

Hononegah Community High School
District 207
Rockton, Illinois

2019 – 2021

PROFESSIONAL AGREEMENT

Between the Board of Education
and the
Hononegah Education Association

Appendix A-Teacher Evaluation Plan
Appendix B-Salary and Extra Duty Pay Schedules
Memorandum of Understanding

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ARTICLE I – PROFESSIONAL AGREEMENT

This agreement made and entered into this 25th of May, 2018, by and between the Hononegah Community High School District #207 Board of Education, hereinafter referred to as the “District” and the Hononegah Education Association/IEA/NEA, hereinafter referred to as the “Association.”

ARTICLE II – RECOGNITION

- A. The District recognizes the Association as the exclusive negotiating agent for all regularly employed full-time and part-time certificated teaching personnel, hereinafter referred to as “Teachers.” Excluded from this recognition are all full-time administrators, substitute teachers, and teacher aides.
- B. This recognition shall continue in effect in accordance with the Illinois Educational Labor Relations Board’s rules and regulations and existing law of the State of Illinois.
- C. Should any Article, Section or Clause of this Agreement be declared illegal by a court of competent jurisdiction, said Article, Section, or Clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law, but the remaining Articles, Sections and Clauses shall remain in full force and effect for the duration of the Agreement if not affected by the deleted Article, Section or Clause. Within 15 school days, the Board and Association shall meet to bargain the terms and conditions to bring said affected Article, Section or Clause into compliance. No other Articles, Sections or Clauses of this contract shall be open to mid-term bargaining.

ARTICLE III – RIGHTS AND RESPONSIBILITIES

- A. Nothing contained herein shall be construed to deny any teacher his/her rights under the School Code of the State of Illinois or under other applicable laws and regulations of the State of Illinois or of the United States.
- B. When a teacher is required to appear before an administrator concerning an administrative decision or a recommendation to discipline the teacher, the teacher shall be given reasonable notice of such meeting, the general reason therefore, and the teacher's right to have a representative of the Association present. Notice shall not be required when the health, safety or welfare of the persons in the school district may be in jeopardy.
- C. The issuance of a written reprimand which is placed in a teacher's personnel file and a suspension without pay (excluding pending dismissal) for tenured teachers shall be for just cause.
- D. Any parental or other third-party complaint against a teacher deemed to justify subsequent investigation or disciplinary action shall be brought to the attention of the affected teacher within two school days and prior to discussion by the Board of Education of any recommended disciplinary action. If a complaint is made against a teacher at a public board meeting, the Board or its designee shall notify the teacher of such complaint. In the event a complaint is investigated or a copy of the complaint is placed in the teacher's personnel file, the teacher shall have the right to hear and answer all charges made before the investigation is completed and to place an answer in the file if a copy is placed there, which answer shall be attached to the complaint. This section does not prevent the Board from taking immediate action in situations in which the health, safety, and welfare of persons in the school district may be in jeopardy.
- E. A teacher who is disabled and unable to work due to an injury arising out of a battery occurring in the course of his/her employment with the school district shall be entitled to receive full salary without deduction of sick leave if the employee, in a timely fashion, files a claim for worker's compensation under the Illinois Workers' Compensation Act and diligently pursues such claim. If an employee at any time receives compensation under the Act for temporary total disability for such injury, the employee shall assign the compensation received under the Act for temporary total disability to the Board.
- F. The District shall forward copies of prepared agendas for special or regular Board of Education meetings to the Association president prior to such meetings.
- G. A signed copy of the minutes of the Board of Education regular or special meetings shall be forwarded to the Association president as soon as available after such meetings.

- H. Announcements of Association business, which have no impact on the student body, may be read over the intercom system at appropriate times or placed in the daily announcements. Use of District mail boxes and email, etc. shall be permitted for transmittal of Association business by the Association's designated officer.
- I. The Association may request that its members be allowed to attend professional association business meetings. Such requests will be treated similarly to other requests for conference attendance.
- J. The Association and its representatives shall have the right to use school facilities in accordance with established procedures.
- K. The District shall, in writing, notify each teacher of all vacancies (defined as any current or newly created position) as they occur. After such notification, vacancies shall remain open for application for not less than seven (7) working days. Any teacher submitting an application for a vacancy shall be given the opportunity to interview for that vacancy.

ARTICLE IV – GENERAL PROVISIONS

- A. Both parties agree that they shall not discriminate against an employee for reason of race, creed, color, marital status, sex, age, or national origin insofar as such discrimination is contrary to any applicable State or Federal legislation.
- B. Neither the District nor the Association will attempt to involve the student body in actions for their own purposes.
- C. Fair Share
 - 1. Each bargaining unit member, as a condition of his/her employment, on or before thirty (30) days from the date of commencement of duties or the effective date of this Agreement, whichever is later, shall join the Association or pay a fair share fee to the Association equivalent to the amount of dues uniformly required of members of the Association, including local, state and national dues.
 - 2. In the event that the Bargaining Unit Member does not join the Association, each employee shall:
 - a. Execute an authorization for the payroll deduction of a sum equivalent to the proportionate share of the cost of collective bargaining, contract administration and grievance adjustment (Fair Share fee); or
 - b. Pay this sum directly to the Association. In the event that the Bargaining Unit Member does not pay his/her Fair Share fee directly to the Association, the Board shall deduct the Fair Share fee from the wages of the non-member.
 - 3. Fair Share fees deducted shall be paid to the Association by the Board no later than fifteen (15) days following deduction.
 - 4. In the event a fee payer files an objection to the amount of the fee with the Illinois Education Labor Relations Board, the Association shall submit to the Illinois Education Labor Relations an explanation of the basis for the Fair Share fee. The explanation will contain an itemization of expenses for collective bargaining, contract administration and grievance adjustment, will describe the rationale and method by which the Fair Share was determined, and will include a list of the expenditures which were excluded in determining the Fair Share. In addition, the explanation shall include a statement of the objection, procedure, and the dispute resolution procedure. Prior to the due date for the payment of the first Fair Share fee, the Association shall forward a notice to each non-member:
 - a. Specifying the amount of the Fair Share fee;
 - b. Advising that any non-member may object to the amount of the fee;

- c. Describing the process for filing objections to the amount of the fee.
5. The obligation to pay a Fair Share fee to the Association will not apply to any Employee who, on the basis of a bona fide religious tenet or teaching of a church or religious body or by a belief sincerely held with the strength of traditional religious views of which such Employee is a member, objects to the payment of a Fair Share fee to the Association. Upon proper substantiation of the religious objection and collection of the entire fee, the Association will promptly make payment on behalf of the Employee to a mutually agreeable non-religious charitable organization in accord with the Rules and Regulations of the Illinois Education Labor Relations Board.
6. The procedure for objection to the amount of the Fair Share fee shall include a provision for resolution in accordance with the rules and regulations established by the Illinois Education Labor Relations Board. During the pendency of any objection to the Fair Share fee, the amounts reasonably in dispute will be held in escrow by the Illinois Education Labor Relations Board.
7. In the event of any legal action against the Employer brought in a court or administrative agency because of its compliance with the provision of this Article, the Association shall, defend such action, at its own expense and through its own counsel, provided:
 - a. The Employer gives immediate notice of such action in writing to the Association and permits the Association to intervene as a party if it so desires; and
 - b. The Employer gives full and complete cooperation to the Association and its counsel in securing and giving evidence, obtaining witnesses and making relevant information available at both trial and appellate levels.
8. The Association agrees that in any such action it will indemnify and hold harmless the Employer from any liability for damages and costs, including reasonable attorneys' fees, imposed by final judgment of a court or administrative agency, or reasonably incurred by the Employer as a direct consequence of the Employer's compliance with this Article. It is expressly understood that this safe harmless provision will not apply to any claim, demand, suit or other form of liability which may arise as a result of any type of willful misconduct by the Board, or if the Board refuses to comply with the provisions of this Fair Share Article.
9. The provisions of the Fair Share clause shall not apply to any person who was a member of the bargaining unit, but was not a member of the Association as of December 31, 1988, except as such person at some future date voluntarily agrees either to pay the Fair Share or to become a member of the Association.

- D. The District recognizes that class size has an impact on the educational program and will consider the impact when making class assignments. The District will provide the Association with class sizes within a reasonable period of time after the beginning of each semester. Nothing in this provision shall be construed as limiting the District's authority to make staffing decisions. It is agreed and understood that the language dealing with class size is not subject to the grievance procedure.

ARTICLE V-GRIEVANCE PROCEDURE

- A. For the purpose of this Article, the term grievance shall mean a dispute or difference of opinion raised by the Teacher or the Association that there has been a violation, misrepresentation, or misapplication of the terms of this Agreement.
- B. Grievances shall be handled in the following manner:
- Step 1: A teacher who has an alleged grievance may discuss such grievance with the principal in the hope that the problem may be resolved through free and informal communication. When requested by the grievant, an Association representative may accompany the grievant to assist in the informal resolution of the grievance. If the informal process fails to rectify the problem, Steps 2 and 3 below may be followed. If, however, the alleged grievance is not submitted within fifteen (15) school days after the grievant had knowledge of the act or condition which is the basis of the alleged grievance, it shall not be considered actionable.
- Step 2: The grievant may present the grievance in writing to the principal who will arrange for a meeting to take place within five (5) school days after receipt of the said grievance. The Association's representative, the grievant, and the principal shall be present for the meeting. Within five (5) school days of the meeting, the grievant and the Association shall be provided with the principal's written response.
- Step 3: If the grievant is not satisfied with the decision rendered in Step 2, a written appeal may be forwarded to the superintendent of schools within five (5) school days after receipt of the answer in Step 2. A hearing, if requested, shall be conducted by the superintendent and action shall be taken on the appeal of the alleged grievance within five (5) school days after receipt of such appeal. Each party shall have the right to include in its representation such witnesses or advisors as it deems necessary. Within five (5) school days of the meeting, the grievant shall be provided with the superintendent's written response.
- C. A grievance may, by mutual agreement between the grievant and the superintendent, be presented initially at Step 3.
- D. If the grievance is not settled in accordance with the foregoing procedure, the grievant may file a demand to arbitrate with a mutually agreed upon arbitration service within thirty (30) calendar days after final disposition by the superintendent. If the parties cannot agree upon an arbitration service, the grievant may file with the American Arbitration Association within the thirty (30) day time limit. If a demand for arbitration is not filed within thirty (30) calendar days of the date for the Step 3 answer, the grievance shall be deemed terminated. Such appeal to binding arbitration shall be handled through a mutually agreed upon arbitrator.

- E. The arbitrator's decision shall be binding upon the parties. The arbitrator shall not, however, have the power to add to or subtract from, alter or modify in any manner any of the terms of this agreement. Any grievance appealed to arbitration and on which the arbitrator determines he has no jurisdiction or power to rule, shall be referred back to the parties without decision or recommendation and the superintendent's disposition as determined under Step 3 of the grievance procedure shall then be final.
- F. No reprisals shall be taken by the District against any employee because of the employee's participation in a grievance.
- G. All records related to a grievance shall be filed separately from the personnel files of the employees.
- H. A grievance may be withdrawn at any level without establishing precedent.
- I. If no written decision has been rendered within the time limits indicated by a step, then the grievance may be processed to the next step.
- J. The fees and the expenses of the arbitrator shall be shared equally by the parties.

ARTICLE VI – INTERRUPTION OF WORK

- A. The Association, its officers, or any of the teachers covered by this agreement shall not instigate, promote, sponsor, engage in or condone any strike during the term of this agreement.

ARTICLE VII – FINAL AGREEMENT

- A. When consensus is reached in the areas covered by this agreement, the same shall be reduced to writing and submitted to the Board and to the Association for approval. Any agreement reached shall not become effective until the first day of the new school term unless a change is mutually agreed upon.
- B. Final action shall take place following approval by the Association and then by the Board. Such action shall take place at a joint meeting of the Association representatives and the Board.
- C. The District shall furnish each Teacher with a copy of said agreement.

ARTICLE VIII – TEACHING HOURS AND ASSIGNMENTS

- A. Full time teachers shall be in attendance and engaged according to assignment and schedule between the hours of 7:30 a.m. and 3:30 p.m. It is understood, however, that the obligation of teachers as professionals may, on occasion, extend beyond the basic school day.
- B. The assignment for a full-time teacher shall be five (5) periods per school day and two (2) preparation periods. No one will be asked, permitted or paid to teach more than five classes except under the provisions of Article VIII, Section C.
- C. Beginning 2004-2005 school year and subsequent school years, the Board may offer to no more than four certified and qualified Hononegah full-time teachers a 6th assignment. Prior to offering a 6th assignment to a qualified full-time teacher, the Board will first determine the need to offer any additional assignments and advise the Association of possible extra classes that might occur. If a determination has been made to offer a 6th assignment, the Board will adhere to the following procedure:
 - 1. The Board will first offer the additional assignment to any qualified part-time teacher(s) currently employed by the District.
 - 2. If there are no qualified part-time teachers or no qualified part-time teacher agrees to an additional assignment, then the Board will advertise such assignments grouped to form a single full-time assignment or several part-time assignments. Advertisements must commence between March 31 and must continue until at least July 1.

Additional sections created between March 31 and the first day of school will be advertised as soon as possible. These positions must be advertised for a minimum of ten days on the district web site and in the Sunday Chicago Tribune and Rockford Register Star job sections, and the Northern Illinois University Educational Vacancy Bulletin. No course splits may be made after the first week of any academic semester.
 - 3. If after following these steps, no qualified applicants are found, teachers with five assigned periods will be asked, but not forced, to take a sixth period assignment. No teacher may be given a sixth class in two consecutive years if another teacher who is qualified in that subject area and who has taught in that subject area in the past ten years volunteers to teach a sixth class. Teachers who taught a sixth class in the 2003-04 school years are subject to this provision for 04-05.
 - 4. Any properly qualified teacher who is within 4 years of retirement and has taught in that subject area in the past ten years has the automatic right to be placed in any 6th class assignment offered if he/she volunteers to do so. If more than one teacher within 4 years of retirement volunteers for a sixth class, District seniority shall prevail. In all other situations, if two or

more qualified teachers volunteer for the 6th assignment, the teacher with the most District seniority shall prevail.

5. If the total teacher load of a teacher teaching six classes is at least 15% more than the average student load for his/her subject area, the pay for the 6th class will be 20% of the teacher's regular salary by the salary schedule. If it is less than 15%, pay will be 20% of the base salary.
 6. A 6th period assignment will in no way be used to reduce full-time staff through the RIF process.

A 6th assignment does not carry over from year to year. In order for the teacher to accept the 6th assignment for subsequent years, the Board must follow the above procedure. No non-tenured teacher will be permitted to take a 6th assignment.
- D. Each teacher shall be encouraged to supervise with pay a minimum of one co-curricular event. This is not to be interpreted to include the supervision that results from assumption of the sponsorship of an activity.

ARTICLE IX
TEACHER EVALUATION PLAN FOR HONONEGAH
COMMUNITY HIGH SCHOOL

- A. Teacher evaluation is conducted according to Article 24A of the School Code. Evaluation of Certified Employees and the Teacher Evaluation Plan of Hononegah Community High School as stated in Appendix A of this agreement.
- B. All certified teachers new to the district will participate in two pre-school days of paid in-service training.

As part of the induction process, first and second year non-tenured teachers shall complete staff development not to exceed 20 hours each year. Third and fourth year non-tenured teachers shall complete staff development not to exceed 15 hours per year.

Such hours may be reduced or waived at the discretion of the administrator.

Flexible scheduling of workshops will be provided. The course of study will be determined by the administration. Workshop credit hours will be granted on the salary schedule as per the contract.

Please refer to page 34 for all documents related to the Teacher Evaluation Plan

ARTICLE X – SCHOOL CALENDAR

- A. The school board shall annually prepare a calendar for the school term specifying the opening and closing dates and providing a minimum term of at least 185 days to insure 176 days of actual pupil attendance computed under Section 18-8 of the School Code of Illinois, provided that any days allowed by law for teachers' institute but not used as such shall increase the actual days of pupil attendance by the number of days not so used; however, the board may not extend such term beyond such closing date unless such extension of term is necessary to provide such minimum number of computable days. The board may specify a closing date earlier than that set on the annual calendar when the schools of the district have provided the minimum number of computable days required. Two copies of the official adopted school calendar must be filed with the Regional Superintendent by June 30. That office will approve and forward one copy to the Illinois State Board of Education Public School Approval Section by August 1.

ARTICLE XI – SALARY AND BENEFIT PROVISIONS

A. SICK LEAVE

Sick leave is defined as leave of absence from work due to personal illness of the teacher, quarantine at home, or serious illness or death in the immediate family or household. For purposes of this definition, immediate family shall include parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law and legal guardians.

Teachers with twenty years or less of experience in the school district shall be granted twelve (12) days of sick leave in each school year. Teachers with more than twenty (20) years of experience in the school district shall be granted fourteen (14) days of sick leave in each school year. Such days may be used for illness during the duration of the school term, and the teacher shall receive salary at the current rate of pay for any such days. Unused sick leave shall accumulate to a maximum of 350 days. Teachers who have accumulated 350 days of sick leave shall be granted twelve (12) days of sick leave at the beginning of each subsequent year which may be used only in that year.

The Superintendent may require a physician's certificate as a basis for sick leave pay after an absence of three (3) days for personal illness, physical or mental, as may be deemed necessary. If treatment is by prayer or spiritual means, the statement required as a basis for sick leave pay after an absence of three (3) days for personal illness, physical or mental, may be provided by a spiritual advisor of the sick person's faith.

Statements of the status of each teacher's accumulated sick leave will be issued during the month of September. Teachers may request this information at other times as may be necessary.

B. SICK LEAVE BALLOON BENEFIT

As a retirement incentive, a teacher who is retiring may request a sick leave balloon to increase his/her maximum sick leave accumulation to 350 days which should be submitted with or included in the teacher's retirement letter.

The teacher must be able to use any days requested between the time of the request and their expected retirement date.

The Board will consider each request on a case-by-case basis and may deny the request or may grant all or a portion of the requested days. No decision shall establish precedent for any other decision.

The donation of sick leave days must conform to the rules and regulations of the Illinois Teacher Retirement System.

The decision of the Board shall be final and shall not be subject to an unfair labor practice or the grievance procedure.

C. PERSONAL BUSINESS LEAVE

Three (3) days of personal business leave are granted to teachers each year. Two (2) of these days may be used without payroll deduction. Requests for such leave shall be made in writing at least three days in advance of the targeted date of absence. If a teacher requests to use the third day of personal business leave, they will receive a payroll deduction equivalent to the cost of a regular substitute teacher rate for the day used. Emergency situations will be handled on an individual basis.

Unused personal business leave days will be considered as unused sick leave days and allowed to accumulate as such.

In the event a teacher does not use any of the three (3) personal days a bonus of one (1) day of sick leave accumulated will be granted.

Any day used but not in compliance with the requirement within the immediately preceding paragraphs shall result in a payroll deduction equivalent to the teacher's per diem pay rate for each such day.

D. LEAVE OF ABSENCE

Teachers may petition the Board, through the Superintendent, for a leave of absence. If the petition is granted, contractual continued service provisions of the Illinois School Code will not be violated.

Leaves of absences which are mutually agreed upon by a teacher and the Board will not include provisions for monetary payment of any type. Such leave will not be considered to be a year of teaching service unless specifically included within the agreement between the Board and the teacher.

The teacher shall inform the Superintendent of his/her intent to return to a similar position the following school year not later than March 1. For all other returning dates, the employee shall inform the Superintendent of his/her intent to return to a similar position at least 60 calendar days prior to the ending date of the leave. Failure to inform the Superintendent as prescribed above will result in the employee waiving his/her right to future employment in the District.

E. CHILD CARE LEAVE

A teacher who has entered upon contractual continued service (tenure) may request, in writing, an unpaid leave of absence for up to one school year for maternity, paternity or adoption purposes. An eligible teacher who satisfies the notice requirement contained herein shall receive an unpaid leave for the balance

of the semester and the following semester. A continuation of the leave shall be considered by the Board of Education on the individual merits of the request.

A request for maternity/paternity leave shall be made no less than three months before the requested beginning of the leave. In the case of the adoption, the request shall be made as soon as the parents learn of the possible placement of the child.

Exceptions to the timelines contained herein may be considered by the Board of Education in their sole discretion. The granting of any exceptions shall be considered as non-precedential with respect to any subsequent request by any teacher.

Seniority shall not accrue during the leave if it is 90 consecutive school days or more than one full semester, whichever is longer.

The teacher may participate in the group insurance program to the extent provided for by COBRA if the teacher pays the total insurance premiums.

Normally, the beginning date of the maternity leave shall begin on the date of birth. The end date shall be mutually agreed upon by the Board and the teacher at the time of the request for the leave.

Upon the teacher's return, the teacher shall be reinstated to a position for which she /he is certified.

E-1 PART-TIME STATUS REQUESTS

Teachers who request part-time status for Child Care or any other reason will specify a date of return in their letter to the Board of Education. An extension of that frame may also be requested in writing to the Board of Education. These requests will normally be one to two years. A teacher who elects to remain part-time after that time frame will only be returned to full-time status as sections become available and may not "bump" another employee from their position in order to return to full time. A teacher who has been granted part-time status will not be assigned fewer than the agreed upon number of sections.

