their impact on student success through a system of multiple measures. The Tulsa Model for educator **observation** and evaluation, student **surveys** for insights into student engagement and experiences and value-added student **growth** data make up our comprehensive educator evaluation system for feedback and professional growth.



This report contains summary information from observation-based scores—which are the foundation of your evaluation feedback—along with student perception and student growth data, as available. Detailed information about each of these three measures is provided in their respective reports—the TalentEd dashboard (observation data), the Tripod “Teaching Profile” report (student survey data) and the Tulsa Student Progress Portal (value-added data).

To deepen your understanding of how to use this information together to validate and sustain successful practices and assist your ongoing professional growth, please use the **Making Meaning of My Multiple Measures Report** guide.

We also encourage you to talk with other teachers, the Tulsa Classroom Teachers Association and your principal to further your understanding and plan for continued improvement and success.

**Your School:**

**Franklin Elementary**  
 3027 S. New Haven Ave.  
 Tulsa, OK 74114  
 (918) 746-6800  
[www.tulsaschools.org](http://www.tulsaschools.org)

**FAST FACTS**  
 Serving 535 students and  
 48 educators and staff  
 Opened in 1941  
 67% Proficient (2013)

**QUESTIONS?**  
 For more information, visit  
 <link to TLE site of TPS webpage>

**CONTACT US:**  
 Office of Teacher and  
 Leader Effectiveness  
 ESC – 2nd Floor, Room 228  
 (918) 746-6223

**A MESSAGE FROM  
 DR. BALLARD**

All of us at Tulsa Public Schools and the Board of Education thank you for your hard work over the past year and throughout your service. We hope you find value in our efforts to provide feedback for growth and evaluation.

If you would like to share feedback on how we can serve you better to grow our students, contact us at [TheTulsaModel@tulsaschools.org](mailto:TheTulsaModel@tulsaschools.org)





**Your Classroom Observation**

**Qualitative Measure**

The foundation of your evaluation is derived from the observation of your teaching. The observation model includes five domains listed below on the left. Your observation results are shown along with your evaluation score. This report, along with the Making Meaning of my Multiple Measures Report, can be used for insights and reflection. For more information about the observation portion of the evaluation, visit <http://tulsa.tedk12.com/perform>.

		Evaluation 1					Evaluation 2				
		1	2	3	4	5	1	2	3	4	5
Classroom Management	1. Preparation		•					•			
	2. Discipline			•					•		
	3. Building-wide climate responsibility		•						↑		
	4. Lesson plans			•					•		
	5. Assessment practices			•					•		
	6. Student relations			•					•		
Instructional Effectiveness	7. Literacy			•					•		
	8. Current state standards			•					•		
	9. Involves all learners			•					•		
	10. Explains content			•					•		
	11. Clear instructions and directions			•					•		
	12. Models				•						↑
	13. Monitors		•					•			
	14. Adjusts based on monitoring		•					•			
	15. Establishes closure			•					•		
	16. Student achievement			•					•		
Professional Growth	17. Professional development			•					•		
	18. Professional accountability			•					•		
I.S.	19. Effective interpersonal skills				•					•	
P.J.	20. Professional involvement and leadership			•					•		
Ratings Tally		0	4	14	2	0	0	3	15	1	1
Evaluation Score		2.97					3.22				
							Tulsa Model Score				
							<b>3.10</b>				

**Your Student Survey: Engagement and Experiences**

Quantitative Measure

An integral part of teaching is reaching students. The student survey gives students a voice in their overall experience in your classroom and allows you to assess whether they are experiencing learning and your classroom environment in the way you intend. Your results are normed to other teachers in the district. This report, along with the Making Meaning of My Multiple Measures Report, can be used for insights and reflection. For more information about the survey portion of evaluation, visit [www.teachingchannel.org/groups/53774](http://www.teachingchannel.org/groups/53774).

Overall Rating\*  
**Above  
Average**

\*When compared with other TPS teachers.

Disaggregated Survey Results			
	Below Average	Average	Above Average
Care			•
Captivating		•	
Conferring			•
Controlling	•		
Clarifying			•
Challenging			•
Consolidating		•	

**Your Value-Added: Student Growth**

Quantitative Measure

In Tulsa, we measure student growth using the value-added methodology as part of your summative evaluation. The value-added student growth results, if available, are reported below for each subject you teach. For each, we report whether your results were below average, average or above average. This differs from your value-added diagnostic reports (the colored bubble reports) as we combine categories here to increase confidence. This report, along with the Making Meaning of My Multiple Measures Report, can be used for insights and reflection. For more information about the value-added portion of evaluation, visit <http://valueadded.tulsaschools.org>.