F. SABBATICAL LEAVE

A teacher may petition the Board through the Superintendent for sabbatical leave after at least six years of full-time teaching service at Hononegah Community High School. Such requests will be reviewed and judged in terms of the benefits which the school system would receive.

The above statement was a summary of the provisions of the Illinois School Code. These statements are superseded by the actual provisions of the Illinois School Code.

Written requests for leave to be completed during the next ensuing school year shall be submitted before the end of February. A statement of the project to be conducted during leave must accompany the request.

The maximum amount of time which may be approved is two consecutive semesters during the school year. Shorter leaves may be approved should the project be sufficiently meritorious.

Payment for such leave will be governed by the provisions included within the Illinois School Code.

The applicant must agree in writing to perform at least one year of continued contractual service in the district or return all sums of money received from the district.

G. SICK LEAVE BANK

The teachers at Hononegah recognize the professional nature of the staff of the institution and feels that ways and means for teachers to aid other teachers are desirable. One such way is a sick leave bank. In this sick leave bank each member is asked to contribute two sick leave days to be deposited in a mutual fund. Each member may then draw additional days from the bank once he or she has used his or her own accumulated sick leave. Thus, the teachers of this institution by contributing some of their own sick leave days, will be mutually aiding other teachers in this situation.

Provisions:

1. All teachers are eligible to contribute a portion of their sick leave days into a common sick leave bank, hereinafter known as SLB. Benefits from the SLB will be limited to contributing members who have exhausted their regularly accumulated sick leave days, are in need of additional sick leave time, and remain on the staff. Such days will be awarded in accordance with the paragraphs given below.
2. A minimum number of days shall be maintained in the SLB. This number shall be equal to the number of eligible members who have agreed to participate in the SLB. Should the number of days in the SLB fall below the minimum, additional days to replenish the SLB would be levied on a prorated proportion against each participating member. Unused SLB days will be carried from one school year to the next.
3. Teachers joining the SLB shall do the following:
 - a. Contribute an initial entry assessment of two (2) of their personal sick leave days.
 - b. Honor requests for additional prorated assessments for replenishing the minimum number of days required in the SLB. In event that the levy cannot be honored, the participating member becomes ineligible for any benefits beyond those listed in paragraph E of these provisions.

- c. Sign a proper authorization form indicating a desire to participate in the program.
4. The Superintendent shall be the agent for the SLB.
5. Extreme emergencies or unusual cases not covered under the provisions listed within this document shall be handled on an individual basis.
6. The following benefits are available from the SLB:
 - a. The maximum number of days of sick leave that could be drawn from the SLB by an eligible member would be equal to that individual's accumulated sick leave days at the beginning of the school year or 60 days, whichever is smaller. The total number of sick leave days available through a combination of the sick leave provisions and the SLB shall not exceed 180.
 - b. Payment for approved sick leave of SLB days will be at the teacher's regular daily pay rate.
7. Procedures for requesting benefits from the SLB include the following:
 - a. Written request to withdraw days from the SLB shall be submitted to the Superintendent.
 - b. Verification of illness by way of a doctor's statement may be requested.

H. **HEALTH INSURANCE**

The District includes health insurance as an element of the salary and fringe benefits program for teachers. Teachers may elect a type of coverage upon employment. Change in the type of coverage shall be subject to review. A change of marital status is an example of just cause for the requested change.

Existing medical insurance is included as part of a self-funded program. In determining contribution rates, contributions will be such as to provide an insurance fund reserve equal to 25% of expected claims for the coming year. The rates will be determined by an independent third party.

Teachers at steps 1-4 of the pay scale will contribute \$27.62 per month for individual coverage. Teachers at year 5 will contribute \$32.62 per month for individual coverage. Teachers at year 6 will contribute \$37.62 per month for individual coverage. For all other individual coverage, the Board will pay 92% of the premium.

The Board will pay 80% of the 1+1 and family coverage for the duration of the contract. The teachers will pay 20% of the 1+1 and family coverage for the duration of the contract. Each year new contributions will be announced prior to July 1.

Employee prescription copays will be as follows: Retail 30-day supply: Generic \$20, Formulary Brand \$25, Non-Formulary Brand \$40, Specialty \$65. Mail order 90-day supply: Generic \$25, Formulary Brand \$30, Non-Formulary Brand \$45, Specialty N/A.

The deductible for single coverage will be \$250, the deductible for 1+1 coverage will be \$375, and the deductible for family coverage will be \$500. Out-of-pocket limits will be \$600 for single coverage, \$925 for 1+1 coverage, and \$1,225 for family coverage.

All premiums not paid by the Board under this paragraph shall be payable through each teacher's salary reduction, pursuant to a Salary Reduction Plan intended to qualify under Section 125 of the Internal Revenue Code of 1986, as amended. The Board does not guarantee or in any way warrant that the salary reductions are non-taxable, said determination to be made by each individual teacher.

Interest earned on the reserve pool shall remain as part of said pool.

Retired teachers should refer to the insurance plan for information concerning their ability to purchase continuation of medical benefits.

I. OPEN ENROLLMENT

Each year, the month before the beginning of a new insurance year (currently June) will be designed as an open enrollment period for the coming year. Coverage will become effective beginning July 1. Other than Special Enrollment or Late Enrollment, it is only during this period that an employee or Dependent not enrolled during their initial enrollment period may enroll.

If the spouse of an eligible employee is employed and eligible under his/her employer's group plan, coverage under Hononegah's plan will be secondary for coordination of benefits. A spouse eligible under the employer's plan must be enrolled in that plan unless his/her contribution for individual coverage exceeds \$75 per month. If the individual's contribution amount exceeds this dollar amount, and they do not enroll in their own employer's plan, they would be eligible to enroll in the Hononegah's plan with primary coverage.

During the 2012 initial open enrollment period and every three (3) years thereafter (2015, 2018, 2021, 2024, 2027, etc.), spouses being covered under Hononegah's plan must provide an official document from their employer stating either that they are covered under their own employer's plan or that their monthly contribution for the coming year exceeds the exception amount. For the years in which an official document is not required, an annual validation e-mail or document in writing from the spouse will be required. During their own enrollment period, spouses must enroll in their own plan if the cost has fallen below the exception amount specified.

If husband and wife are each covered as employees under this plan and one terminates employment, that spouse and any dependents covered by him/her may immediately transfer coverage to the remaining spouse's plan. If the spouse becomes employed elsewhere, the spouse coverage rules in the preceding paragraph apply.

J. DENTAL INSURANCE

The District includes dental insurance as an element of the salary and fringe benefits program for teachers. Teachers may elect a type of coverage upon employment.

The District will pay \$20 per month for the employee's individual coverage. No contribution by the District is made toward family coverage. All cost of dental insurance above that noted herein shall be paid by the teacher. Each year new contribution amounts will be announced prior to July 1. The same salary reduction plan mentioned in the health insurance section is available for dental premiums paid by the employee.

The reserve pool is discussed under medical insurance. Refer to that section of this document to ascertain the operation of that pool. Dental insurance expenses are included within the pool.

K. VISION (Voluntary-Employee Paid)

L. LIFE INSURANCE

The District includes life insurance and accidental death and dismemberment insurance as an element of the salary and fringe benefits program for teachers. This coverage is provided for each employee.

Existing life insurance and AD&D insurance is included as part of the self-funded program. Experience of the group shall determine the monthly cost for each teacher. Costs of premiums above District contributions shall be paid on a pro rata basis by each teacher.

The district will provide a \$50,000 face value of life insurance and AD&D insurance. Teachers may elect to purchase additional life insurance, and the District agrees to withhold the cost of the additional insurance from the teacher's pay.

The reserve pool discussed under medical insurance is used to pay for the above life and AD&D insurance. Refer to that section of this document to ascertain the operation of the pool.

M. TEACHER'S RETIREMENT

The District shall pay in addition to the salary schedule amount 9% to the Illinois Teacher Retirement System on behalf of the individual teacher. The amount of the Board's retirement payment shall be sheltered from applicable state and federal income taxes. Salary figures are understood to be listed in such a manner

that the amount is clearly indicated therein and that mandatory teachers' retirement contributions shall be handled in the payroll process.

The Board will pick up and pay ½ of 1% for all eligible teachers the health insurance contribution on the member's behalf.

The District assumes no liability for contributions to the IRS in the event that such tax sheltering is determined to be no longer permissible.

N. EARLY RETIREMENT—Announcement/Compensation

1. A teacher with a minimum of 12 years' teaching in the District who provides by irrevocable written notice by September 30, 2009, and August 1 in subsequent years of his/her intent to retire shall have annual increases in his/her creditable earnings (including, but not limited to, vertical and horizontal salary schedule movement, stipends, salary increases and retirement incentives) of 6% over each immediate preceding year for a maximum of four (4) years. No teacher-retiree participating under this Paragraph 1 shall receive an increase in excess of 6% over the immediate preceding year unless a change in TRS rules allows it, and the Board of Education approves it. If the creditable earnings used by the District to calculate a teacher-retiree's 6% retirement benefit includes supplemental duty or overload pay including, but not limited to, the voluntary sixth (6th) assignment in Article VIII, Section C, and the teacher-retiree subsequently stops performing the supplemental duties or overload assignment, the District will deduct the supplemental or overload pay from the teacher's retirement benefit. In order to be eligible for the incentives set forth in this Paragraph 1, at the date of actual retirement, the teacher-retiree must be at least 60 years of age or be at least 55 years of age with 35 years of creditable service. If the teacher-retiree retires prior to the attaining of the age and service requirements above, the teacher-retiree shall be responsible for repayment within sixty (60) days of the difference between the amount the teacher would have received had he/she not participated in the retirement program and the 6% amount paid to him/her for each year it was paid. Should it be necessary to file suit to collect said amounts, the teacher-retiree shall be responsible for paying the District's costs of suit, including reasonable attorney's fees.
2. A teacher with a minimum of 12 years' teaching in the District who retires prior to attaining age 60 or attaining age 55 with 35 years of creditable service shall be paid a one-time retirement bonus of \$2,500. Such bonus shall be paid in a lump sum after the teacher-retiree's last day of employment and after receipt of his/her last paycheck. No teacher-retiree eligible for the payments under Paragraph 1 above shall be eligible for payment under this Paragraph 2.
3. If a teacher-retiree submits a written notice of retirement and has received an increase set forth in Paragraph 1 above and subsequently wishes to withdraw the notice for good cause shown, he/she may petition the Board

of Education to delay any increases due for the remainder of the four-year period to begin at a later date. Approval of the petition shall be in the sole discretion of the Board of Education, and denial of the petition shall not be grievable under this Agreement.

O. SALARY SCHEDULE

1. Coaches shall be paid in one lump sum at the conclusion of each season.
2. Sponsors and supervisors shall be paid on a pro-rata basis through the year or during the duration of the activity if it is for less than one year.
3. Teachers will be paid in equal payments every other Friday beginning on August 21, 2015. Teachers have the option of receiving either 22 or 26 equal payments.
4. Anyone not covered by the above will be paid using a mutually agreeable method.

P. G- LEVEL CLUBS

A group initially approved is considered at full status as a G-Level club upon demonstrating that it has:

1. Been in existence at least one full school year (two consecutive semesters)
2. Maintains a membership of at least 15 students and demonstrates evidence of average participation of at least 15 students (through sign-in sheets, attendance rosters, school staff observation, etc.)
3. Has a constitution describing the purpose, goals, and structure of the club
4. Has identified activities (at least four per year) other than regularly scheduled meetings
5. Has an identified meeting structure
6. Has a District-paid adult sponsor

Status of Existing School-Sponsored Clubs:

Existing School Sponsored Clubs will be evaluated by the Athletic Director on the same criteria as Pilot clubs. If existing Clubs fail to meet the Pilot Criteria for two consecutive school years, they will become ineligible for G-Level status. If the club becomes ineligible for G-Level status, the G-Level stipend will no longer be paid to the sponsor.

Salaries and Extra Duty Schedules in Appendix B

Q. PAYMENT FOR ADVANCED TRAINING AND GRADUATE DEGREES

Request for reimbursement of all salary schedule courses shall be submitted to the Superintendent or designee.

Payment for advanced training or graduate degrees shall be made in accordance with the following guidelines:

A lump sum tuition reimbursement payment shall be granted for the successful completion of college or university courses upon presentation of an official transcript, or grade report may be used temporarily until the end of the semester, issued by a regionally accredited degree granting institution. Any such payment will be made only for courses which have received prior approval of the Superintendent or designee. Approval will not be granted for tuition reimbursement payments for undergraduate courses unless the course(s) are taken at the request of the District. The reimbursement will be \$125 per semester hour. Tuition reimbursement payments will not be made for courses that do not receive either quarter or semester hours of credit.

Salary schedule credit may be granted for attendance at pre-approved workshops. For the purpose of salary schedule credit, 30 hours of workshop attendance will equal one semester of credit.

Salary schedule lane changes will be made twice a year for graduate hours from regionally accredited degree granting institutions. Salary schedule lane change will be granted for the entire year upon presentation of official transcript, or a grade report may be used temporarily until the end of the semester, before September 15th of the school year for which the salary schedule lane change is sought. Salary schedule lane change will be granted on a pro-rata basis for the second semester if an official transcript is presented prior to February 1st of the school year for which the salary schedule lane change is sought. It is understood that these courses must receive quarter or semester hours of credit. Salary schedule lane movement will not be granted for clinics, workshops or courses related to extracurricular assignments.

R. EXTENDED EMPLOYMENT, RELEASE TIME AND MISCELLANEOUS PAYMENTS FOR EXTRA SERVICES

The following rates of payment will govern extended employment and other miscellaneous activities not included within other payment provisions.

1. **Extended employment** for teachers will be reimbursed at the rate of 1/180 of the base salary per day. A teaching day shall consist of 5 hours of student contact time. Less than a full day shall be pro-rated according to the number of student contact hours. Base salary is defined as the teaching salary and does not include any money for extracurricular activities. This does not include summer school reimbursement.

2. **Miscellaneous Supervision** of student activities will be reimbursed as follows:
 - a. Any supervision of student activities will be paid a minimum of \$26.00.
 - b. \$12.00 per hour for each of the first five such events of supervision.
 - c. \$12.75 per hour for the sixth and all subsequent events of supervision.
 These fees will be paid for ticket sellers, score keepers, crowd supervisors and chaperones. District will pay cost of contribution to retirement system or the employee's contribution to FICA if applicable.
3. **Internal Substitutes** - Teachers who agree to serve as internal substitutes will be paid at the rate of \$25.00 per class period. Full time non-tenured teachers will be limited to no more than eighteen (18) times per year.
4. **Mileage** for approved District business will be reimbursed at the rate established by the Internal Revenue Service.
5. **Proctors**-Teachers who, at the request of the District, supervise the administration of PACT and PSAT tests on Saturdays or who help proctor the PACT and PSAT tests on Saturdays shall be paid according to the ACT pay schedule for supervisors or proctors.
6. **Training for Staff/Faculty Pay**-Teachers asked to conduct training for faculty and staff shall either be provided release time or compensation for the time involved in preparation for the training. Compensation shall be at the same rate as summer curriculum development and shall require prior approval by the superintendent or his designee.
7. **Summer School**-Teachers who teach summer school shall be paid \$49.61 per hour, which includes Board paid retirement. Up to two (2) days of accumulated sick days may be applied during summer school employment.
8. **Release time for Special Education Teachers** - Special Education Teachers who serve as IEP case managers, will receive one day per year of release time for the completion of paperwork. Part-time teachers who serve as IEP case managers will receive release time proportionate with their teaching hours.

R. **DEPARTMENT COORDINATOR AND PROGRAM IMPROVEMENTS/STAFF DEVELOPMENT COORDINATOR SALARY DETERMINATION**

Department Coordinators and Program Improvement/Staff Development Coordinator will hold no other paid assignment during the school day (i.e.; study hall, hall duty, cafeteria, or tutorial supervision).

ARTICLE XII - TEACHER INCENTIVES

- A. **NATIONAL BOARD CERTIFICATION:** Teachers who achieve or renew certification from the National Board for Professional Teaching Standards (NBPTS) shall receive a one-time stipend of \$1,000, which shall not be added to his or her salary schedule. If the teacher has submitted a letter indicating he/she is within four (4) years of retirement upon eligibility for the stipend, the stipend shall be paid forty-five (45) days after the teacher retires from the District and after receipt of his/her last pay if said amount would raise pay above 6%.
- B. **Curriculum Development** projects will be paid at \$500.00 per week. Each curriculum area may apply to the Board through the Superintendent or designee for professional development funds for use in their curriculum area. Employees will also be eligible to apply for summer grant for the purpose of research and planning for the implementation of innovative programs for the improvement of instruction. Full pension is paid by the District.

If the teacher has submitted a letter indicating he/she is within four (4) years of retirement upon eligibility for the stipend, the stipend shall be paid forty-five (45) days after the teacher retires from the District and after receipt of his/her last pay if said amount would raise pay above 6%.

ARTICLE XIII - SENIORITY

Seniority shall be defined as the number of consecutive years of continuous service to the District. The following criteria shall be used in determining District seniority:

- A. Continuous service shall begin from the first day the teacher is paid for his/her duties;
- B. Less than full-time consecutive years of employment shall be counted as continuous service on a pro-rata basis;
- C. Approved leaves of absence (paid or unpaid) shall not interrupt the consecutive years of continuous service in the District. However, approved unpaid leaves of absence of ninety (90) consecutive school days or more shall not be counted in determining District seniority; and
- D. If the teacher resigns and is subsequently re-employed in the District, consecutive years of service shall occur upon his/her re-earning tenure in the District.
- E. If the District seniority is equal between two (2) or more teachers as determined above, the following criteria shall be used in determining which teacher(s) shall be honorably dismissed by the Board:
 1. Seniority shall be determined by the total number of years of teaching service to the District regardless of whether or not the service is continuous. In determining total years of service to the District, factors concerning leaves of absence, less than full-time employment and resignation shall be determined as in the case above;
 2. If the total years of service to the District as determined above is equal, then seniority shall be determined by the teacher's approved position on the salary schedule. The teacher with the highest salary (approved horizontal position) shall have the most District seniority; and
 3. If the total years of service to the District and the approved horizontal position on the salary schedule are equal, the teacher with the lowest sum of the last four (4) digits of the Social Security Number shall have the most seniority. For example, Teacher A and Teacher B have equal service to the District and equal approved horizontal schedule on the salary schedule. The last four digits of Teacher A's SSN are 6897. The last four digits of Teacher B's SSN are 4872. Teacher B has the most seniority because $21 (4+8+7+2=21)$ is less than $30 (6+8+9+7=30)$.
 4. If A, B, C are all equal, the District seniority shall be determined by a random lot selection conducted by the Board.

NO REPRISALS

The Board of Education shall take no reprisals, including but not limited to any adverse action or discrimination with respect to hiring, discharge, promotion, transfer, assignment, salary, fringe benefits (e.g. insurance), hours or any other terms or conditions of employment, because of the work stoppage from October 14, 2003 through November 2, 2003 because of the employee participation in activities on behalf of, or other conduct related to the work stoppage.

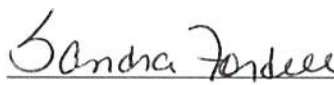
All notices, warnings or other documents concerning the work stoppage contained in personnel or other employee files shall be removed and the files expunged.

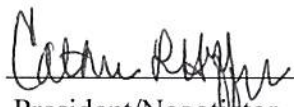
The calendar shall be modified including extending the school year by the Board of Education to "make-up" the days lost due to the work stoppage.

ARTICLE XIV - IMPLEMENTATION

This agreement shall become effective at the beginning of the 2018-2019 school term and expire on the day preceding the start of the 2021-2022 school term. It may be amended by mutual consent of both parties.

Board of Education:  5/25/18
President/Negotiator Date

 5/25/18
Secretary Date

Association:  5-25-18
President/Negotiator Date

 5-25-2018
Board Member Date

APPENDIX A

TEACHER EVALUATION PLAN

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Qualified Evaluators

Superintendent
Assistant Superintendent
Principal
Associate Principal
Assistant Principal
Dean
Athletic Director

Evaluator Qualifications and Training

Sec. 24A-3. Evaluation training and pre-qualification.

(a) School boards shall require evaluators to participate in an in-service training on the evaluation of certified personnel provided or approved by the State Board of Education prior to undertaking any evaluation and at least once during each certificate renewal cycle. Training provided or approved by the State Board of Education shall include the evaluator training program developed pursuant to Section 24A-20 of this Code.

(b) Any evaluator undertaking an evaluation after September 1, 2012 must first successfully complete a pre-qualification program provided or approved by the State Board of Education. The program must involve rigorous training and an independent observer's determination that the evaluator's ratings properly align to the requirements established by the State Board pursuant to this Article.

(c) Illinois Type 75 certificate that is valid and registered.

Sec. 24A-2.5. Definitions. In this Article:

"Evaluator" means:

- (1) an administrator qualified under Section 24A-3; or
- (2) other individuals qualified under Section 24A-3, provided that, if such other individuals are in the bargaining unit of a district's teachers, the district and the exclusive bargaining representative of that unit must agree to those individuals evaluating other bargaining unit members.

"Implementation date" means, unless otherwise specified and provided that the requirements set forth in subsection (d) of Section 24A-20 have been met:

- (1) For school districts having 500,000 or more inhabitants, in at least 300 schools by September 1, 2012 and in the remaining schools by September 1, 2013.
- (2) For school districts having less than 500,000 inhabitants and receiving a Race to the Top Grant or School Improvement Grant after the effective date of this amendatory Act of the 96th General Assembly, the date specified in those grants for implementing an evaluation system for teachers and principals incorporating student growth as a significant factor.

(3) For the lowest performing 20% percent of remaining school districts having less than 500,000

inhabitants (with the measure of and school year or years used for school district performance to be determined by the State Superintendent of Education at a time determined by the State Superintendent), September 1, 2015.

(4) For all other school districts having less than 500,000 inhabitants, September 1, 2016.

Notwithstanding items (3) and (4) of this definition, a school district and the exclusive bargaining representative of its teachers may jointly agree in writing to an earlier implementation date, provided that such date must not be earlier than September 1, 2013. The written agreement of the district and the exclusive bargaining representative must be transmitted to the State Board of Education.

"Race to the Top Grant" means a grant made by the Secretary of the U.S. Department of Education for the program first funded pursuant to paragraph (2) of Section 14006(a) of the American Recovery and Reinvestment Act of 2009.

"School Improvement Grant" means a grant made by the Secretary of the U.S. Department of Education pursuant to Section 1003(g) of the Elementary and Secondary Education Act.

Rev.

8/17/09

ARTICLE 24A OF THE ILLINOIS SCHOOL CODE EVALUATION OF CERTIFIED EMPLOYEES

Teacher evaluation will be implemented according to Article 24A of the School Code Evaluation of Certified Employees, which follows, and the Teacher Evaluation Plan of Hononegah Community High School, which also follows, in pertinent part.

Sec. 24A-1. Purpose. The purpose of this Article is to improve the educational services of the elementary and secondary public schools of Illinois by requiring that all certified school district employees be evaluated on a periodic basis and that the evaluations result in remedial action being taken when deemed necessary.

Sec. 24A-2. Application. The provisions of this Article shall apply to all public school districts organized and operating pursuant to the provisions of this Code, including special charter districts and those school districts operating in accordance with Article 34, except that this Section does not apply to teachers assigned to schools identified in an agreement entered into between the board of a school district operating under Article 34 and the exclusive representative of the district's teachers in accordance with Section 34-85c of this Code.

Sec. 24A-4. *Development of evaluation plan.*

(a) As used in this and the succeeding Sections, "teacher" means any and all school district employees regularly required to be certified under laws relating to the certification of teachers. Each school district shall develop, in cooperation with its teachers or, where applicable, the exclusive bargaining representatives of its teachers, an evaluation plan for all teachers.

(b) By no later than the applicable implementation date, each school district shall, in good faith cooperation with its teachers or, where applicable, the exclusive bargaining representatives of its teachers, incorporate the use of data and indicators on student growth as a significant factor in rating teaching performance, into its evaluation plan for all teachers, both those teachers in contractual continued service and those teachers not in contractual continued service. The plan shall at least meet the standards and requirements for student growth and teacher evaluation established under Section 24A-7, and specifically describe how student growth data and indicators will be used as part of the evaluation process, how this information will relate to evaluation standards, the assessments or other indicators of student performance that will be used in measuring student growth and the weight that each will have, the methodology that will be used to measure student growth, and the criteria other than student growth that will be used in evaluating the teacher and the weight that each will have.

To incorporate the use of data and indicators of student growth as a significant factor in rating teacher performance into the evaluation plan, the district shall use a joint committee composed of equal representation selected by the district and its teachers or, where applicable, the exclusive bargaining representative of its teachers. If, within 180 calendar days of the committee's first meeting, the committee does not reach agreement on the plan, then the district shall implement the model evaluation plan established under Section 24A-7 with respect to the use of data and indicators on student growth as a significant factor in rating teacher performance.

Nothing in this subsection (b) shall make decisions on the use of data and indicators on student growth as a significant factor in rating teaching performance mandatory subjects of bargaining under the Illinois Educational Labor Relations Act that are not currently mandatory subjects of bargaining under the Act.

(c) Notwithstanding anything to the contrary in subsection (b) of this Section, if the joint committee referred to in that subsection does not reach agreement on the plan within 90 calendar days after the committee's first meeting, a school district having 500,000 or more inhabitants shall not be required to implement any aspect of the model evaluation plan and may implement its last best proposal.

Sec. 24A-5. *Content of evaluation plans.*

Each school district to which this Article applies shall establish a teacher evaluation plan which ensures that each teacher in contractual continued service is evaluated at least once in the course of every 2 school years.

By no later than September 1, 2012, each school district shall establish a teacher evaluation plan that ensures that:

- (1) each teacher not in contractual continued service is evaluated at least once every school year; and
- (2) each teacher in contractual continued service is evaluated at least once in the course of every 2 school years. However, any teacher in contractual continued service whose performance is rated as either "needs improvement" or "unsatisfactory" must be evaluated at least once in the school year following the receipt of such rating.

Notwithstanding anything to the contrary in this Section or any other Section of the School Code, a principal shall not be prohibited from evaluating any teachers within a school during his or her first year as principal of such school.

The evaluation plan shall comply with the requirements of this Section and of any rules adopted by the State Board of Education pursuant to this Section.

The plan shall include a description of each teacher's duties and responsibilities and of the standards to which that teacher is expected to conform, and shall include at least the following components:

- (a) personal observation of the teacher in the classroom by the evaluator, unless the teacher has no classroom duties.
- (b) consideration of the teacher's attendance, planning, instructional methods, classroom management, where relevant, and competency in the subject matter taught.
- (c) by no later than the applicable implementation date, consideration of student growth as a significant factor in the rating of the teacher's performance.
- (d) prior to September 1, 2012, rating of the performance of teachers in contractual continued service as either:
 - (i) "excellent", "satisfactory" or "unsatisfactory"; or
 - (ii) "excellent", "proficient", "needs improvement" or "unsatisfactory".
- (e) on and after September 1, 2012, rating of the performance of all teachers as "excellent", "proficient", "needs improvement" or "unsatisfactory".
- (f) specification as to the teacher's strengths and weaknesses, with supporting reasons for the comments made.
- (g) inclusion of a copy of the evaluation in the teacher's personnel file and provision of a copy to the teacher.
- (h) within 30 school days after the completion of an evaluation rating a teacher in contractual continued service as "needs improvement", development by the evaluator, in consultation with the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, of a professional

development plan directed to the areas that need improvement and any supports including a consulting teacher as defined in sub-section (j) below that the district will provide to address the areas identified as needing improvement.

(i) within 30 school days after completion of an evaluation rating a teacher in contractual continued service as "unsatisfactory", development and commencement by the district of a remediation plan designed to correct deficiencies cited, provided the deficiencies are deemed remediable. In all school districts the remediation plan for unsatisfactory, tenured teachers shall provide for 90 school days of remediation within the classroom, unless an applicable collective bargaining agreement provides for a shorter duration. In all school districts evaluations issued pursuant to this Section shall be issued within 10 days after the conclusion of the respective remediation plan. However, the school board or other governing authority of the district shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan.

(j) participation in the remediation plan by the teacher in contractual continued service rated "unsatisfactory", an evaluator and a consulting teacher selected by the evaluator of the teacher who was rated "unsatisfactory", which consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least 5 years' teaching experience, and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an "excellent" rating on his or her most recent evaluation. Where no teachers who meet these criteria are available within the district, the district shall request and the applicable regional office of education shall supply, to participate in the remediation process, an individual who meets these criteria.

In a district having a population of less than 500,000 with an exclusive bargaining agent, the bargaining agent may, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. That roster shall, however, contain the names of at least 5 teachers, each of whom meets the criteria for consulting teacher with regard to the teacher being evaluated, or the names of all teachers so qualified if that number is less than 5. In the event of a dispute as to qualification, the State Board shall determine qualification.

(k) a mid-point and final evaluation by an evaluator during and at the end of the remediation period, immediately following receipt of a remediation plan provided for under subsections (i) and (j) of this Section. Each evaluation shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendations for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation, unless an applicable collective bargaining agreement provides to the contrary. These subsequent evaluations shall be conducted by an evaluator. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation

shall be done solely by the evaluator, unless an applicable collective bargaining agreement provides to the contrary. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may but is not required to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.

(l) reinstatement to the evaluation schedule set forth in the district's evaluation plan for any teacher in contractual continued service who achieves a rating equal to or better than "satisfactory" or "proficient" in the school year following a rating of "needs improvement" or "unsatisfactory".

(m) dismissal in accordance with subsection (d) of Section 24-12 or Section 24-16.5 or 34-85 of this Code of any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a "satisfactory" or "proficient" rating. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings under subsection (d) of Section 24-12 or Section 24-16.5 or 34-85 of this Code, either as to the rating process or for opinions of performances by teachers under remediation.

(n) After the implementation date of an evaluation system for teachers in a district as specified in Section 24A-2.5 of this Code, if a teacher in contractual continued service successfully completes a remediation plan following a rating of "unsatisfactory" and receives a subsequent rating of "unsatisfactory" in any of the teacher's annual or biannual overall performance evaluation ratings received during the 36-month period following the teacher's completion of the remediation plan, then the school district may forego remediation and seek dismissal in accordance with subsection (d) of Section 24-12 or Section 34-85 of this Code.

Nothing in this Section or Section 24A-4 shall be construed as preventing immediate dismissal of a teacher for deficiencies which are deemed irremediable or for actions which are injurious to or endanger the health or person of students in the classroom or school, or preventing the dismissal or non-renewal of teachers not in contractual continued service for any reason not prohibited by applicable employment, labor, and civil rights laws. Failure to strictly comply with the time requirements contained in Section 24A-5 shall not invalidate the results of the remediation plan.

Sec. 24A-7. Rules. The State Board of Education is authorized to adopt such rules as are deemed necessary to implement and accomplish the purposes and provisions of this Article, including, but not limited to, rules (i) relating to the methods for measuring student growth (including, but not limited to, limitations on the age of useable data; the amount of data needed to reliably and validly measure growth for the purpose of teacher and principal evaluations; and whether and at what time annual State assessments may be used as one of multiple measures of student growth), (ii) defining the term "significant factor" for purposes of including consideration of student growth in performance ratings, (iii) controlling for such factors as student characteristics (including, but not limited to,

students receiving special education and English Language Learner services), student attendance, and student mobility so as to best measure the impact that a teacher, principal, school and school district has on students' academic achievement, (iv) establishing minimum requirements for district teacher and principal evaluation instruments and procedures, and (v) establishing a model evaluation plan for use by school districts in which student growth shall comprise 50% of the performance rating. Notwithstanding any provision in this Section, such rules shall not preclude a school district having 500,000 or more inhabitants from using an annual State assessment as the sole measure of student growth for purposes of teacher or principal evaluations.

The rules shall be developed through a process involving collaboration with a Performance Evaluation Advisory Council, which shall be convened and staffed by the State Board of Education. Members of the Council shall be selected by the State Superintendent and include, without limitation, representatives of teacher unions and school district management, persons with expertise in performance evaluation processes and systems, as well as other stakeholders. The Performance Evaluation Advisory Council shall meet at least quarterly following the effective date of this amendatory Act of the 96th General Assembly until June 30, 2017.

Prior to the applicable implementation date, these rules shall not apply to teachers assigned to schools identified in an agreement entered into between the board of a school district operating under Article 34 of this Code and the exclusive representative of the district's teachers in accordance with Section 34-85c of this Code.

Sec. 24A-7.1. *Teacher, principal, and superintendent performance evaluations.* Except as otherwise provided under this Act, disclosure of public school teacher, principal, and superintendent performance evaluations is prohibited.

Sec. 24A-8. *Evaluation of teachers not in contractual continued service.* Each teacher not in contractual continued service shall be evaluated at least once each school year.

SCHEDULE OF EVALUATIONS

Non-tenured Teachers:

The non-tenured teachers will receive a summative evaluation two times per year during the first four years by a qualified evaluator preceded each time by two informal evaluations. One of those four informal evaluations may follow the formal of it would add to the body of evidence for the evaluation. Any informal evaluation that will be included in the summative for that cycle must be followed by written feedback using the evaluation informal document within two school days of the visit. If the informal provides evidence that would strengthen a teachers rating in that category, it should be included in the formal evaluation. If the informal evaluation indicates that the teacher may be in danger of receiving a rating of less than proficient on the summative rating, the teacher shall be notified in writing, accompanied by the written evidence using the informal documents that accompany the instrument within that two day time period. The

final evaluation of each school year will count for purposes of assigning teachers to groupings as required by Illinois School Code.

Tenured Teachers:

Teachers will be evaluated at least once every two school years. Each summative evaluation will be preceded by an informal evaluation as required by law. Any informal evaluation that will be included in the summative for that cycle must be followed by written feedback using the evaluation informal document within two school days of the visit. If the informal provides evidence that would strengthen a teachers rating in that category, it should be included in the formal evaluation. If the informal evaluation indicates that the teacher may be in danger of receiving a rating of less than proficient on the summative rating, the teacher shall be notified in writing, accompanied by the written evidence using the informal documents that accompany the instrument within that two day time period.

Performance Rating Scale

All evaluations will carry the following performance ratings:

- Excellent
- Proficient
- Needs Improvement
- Unsatisfactory

If a teacher receives an “Unsatisfactory” or “Needs Improvement”, he or she will be evaluated again in the following school year.

Branch One

- **Branch One** (Traditional – This branch is a traditional summative evaluation system. All teachers will use this branch every third evaluation rotation (once every six years). All teachers receiving an excellent rating may opt for this branch at any time.

Branch One Short Form (Traditional-Excellent Short Form)

All tenured teachers who have received an excellent rating may receive a Short Form Evaluation. This new form acknowledges that the teacher demonstrated excellence based on the agreed upon evaluation tool.

TIMELINE FOR EVALUATION PROCESS

- **By the First Full Day of Student Attendance**
Teachers being evaluated shall receive notification of pending evaluation, a copy of the evaluation and rubrics, and notification of who their evaluator will be.
- **March 1 (2017 and after)**
Deadline for data collection for student growth to be completed and submitted.

- **March 15**
Grouping 1-3 evaluations completed.
- **April 1**
Deadline for non-tenured teacher observations to be completed.
- **May 1**
Deadline for all evaluations to be completed with tenured teachers.
Grouping 4 evaluations completed if using the short form.
- **May 31**
Deadline for notification of evaluation eligibility for next year.

Evaluation Procedures for All Teachers

- A. Email or other notification of upcoming evaluation time range with communication about informal time range.
- B. Informal evaluation of minimum 10-15 minutes, followed by written feedback using the evaluation tool within 2 school days if the evaluator intends to include that information or evidence as part of the summative evaluation. If positive evidence is provided by the informal, every attempt should be made to include that in the summative. If no specific notification is given that the informal observation indicates there is danger of receiving less than proficient that shall be understood as indicating that the informal evidence indicated no danger of receiving a needs improvement or unsatisfactory rating. That will not mean that the formal evaluation could not result in such a rating.
- C. Pre-conference, within a week of date of formal evaluation if possible. If timing for formal evaluation is determined to be preferable at a later time by evaluator and teacher, it may be later.
- D. Formal Evaluation.
- E. Post conference within 5 days during which evaluation ratings for subcategories and overall are verbally shared with the teacher.
- F. Written evaluation within 5 days of post conference
- G. The second informal for a non-tenured teacher may take place with a flexible time frame, including the option that one of those two may occur after the formal the formal observation.
- H. The evaluation instrument shall be the Hononegah Silver Strong Thoughtful Classroom Teacher Effectiveness Model.
- I. The evaluation rating will be determined by using the following guidelines;
 1. All eight dimensions must receive a score of 1-4. It is understood that some evaluation cycles may not yield sufficient evidence in one or two of the dimensions, but every attempt should be made to allow the teacher to provide such evidence through a subsequent informal or presentation of evidence if they wish to do so.
 2. The final summative score will be based on a mean average of the scores on the eight dimensions

Average Score	Rating
3.5-4.0	4
2.5-3.4	3
1.5-2.4	2
Below 1.5	1

Branches Two and Three

Branches Two and Three are not permitted at this time. If, during the term of this contract, changes in the school code, law, or applicable waivers allow for Branches Two or Three to be used, they may, with the agreement of the Association and the District be implemented. However, at this time Branch One is the only legal method of evaluation.

Part-time teachers who have completed four years at Hononegah High School may opt for Branch Two or Three for their annual evaluation method. All part-time teachers must use Branch One at least every six years.

Tenured Teachers:

The evaluation system will be comprised of three (3) branches to maximize professional growth for teachers of continued contractual service. Teachers will be evaluated on one of the three branches at least once every two school years. Any teacher who receives an “Unsatisfactory” performance rating under any of the three branches must be remediated as specified by this professional agreement and Illinois School Code.

- *Branch Two* (Goal Setting) – This branch is available to all tenured teachers who receive an “excellent” performance rating and administrative approval. Teachers who receive a satisfactory rating may occasionally be given permission to enter this branch under the discretion of the administration. The teacher under this plan sets a goal designed to improve classroom instruction, states a means of achieving the goal, and self-evaluates at the end of the year.
- *Branch Three* (Peer coaching) – This branch is available to tenured teachers who receive an “excellent” performance rating and administrative approval. Teachers who receive a satisfactory rating may occasionally be given permission to enter this branch under the discretion of the administration.

Teachers under this plan will choose a trained peer coach. Together with their coach, they will set a goal to improve classroom instruction. A minimum of two observations must take place in the peer coaching process, one before the mid-point conference and one after the mid-point conference. The teacher who agrees to serve as peer coach will receive \$150 per teacher per year. Teachers will be allowed to serve as a peer coach for up to two different people during a school year. All peer coaches must be tenured.

Peer Coaching:

Teachers should be advised at their mid-point conference if their work appears to be in danger of receiving a satisfactory or unsatisfactory rating.

To receive an **excellent rating** from the peer coaching experience, the following requirements must be met:

1. Participates in all required conferences with administrator and coach.
2. Completes and submits all required paperwork in typewritten form.
3. Presents a final document of at least one page in research based format that includes:
 - Statement of the problem (what you will do)
 - Information gathering (how and why you will do it)
 - Observations (examples of notes and data collected)
 - Analysis of data/observations (reflections on the data you have gathered)
 - Conclusion (final brief response to the statement of the problem)

A **satisfactory rating** would include:

1. Participates in all required conferences with administrator and coach.
2. Completes required paperwork.

Teachers who receive a satisfactory rating will be evaluated under the traditional method during their next regular cycle for evaluation in two years.

An **unsatisfactory or needs improvement rating** would not meet the criteria established for either the satisfactory or excellent rating. If, at a post conference, the administrator informs the teacher that the evaluation would be unsatisfactory or needs improvement, if rated, the teacher shall be re-evaluated by a different administrator using the traditional model within five (5) school days of the conference. If this evaluation is excellent or satisfactory, then all records of unsatisfactory or needs improvement will be expunged. If this evaluation results in an unsatisfactory or needs improvement rating, then a written evaluation will be given to the teacher within five (5) school days of the post-observation conference, and the process for establishing a remediation will begin.

Goal Setting

Teachers should be advised at their mid-point conference if their work appears to be in danger of receiving a satisfactory, needs improvement, or unsatisfactory rating.

To receive an **excellent rating** from the goal setting experience, the following requirements must be met:

1. Participates in all required conferences with administrator and coach.
2. Completes and submits all required paperwork in typewritten form.
3. Provides an introduction to the topic.
4. Provides a minimum of five (5) portfolio entries of student or teachers work or evidence of five (5) phases of completion of the research or goal.
5. Provides a brief reflection for at least five (5) entries.
6. Provides evidence of research or data collection.

A **satisfactory rating** would be given to those who complete only items 1, 2, 3, and 4.

Teachers who receive a satisfactory rating will be evaluated under the traditional method during their next regular cycle for evaluation in two years.

An **unsatisfactory or needs improvement rating** would not meet the criteria established for either the satisfactory or excellent rating. If, at a post conference, the administrator informs the teacher that the evaluation would be unsatisfactory or needs improvement, if rated, the teacher shall be re-evaluated by a different administrator using the traditional model within five (5) school days of the conference. If this evaluation is excellent or satisfactory, then all records of unsatisfactory or needs improvement will be expunged. If this evaluation results in an unsatisfactory or needs improvement, then a written evaluation will be given to the teacher within five (5) school days of the post-observation conference, and the process for establishing a remediation will begin.

TIMELINE FOR EVALUATION PROCESS FOR BRANCHES TWO AND THREE

- **By 1st Week in September**
Teachers being evaluated meet with administrators to review evaluation process and procedures.
- **By September 15**
Tenured teachers choose evaluation model
- **By November 15**
Pre-conference with administrator
 Goal Setting (administrator and teacher)
 Peer Coaching (administrator, teacher, and peer coach)
- **By January 31**
Mid-point conference with administrator
 Goal Setting (administrator and teacher)
 Peer Coaching (administrator, teacher, and peer coach)
- **April 1**
Deadline for part-time teacher observations to be completed.
- **May 1**
Deadline for all evaluations to be completed with tenured teachers.
Goal Setting and Peer Coaching reports due from teachers
- **May 31**
Goal Setting and Peer Coaching post conferences must be completed with administrator.
 Goal Setting (administrator and teacher)
 Peer Coaching (administrator, teacher, and peer coach)

Deadline for notification of evaluation eligibility for next year

FILING OF EVALUATION

Each completed evaluation will be copied for the teacher and made a part of the teacher's personnel file.