Overall Rating\*  
**Average**

\*Determined when compared with other TPS teachers

Disaggregated Value-Added Results			
	Below Average	Average	Above Average
Reading Value-Added	•		
Math Value-Added		•	
Science			•
Social Studies		•	
Algebra		•	



### Recommended Protocol for Discussing/Using Multiple Measures

**Purpose:** Define the recommended protocol for using and discussing critical performance information relating to struggling teachers with temporary contracts.

**Intent:** This protocol is intended to clarify the optimum manner for using qualitative (Tulsa Model) and quantitative data within discussions to determine whether a struggling teacher should be offered a new contract for the following year. This procedure is general guidance to assist with discussions and does not provide any teacher—temporary or otherwise—with additional procedural or substantive rights.

**Guiding principles for exit discussions:** Quantitative data will not be used as the exclusive driver for an exit. Instead, they will be used as supplemental evidence—additional signals—to Tulsa Model scores to help TPS determine what the appropriate next steps are with regard to struggling teachers. As in previous years, discussions regarding the performance of and next steps for struggling teachers on temporary contracts will rely primarily on the recommendation and evaluation feedback from the building principal with opportunities for TCTA to provide additional information as necessary to create a more complete picture of the teacher’s circumstances, supports, placement and receptiveness to growth. Quantitative data from teacher surveys and value added will also be intentionally reviewed during these discussions to provide a more holistic and reliable view of teacher performance.

**Data Conference.** In the data conference, the following information will be shared and discussed, at a minimum:

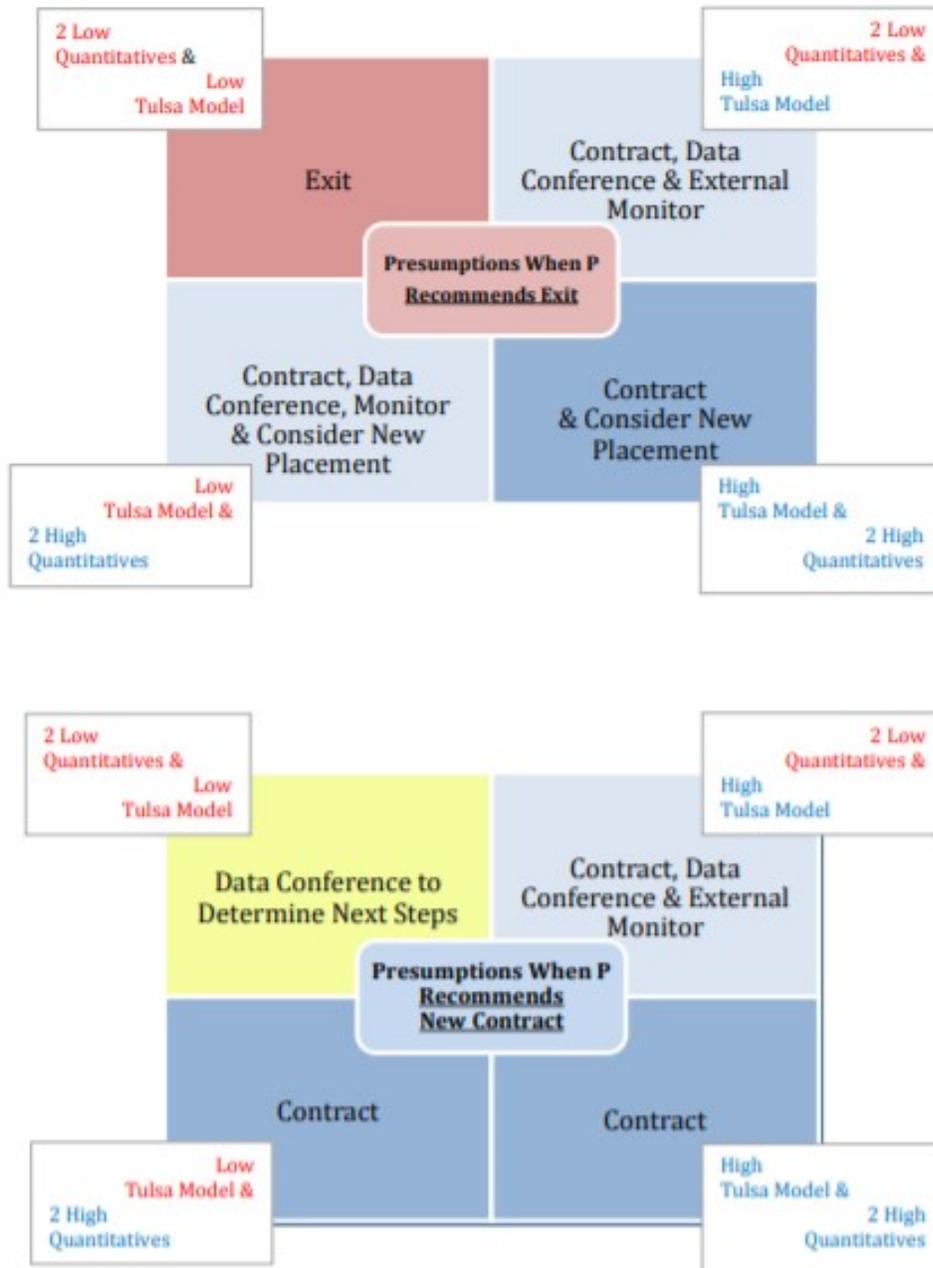
- Tulsa Model scores from the current and previous years, as available, to study trends and patterns.
- Actual quantitative scores during the relevant reporting period (current year for student surveys and up to three years for value added)
- Discussion topics:
  - Trends in the data
  - Areas of strength and challenge
  - How close/removed in time the data is
  - Evidence pertaining to teacher’s receptiveness to support
  - Description of support provided to date
    - Including the type and timeframes of support