REMEDIATION PROCEDURES

See Section C on page 56 for a listing of the remediation procedures that will be completed for each teacher receiving a rating of "Does Not Meet Expectations".

Observation Outcomes

- A. Written evaluation – A written report of the total evaluation will be provided to the teacher within ten (10) school days of the observation (and within five (5) days of the post-observation conference). The report will be shared orally and in writing. The report will be signed by the evaluator and the teacher. The teacher's signature verifies a copy of the report has been received. The teacher may, within thirty (30) days, provide a written response to the evaluator. The response must be signed by the evaluator and the teacher to become part of the personnel record.

- B. Unsatisfactory Rating (summative evaluations) – If, at a post-observation conference, the evaluator gives the tenured teacher a written summative evaluation without an overall rating and informs the teacher that this evaluation would be *Unsatisfactory* if rated, the teacher shall be re-evaluated by a different administrator no less than ten (10) school days, but no more than thirty (30) school days, of the conference. If this second summative evaluation is *Excellent* or *Satisfactory*, then all records of the *Unsatisfactory* will be expunged. If this second summative evaluation results in a *Unsatisfactory* rating, then a written evaluation will be given to the teacher within five (5) school days of the post-observation conference, and the process for establishing a remediation will begin.

- C. Remediation Procedures-for Tenured Teachers
 1. The remediation procedure will be according to the regulations as stated in Article 24A (Evaluation of Certified Employees) of the Illinois School Code. No part of this evaluation shall supersede the requirements as stated in 24A.

2. The remediation plan shall provide, within thirty (30) days after an evaluation has been reduced to writing resulting in a rating of *Unsatisfactory*, for the development and initiation by the district of a remediation plan designed to correct the areas identified as *Unsatisfactory*, provided the deficiencies are deemed remediable.
 - a. The remediation plan shall provide for evaluations and ratings to occur once every thirty (30) school days for the 90-school-day remediation period immediately following receipt of a remediation plan.
 - b. The thirty (30) day evaluations and ratings shall be conducted by a qualified administrator.
 - c. Failure to strictly comply with the timelines for the evaluations because of events such as summer months, illness, or certain leaves granted teachers under a remediation plan shall not invalidate the results of the remediation plan.
 - d. The remediation plan shall provide reinstatement to a schedule of a traditional method of evaluation at least once every two years for any teacher who successfully completes the remediation plan by receiving an *Excellent* or *Satisfactory*. Eligibility for branches two or three will be determined by the administration.
 3. Participants in the remediation plan shall include the teacher deemed unsatisfactory, a qualified administrator, and a consulting teacher. The remediation plan may include the participation of other personnel to assist in correcting areas identified as unsatisfactory.
 4. Any teacher, who fails to complete an applicable remediation plan with a “satisfactory” or better rating, shall be dismissed in accordance with Section 24-12 or 34-85 of the School Code.
- D. Needs Improvement Rating for Tenured Teachers
- Within 30 school days after the completion of an evaluation rating a teacher in contractual continued service as "needs improvement", development by the evaluator, in consultation with the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, of a professional development plan directed to the areas that need improvement and any supports including a consulting teacher as defined in sub-section (j) of the School Code that the district will provide to address the areas identified as needing improvement.

JOB DESCRIPTION

Instructional Staff Member

The instructional staff member is directly responsible to the Department Coordinator. He/she is in a prime position to move the educational program and has specific responsibilities within three broad areas as outlined below.

PERFORMANCE RESPONSIBILITIES:

I. Classroom Operation

The teacher must:

1. Be present within the teaching area prior to each class period.
2. Maintain appropriate discipline and control within the teaching area.
3. Plan and prepare for class.
4. Actively present the lesson.
5. Interact with students in a situationally appropriate manner.
6. Conduct practice over new material.
7. Monitor seatwork and/or other classroom practice.
8. Hold students responsible for assignments.
9. Develop classroom rules and procedures.
10. Hold students responsible for behavior.
11. React to students' behavior consistently.
12. Remain with students in the instructional environment and offer assistance through the period.
13. Maintain complete and accurate grade and attendance records for each student in each class.
14. Report to the attendance office those students who are absent during each class period.

II. Non-Classroom Activities

The teacher shall:

1. Comply with school standards for attendance and punctuality.
2. Submit completed student information forms upon request.
3. Follow the appropriate and official channel of communication for all formal communication.
4. Assist in maintaining student discipline and control in the school.
5. Exhibit appropriate professional conduct when dealing with students, staff, and members of the school community.
6. Secure teaching areas and office area when absent from room.
7. Perform the duties related to assigned or voluntary co-curricular activities.
8. Be available for student and student/parent conferences as needed and appropriate.
9. Maintain an open line of communication with other teaching staff members.

10. Attend faculty meetings.

III. Department Activities

The teacher shall:

1. Assist the department coordinator in the development of course and instructional objectives.
2. Assist the department coordinator with the development of department objectives.
3. Assist the department coordinator with the development and improvement of the curriculum.
4. Assist the department coordinator with the selection of textbooks and materials related to the courses taught.
5. Make recommendations to the department coordinator or guidance department regarding student placement.
6. Attend department meetings as scheduled.
7. Assist fellow instructional staff members with improvement of teaching methodologies.

Hononegah

Teacher Evaluation

The Thoughtful Classroom

Teacher Effectiveness Model



Assessment

1. **Unsatisfactory:** Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.
2. **Needs Improvement:** Initial Commitment to this dimension. The teacher is attempting to use relevant instructional practices, but they need further refinement and the teacher needs greater understanding of best practices and consequences of decisions. Attempts are made to use relevant practices, but they are not used consistently or coherently with sufficient follow through. Impact on student learning is only somewhat evident. With more consistent, long-term application of practices, the impact on student learning can be increased.
3. **Proficient:** Clear commitment to this dimension. The teacher applies relevant instructional practices that have mostly positive impact on student learning. Best practices are consistently applied with good results. Growth is still necessary in this dimension by refinement, practice, reflection and professional learning in order to strengthen the teacher's tools for approaching it and to provide more consistent results.
4. **Excellent:** Strong commitment to this dimension that shows expertise. The teacher applies relevant instructional practices and is able to adapt them to particular learning situations and can explain why they are making those choices. These choices have a positive impact on student learning.

Dimension One: Organization and Procedures

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

1.1 Organizing classroom space (e.g. seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives.

1.2 Keeping the flow of activities in the classroom moving smoothly.

1.3 Establishing a manageable set of rules and procedures and communicating with students about them (e.g., posting them, modeling them, explaining the rationale behind them, discussing them, refining as needed).

1.4 Providing clear directions for classroom tasks using a variety of modalities (e.g. verbal, visual, physical demonstration).

1.5 Developing an effective plan for managing student behavior that includes positive and negative consequences and home involvement where appropriate and maintaining open communication with student and home.

1.6 Managing non-instruction duties (e.g. taking attendance, distributing materials) with a minimum of disruption.

EVIDENCE OF TEACHER COMMITMENT.....

ASSESS: *Praise...Probe...Propose:*

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Show respect for each other and the classroom.

Have access to necessary supplies and resources

Understand classroom rules and follow them

Make good use of their time.

Know what to do.

Dimension Two: Positive Relationships and Engagement

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

2.1 Communicating and maintaining a positive demeanor and enthusiasm for teaching, learning and quality work throughout lessons and units.

2.2 Differentiating instruction and assessment where necessary so students of all styles and ability levels can experience success.

2.3 Designing learning experiences that call for high levels of collaboration, discussion and interaction among students and that insist on mutual respect and support.

2.4 Engaging students in diverse forms of thinking (e.g. practical, analytical, creative) and encouraging students to develop their own perspectives and express and defend their opinions.

2.5 Using key “motivational levers” like controversy, choice, and competition to increase students’ commitment to learning.

2.6 Employing a wide variety of tools and strategies to keep teaching fresh and keep students engaged and on-task. (e.g. novelty, humor, variety, anecdote, surprise, drama, sensory/visual stimuli, analogy, allusion.

EVIDENCE OF TEACHER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Are respectful of each other and the teacher

Collaborate with each other

Participate in whole-class and small-group discussions/activities.

Display effort

Express their own interests, ideas and insights

Are on task

Dimension Three: Establishing a Culture of Thinking and Learning

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

3.1 Challenging students with appropriately rigorous texts and/or content and equipping them with the skills they need to handle appropriately rigorous content.

3.2 Engaging students in extended, higher-order thinking challenges where appropriate (e.g. inquiry, investigation, problem-based learning, research projects, technology based learning.)

3.3 Encouraging students to use critical academic vocabulary in their speaking and writing and to support their written and spoken ideas with evidence.

3.4 Probing extending and clarifying student responses using effective questioning techniques, discussion, dialogues, role play, written tools.

3.5 Teaching students how to use strategies on their own, as tools and frameworks for thinking and learning.

EVIDENCE OF TEACHER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Use thinking and learning strategies

Support their thinking with evidence

Use academic vocabulary

Ask meaningful questions

Apply technology in meaningful ways

Exhibit habits of mind to work through problems (e.g. persist, question, clarify, think flexibly)

Dimension Four: Preparing Students for Learning

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

- 4.1 Selecting relevant standards and targets that are appropriate to the content and grade level.
- 4.2 Acquiring and demonstrating thorough knowledge of content to be delivered.
- 4.3 Using essential questions to guide learning and promote deeper thinking.
- 4.4 Assessing students’ background knowledge, skill levels and interests relative to learning goals and beginning lessons and units with engaging activities or questions that capture student interest and activate prior knowledge.
- 4.5 Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content.
- 4.6 Helping students develop understanding of the products, performances and tasks that will demonstrate what they have learned (e.g. providing models of high-quality work, rubrics, checklists, etc.).
- 4.7 Designing lessons and units around the way the content is organized and breaking the content up into manageable chunks (e.g. topic-subtopic, cycle, steps and procedures, etc.)

EVIDENCE OF TEACHER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

- Students...
- Understand/restate the learning goals in their own words
 - Ask questions about learning goals
 - Know what they have to produce and what is expected of them
 - Call up their prior knowledge
 - Generate questions about content
 - Understand the plan for learning
 - Think, discuss, conjecture, probe, clarify, correct, hypothesize

Dimension Five: Presenting Learning

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

5.1 Using a variety of presentation techniques (e.g. lecture, visuals, drama, multi-media, imagery) to make lessons vivid and memorable when presenting declarative information.

5.2 Using modeling samples and think-aloud to help students understand the thinking skills, processes and procedures they will need to master when presenting procedural information.

5.3 Demonstrating high-quality communication skills (e.g. expressive language, rich vocabulary, proper usage).

5.4 Using questions or response techniques (e.g. signaling, surveying, whiteboards, think-Pair-Share, provisional writing) to check for understanding in real time.

5.5 Making use of outside resources (e.g. field trips, guest speakers, audio and video resources, technology) to make learning authentic.

5.6 Helping students assemble big ideas and important details through note-making, summarizing, graphic organizers and/or other forms of linguistic and nonlinguistic representation.

EVIDENCE OF TEACHER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Actively process new content (e.g. take notes, ask questions, use whiteboards or writing, talk to a classmate)

Are able to identify big ideas and important details and summarize the learning

Communicate about their learning

Can answer questions about their learning

Dimension Six: Deepening Learning

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

6.1 Identifying critical steps in the learning sequence, establishing targets that students must achieve at each step and using a variety of formative assessment activities to help students assess their progress toward the targets.

6.2 Engaging students in regular content-based production (e.g. writing, performing, lab work) that helps them clarify their thinking and deepen their understanding.

6.3 Building in periodic review and guided practice opportunities to help students master key skills and content.

6.4 Providing clear and descriptive feedback to help students refine their use of key skills and/or deepen their comprehension.

6.5 Using grouping to maximize student learning (heterogeneous, homogeneous, ability level, interest, learning styles, etc.)

6.6 Providing students with a wide variety of resources to practice and enhance learning (e.g. hands-on, technology, purposeful homework, questions and discussion).

EVIDENCE OF TEACHER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...Are able to distinguish between what they know and don't know and what they need to work on

Practice and rehearse

Use writing and thinking strategies

Display effort

Use feedback (what they see, hear) to assess and modify performance

Discuss, explain, conjecture, clarify, correct

Dimension Seven: Applying and Reflecting On Learning

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

7.1 Aligning formative and summative assessments with learning goals and targets and differentiating them where appropriate for individual student needs and interests.

7.2 Designing culminating assessments that require students to transfer/demonstrate their learning in meaningful ways (e.g. research projects with relevance beyond the classroom, presenting findings, identifying ideas, writing, performing, and speaking).

7.3 Designing tasks around the kind of writing and production required for college and career readiness (argument, informative and narrative writing, multiple choice, essay and short answer testing skill, reading and summation skills).

7.4 Equipping students with the knowledge and skills they will need to complete tasks and self-assess (e.g. examining rubrics, models, planning tools, clear directions, avoiding common mistakes).

7.5 Creating an environment that takes metacognition-thinking about thinking-seriously.

7.6 Providing students with opportunities to look back on the content so they can make generalizations, develop new insights, improve their performance, close gaps and determine future goals and challenges.

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Plan out their work

Analyze and revise their own work to improve its quality and incorporate feedback

Use rubrics checklists and planning strategies

Develop meaningful products they can present and explain

Compare their performance to a standard or to previous performances

Talk about the learning process

Assess their own performance

Dimension Eight: Professional Practice

Which indicators are evident? REMEMBER: Quality does not mean addressing all indicators and what is most appropriate will vary with the experience of the teacher.

8.1 Self –assessing and working to improve his or her own classroom practice.

8.2. Seeking out purposeful professional development and continuous learning opportunities (conferences, classes, professional memberships, online communities, graduate degrees, advanced or specialized certifications).

8.3 Working with colleagues to improve practice throughout the building as part of a professional learning community.

8.4 Maintaining communication with the school community (e.g. administrators, teachers, parents, students).

8.5 Assuming appropriate leadership roles (e.g. mentor instructional coach, teacher-leader, content team leader, committee leader, or presenter).

8.6 Helping maintain and build a positive school culture (e.g. through athletic coaching, volunteerism, club work, writing recommendations, committee work, attending events, student recognition and other forms of non-required participation or contribution).

8.7 Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district and state including attendance that complies with contract.

EVIDENCE OF TEACHER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Pre-Observation Form

A. Date of Formal Observation:

B. Possible items to be discussed during Pre-Conference: guiding question, understanding of dimensions, professional practice, lesson to be observed, feedback from informal observation(s), proposed times for formal observations.

C. Tentative Draft of Lesson to be Observed: should be emailed to administrator within a day or two of formal observation, and final copy provided by time of observation. If outline is ready, it may be provided and discussed at the pre-conference.

D. Guiding Questions that *may* be addressed by discussion or evidence.

Dimension 1: What do your classroom rules and procedures look like? How do you communicate them to students and parents? How do you adjust and modify for exceptions?

Dimension 2: What do you do to create positive relationships with students? What do you do to help students create positive relationships with each other? How do you design instruction so that students are motivated and engaged?

Dimension 3: What strategies do you use to encourage discussion, reflection and critical thinking where appropriate? How do you use technology to extend thinking and mastery? How do you establish appropriate levels of rigor?

Dimension 4: How do your learning goals match the content team, state or national standards in your subject area? What is the context of this lesson (essential questions, timing, background knowledge/skills necessary)?

Dimension 5: Will you be presenting new learning?

If so, how will you prepare students for new learning and make connections to old learning? What presentation methods will you be using? How will you check for understanding?

Dimension 6: Will you be deepening learning previously presented?

What will you do to help students solidify their understanding? What will you do to help students practice and check grasp of new content?

Dimension 7: Will you be applying and reflecting on learning?

What will you do to have students demonstrate their learning? What criteria will you use to evaluate progress? What will you do to help students assess their own progress?

Dimension 8: What is the role of your content teams in your instructional growth? What do you see as your next steps/goals to achieve professional growth? What professional accomplishments, recognition, or growth do you wish to celebrate?

D. Post Observation Conference – The purpose of the post-observation conference is to review and discuss the teacher’s performance in relation to the evaluation framework and the teacher’s pre-conference goals and objectives. The content of the conversations resulting from the post- conference may be included in the written report.

Items which *may* be discussed during the post-observation conference include:

Dimension 1: If any, what role did your classroom rules and procedures play in the lesson observed? Were any adjustments to rules or procedures made during the course of the lesson? If so, why?

Dimension 2: In designing and delivering the lesson, what worked well to allow for student engagement? And why?

Dimension 3: What strategies in the lesson were used to encourage reflection, critical thinking and rigor?

Dimension 4: Of the various goals set for this lesson, how were these addressed during the implementation of the lesson?

Dimension 5: Did this lesson contain new learning? If so, how did you connect it to previous learning?

Dimension 6: What did you do during the lesson or what do you plan to do in future lessons to check and solidify student understanding of the content?

Dimension 7: What did you do during the lesson to formally or informally assess student progress? How will you be assessing or evaluation student progress in the near future as it pertains to this lesson?

Dimension 8: As you reflect on your lesson, how will you bring this experience back to your content area team to enhance your own teaching and the overall content team process? What will you do next to continue to grow as an educator?

JOB DESCRIPTION

School Counselor

PERFORMANCE RESPONSIBILITIES:

1. Registers students, aiding them in course and subject selection.
2. Obtains and disseminates occupational information to students and to classes studying occupations.
3. Assists students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data.
4. Works to discover and develop special abilities of students.
5. Works to resolve students' educational handicaps.
6. Registers students new to the school and orients them to school procedures and the school's varied opportunities for learning.
7. Works to prevent students from dropping out of school.
8. Helps students evaluate career interests and choices.
9. Guides students in their participation in school and community activities.
10. Maintains student records and protects their confidentiality.
11. Supervises the preparation and processing of college, scholarship and employment applications.
12. Makes recommendations to colleges for admissions and scholarships.
13. Provides student information to colleges and potential employers according to provisions of the Board's policy on student records.
14. Confers with parents whenever necessary.
15. Assists in the orientation of new faculty members.
16. Works with teachers and other staff members to familiarize them with the general range of services offered by the Guidance and Career Planning Department.
17. Advises administrators and faculty on matters of student discipline.
18. Takes an active role in interpreting the school's objectives to students, parents, and the community at large.
19. Interprets the guidance program to the community.
20. Arranges for tutors and summer school work.
21. Provides financial aid information to students and parents.
22. Coordinates testing for students including: ACT, PSAT, NMSQT, AP.

Hononegah School Counselor Evaluation

The Thoughtful Classroom
Teacher Effectiveness Model



Assessment

1. **Unsatisfactory:** Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.
2. **Needs Improvement:** Initial Commitment to this dimension. The school counselor is attempting to use relevant school counseling practices, but they need further refinement and the school counselor needs greater understanding of best practices and consequences of decisions. Attempts are made to use relevant practices, but they are not used consistently or coherently with sufficient follow through. Impact on student learning is only somewhat evident. With more consistent, long-term application of practices, the impact on student learning can be increased.
3. **Proficient:** Clear commitment to this dimension. The school counselor applies relevant school counseling practices that have mostly positive impact on student learning. Best practices are consistently applied with good results. Growth is still necessary in this dimension by refinement, practice, reflection and professional learning in order to strengthen the school counselor's tools for approaching it and to provide more consistent results.
4. **Excellent:** Strong commitment to this dimension that shows expertise. The school counselor applies relevant school counseling practices and is able to adapt them to particular learning situations and can explain why they are making those choices. These choices have a positive impact on student learning.

Dimension One: Organization and Procedures

Which indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

- 1.1 Managing time to include individual student planning, responsive services, system support, and developmental counseling curriculum activities.
- 1.2 Keeping the flow of activities in the session/lesson moving smoothly.
- 1.3 Preparing a counseling calendar reflecting appropriate time commitments and priorities within a comprehensive developmental school counseling program.
- 1.4 Maintaining adequate safeguards for the privacy and confidentiality of information.
- 1.5 Informing students of their ethical rights and the limitations of the counseling relationship and of confidentiality.
- 1.6 Following State and federal laws, including the School Code, the Mental Health and Developmental Disabilities Code, the Illinois School Student Records Act [105 ILCS 10] and the Family Educational Rights and Privacy Act (FERPA; 20 USC 1232g).
- 1.7 Managing non-counseling duties (e.g. student appointments, paperwork requirements, computer tasks) effectively.

EVIDENCE OF SCHOOL COUNSELOR COMMITMENT.....

ASSESS: *Praise...Probe...Propose:*

POTENTIAL IMPACT ON STUDENT LEARNING

- Students... over time...
- Show respect for the counseling process
- Have access to necessary resources
- Understand counseling services provided
- Know how to access resources and services

Dimension Two: Positive Relationships and Engagement

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

2.1 Communicating and maintaining a positive demeanor and enthusiasm for teaching, learning and quality work throughout counseling activities.

2.2 Incorporating an approach to social and cultural diversity that is equitable for all students.

2.3 Adopting intervention skills appropriate to the specific needs of the student.

2. Enabling students to acquire knowledge of their personal strengths, assets, personal values, beliefs, and attitudes

2.5 Helping students develop and evaluate personal goals, educational and career plans.

2.6 Developing rapport with other stakeholders (e.g., teachers, parents, administrators) who support students in reaching educational goals.

EVIDENCE OF SCHOOL COUNSELOR COMMITMENT.....

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Are respectful of each other and the counselor

Participate in whole-class and individual counseling discussions/activities

Display interest in developing personal, academic and career goals

Express their own interests, ideas and insights

ASSESS: Praise...Probe...Propose:

Dimension Three: Establishing a Culture of Thinking and Learning

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

3.1 Developing, organizing, and implementing the counseling curriculum around the personal/social, career/vocational, and academic/educational domains and their goals.

3.2 Providing activities that establish, maintain, and enhance the developmental school counseling program as well as other educational programs.

3.3 Identifying student achievement competencies and implementing activities and processes to assist students in achieving these competencies.

3.4 Designing, implementing, monitoring, and evaluating a comprehensive developmental school counseling program with an awareness of the various systems affecting students, parents, and school faculty and staff.

3.5 Teaching students how to use strategies on their own, as tools and frameworks for thinking and learning as they apply to the academic, career and social/emotional domains.

EVIDENCE OF SCHOOL COUNSELOR COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Use thinking and learning strategies

Support their thinking with evidence

Ask meaningful questions

Exhibit habits of mind to work through problems (e.g. persist, question, clarify, think flexibly)

Dimension Four: Academic Development

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

4.1 Implementing strategies and activities that enhance students' academic development.

4.2 Providing students across grade levels with academic assistance to overcome barriers to academic growth and achievement.

4.3 Working collaboratively with all school personnel to insure student academic achievement.

4.4 Initiating interventions that maximize learning and motivating students to learn and achieve.

4.5 Applying knowledge about individual appraisal by using tests and non-test information to help students assess their abilities, interests, skills, and achievements to develop short- and long-range plans.

4.6 Providing individual advisement to students to enhance and to acquire the skills to set and achieve academic goals.

EVIDENCE OF SCHOOL COUNSELOR COMMITMENT.....

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Assume responsibility and work independently towards meeting academic goals established through school counseling process

Are able to identify positive academic and behavior strategies to enhance and support learning

Communicate need for additional academic support

Can answer questions about their academic plan

ASSESS: Praise...Probe...Propose:

Dimension Five: Career Development

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

- 5.1 Integrating career and counseling theories into a comprehensive approach to career counseling.
- 5.2 Enhancing students' self-awareness through individual appraisal, appropriate career information, course selection alternatives, and career exploration activities.
- 5.3 Helping students develop skills in locating, evaluating, and interpreting career information.
- 5.4 Guiding students in the use of career resources such as occupational and labor market information, visual and printed media, computer-based career systems, electronic systems, and the use of the internet.
- 5.5 Assisting students to identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goal-setting strategies.

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Articulate career plans/goals

Ask questions about career plans/goals

Utilize career exploration resources

Understand the relationship between career and academic plans/goals

EVIDENCE OF SCHOOL COUNSELOR COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Dimension Six: Social Emotional Development

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

6.1 Enabling students to acquire knowledge of their personal strengths, assets, personal values, beliefs and attitudes to support school success.

6.2 Assisting students with maintaining healthy relationships.

6.3 Helping students identify and express feelings.

6.4 Helping students understand the consequences of decisions and choices.

6.5 Providing resources to students in need of additional help.

6.6 Counseling students on personal and social issues and facilitating development of long and short term goals.

EVIDENCE OF SCHOOL COUNSELOR COMMITMENT.....

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Identify personal strengths, assets, beliefs and/or attitudes

Understand the consequences of choices

Have access to resources for additional help

Discuss and ask questions about personal and/or social issues

ASSESS: Praise...Probe...Propose:

Dimension Seven: Consultation and Program Development

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

7.1 Providing a multi-dimensional approach to consultation in academic/educational, personal/social, career/vocational, and other developmental areas.

7.2 Participating in multi-disciplinary team meetings and demonstrating the ability to make appropriate referrals to outside agencies and other student service providers within the school system.

7.3 Consulting with parents, teachers, student services staff, other educators, and community agencies regarding strategies for helping students.

7.4 Using data from multiple sources, including surveys, interviews, focus groups, and needs assessments, to enhance students' outcomes.

7.5 Designing, implementing and monitoring a comprehensive developmental school counseling program with an awareness of the various systems affecting students, parents, and school faculty and staff.

7.6 Using various strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

EVIDENCE OF SCHOOL COUNSELOR COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Receive services supported by consultative and collaborative efforts

Realize academic, career and/ or social/emotional success and improvement through the implementation of the comprehensive school counseling services

Dimension Eight: Professional Practice

Which indicators are evident? REMEMBER: Quality does not mean addressing all indicators and what is most appropriate will vary with the experience of the school counselor.

8.1 Self –assessing and working to improve his or her own counseling practice.
8.2. Seeking out purposeful professional development and continuous learning opportunities (conferences, classes, professional memberships, online communities, graduate degrees, advanced or specialized certifications).
8.3 Working with colleagues to improve practice throughout the building as part of a professional learning community.
8.4 Maintaining communication with the school community (e.g. administrators, teachers, parents, students.)
8.5 Assuming appropriate leadership roles (e.g. mentor instructional coach, teacher-leader, content team leader, committee leader, or presenter).
8.6 Helping maintain and build a positive school culture (e.g. through athletic coaching, volunteerism, club work, writing recommendations, committee work, attending events, student recognition and other forms of non-required participation or contribution).
8.7 Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district and state including attendance that complies with contract.

EVIDENCE OF SCHOOL COUNSELOR COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Date for observation will be set via email or personal contact before the pre-conference. Rough draft of session/ lesson to be observed should be available for discussion at the pre-conference.

Pre-Observation Form

A. Date of Formal Observation:

B. Possible items to be discussed during Pre-Conference: guiding question, understanding of dimensions, professional practice, lesson/session to be observed, feedback from informal observation(s), proposed times for formal observations.

C. Tentative Draft of Session/Lesson to be Observed: should be emailed to administrator within a day or two of formal observation, and final copy provided by time of observation. If outline is ready, it may be provided and discussed at the pre-conference.

D. Guiding Questions that *may* be addressed by discussion or evidence.

Dimension 1: What do your individual and group guidelines and procedures look like? How do you communicate them to students and parents? How do you adjust and modify for exceptions?

Dimension 2: What do you do to create positive relationships with students? What do you do to help students create positive relationships with each other? How do you design academic, career and/or social emotional strategies so that students are motivated and engaged in the counseling process?

Dimension 3: What strategies do you use to encourage discussion, reflection and critical thinking where appropriate?

Dimension 4: How do you stay current with your knowledge and skill in implementing the academic domain of the school counseling programs and strategies with students? How do you assess the effectiveness?

Dimension 5: How do you stay current with your knowledge and skill in implementing the career domain of the school counseling program and strategies with students? How do you assess the effectiveness?

Dimension 6: How do you stay current with your knowledge and skill in implementing the social emotional domain of the school counseling program and strategies with students? How do you assess the effectiveness?

Dimension 7: Can you describe a relatively recent occurrence of when you engaged in a consultative relationship or new or existing counseling program component to support at student? What strategies did you use to support the student's progress and success? How will you evaluate the student's success?

Dimension 8: What is the role of the Guidance and Career Planning (GCP) team in your professional growth? What do you see as your next steps/goals to achieve professional growth? What professional accomplishments, recognition, or growth do you wish to celebrate?

D. Post Observation Conference – The purpose of the post-observation conference is to review and discuss the school counselor’s performance in relation to the evaluation framework and the school counselor’s pre-conference goals and objectives. The content of the conversations resulting from the post-conference may be included in the written report.

Items which *may* be discussed during the post-observation conference include:

Dimension 1: If any, what role did your individual and group guidelines play in the counseling session/lesson observed? Were any adjustments to guidelines made during the course of the session/lesson? If so, why?

Dimension 2: In designing and delivering of services, what worked well to allow for student engagement? And why?

Dimension 3: What counseling or behavior strategies were used to encourage discussion, reflection, and critical thinking?

Dimension 4: Of the various goals set for the school counseling academic domain, how were these addressed during the implementation of the services? Did you utilize any specific new or existing strategies? If so, why?

Dimension 5: Of the various goals set for the school counseling career domain, how were these addressed during the implementation of the services? Did you utilize any specific new or existing strategies? If so, why?

Dimension 6: Of the various goals set for the school counseling social emotional domain, how were these addressed during the implementation of the services? Did you utilize any specific new or existing strategies? If so, why?

Dimension 7: What did you do during the delivery of services that related to consultative relationships or the overall counseling program development? How did these services impact the student or students receiving the services?

Dimension 8: As you reflect on your delivery of services, how will you bring this experience back to the GCP team to enhance your own professional practice and the GCP team process? What will you do next to continue to grow as a school counselor?

Informal Observation Notes: *Note: it is not expected that every competency be observed during any observation. Data collected will add to a pool of evidence. School counselors will receive a copy of this form and any other data gathered within 5 school days. If evidence gathered during the informal indicates that the school counselor is in danger of receiving less than a proficient rating, it will be brought to the school counselor's attention during this time.*

Possible Evidence Observed may include....

___ 1.2 Keeping the flow of activities in the session/lesson moving smoothly

___ 2.1 Communicating and maintaining a positive demeanor and enthusiasm for teaching, learning and quality work throughout counseling activities

___ 3.1 Developing, organizing, and implementing the counseling curriculum around the personal/social, career/vocational, and academic/educational domains and their goals

___ 4.3 Working collaboratively with all school personnel to insure student academic achievement

___ 4.6 Providing individual advisement to students to enhance and to acquire the skills to set and achieve academic goals

___ 5.2 Enhancing students' self-awareness through individual appraisal, appropriate career information, course selection alternatives, and career exploration activities

___ 5.3 Helping students develop skills in locating, evaluating, and interpreting career information

___ 5.5 Assisting students to identify and understand their abilities, interests, problem-solving abilities, aptitudes, and goal-setting strategies

___ 6.5 Providing resources to students in need of additional help

___ 6.6 Counseling students on personal and social issues and facilitating development of long and short term goals

___ 7.2 Participating in multi-disciplinary team meetings and demonstrating the ability to make appropriate referrals to outside agencies and other student service providers within the school system

___ 7.3 Consulting with parents, teachers, student services staff, other educators, and community agencies regarding strategies for helping students

Students...over time...

___ Have access to necessary resources

___ Participate in group and individual counseling discussions/activities

___ Ask meaningful questions

___ Are able to identify positive academic and behavior strategies to enhance and support learning

___ Assume responsibility and work independently towards meeting goals established through the school counseling process

___ Communicate need for additional support

Other/Notes:

___ Nothing in the visit indicated school counselor was in danger of receiving an unsatisfactory/needs improvement rating.

Evaluator: _____

Date of Informal: _____

JOB DESCRIPTION

School Social Worker

PERFORMANCE RESPONSIBILITIES:

1. Consults with school administrators, teachers and other staff in the area of social or personal difficulties of his/her students.
2. Assists in identifying children and their families that may need social service assistance: i.e. health, special educational needs, personal or environmental needs.
3. Assists teachers and staff in conjunction with behavior modification implementation in the classroom when requested to do so.
4. Engages in classroom observation of children to assist in identifying problem areas or in forming a treatment plan, when necessary.
5. Takes an active part in staffing and/or conferences. Assists special education staff in diagnosis, treatment planning, and goal setting and recording of services provided each student using the Individual Education Plan form, when the need for social services is indicated.
6. Cooperates with and assists the School Counselor and other staff in initiating and implementing special programs or seminars when necessary or required; i.e., sex education or drug abuse programs.
7. Provides individual or group counseling to an individual child and his/her teachers when a crisis or difficulty in school indicates the need for social service assistance (include record keeping of treatment plan, goal setting and end of the year reports).
8. Sees the individual student on an individual or group basis weekly or monthly as indicated by the nature of the difficulty, i.e., truancy, conduct problems, difficulty with peer relationships or personal crisis.
9. If necessary, arranges for home visits with the student's family to obtain pertinent background information and developmental history to be used in developing diagnostic and therapeutic goals.
10. Works with parents toward positive school adjustment of the child and assists the parents, when necessary, in solving home problems that affect the child's school performance.
11. Maintains case records and files.
12. Works with teachers, staff, students and families in special crisis situations, i.e. death, illness, fire, divorce, job loss, child abuse, etc.
13. Attends social work conferences, lectures and workshops in the area of school social work and other related fields-regional and statewide-to aid in the professional development of the social worker enabling him/her to better serve the school district.
14. Maintains a high level of ethical behavior and confidentiality of information about students

Hononegah School Social Worker Evaluation

The Thoughtful Classroom
Teacher Effectiveness Model



Assessment

1. **Unsatisfactory:** Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.
2. **Needs Improvement:** Initial Commitment to this dimension. The school social worker is attempting to use relevant professional or counseling practices, but they need further refinement and the school social worker needs greater understanding of best practices and consequences of decisions. Attempts are made to use relevant practices, but they are not used consistently or coherently with sufficient follow through. Impact on student learning is only somewhat evident. With more consistent, long-term application of practices, the impact on student learning can be increased.
3. **Proficient:** Clear commitment to this dimension. The school social worker applies relevant professional or counseling practices that have mostly positive impact on student learning. Best practices are consistently applied with good results. Growth is still necessary in this dimension by refinement, practice, reflection and professional learning in order to strengthen the school social worker's tools for approaching it and to provide more consistent results.
4. **Excellent:** Strong commitment to this dimension that shows expertise. The school social worker applies relevant professional or counseling practices and is able to adapt them to particular learning situations and can explain why they are making those choices. These choices have a positive impact on student learning.

Dimension One: Organization and Procedures

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

1.1 Organizing office space (e.g. seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives.

1.2 Keeping the flow of activities in the session moving smoothly.

1.3 Establishing a manageable set of office rules and procedures and communicating with students about them (e.g., posting them, modeling them, explaining the rationale behind them, discussing them, refining as needed).

1.4 Developing an effective plan for managing student behavior in office area that includes positive and negative consequences and communicating with parents if needed.

1.5 Managing non-counseling duties (e.g. student appointments, paperwork requirements, computer tasks) effectively.

EVIDENCE OF SCHOOL SOCIAL WORKER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students... over time...

Show respect for the counseling process

Have access to necessary resources

Understand social work services provided

Know how to access resources and services

Dimension Two: Positive Relationships and Engagement

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

2.1 Communicating and maintaining a positive demeanor and enthusiasm in the workplace environment.

2.2 Facilitating a learning community in which individual differences are respected.

2.3 Designing experiences through mentor training, group work and individual counseling that involve collaboration, discussion and interaction among students, and that insist on mutual respect and support.

2.4 Engaging students in counseling activities to promote relationship building.

2.5 Utilizing students' diversity to enrich the educational experiences of all students.

2.6 Employing a wide variety of techniques to keep students engaged in the counseling process.

EVIDENCE OF SCHOOL SOCIAL WORKER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Are respectful of each other and the social worker

Participate in group and individual social work discussions/activities

Display interest in achieving goals defined through the social work process

Express their own interests, ideas and insights

Dimension Three: Establishing a Culture of Thinking and Learning

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

3.1 Encouraging the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.

3.2 Analyzing educational environments and working effectively to create/enhance a supportive learning climate.

3.3 Developing strategies to encourage motivation and engagement through mutual respect and cooperation.

3.4 Promoting the effective utilization of school social work services.

3.5 Promoting understanding of factors that affect the educational environment and facilitate systems improvement.

EVIDENCE OF SCHOOL SOCIAL WORKER COMMITMENT.....

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Use thinking and learning strategies

Support their thinking with evidence

Ask meaningful questions

Exhibit habits of mind to work through problems (e.g. persist, question, clarify, think flexibly)

ASSESS: Praise...Probe...Propose:

Dimension Four: Assessment and Evaluation

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

- 4.1 Designing services based upon knowledge of the educational setting as well as information about the student, families and community.
- 4.2 Assisting in establishing expectations for student learning consistent with student’s strengths and educational systems goals.
- 4.3 Appropriately using a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments, to evaluate the understanding, progress, and performance of students in the school environment.
- 4.4 Conducting diagnostic assessments and participating in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.
- 4.5 Using assessment and evaluation results to make appropriate interventions, including recommendations for eligibility and placement.
- 4.6. Involving students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.
- 4.7 Informing parents/guardians of their rights and the rights of students regarding assessment.
- 4.8 Gathering and interpreting appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect student’s learning.

EVIDENCE OF SCHOOL SOCIAL WORKER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

- Students...over time...
- Participate in assessment and planning activities
- Ask questions about activities
- Understand how assessment relates to establishing goals

Dimension Five: Delivery of Services

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

EVIDENCE OF SCHOOL SOCIAL WORKER COMMITMENT.....

5.1 Selecting and applying the most appropriate methods of intervention to enhance students' educational experience.

5.2 Providing individual, group, and/or family counseling and other services to enhance success in the educational process.

5.3 Providing crisis intervention counseling and other services to the school community.

5.4 Providing consultation to teachers, administrators, parents, and community agencies.

5.5 Initiating referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

5.6 Mobilizing the resources of the school and community to meet the needs of children and their families.

5.7 Initiating reports of suspected child abuse and neglect to the State's child welfare agency.

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Assume responsibility and work independently towards meeting goals established through the social work process

Are able to identify positive academic and behavior strategies to enhance and support learning

Communicate need for additional support

Can answer questions about their support services

ASSESS: Praise...Probe...Propose:

**EVIDENCE OF SCHOOL SOCIAL WORKER
COMMITMENT.....**

**Dimension Six: Consultation and Collaborative
Relationships**

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

6.1 Initiating, developing and implementing consultative relationships.

6.2 Modeling and promoting ethical practices for confidential communication.

6.3 Collaborating with colleagues, parents/guardians, and community personnel about students' needs.

6.4 Encouraging relationships among colleagues to promote a positive learning environment.

6.5 Participating in collaborative decision-making and problem-solving to promote students' success.

6.6 Facilitating a collaborative relationship between general and special education systems to promote a unified system of education.

6.7 Modeling and promoting effective communication among group members or between groups.

6.8 Using a variety of effective communication modes with diverse target groups.

6.9 Assisting mandated reporters of child abuse and neglect in relaying and documenting information to the State's child welfare agency.

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Receive services supported by consultation and collaboration

Achieve goals supported by collaborative relationships

Dimension Seven: Advocacy and Facilitation

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

- 7.1 Working to empower students, their families, educators and others to gain access to and effectively use school and community resources.
- 7.2 Identifying areas of need and accessing or creating resources and services.
- 7.3 Making referrals to community and school resources.
- 7.4 Advocating for students with other members of the educational community to enhance students' functioning in the learning environment.
- 7.5 Supporting students' transitions across environments.
- 7.6 Using research and technologies to help students, families, school and community to access resources.

POTENTIAL IMPACT ON STUDENT LEARNING

- Students...over time...
- Have access to school and community resources
- Talk about available resources and the impact on their progress
- Ask questions about available resources

EVIDENCE OF SCHOOL SOCIAL WORKER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Dimension Eight: Professional Practice

Which indicators are evident? REMEMBER: Quality does not mean addressing all indicators and what is most appropriate will vary with the experience of the social worker.

8.1 Self-assessing and working to improve his or her own social work practice.

8.2. Seeking out purposeful professional development and continuous learning opportunities (conferences, classes, professional memberships, online communities, graduate degrees, advanced or specialized certifications).

8.3 Working with colleagues to improve practice throughout the building as part of a professional learning community.

8.4 Maintaining communication with the school community (e.g. administrators, teachers, parents, students).

8.5 Assuming appropriate leadership roles (e.g. mentor instructional coach, teacher-leader, content team leader, committee leader, or presenter).

8.6 Helping maintain and build a positive school culture (e.g. through athletic coaching, volunteerism, club work, writing recommendations, committee work, attending events, student recognition and other forms of non-required participation or contribution).

8.7 Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district and state including attendance that complies with contract.

EVIDENCE OF SCHOOL SOCIAL WORKER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Date for observation will be set via email or personal contact before the pre-conference. Rough draft of session/ lesson to be observed should be available for discussion at the pre-conference.

Pre-Observation Form

A. Date of Formal Observation:

B. Possible items to be discussed during Pre-Conference: guiding question, understanding of dimensions, professional practice, lesson/session to be observed, feedback from informal observation(s), proposed times for formal observations.

C. Tentative Draft of Session/Lesson to be Observed: should be emailed to administrator within a day or two of formal observation, and final copy provided by time of observation. If outline is ready, it may be provided and discussed at the pre-conference.

D. Guiding Questions that *may* be addressed by discussion or evidence.

Dimension 1: What do your individual and group guidelines and procedures look like? How do you communicate them to students and parents? How do you adjust and modify for exceptions?

Dimension 2: What do you do to create positive relationships with students? What do you do to help students create positive relationships with each other? How do you design academic and behavior strategies so that students are motivated and engaged in the counseling process?

Dimension 3: What strategies do you use to encourage discussion, reflection and critical thinking where appropriate?

Dimension 4: How do you stay current with your changes in state and federal regulations? How do you assess the effectiveness of the school social work program?

Dimension 5: How do you stay current with changes to resources, both within and beyond the school?

Will you be implementing new or existing counseling techniques or strategies for an individual or group of students? What will that look like?

Dimension 6: How do you develop and implement consultative relationships?

Dimension 7: Can you describe a relatively recent occurrence of when you advocated for a student? How will you evaluate the student's success? What strategies do you use to help students advocate for themselves?