**Monitoring.** When it is suggested that a teacher should be monitored, that monitoring may occur by the principal or by an external observer, such as a Quest/TMA facilitator or other trained and certified observer.

**Tracking.** When it is suggested that a teacher’s progress should be tracked, it signals that the teachers’ qualitative or quantitative scores are concerning enough to merit additional attention, support and monitoring for future follow up and analysis.



## High Level Vision of Using Multiple Measures Temporary Teachers



Note: All processes described in these charts incorporate an opportunity for TCTA or the teacher to present extenuating circumstances to TPS that might explain certain performance data.



<b>Presumptions When P Does <u>Not</u> Recommend New Contract</b>
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	Low Tulsa Model	Avg. Tulsa Model	High Tulsa Model
<b>2 Low Quantitatives</b>	Exit	<p>Exit only after Data Conference plus confirmation that teacher received notice of deficiencies and appropriate/timely supports.</p> <p>Otherwise, monitoring by Principal. Plus, within 1 month, determine next steps for supports.</p> <p>Track performance data</p>	<p>Contract</p> <p>Plus Data Conference</p> <p>Plus External Monitor</p> <p>Plus, w/in 1 month, determine next steps for support.</p> <p>Track performance data</p>
<p><b>Mixed/Neutral (Incl. Missing) Quantitatives:</b></p> <p><b>Either:</b>  <b>1 or more Avg, Only 1 High, or Any NA</b></p>	<p><b>Exit,</b></p> <p><i>Unless</i> there is only 1 High or 2 Average quantitative scores. If 1 High or 2 average quantitative scores, exit is next step <i>only after</i> conducting Data Conference.</p> <p>If no exit, determine next steps for support within 2 months.</p>	<p>Contract</p> <p>Plus, if there is only 1 Low quantitative score, conduct Data Conference within next 2 months to determine next steps for supports.</p>	<p>Contract</p> <p>Plus, if there is only 1 Low quantitative score, conduct Data Conference within next 2 months to determine next steps for supports, including whether external monitor is appropriate.</p>
<b>2 High Quantitatives</b>	<p>Contract</p> <p>Plus Data Conference</p> <p>Plus Consider External Monitoring</p> <p>Plus Consider New Placement</p>	<p>Contract</p>	<p>Contract</p> <p>Plus Consider New Placement</p>

Note: All processes described in these charts incorporate an opportunity for TCTA or the teacher to present extenuating circumstances to TPS that might explain certain performance data.



<b>Presumptions When P <u>Does</u> Recommend New Contract</b>
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	<b>Low Tulsa Model</b>	<b>Avg. Tulsa Model</b>	<b>High Tulsa Model</b>
<b>2 Low Quantitatives</b>	Data Conference to determine next steps, including whether new contract is appropriate, or whether the teacher should continue with specific supports, monitoring and tracking, etc.	Contract. Plus Data Conference Plus Monitoring by Principal Plus within 1 month, determine next steps for supports. Track performance data.	Contract Plus Data Conference Plus External Monitor Plus within 1 month, determine next steps for supports. Track performance data
<b>Mixed/Neutral (Incl. Missing) Quantitatives: Either: 1 or more Avg Only 1 High Any NA</b>	Contract Plus, if there is 1 Low quantitative score, Data Conference within next 2 months to determine next steps for supports.	Contract Plus, if there is 1 Low quantitative score, Data Conference within next 2 months to determine next steps for supports.	Contract Plus, if there is 1 Low quantitative score, Data Conference within next 2 months to determine next steps for supports, including whether external monitor is appropriate.
<b>2 High Quantitatives</b>	Contract Plus Consider External Monitoring Plus Consider New Placement	Contract	Contract

Note: All processes described in these charts incorporate an opportunity for TCTA or the teacher to present extenuating circumstances to TPS that might explain certain performance data.