Dimension 8: What is the role of the Student Support Services (SSS) team in your professional growth? What do you see as your next steps/goals to achieve professional growth? What professional accomplishments, recognition, or growth do you wish to celebrate?

D. Post Observation Conference – The purpose of the post-observation conference is to review and discuss the school social worker’s performance in relation to the evaluation framework and the school social worker’s pre-conference goals and objectives. The content of the conversations resulting from the post-conference may be included in the written report.

Items which *may* be discussed during the post-observation conference include:

Dimension 1: If any, what role did your individual and group guidelines play in the counseling session observed? Were any adjustments to guidelines made during the course of the session? If so, why?

Dimension 2: In designing and delivering of services, what worked well to allow for student engagement? And why?

Dimension 3: What behavior strategies were used to encourage discussion, reflection, and critical thinking?

Dimension 4: Of the various goals set for the school social work program, how were these addressed during the implementation of the services?

Dimension 5: Did you utilize new or existing counseling techniques or strategies? If so, how was the student supported using these?

Dimension 6: What did you do during the delivery of services or what do you plan to do in the future to solidify consultative relationships?

Dimension 7: What did you do during the delivery of services to formally or informally assess student progress? How will you be assessing or evaluating student progress in the near future?

Dimension 8: As you reflect on your delivery of services, how will you bring this experience back to the SSS team to enhance your own professional practice and the SSS team process? What will you do next to continue to grow as a school social worker?

Informal Observation Notes: *Note: it is not expected that every competency be observed during any observation. Data collected will add to a pool of evidence. School social workers will receive a copy of this form and any other data gathered within 5 school days. If evidence gathered during the informal indicates that the school social worker is in danger of receiving less than a proficient rating, it will be brought to the school social worker's attention during this time.*

Possible Evidence Observed may include....

___ 1.2 Keeping the flow of activities in the session moving smoothly

___ 2.1 Communicating and maintaining a positive demeanor and enthusiasm in the workplace environment

___ 4.5 Using assessment and evaluation results to make appropriate interventions, including recommendations for eligibility and placement

___ 4.8 Gathering and interpreting appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect student's learning

___ 5.1 Selecting and applying the most appropriate methods of intervention to enhance students' educational experience

___ 5.2 Providing individual, group, and/or family counseling and other services to enhance success in the educational process

___ 5.4 Providing consultation to teachers, administrators, parents, and community agencies

___ 6.3 Collaborating with colleagues, parents/guardians, and community personnel about students' needs

___ 6.6 Facilitating a collaborative relationship between general and special education systems to promote a unified system of education
6.3 Building in periodic review and guided practice opportunities to help students master key skills and content

___ 7.1 Working to empower students, their families, educators and others to gain access to and effectively use school and community resources

___ 7.4 Advocating for students with other members of the educational community to enhance students' functioning in the learning environment

___ 7.6 Using research and technologies to help students, families, school and community to access resources

Students...over time...

___ Have access to necessary resources

___ Participate in group and individual social work discussions/activities

___ Ask meaningful questions

___ Are able to identify positive academic and behavior strategies to enhance and support learning

___ Assume responsibility and work independently towards meeting goals established through the social work process

___ Communicate need for additional support

Other/Notes:

___ Nothing in the visit indicated school social worker was in danger of receiving an unsatisfactory/needs improvement rating.

Evaluator: _____

Date of Informal: _____

JOB DESCRIPTION

School Psychologist

PERFORMANCE RESPONSIBILITIES:

1. Assesses strengths and weaknesses of referred students through appropriate testing and diagnostic practices.
2. Assesses and makes recommendations for all identified exceptional students on a re-evaluation schedule.
3. Helps identify within the school all types of exceptional children using the Consultation Team and case study process.
4. Maintains case records on all referred students in accordance with the Cooperative procedure and Rules and Regulations of Special Education.
5. Conducts individual or group therapy for children whose diagnosed problems would benefit from psychological counseling.
6. Confers with teachers and parents, when necessary, for the purpose of education and development of understanding.
7. Consults on educational needs of special students and makes recommendations for instructional program.
8. Conducts multi-disciplinary conferences for Initial Evaluations and Re-evaluations.
9. Serves as a consultant on mental health needs of students with teachers and other school personnel.
10. Interprets test results to school personnel, other concerned professionals, parents, and the student.
11. Prepares and submits required reports on evaluated students.
12. Attends case conferences on placement of individual students, when requested.
13. Participates in screening referrals via Consultation Team Process.
14. May participate in pre-school/Kindergarten screening.
15. Cooperates with personnel of community agencies, when necessary, to meet needs of student.
16. Attends staff, professional and interagency meetings.
17. Assists with in-service training of school personnel, when requested.
18. Maintains open communication and cooperates with District and Cooperative administration.
19. Follows the schedule as devised in conjunction with the Director of Special Education.
20. Develops his/her own professional growth through reading, workshops, in-services, conferences, and/or advanced coursework.
21. Maintains high level of ethical behavior and confidentiality of information about students
22. Performs other duties, as necessary, to provide psychology services as assigned by the Director of Special Education.

Hononegah School Psychologist Evaluation

The Thoughtful Classroom
Teacher Effectiveness Model



Assessment

1. **Unsatisfactory:** Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.
2. **Needs Improvement:** Initial Commitment to this dimension. The school psychologist is attempting to use relevant assessment and counseling practices, but they need further refinement and the school psychologist needs greater understanding of best practices and consequences of decisions. Attempts are made to use relevant practices, but they are not used consistently or coherently with sufficient follow through. Impact on student learning is only somewhat evident. With more consistent, long-term application of practices, the impact on student learning can be increased.
3. **Proficient:** Clear commitment to this dimension. The school psychologist applies relevant assessment and counseling practices that have mostly positive impact on student learning. Best practices are consistently applied with good results. Growth is still necessary in this dimension by refinement, practice, reflection and professional learning in order to strengthen the school psychologist's tools for approaching it and to provide more consistent results.
4. **Excellent:** Strong commitment to this dimension that shows expertise. The school psychologist applies relevant assessment and counseling practices and is able to adapt them to particular learning situations and can explain why they are making those choices. These choices have a positive impact on student learning.

Dimension One: Organization and Procedures

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

- 1.1 Organizing office space (e.g. seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives.
- 1.2 Keeping the flow of activities in the session moving smoothly.
- 1.3 Establishing a manageable set of guidance rules and procedures and communicating with students about them (e.g., posting them, modeling them, explaining the rationale behind them, discussing them, refining as needed).
- 1.4 Developing an effective plan for managing student behavior in office area that includes positive and negative consequences and communicating with parents if needed.
- 1.5 Managing non-counseling duties (e.g. student appointments, paperwork requirements, computer tasks) effectively.

POTENTIAL IMPACT ON STUDENT LEARNING

- Students... over time...
- Show respect for the assessment/counseling process
- Have access to necessary resources
- Understand school psychologist services provided
- Know how to access resources and services

EVIDENCE OF SCHOOL PSYCHOLOGIST COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Dimension Two: Positive Relationships and Engagement

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

2.1 Communicating and maintaining a positive demeanor and enthusiasm in the workplace environment.

2.2 Facilitating a learning community in which individual differences are respected.

2.3 Designing experiences through mentor training, group work and individual counseling that involve collaboration, discussion and interaction among students, and that insist on mutual respect and support.

2.4 Engaging students in counseling activities to promote relationship building.

2.5 Utilizing students' diversity to enrich the educational experiences of all students.

2.6 Employing a wide variety of techniques to keep students engaged in the counseling process.

EVIDENCE OF SCHOOL PSYCHOLOGIST COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Are respectful of each other and the school psychologist

Participate in group and individual discussions/activities

Display interest in achieving goals defined through the counseling process

Express their own interests, ideas and insights

Dimension Three: Establishing a Culture of Thinking and Learning

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

3.1 Encouraging the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.

3.2 Analyzing educational environments and working effectively to create/enhance a supportive learning climate.

3.3 Developing strategies to encourage motivation and engagement through mutual respect and cooperation.

3.4 Promoting the effective utilization of school psychological services.

3.5 Promoting understanding of factors that affect the educational environment and facilitate systems improvement.

3.6 Displaying accurate knowledge of the typical developmental characteristics of the age group.

EVIDENCE OF SCHOOL PSYCHOLOGIST COMMITMENT.....

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Use thinking and learning strategies

Support their thinking with evidence

Ask meaningful questions

Exhibit habits of mind to work through problems (e.g. persist, question, clarify, think flexibly)

ASSESS: Praise...Probe...Propose:

Dimension Four: Assessment and Evaluation

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

- 4.1 Designing services based upon knowledge of the educational setting as well as information about the student, families and community.
- 4.2 Appropriately using a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments, to evaluate the understanding, progress, and performance of students in the school environment.
- 4.3 Conducting diagnostic assessments, applying psychometric theory, and participating in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.
- 4.4 Articulating assessment findings in a manner that is understandable for the intended audience to make appropriate interventions, including recommendations for eligibility and placement.
- 4.5 Involving students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.
- 4.6 Following legal, regulatory, and ethical parameters in data based decision making as well as informing parents/guardians of their rights and the rights of students regarding assessment.
- 4.7 Gathering and interpreting appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect student's learning.

EVIDENCE OF SCHOOL PSYCHOLOGIST COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

- Students...over time...
- Participate in assessment and planning activities
- Ask questions about activities
- Understand how assessment relates to establishing goals

Dimension Five: Delivery of Services

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

5.1 Selecting and applying the most appropriate methods of intervention to enhance students' educational experience.

5.2 Providing individual or group counseling and other services to enhance success in the educational process.

5.3 Providing crisis intervention counseling and other services to the school community.

5.4 Providing consultation to teachers, administrators, parents, and community agencies.

5.5 Initiating referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.

5.6 Mobilizing the resources of the school and community to meet the needs of children and their families.

5.7 Initiating reports of suspected child abuse and neglect to the State's child welfare agency.

EVIDENCE OF SCHOOL PSYCHOLOGIST COMMITMENT.....

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Assume responsibility and work independently towards meeting goals established through school psychology process

Are able to identify positive academic and behavior strategies to enhance and support learning

Communicate need for additional support

Can answer questions about their support services

ASSESS: Praise...Probe...Propose:

Dimension Six: Consultation and Collaborative Relationships

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

- 6.1 Initiating, developing and implementing consultative relationships.
- 6.2 Modeling and promoting ethical practices for confidential communication.
- 6.3 Participating in system-wide decision-making that promotes effective services for students and their families.
- 6.4 Encouraging relationships among colleagues to promote a positive learning environment.
- 6.5 Participating in collaborative decision-making and problem-solving to promote students' success.
- 6.6 Facilitating a collaborative relationship between general and special education systems to promote a unified system of education.
- 6.7 Modeling and promoting effective communication among group members or between groups.
- 6.8 Using a variety of effective communication modes with diverse target groups.
- 6.9 Assisting mandated reporters of child abuse and neglect in relaying and documenting information to the State's child welfare agency.

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Receive services supported by consultation and collaboration

Achieve goals supported by collaborative relationships

EVIDENCE OF SCHOOL PSYCHOLOGIST COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Dimension Seven: Advocacy and Facilitation

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

7.1 Working to empower students, their families, educators and others to gain access to and effectively use school and community resources.

7.2 Identifying areas of need and accessing or creating resources and services.

7.3 Making referrals to community and school resources.

7.4 Advocating for students with other members of the educational community to enhance students' functioning in the learning environment.

7.5 Supporting students' transitions across environments.

7.6 Using research and technologies to help students, families, school and community to access resources.

EVIDENCE OF SCHOOL PSYCHOLOGIST COMMITMENT.....

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Have access to school and community resources

Talk about available resources and the impact on their progress

Ask questions about available resources

ASSESS: Praise...Probe...Propose:

Dimension Eight: Professional Practice

Which indicators are evident? REMEMBER: Quality does not mean addressing all indicators and what is most appropriate will vary with the experience of the school psychologist.

8.1 Self-assessing and working to improve his or her own school psychology practice.

8.2. Seeking out purposeful professional development and continuous learning opportunities (conferences, classes, professional memberships, online communities, graduate degrees, advanced or specialized certifications).

8.3 Working with colleagues to improve practice throughout the building as part of a professional learning community.

8.4 Maintaining communication with the school community (e.g. administrators, teachers, parents, students).

8.5 Assuming appropriate leadership roles (e.g. mentor instructional coach, teacher-leader, content team leader, committee leader, or presenter).

8.6 Helping maintain and build a positive school culture (e.g. through athletic coaching, volunteerism, club work, writing recommendations, committee work, attending events, student recognition and other forms of non-required participation or contribution).

8.7 Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district and state including attendance that complies with contract.

EVIDENCE OF SCHOOL PSYCHOLOGIST COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Pre-Observation Form

Date for observation will be set via email or personal contact before the pre-conference. Rough draft of session/ lesson to be observed should be available for discussion at the pre-conference.

A. Date of Formal Observation:

B. Possible items to be discussed during Pre-Conference: guiding question, understanding of dimensions, professional practice, lesson/session to be observed, feedback from informal observation(s), proposed times for formal observations.

C. Tentative Draft of Session/Lesson to be Observed: should be emailed to administrator within a day or two of formal observation, and final copy provided by time of observation. If outline is ready, it may be provided and discussed at the pre-conference.

D. Guiding Questions that *may* be addressed by discussion or evidence.

Dimension 1: What do your individual and group guidelines and procedures look like? How do you communicate them to students and parents? How do you adjust and modify for exceptions?

Dimension 2: What do you do to create positive relationships with students? What do you do to help students create positive relationships with each other? How do you design academic and behavior strategies so that students are motivated and engaged in the counseling process?

Dimension 3: What strategies do you use to encourage discussion, reflection and critical thinking where appropriate?

Dimension 4: How do you stay current with your knowledge and skill in using psychological instruments to evaluate students? How do you assess the effectiveness of the school psychology program?

Dimension 5: How do you stay current with changes to resources, both within and beyond the school?

Will you be implementing new or existing counseling techniques or strategies for an individual or group of students? What will that look like?

Dimension 6: How do you develop and implement consultative relationships?

Dimension 7: Can you describe a relatively recent occurrence of when you advocated for a student? How will you evaluate the student's success? What strategies do you use to help students advocate for themselves?

Dimension 8: What is the role of the Student Support Services (SSS) team in your professional growth? What do you see as your next steps/goals to achieve professional growth? What professional accomplishments, recognition, or growth do you wish to celebrate?

D. Post Observation Conference – The purpose of the post-observation conference is to review and discuss the school psychologist’s performance in relation to the evaluation framework and the school psychologist’s pre-conference goals and objectives. The content of the conversations resulting from the post-conference may be included in the written report.

Items which *may* be discussed during the post-observation conference include:

Dimension 1: If any, what role did your individual and group guidelines play in the counseling session observed? Were any adjustments to guidelines made during the course of the session? If so, why?

Dimension 2: In designing and delivering of services, what worked well to allow for student engagement? And why?

Dimension 3: What behavior strategies were used to encourage discussion, reflection, and critical thinking?

Dimension 4: Of the various goals set for the school psychology program, how were these addressed during the implementation of the services?

Dimension 5: Did you utilize new or existing counseling techniques or strategies? If so, how was the student supported using these?

Dimension 6: What did you do during the delivery of services or what do you plan to do in the future to solidify consultative relationships?

Dimension 7: What did you do during the delivery of services to formally or informally assess student progress? How will you be assessing or evaluating student progress in the near future?

Dimension 8: As you reflect on your delivery of services, how will you bring this experience back to the SSS team to enhance your own professional practice and the SSS team process? What will you do next to continue to grow as a school psychologist?

Informal Observation Notes: *Note: it is not expected that every competency be observed during any observation. Data collected will add to a pool of*

evidence. School psychologists will receive a copy of this form and any other data gathered within 5 school days. If evidence gathered during the informal indicates that the school psychologist is in danger of receiving less than a proficient rating, it will be brought to the school psychologist's attention during this time.

Possible Evidence Observed may include....

1.2 Keeping the flow of activities in the session moving smoothly

2.1 Communicating and maintaining a positive demeanor and enthusiasm in the workplace environment

4.1 Designing services based upon knowledge of the educational setting as well as information about the student, families and community

4.3 Conducting diagnostic assessments, applying psychometric theory, and participating in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents

4.4 Articulating assessment findings in a manner that is understandable for the intended audience to make appropriate interventions, including recommendations for eligibility and placement

4.7 Gathering and interpreting appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect student's learning

5.2 Providing individual or group counseling and other services to enhance success in the educational process

5.4 Providing consultation to teachers, administrators, parents, and community agencies

6.6 Facilitating a collaborative relationship between general and special education systems to promote a unified system of education

7.1 Working to empower students, their families, educators and others to gain access to and effectively use school and community resources

7.3 Making referrals to community and school resources

7.6 Using research and technologies to help students, families, school and community to access resources

Students...over time...

Have access to necessary resources

Participate in group and individual social work discussions/activities

Ask meaningful questions

Are able to identify positive academic and behavior strategies to enhance and support learning

Assume responsibility and work independently towards meeting goals established through the school psychology process

Communicate need for additional support

Other/Notes:

Nothing in the visit indicated school psychologist was in danger of receiving an unsatisfactory/needs improvement rating.

Evaluator: _____

Date of Informal: _____

JOB DESCRIPTION

School Librarian

1. Develops and administers a program which reflects the individual needs of the school.
2. Develops appropriate policies for an effective and efficient operation.
3. Utilizes materials and equipment to meet individual differences and abilities.
4. Has a thorough knowledge of resources and provides guidance in their use.
5. Helps students develop research and study skills.
6. Helps students develop an appreciation for literature by using both print and non-print resources.
7. Administers efficient workspaces for individual, small group and whole class reading, viewing, and listening.
8. Selects, organizes, distributes and promotes a general collection of print and non-print materials and equipment to meet the needs of the educational system.
9. Assists staff and students in obtaining print and non-print resources other than building level materials.
10. Arranges for interlibrary loan of material.
11. Maintains an environment conducive to study and research.
12. Provides a physically attractive and pleasant environment.
13. Provides ready access to materials.
14. Circulates material in an efficient and orderly system.
15. Evaluates collection on a regular basis.
16. Maintains a schedule of library activities, which is consistent, yet flexible.
17. Teaches media skills to students.
18. Coordinates and encourages use of instructional television materials and programs.
19. Catalogs and processes materials promptly using consistent standards.
20. Maintains online card catalog.
21. Makes staff and students aware of new materials.
22. Selects and encourages use of periodicals.
23. Plans and prepares a library budget.
24. Maintains a professional library.
25. Checks in new materials, identifies audio-visual materials with school name and integrates them into existing collection.
26. Circulates audio-visual equipment in an efficient and orderly manner when it is part of the library program.
27. Helps staff and students to learn proper operation of audio-visual equipment.
28. Helps staff and students to learn proper local production techniques such as dry mounting, laminating, etc.
29. Develops a procedure for keeping audio-visual equipment maintained and repaired.
30. Repairs books and audio-visual materials when conditions warrant.
31. Establishes and maintains a system of accounting for all library books.

Hononegah School Librarian Evaluation

The Thoughtful Classroom

Teacher Effectiveness Model



Assessment

1. **Unsatisfactory:** Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.
2. **Needs Improvement:** Initial Commitment to this dimension. The school librarian is attempting to use relevant practices, but they need further refinement and the school librarian needs greater understanding of best practices and consequences of decisions. Attempts are made to use relevant practices, but they are not used consistently or coherently with sufficient follow through. Impact on student learning is only somewhat evident. With more consistent, long-term application of practices, the impact on student learning can be increased.
3. **Proficient:** Clear commitment to this dimension. The school librarian applies relevant school counseling practices that have mostly positive impact on student learning. Best practices are consistently applied with good results. Growth is still necessary in this dimension by refinement, practice, reflection and professional learning in order to strengthen the school librarian's tools for approaching it and to provide more consistent results.
4. **Excellent:** Strong commitment to this dimension that shows expertise. The school librarian applies relevant school practices and is able to adapt them to particular learning situations and can explain why they are making those choices. These choices have a positive impact on student learning.

Dimension One: Organization and Procedures

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

- 1.1 Organizing space (e.g. seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives
- 1.2 Keeping the flow of activities in the classroom moving smoothly
- 1.3 Establishing a manageable set of rules and procedures and communicating with students about them (e.g., posting them, modeling them, explaining the rationale behind them, discussing them, refining as needed)
- 1.4 Providing clear directions for tasks using a variety of modalities (e.g. verbal, visual, physical demonstration)
- 1.5 Developing an effective plan for managing student behavior that includes positive and negative consequences and home involvement where appropriate and maintaining open communication with student and home.
- 1.6 Managing non-instructional duties with a minimum of disruption

EVIDENCE OF COMMITMENT.....

ASSESS: *Praise...Probe...Propose:*

POTENTIAL IMPACT ON STUDENT LEARNING

- Students...
- Show respect for each other and the library.
- Have access to necessary supplies and resources
- Understand rules and follow them
- Make good use of their time.
- Know what to do.

Dimension Two: Positive Relationships and Engagement

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

2.1 Communicating and maintaining a positive demeanor and enthusiasm for reading, learning and quality work throughout the students’ experience with the library and media resources.

2.2 Differentiating where necessary so students of all styles and ability levels can experience success.

2.3 Designing learning experiences that call for high levels of collaboration, discussion and interaction among students and that insist on mutual respect and support.

2.4 Engaging students in diverse forms of thinking (e.g. practical, analytical, creative) and encouraging students to develop their own perspectives and express and defend their opinions about their reading.

2.5 Using key “motivational levers” like controversy, choice, and competition to increase students’ commitment to learning/reading.

2.6 Employing a wide variety of tools and strategies to keep library learning fresh and keep students engaged and on-task.

EVIDENCE OF COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Are respectful of each other and the librarian

Collaborate with each other

Participate in whole-class and small-group discussions/activities.

Display effort

Express their own interests, ideas and insights

Are on task

Dimension Three: Establishing a Culture of Thinking and Learning

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

3.1 Challenging students with appropriately rigorous texts and/or content and equipping them with the skills they need to handle appropriately rigorous content.

3.2 Engaging students in extended, higher-order thinking challenges where appropriate

3.3 Encouraging students to use critical academic vocabulary in their speaking and writing and to support their written and spoken ideas with evidence.

3.4 Probing extending and clarifying student responses using effective questioning techniques, discussion, and other activities that encourage students to think about what they are reading.

3.5 Teaching students how to use strategies on their own, as tools and frameworks for thinking and learning

EVIDENCE OF COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Use thinking and learning strategies

Support their thinking with evidence

Use academic vocabulary

Ask meaningful questions

Apply technology in meaningful ways

Exhibit habits of mind to work through problems (e.g. persist, question, clarify, think flexibly)

Dimension Four: Teaching for Learning in the Library Setting

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

4.1 Promotes collaborative partnerships through the strategic plan process with local and global communities

4.2 Promotes reading as a foundational skill for the development of new understandings, personal growth and enjoyment.

4.3 Is knowledgeable of the materials appropriate for the school library and uses a collection development policy to ensure a wide variety of materials.

4.4 Models and reinforces best-practice reading skills and strategies

4.5 Understands differentiated instruction and use of instructional technologies to support differential strategies for various learning styles, engagements and abilities.

4.6 Collaborates with teachers to embed literacy into their curriculum

4.7 Works with students to direct them to the most appropriate materials to meet research needs, encourage reading of a wide variety of materials and select appropriate materials for their interests and abilities

EVIDENCE OF TEACHER COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Understand/restate the learning/reading in their own words

Ask questions about learning/reading

Know where to find resources and how to seek help and guidance on research and reading

Generate questions about content

Utilize a broad spectrum of resources available through the library/media center

Dimension Five: Maintaining an Environment that Maximizes Learning

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

- 5.1 Maintains access to physical and virtual resources including library systems locally, nationally and globally
- 5.2 Sets hours, rules and procedures to maximize access to a full range of information resources and services
- 5.3 Provides information in a variety of print and electronic forms.
- 5.4 Creates a space that is inviting and student-centered
- 5.5 Consults professional journals and other selection tools to guide collection development and weeds materials as necessary
- 5.6 Prepares and effectively manages a budget that ensures up-to-date materials and technology.

EVIDENCE OF COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

- Students...
- Actively process new learning to solve problems and make informed decisions
- Are able to identify ways to use resources to improve, support or expand on learning
- Communicate about their learning
- Can answer questions about their learning

Dimension Six: Library Leadership

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

6.1 Collaborates with teachers on development of new ideas and technologies
6.2 Sets policies and procedures to ensure equitable access to materials and technologies
6.3 Trains students how to use library resources
6.4 Supports the professional development process through opportunities such as research, media assistance, internet safety and ethical use of data.
6.5 Serves as a resource for students and teachers about the most effective materials and practices to follow as they use various media.
6.6 Stays current on technologies and resources

EVIDENCE OF COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING
Students....
Know what to do
Use technology to research and expand learning
Have access to technology and materials in the library

Dimension Seven: Professional Practice

Which indicators are evident? REMEMBER: Quality does not mean addressing all indicators and what is most appropriate will vary with the experience of the teacher.

7.1 Self –assessing and working to improve his or her own classroom practice.
7.2. Seeking out purposeful professional development and continuous learning opportunities (conferences, classes, professional memberships, online communities, graduate degrees, advanced or specialized certifications)
7.3 Working with colleagues to improve practice throughout the building as resource person to collaborate on the fulfillment of goals for their classroom and professional learning community
7.4 Maintaining communication with the school community (e.g. administrators, teachers, parents, students)
7.5 Assuming appropriate leadership roles (e.g. mentor instructional coach, teacher-leader, content team leader, committee leader, or presenter)
7.6 Helping maintain and build a positive school culture (e.g. though athletic coaching, volunteerism, club work, writing recommendations, committee work, attending events, student recognition and other forms of non-required participation or contribution)
7.7 Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district and state including attendance that complies with contract

EVIDENCE OF COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Date for observation will be set via email or personal contact before the pre-conference. Rough draft of session/ lesson to be observed should be available for discussion at the pre-conference.

Pre-Observation Form

A. Date of Formal Observation:

B. Possible items to be discussed during Pre-Conference: guiding question, understanding of dimensions, professional practice, lesson/session to be observed, feedback from informal observation(s), proposed times for formal observations.

C. Tentative Draft of Session/Lesson to be Observed: should be emailed to administrator within a day or two of formal observation, and final copy provided by time of observation. If outline is ready, it may be provided and discussed at the pre-conference.

D. Guiding Questions that *may* be addressed by discussion or evidence.

Dimension 1: What do your individual and group guidelines and procedures look like? How do you communicate them to students and parents? How do you adjust and modify for exceptions?

Dimension 2: What do you do to create positive relationships with students? What do you do to help students create positive relationships with each other? How do you design academic, research and reading strategies so that students are motivated and engaged in the counseling process?

Dimension 3: What strategies do you use to encourage discussion, reflection and critical thinking where appropriate?

Dimension 4: How do you stay current with your knowledge and skill in implementing the academic domain of the school librarian programs and strategies with students and with teachers in the building to support the learning process?

Dimension 5: How do you stay current with your knowledge and skill in implementing the best practices of the school library program and strategies with students? How do you make decisions about the best use of resources?

Dimension 6: How do support the research process of the school program through the library and media resources?

Dimension 7: What is the role of the Library as a school wide resource in your professional growth? What do you see as your next steps/goals to achieve professional growth? What professional accomplishments, recognition, or growth do you wish to celebrate?

D. Post Observation Conference – The purpose of the post-observation conference is to review and discuss the school counselor’s performance in relation to the evaluation framework and the school counselor’s pre-conference goals and objectives. The content of the conversations resulting from the post-conference may be included in the written report.

Items which *may* be discussed during the post-observation conference include:

Dimension 1: If any, what role did your individual and group guidelines play in the library time observed? Were any adjustments to guidelines made during the course of the time? If so, why?

Dimension 2: What worked well in your organization of learning and engagement opportunities for students? What adjustments were necessary?

Dimension 3: What strategies were used to encourage discussion, reflection, and critical thinking?

Dimension 4: Of the various goals set for the school librarian, how were these addressed during the implementation of the services? Did you utilize any specific new or existing strategies? If so, why?

Dimension 5: Of the various choices that are available how were decisions made on the best for the situation/time observed and how were these addressed during the implementation of the services? Did you utilize any specific new or existing strategies? If so, why?

Dimension 6: If you were supporting research during the time observed, how did you make decisions about what to do in the situations encountered? What did you do if students/teachers encountered difficulties?

Dimension 7: As you reflect on your delivery of services, how does your professional growth and your own continued learning contribute to the total school program? Are there any other contributions you have made that you wish to mention or celebrate at this time?

Informal Observation Notes: *Note: it is not expected that every competency be observed during any observation. Data collected will add to a pool of evidence. The librarian will receive a copy of this form and any other data gathered within 5 school days. If evidence gathered during the informal indicates that the librarian is in danger of receiving less than a proficient rating, it will be brought to the school counselor's attention during this time.*

Possible Evidence Observed may include....

1.2 Keeping the flow of activities in the session/lesson moving smoothly

2.1 Communicating and maintaining a positive demeanor and enthusiasm for reading, learning and quality work throughout the students' experience with the library and media resources.

3.4 Probing extending and clarifying student responses using effective questioning techniques, discussion, and other activities that encourage students to think about what they are reading.

4.6 Collaborates with teachers to embed literacy into their curriculum

4.7 Works with students to direct them to the most appropriate materials to meet research needs, encourage reading of a wide variety of materials and select appropriate materials for their interests and abilities

5.4 Creates a space that is inviting and student-centered

6.5 Serves as a resource for students and teachers about the most effective materials and practices to follow as they use various media.

6.1 Collaborates with teachers on development of new ideas and technologies

6.5 Providing resources to students in need of additional help

Students...

Have access to necessary resources

Participate in group and individual discussions/activities

Ask meaningful questions

Know what to do

Are able to identify ways to use resources to improve, support or expand on learning

Have access to technology and materials in the library

Utilize a broad spectrum of resources available through the library/media center

Other/Notes:

Nothing in the visit indicated school counselor was in danger of receiving an unsatisfactory/needs improvement rating.

Evaluator: _____

Date of Informal: _____

JOB DESCRIPTION

School Nurse

The school nurse shall have the responsibility for medically related matters: for collection and interpretation of required student medical examination reports; for required immunization compliance; for vision and hearing testing programs; for screening programs to identify health problems; for assisting in surveillance of a healthful school environment; and for nursing and evaluative services to handicapped children.

FUNCTIONS:

- I. The observation, care and counsel of the ill and injured:
 - A. The treatment of ill and injured children in the school.
 - B. Observation, care and counsel to handicapped students in special education programs.
 - C. Counseling students and their parents or legal guardians regarding long and short-term health improvement plans.
 - D. Observation of the child population for identification of health problems.

- II. The maintenance of health or prevention of illness of others:
 - A. Review of health records for special conditions and physicians' recommendations, initiation of physicians' recommendations and follow-up of recommendations.
 - B. Supervision of compliance of students with immunization standards against communicable disease, as required by the Illinois Department of Public Health.
 - C. Responsibility for reporting of communicable diseases to the Illinois Department of Public Health.
 - D. Containment procedures in the control of contagious diseases.
 - E. Advising school teachers and administrators regarding health problems of students.
 - F. Assisting in the identification of unhealthful conditions in the environment.
 - G. Cooperating with classroom teachers in health education.

- III. The administration of medications and treatments as prescribed by a physician or dentist:
 - A. Medications will be given only upon the written order of a physician or dentist and a written request from the parent.
 - B. Students who are capable of taking their own medications must bring medication to school in a container properly labeled by the pharmacist or physician.
 - C. Over-the-counter drugs will not be dispensed in school. Parents who furnish these drugs for their children must supply them in a properly labeled container from the manufacturer; therefore, the name of drug, dosage, and directions for use must be included on the container.
 - D. Treatments which would enable children with special needs to attend school may be performed providing these measures could be properly performed in a school setting, and a written order from a physician for treatment must be on file.

- IV. Physical examinations, including vision screening and immunizations, are prescribed in the School Code, Section 27-8d.
 - A. It is the responsibility of the school nurse to determine if students meet the requirement for physical examinations as prescribed by the School Code. Those students who have failed to comply with the law are to be reported to a school administrator. A report of number of students in compliance is to be submitted to the Illinois State Board of Education each fall. The school nurse must interpret physical examination reports as needed to school personnel.
 - B. The school nurse must determine if there are students whose immunizations are not in accordance with state requirement. The school administration must be notified of students in non-compliance. An annual report is to be submitted to the Illinois State Board of Education each fall.

- C. Vision screening programs are defined by the Vision Screening Guide issued by the Illinois State Board of Education in cooperation with the Illinois Department of Public Health. The regulations specify that vision-screening services shall be under the supervision of a qualified nurse serving the schools and that the school nurse shall be responsible for follow-up services to the vision-screening program.

V. Modified Physical Education-The School Code of Illinois 27-6 states:

“Special activities in physical education, or a modified course, shall be provided for pupils whose physical or emotional condition prevents their participation in the courses provided for normal children.”

The school nurse assists in the identification of students and maintains physicians’ recommendation.

VI. The Handicapped Children Act-School Code of Illinois Article 14:

In compliance with federal legislation, Public Law 94-142, special education must be provided for children with handicaps. The school nurse serves handicapped children as she serves the rest of the school population, but in addition spends time as part of the special education team.

VII. Abused and Neglected Child Reporting Act-Chapter 23, Section 2051 of the Illinois Revised Statutes.

All school employees are responsible for reporting cases of suspected child abuse among children with whom they have contact.

VIII. Rules and Regulations for the Control of Communicable Diseases (Chapter 111 ½, Section 22-24 Illinois Revised Statutes 1974-75)

The school nurse has the following responsibilities:

- A. Reporting all cases of communicable diseases to local health departments.
- B. Assisting with the control of communicable diseases in the school and excluding sick children.
- C. Helping with prevention of communicable diseases through supervision of health records.

IX. Hearing Test Act Illinois Statutes, Chapter 23, Paragraph 2331

This act requires hearing screening services to all children in their first year of school and periodically thereafter. Rule 7.03 states:

“A nurse shall be responsible for follow-up health care of a child suspected of a hearing impairment and should initiate recommendations for medical evaluation and be responsible for health follow-up.”

The nurse shall have the responsibility of:

- A. Making medical referrals.
- B. Referring children to Special Education when appropriate.

Hononegah School Nurse Evaluation

The Thoughtful Classroom
Teacher Effectiveness Model



Assessment

1. **Unsatisfactory:** Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.
2. **Needs Improvement:** Initial Commitment to this dimension. The school nurse is attempting to use relevant nursing (medical) or health services practices, but they need further refinement and the school nurse needs greater understanding of best practices and consequences of decisions. Attempts are made to use relevant practices, but they are not used consistently or coherently with sufficient follow through. Impact on student learning is only somewhat evident. With more consistent, long-term application of practices, the impact on student learning can be increased.
3. **Proficient:** Clear commitment to this dimension. The school nurse applies relevant nursing (medical) or health services practices that have mostly positive impact on student learning. Best practices are consistently applied with good results. Growth is still necessary in this dimension by refinement, practice, reflection and professional learning in order to strengthen the school nurse's tools for approaching it and to provide more consistent results.
4. **Excellent:** Strong commitment to this dimension that shows expertise. The school nurse applies relevant nursing (medical) or health services practices and is able to adapt them to particular learning situations and can explain why they are making those choices. These choices have a positive impact on student learning.

EVIDENCE OF SCHOOL NURSE COMMITMENT.....

Dimension One: Organization and Procedures
Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

- 1.1 Organizing office space (e.g. seating, resources, technology,) to ensure safety and meet student health needs.
- 1.2 Prioritizing health services for students.
- 1.3 Establishing a manageable set of health service procedures and communicating with students about them (e.g., posting them, modeling them, explaining the rationale behind them, discussing them, refining as needed).
- 1.4 Developing an effective plan for managing student health needs in office area and communicating with parents if needed.
- 1.5 Managing non-nursing duties (e.g. student appointments, paperwork requirements, computer tasks) effectively.

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Show respect for the health services process

Have access to necessary resources

Understand school nurse services provided

EVIDENCE OF SCHOOL NURSE COMMITMENT.....

Dimension Two: Positive Relationships and Engagement

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

2.1 Communicating and maintaining a positive demeanor and enthusiasm in the workplace environment.

2.2 Delivering care in a nonjudgmental and nondiscriminatory manner that is sensitive to and respectful of student and family diversity.

2.3 Assisting students to develop appropriate skills based on age and developmental level that will help them advocate for themselves and become knowledgeable health care consumers.

2.4 Engaging students in health services to promote relationship building.

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Are respectful of each other and the school nurse

Accept health services provided

Display interest in personal health as defined through the nursing process

Discuss and ask questions about health services

ASSESS: Praise...Probe...Propose:

Dimension Three: Establishing a Culture of Thinking and Learning

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

3.1 Encouraging the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.

3.2 Analyzing educational environments as they relate to health services and working effectively to create/enhance a supportive learning climate.

3.3 Developing strategies to encourage motivation and engagement through mutual respect and cooperation.

3.4 Promoting the effective utilization of school nursing services.

3.5 Providing individual and group health counseling and teaching that incorporate individual strengths, offer maximum opportunity to make informed health choices, and promote students' participation in health care decisions and learning.

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Use thinking and learning strategies

Support their thinking with evidence

Ask meaningful questions

Exhibit habits of mind to work through problems (e.g. persist, question, clarify, think flexibly)

Dimension Four: Assessment and Evaluation
Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

- 4.1 Designing services based upon knowledge of the educational setting as well as information about the student, families and community.
- 4.2 Collecting, prioritizing, and documenting health data from students, families, staff, and service agencies in a systematic, organized, and ongoing manner.
- 4.3 Using health assessment and evaluation results to comply with state and district health provisions.
- 4.4 Recommending modifications of the school program for students who require accommodations due to health needs.
- 4.5 Utilizing appropriate assessment and evaluation strategies to enhance health promotion, disease prevention, and safety.
- 4.6 Collaborating in the development of plans and interventions that comply with local, State, and federal law and regulations.
- 4.7 Developing disease prevention, health promotion, and screening programs based on individual, school, and community needs.

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

- Students...over time...
- Participate in the creation and implementation of their individualized health care plan
 - Ask questions about their health
 - Understand how overall wellness affects learning

Dimension Five: Delivery of Services

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

5.1 Collaborating and establishing a plan and interventions that correlate with the expectations of student goals based on health and learning needs.

5.2 Developing educationally relevant and developmentally appropriate plans and interventions that are sensitive to the social, cultural, and linguistic background of the child, family, and staff.

5.3 Utilizing multiple sources of information when prioritizing and developing plans and interventions that provide for continuity of care and optimal learning.

5.4 Documenting plans and interventions in a retrievable format.

5.5 Participating in the design and development of health education curricula, instructional materials, and other health education activities.

5.6 Contributing to the development and implementation of health-related policies and procedures that comply with the Illinois Nursing and Advanced Practice Nursing Act and the School Code.

5.7 Administering medications and performing specialized procedures in compliance with State and district policy guidelines.

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Assume responsibility and work independently towards meeting goals established through the school nursing process

Are able to identify health and wellness strategies to enhance and support learning

Communicate the need for specific or individualized nursing services

Answer questions regarding their individualized healthcare

Dimension Six: Consultation and Collaborative Relationships
Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

- 6.1 Initiating, developing and implementing consultative relationships.
- 6.2 Modeling and promoting ethical practices for confidential communication.
- 6.3 Participating in system-wide decision-making that promotes effective services for students and their families.
- 6.4 Encouraging relationships among colleagues to promote a positive learning environment.
- 6.5 Participating in collaborative decision-making and problem-solving to promote students' success.
- 6.6 Interpreting and articulating health-related information and its potential impact on students' learning within the school and the community.

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING
Students...over time...
Receive services supported by consultation and collaboration
Achieve goals supported by collaborative relationships

Dimension Seven: Facilitation

Which indicators are evident? REMEMBER: Quality performance does not mean addressing all indicators.

7.1 Acquiring and continuing to maintain current knowledge and competency in school nursing practice in a holistic and ethical manner.

7.2 Collecting, analyzing and prioritizing data, utilizing scientific principles, and applying professional judgment in determining an appropriate nursing diagnosis.

7.3 Demonstrating skills in assessment and appropriate nursing interventions and seeks available resources when addressing acute and chronic health care needs of individuals in the school community.

7.4 Acting as a resource integrating principles of health teaching, health promotion, and disease prevention in the school community.

7.5 Implementing public health mandates and participates in environmental safety and health activities that promote self-care and safety.

7.6 Participating as a member of the multidisciplinary team in the identification, evaluation, and placement of students into special education programs and incorporates components of the individual health care plan into the Individualized Educational Program or Section 504 Plan when indicated.

7.7 Practicing within the legal boundaries inherent in the nursing license and evaluates school nursing practice in relation to professional practices, standards, regulations, and policies.

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...over time...

Have access to school nursing services

Receive appropriate school nursing services

Dimension Eight: Professional Practice
Which indicators are evident? REMEMBER: Quality does not mean addressing all indicators and what is most appropriate will vary with the experience of the school nurse.

- 8.1 Self-assessing and working to improve his or her own school nursing practice.
- 8.2. Seeking out purposeful professional development and continuous learning opportunities (conferences, classes, professional memberships, online communities, graduate degrees, advanced or specialized certifications).
- 8.3 Working with colleagues to improve practice throughout the building as part of a professional learning community.
- 8.4 Maintaining communication with the school community (e.g. administrators, teachers, parents, students).
- 8.5 Assuming appropriate leadership roles (e.g. mentor instructional coach, teacher-leader, content team leader, committee leader, or presenter).
- 8.6 Helping maintain and build a positive school culture (e.g. through athletic coaching, volunteerism, club work, writing recommendations, committee work, attending events, student recognition and other forms of non-required participation or contribution).
- 8.7 Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district and state including attendance that complies with contract.

ASSESS: Praise...Probe...Propose:

Date for observation will be set via email or personal contact before the pre-conference. Rough draft of session/ lesson to be observed should be available for discussion at the pre-conference.

Pre-Observation Form

A. Date of Formal Observation:

B. Possible items to be discussed during Pre-Conference: guiding question, understanding of dimensions, professional practice, lesson/session to be observed, feedback from informal observation(s), proposed times for formal observations.