# APPENDIX H

## Grievance Form A

### Level 2

#### Formal Grievance

To be completed by grievant(s) within ten (10) days of the Informal presentation (Level 1). The Grievant is responsible for sending informational copies to the Superintendent, TCTA President, and appropriate ILD. Level 1 is a discussion between the aggrieved person and the principal or other appropriate administrator (with TCTA representation present upon member's request) to attempt to resolve the matter informally. Level 1 must be presented within ten (10) days of act or condition which is being grieved. There is no form for Level 1 of the grievance process.

GRIEVANT(S):	
HOME ADDRESS(ES):	
SCHOOL:	
PRINCIPAL:	
YEARS IN SCHOOL SYSTEM:	
SUBJECT AREA OR GRADE:	
DATE OF LEVEL 1 CONVERSATION:	
PERSONS ATTENDING LEVEL 1 CONVERSATION: DATE OF FORMAL PRESENTATION (LEVEL 2): STATEMENT OF GRIEVANCE: ACTION REQUESTED:	
SIGNATURE OF GRIEVANT(S):	
Original: Copy:	Principal TCTA President Superintendent ILD Others: (specify)

## Grievance Form B

### Level 2

#### Decision of Principal or Other Administrator

The principal or other appropriate administrator shall communicate their decision, in writing, to the grievant, Superintendent, TCTA President, and appropriate ILD on Grievance Form B within ten (10) days of the receipt of Grievance Form A.

GRIEVANT(S):	
DATE FORM A RECEIVED:	
SCHOOL:	
PRINCIPAL:	
DECISION OF PRINCIPAL (OR OTHER ADMINISTRATOR) AND REASONS THEREFORE:	
DATE OF DECISION:	
SIGNATURE OF PRINCIPAL OR OTHER ADMINISTRATOR:	
RESPONSE OF GRIEVANT(S):	To be completed by grievant(s) within five (5) days of decision of principal or other administrator.
** Request for appeal may be filed in writing to the Superintendent within five (5) days of decision at Level 2 and a statement as to why the decision is unacceptable and the requested remedy.	<input type="checkbox"/> I accept the above decision of the principal (or other administrator).  <input type="checkbox"/> I hereby refer the above decision to the President of TCTA for appeal to the Superintendent of Schools.
DATE OF RESPONSE:	
SIGNATURE OF GRIEVANT(S):	
Original: Copy:	Superintendent Grievant Principal TCTA President ILD Others: (specify)

# Grievance Form C

## Level 3

### Decision of Superintendent

A hearing with the Superintendent is to be held within fifteen (15) days after receipt of appeal. Written notice of the time and place of the hearing shall be given no later than three (3) days prior to hearing. The Superintendent or their designee shall communicate their decision, in writing, to the grievant, TCTA President, principal or appropriate administrator, ILD, and other parties of interest on Grievance Form C within ten (10) days of the hearing.

GRIEVANT(S):	
DATE FORM A RECEIVED:	
DATE APPEAL RECEIVED BY SUPERINTENDENT:	
DATE HEARING HELD BY SUPERINTENDENT:	
DECISION OF SUPERINTENDENT AND REASONS THEREFORE:	
DATE OF DECISION:	
SIGNATURE OF SUPERINTENDENT: RESPONSE OF GRIEVANT(S): ** Request for appeal may be filed in writing to the Board or Education within five (5) days of decision at Level 3. Appeal shall include a copy of decisions at Level 2 and 3 and grounds for regarding the decision unacceptable and the requested remedy.	<input type="checkbox"/> I accept the above decision of the Superintendent of Schools.  <input type="checkbox"/> I hereby appeal, through TCTA, to the Board of Education for review of this grievance.
DATE OF RESPONSE:	
SIGNATURE OF GRIEVANT(S):	
Original: Copy:	Superintendent Grievant Principal TCTA President ILD Others: (specify)

## Grievance Form D

### Level 4

#### Review by Board of Education

A hearing with the Board of Education is to be held within fifteen (15) days after receipt of appeal. Written notice of the time and place of the hearing shall be given no later than three (3) days prior to hearing. The Board shall render their decision, in writing, to the grievant, Superintendent, TCTA President, principal or appropriate administrator, ILD, and other parties of interest on Grievance Form D within ten (10) days of the hearing. The decision of the Board of Education is final.

GRIEVANT(S):	
DATE FORM A RECEIVED:	
DATE APPEAL RECEIVED BY BOARD OF EDUCATION:	
DATE HEARING HELD BY BOARD OF EDUCATION:	
DECISION OF BOARD OF EDUCATION AND REASONS THEREFORE:	
DATE OF DECISION:	
SIGNATURE OF BOARD PRESIDENT:	
Original: Copy:	Superintendent Grievant Principal TCTA President ILD Others: (specify)