C. Tentative Draft of Session/Lesson to be Observed: should be emailed to administrator within a day or two of formal observation, and final copy provided by time of observation. If outline is ready, it may be provided and discussed at the pre-conference.

D. Guiding Questions that *may* be addressed by discussion or evidence.

Dimension 1: What do your health services procedures look like? How do you communicate them to students and parents? How do you adjust and modify for exceptions?

Dimension 2: What do you do to create positive relationships with students? What do you do to help students create positive relationships with each other? How do you design services so that students are motivated and engaged in monitoring their own health?

Dimension 3: What strategies do you use to encourage discussion, reflection and critical thinking where appropriate? How do you adjust or differentiate the explanation of services to students with varying abilities to understand their health?

Dimension 4: How do you stay current with changes to state mandates and health protocols and procedures? How do you assess the effectiveness of the school nursing program?

Dimension 5: How do you contribute to an environment of wellness throughout the school?

Dimension 6: How do you develop and implement consultative relationships? How do you manage non-compliant students and parents?

Dimension 7: Can you describe a relatively recent occurrence of when you facilitated in the care of a student? What resources did you need to utilize? What mandates, if any, were you following?

What will you do to have students demonstrate their learning? What criteria will you use to evaluate progress? What will you do to help students assess their own progress?

Dimension 8: What is the role of the Student Support Services team in your professional growth? What do you see as your next steps/goals to achieve professional growth? What professional accomplishments, recognition, or growth do you wish to celebrate?

D. Post Observation Conference – The purpose of the post-observation conference is to review and discuss the school nurse’s performance in relation to the evaluation framework and the school nurse’s pre-conference goals and objectives. The content of the conversations resulting from the post-conference may be included in the written report.

Items which *may* be discussed during the post-observation conference include:

Dimension 1: If any, what role did your health services procedures play in the administration of services? Were any adjustments to procedures made during the course of the administration of services? If so, why?

Dimension 2: In designing and delivering of services, what worked well to allow for student engagement? And why?

Dimension 3: What strategies were used to encourage discussion, reflection, and critical thinking regarding the student’s health?

Dimension 4: Of the various goals set for the school nursing program, how were these addressed during the implementation of services?

Dimension 5: Did you model or implement wellness strategies? If so, how did you introduce it to the student? Did you present on a wellness topic? If so, how did you connect it to other health topics or mandates?

Dimension 6: What did you do during the delivery of services or what do you plan to do in the future lessons to solidify consultative relationships?

Dimension 7: What did you do during the delivery of services to formally or informally assess student health and progress towards wellness? How will you be following up or assessing the student’s progress in the near future?

Dimension 8: As you reflect on your delivery of services, how will you bring this experience back to the SSS team to enhance your own professional practice and the overall SSS team process? What will you do next to continue to grow as a school nurse?

Informal Observation Notes: *Note: it is not expected that every competency be observed during any observation. Data collected will add to a pool of evidence. School nurses will receive a copy of this form and any other data gathered within 5 school days. If evidence gathered during the informal indicates that the school nurse is in danger of receiving less than a proficient rating, it will be brought to the school nurse's attention during this time.*

Possible Evidence Observed may include....

- ___ 1.2 Prioritizing health services for students
- ___ 1.4 Developing an effective plan for managing student health needs in office area and communicating with parents if needed
- ___ 2.1 Communicating and maintaining a positive demeanor and enthusiasm in the workplace environment
- ___ 2.3 Assisting students to develop appropriate skills based on age and developmental level that will help them advocate for themselves and become knowledgeable health care consumers
- ___ 3.5 Providing individual and group health counseling and teaching that incorporate individual strengths, offer maximum opportunity to make informed health choices, and promote students' participation in health care decisions and learning
- ___ 4.2 Collecting, prioritizing, and documenting health data from students, families, staff, and service agencies in a systematic, organized, and ongoing manner
- ___ 4.4 Recommending modifications of the school program for students who require accommodations due to health needs
- ___ 5.1 Collaborating and establishing a plan and interventions that correlate with the expectations of student goals based on health and learning needs
- ___ 5.7 Administering medications and performing specialized procedures in compliance with State and district policy guidelines
- ___ 6.1 Initiating, developing and implementing consultative relationships
- ___ 7.3 Demonstrating skills in assessment and appropriate nursing interventions and seeks available resources when addressing acute and chronic health care needs of individuals in the school community
- ___ 7.6 Participating as a member of the multidisciplinary team in the identification, evaluation, and placement of students into special education programs and incorporates components of the individual health care plan into the Individualized Educational Program or Section 504 Plan when indicated

Students...over time...

- ___ Have access to necessary resources
- ___ Discuss and ask questions about health services
- ___ Understand how overall wellness affects learning
- ___ Assume responsibility and work independently towards meeting goals established through the school nursing process
- ___ Are able to identify health and wellness strategies to enhance and support learning
- ___ Communicate the need for specific or individualized nursing services

Other/Notes:

___ Nothing in the visit indicated school nurse was in danger of receiving an unsatisfactory/needs improvement rating.

Evaluator: _____

Date of Informal: _____

JOB DESCRIPTION

Speech/Language Pathologist

1. Organize, plan, and oversee programs that address speech and language goals.
2. Coordinate speech and language services with student services provided by other school personnel.
3. Conduct speech and language screenings and evaluations.
4. Administer formal and informal assessments.
5. Analyze and interpret information to make recommendations regarding the need for speech and/or language services.
6. Collaborate/consult with classroom teachers in the management of speech and language disorders.
7. Plan evidence-based interventions appropriate for individual students and groups of students.
8. Use evidence-based methods and techniques appropriate to stated objectives.
9. Manage the facilities, materials, and equipment, including assistive technology necessary to the delivery of services.
10. Adjust intervention strategies based upon student performance.
11. Promote effective interpersonal relations with students.
12. Provide consultation to parents, teachers, and other appropriate school personnel.
13. Seek assistance of teachers, parents, and others to meet the communication needs of students.
14. Consult/communicate with non-school agencies to enhance services.

Hononegah

Speech and Language

Pathologist Evaluation

The Thoughtful Classroom

Teacher Effectiveness Model



Assessment

1. **Unsatisfactory:** Minimal or no commitment to this dimension. The practices are not being used or need reconsideration because they are not having their intended effects on student learning.
2. **Needs Improvement:** Initial Commitment to this dimension. The teacher is attempting to use relevant instructional practices, but they need further refinement and the teacher needs greater understanding of best practices and consequences of decisions. Attempts are made to use relevant practices, but they are not used consistently or coherently with sufficient follow through. Impact on student learning is only somewhat evident. With more consistent, long-term application of practices, the impact on student learning can be increased.
3. **Proficient:** Clear commitment to this dimension. The teacher applies relevant instructional practices that have mostly positive impact on student learning. Best practices are consistently applied with good results. Growth is still necessary in this dimension by refinement, practice, reflection and professional learning in order to strengthen the teacher's tools for approaching it and to provide more consistent results.
4. **Excellent:** Strong commitment to this dimension that shows expertise. The teacher applies relevant instructional practices and is able to adapt them to particular learning situations and can explain why they are making those choices. These choices have a positive impact on student learning.

Dimension One: Organization and Procedures

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

1.1 Organizing classroom space (e.g. seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives

1.2 Maximizing the use of therapeutic intervention time by creating an environment that is conducive and learning and achieving individualized communication goals.

1.3 Using strategies that encourage students to assume responsibility, participate in decision making, work independently and collaborate in learning activities.

1.4 Developing an effective plan for managing student behavior that includes positive and negative consequences and home involvement where appropriate and maintaining open communication with student and home.

1.5 Managing non-instruction duties (e.g. taking attendance, distributing materials) with a minimum of disruption

EVIDENCE OF SPEECH/PATHOLOGIST COMMITMENT.....

ASSESS: Praise...Probe...Propose:

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Show respect

Have access to necessary supplies and resources

Understand classroom rules and follow them

Make good use of their time.

Know what to do.

Dimension Two: Positive Relationships and Engagement

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

EVIDENCE OF SPEECH/PATHOLOGIST COMMITMENT.....

2.1 Communicating and maintaining a positive demeanor and enthusiasm for teaching, learning and quality work.

2.2 Using a variety of communication modes to effectively communicate with a diverse student population, parents and other professionals.

2.3 Practices effective listening and provides students with constructive feedback.

2.4 Works with colleagues and parents to develop and maintain a positive learning environment

2.5 Facilitates collaborative relationships between general and special education.

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Are respectful of each other and the teacher

Collaborate with each other

Display effort

Express their own interests, ideas and insights

Are on task

ASSESS: Praise...Probe...Propose:

Dimension Three: Establishing a Culture of Thinking and Learning

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

3.1 Teaching students with special learning needs to use thinking, problem-solving and other cognitive strategies to meet individual needs.

3.2 Assisting in determining the least restrictive environment to provide services based upon the needs of individual students.

3.3 .Monitoring and adjusting strategies in response to student feedback and ongoing performance data.

3.4 Considers student development factors when interpreting evaluative data and designing intervention.

EVIDENCE OF SPEECH/PATHOLOGIST COMMITMENT.....

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Use thinking and learning strategies

Ask meaningful questions

Apply technology in meaningful ways

Exhibit habits of mind to work through problems (e.g. persist, question, clarify, think flexibly)

ASSESS: Praise...Probe...Propose:

Dimension Four: Planning, Assessment and Evaluation

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

4.1 Providing screening, identification, assessment, diagnosis, treatment, intervention and follow- up services.

4.2 Using research results to determine effective diagnostic and treatment procedures.

4.3 Measuring outcomes of treatment and documenting continuing evaluation of the efficacy of practices and programs to maintain and improve quality of services

4.4 Incorporating knowledge of the linguistic, psycholinguistic, anatomic and physiologic bases of speech, language and hearing into treatment plan.

4.5 Following the codes of professional and ethical practice guidelines of the profession

EVIDENCE OF SPEECH/PATHOLOGIST COMMITMENT.....

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Participate in assessment and planning activities

Ask questions about activities

Understand how assessment relates to establishing goals

ASSESS: Praise...Probe...Propose:

Dimension Five: Diversity and Intervention

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

- 5.1 Introducing concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs and styles
- 5.2 Considering student abilities in their primary and secondary languages and the effect of second language learning when designing assessments and interventions.
- 5.3 Providing services that demonstrate multicultural sensitivity to students and families..
- 5.4 Designs intervention strategies appropriate to gender, culture, stages of development, learning styles strengths and needs.

POTENTIAL IMPACT ON STUDENT LEARNING

- Students...
- Communicate about their learning
- Can answer questions about their learning

EVIDENCE OF SPEECH/PATHOLOGIST COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Dimension Six: Intervention and Goal-Setting

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

- 6.1 Planning activities for the prevention of communication disorders where appropriate
- 6.2 Using and interpreting assessment data in making appropriate intervention decisions.
- 6.3 Contributing to the development of a comprehensive, longitudinal individualized program for each student.
- 6.4 Creating goals and benchmarks for short-term objectives to enable student to meet expectations for learning.
- 6.5 Interpreting and using assessment data for the purpose of making appropriate modifications in the learning environment and planning effective interventions.
- 6.6 Employing a wide range of information and technology to enhance student learning.

POTENTIAL IMPACT ON STUDENT LEARNING

Students...Are able to distinguish between what they know and don't know and what they need to work on

Practice and rehearse

Display effort

Use feedback (what they see, hear) to assess and modify performance

EVIDENCE OF SPEECH/PATHOLOGIST COMMITMENT.....

ASSESS: Praise...Probe...Propose:

Dimension Seven: Applying and Reflecting On Learning

Which instructional indicators are evident? REMEMBER: Quality instruction does not mean addressing all indicators.

7.1 Using a variety of appropriate formal and informal assessment tools and procedures.

7.2 Maintaining useful and accurate records and communicating information such as evaluation results knowledgeably and responsibly to those involved in meeting the needs of the student.

7.3 Identifying areas of need and making referrals as appropriate

7.4 Providing consultation to relevant others in understand the scope of speech-language services in the school setting

7.5 Advocating for appropriate student services and supports as needed.

EVIDENCE OF SPEECH/PATHOLOGIST COMMITMENT.....

POTENTIAL IMPACT ON STUDENT LEARNING

Students...

Assess their own performance

Understand their own needs

ASSESS: Praise...Probe...Propose:

Dimension Eight: Professional Practice

Which indicators are evident? REMEMBER: Quality does not mean addressing all indicators and what is most appropriate will vary with the experience of the teacher.

EVIDENCE OF SPEECH/PATHOLOGIST COMMITMENT.....

8.1 Self –assessing and working to improve his or her own classroom practice.
8.2. Seeking out purposeful professional development and continuous learning opportunities (conferences, classes, professional memberships, online communities, graduate degrees, advanced or specialized certifications)
8.3 Working with colleagues to improve practice throughout the building as part of a professional learning community
8.4 Maintaining communication with the school community (e.g. administrators, teachers, parents, students)
8.5 Assuming appropriate leadership roles (e.g. mentor instructional coach, teacher-leader, content team leader, committee leader, or presenter)
8.6 Helping maintain and build a positive school culture (e.g. through athletic coaching, volunteerism, club work, writing recommendations, committee work, attending events, student recognition and other forms of non-required participation or contribution)
8.7 Becoming aware of and adhering to legal responsibilities and current educational policies of the school, district and state including attendance that complies with contract

ASSESS: Praise...Probe...Propose:

Pre-Observation Form

A. Date of Formal Observation:

B. Possible items to be discussed during Pre-Conference: guiding question, understanding of dimensions, professional practice, lesson to be observed, feedback from informal observation(s), proposed times for formal observations.

C. Tentative Draft of Lesson to be Observed: should be emailed to administrator within a day or two of formal observation, and final copy provided by time of observation. If outline is ready, it may be provided and discussed at the pre-conference.

D. Guiding Questions that *may* be addressed by discussion or evidence.

Dimension 1: What do your classroom rules and procedures look like? How do you communicate them to students and parents? How do you adjust and modify for exceptions?

Dimension 2: What do you do to create positive relationships with students, parents and other teachers? How do you design instruction so that students are motivated and engaged?

Dimension 3: What strategies do you use for teaching students with special learning needs to use thinking, problem-solving and other cognitive strategies to meet their needs?

Dimension 4: How do you screen, diagnose and evaluate students? How do you measure their efficacy?

Dimension 5: How do you plan and adjust for individual student needs? How do you account for language backgrounds of different students? How do you introduce concepts at varying levels of complexity?

Dimension 6: How do you plan long-term goals and benchmarks for students? How and when do you adjust those benchmarks?

Dimension 7: How do you make your services fit into the total school program and best learning needs for the students with whom you work?

Dimension 8: How does your professional growth contribute to better outcomes for students? How does it contribute to the total school program? Are there any other thoughts, achievements/accomplishments you wish to mention or celebrate at this time?

D. Post Observation Conference – The purpose of the post-observation conference is to review and discuss the teacher’s performance in relation to the evaluation framework and the teacher’s pre-conference goals and objectives. The content of the conversations resulting from the post- conference may be included in the written report.

Items which *may* be discussed during the post-observation conference include:

Dimension 1: How did your classroom rules and procedures help the flow of activities during the session? Did you need to adjust and modify for exceptions?

Dimension 2: How did you design instruction so that students were motivated and engaged? Did you have to make any changes or adjustments to the session?

Dimension 3: What strategies did you use for teaching students with special learning needs to use thinking, problem-solving and other cognitive strategies to meet their needs?

Dimension 4: How did you screen, diagnose and evaluate the student observed? Have you needed to make any adjustments to the plan for that student? If so, how did your use of diagnosis and evaluation affect these modifications?

Dimension 5: How did you plan and adjust for individual student needs? If it was necessary, how did you account for language backgrounds of different students? How did you introduce concepts at varying levels of complexity?

Dimension 6: If you were observed with a student, what are your long-term goals and benchmarks for this student? How and when do you adjust those benchmarks? How did your session today fit into those long-term goals?

Dimension 7: How did these services fit into the total school program and best learning needs for the students with whom you work?

Dimension 8: How does your professional growth contribute to better outcomes for students? How does it contribute to the total school program? Are there any other thoughts, achievements/accomplishments you wish to mention or celebrate at this time?

Informal Observation Notes: Note: it is not expected that every competency be observed during any observation. Data collected will add to a pool of evidence. Speech Language Pathologist will receive a copy of this form and any other data gathered within 5 school days. If evidence gathered during the informal indicates that the teacher is in danger of receiving less than a proficient rating, it will be brought to the Speech Language Pathologist's attention during this time. It is understood that the informal observation may or may not include observation of the teacher working with students, and some or many items on this list may not be relevant to the informal observations.

Possible Evidence Observed may include....

___ 1.2 Maximizing the use of therapeutic intervention time by creating an environment that is conducive and learning and achieving individualized communication goals.

___ 1.3 Using strategies that encourage students to assume responsibility, participate in decision making, work independently and collaborate in learning activities.

___ 2.1 Communicating and maintaining a positive demeanor and enthusiasm for teaching, learning and quality work.

___ 2.3 Practices effective listening and provides students with constructive feedback.

___ 3.3 Monitoring and adjusting strategies in response to student feedback and ongoing performance data.

___ 4.1 Providing screening, identification, assessment, diagnosis, treatment, intervention and follow- up services.

___ 5.1 Introducing concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs and styles

___ 6.3 Contributing to the development of a comprehensive, longitudinal individualized program for each student.

___ 6.6 Employing a wide range of information and technology to enhance student learning.

___ 7.1 Using a variety of appropriate formal and informal assessment tools and procedures.

Students...

___ Are respectful of each other and the teacher

___ Display effort

___ Are on task

___ Communicate about their learning

___ Can answer questions about their learning

___ Ask meaningful questions

___ Students...Are able to distinguish between what they know and don't know and what they need to work on

___ Practice and rehearse

___ Display effort

___ Use feedback (what they see, hear) to assess and modify performance

___ Assess their own performance

___ Understand their own needs

Other/Notes:

___ Nothing in the visit indicated the speech/language pathologist was in danger of receiving an unsatisfactory/needs improvement rating.

Evaluator: _____

Date of Informal: _____

FORMS

**HONONEGAH HIGH SCHOOL
CERTIFIED STAFF EVALUATION FORM**

Name: _____

Position: _____

The instrument recognizes the need for adequate and proper evaluation of all certified staff pursuant to the Professional Agreement between the Board and the Association.

Traditional:

Performance Rating:

Pre-Conference Date: _____

_____ Excellent

Observation Date(s): _____

_____ Proficient

Evaluation Date: _____

_____ Needs Improvement

Post Conference Date: _____

_____ Unsatisfactory

The evaluator's signature below indicates the person responsible for the evaluation. The teacher's signature indicates they have received the report. The teacher has the option to attach a letter of dissent if so desired.

Evaluator's Signature

Date

Teacher's Signature

Date

Short Form- Excellent Evaluation-Tenured Teachers

Name: _____

This teacher has earned an excellent for his/her evaluation considering the Dimensions of the Hononegah Silver Strong Evaluation Instrument contained in this agreement. For a complete description of these, please refer to the Evaluation Addendum in the Professional Agreement. For the Dimension Titles for Certified Staff who are not being evaluated with the Teacher Evaluation tool, please refer also to the addendum.

- | | |
|--|--|
| 1. Organization and Procedures | 5. Presenting Learning |
| 2. Positive Relationships and Engagement | 6. Deepening Learning |
| 3. Establishing a Culture of Thinking and Learning | 7. Applying and Reflecting on Learning |
| 4. Preparing Students for Learning | 8. Professional Practice |

Administrator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

MID-POINT CONFERENCE

Goal Setting Method

1. What progress has been made to this point in regards to the professional goal you have set for this year?

2. What do you still hope to accomplish in order to meet this goal?

PRE-CONFERENCE INFORMATION
Peer Coaching Method
(Meeting to be held with administrator, teacher, and coach)

1. On what teaching skills, strategies, and/or student behaviors do you want feedback?

2. How will the data be collected?

WORK RECORD FOR PEER COACH
 (Complete and Submit to the Principal for Approval)

Name of Coach: _____

Name of Coachee: _____

Date	Activities Completed	Start/End Time	# Hours Worked
		Start Time: _____	
		End Time: _____	
		Start Time: _____	
		End Time: _____	
		Start Time: _____	
		End Time: _____	
		Start Time: _____	
		End Time: _____	
		Start Time: _____	
		End Time: _____	
		Start Time: _____	
		End Time: _____	
		Start Time: _____	
		End Time: _____	
		Start Time: _____	
		End Time: _____	

 Signature of Peer Coach Date

Total Hours Worked

Rate of Pay _____

Total Amount Due _____

 Signature of Principal Date

APPENDIX B

SALARY AND EXTRA DUTY

PAY SCHEDULES

Salary Base : \$ 42,811
 Vertical Increase : 0.046 \$ 1,969
 Horizontal Increase : 0.036 \$ 1,541
 Step 20-Vert. Increase : 0.056 \$ 2,397
 % Salary w/o TRS : 0.91

SALARY SCHEDULE 2018-2019

APPENDIX B

STEP	A BA	B BA+6	C BA+12	D BA+18	E BA+24	F MA	G MA+6	H MA+12	I MA+18	J MA+24	K MA+30	L MA+36	M MA+42	N PHD	STEP
1	\$42,811	\$44,352	\$45,893	\$47,435	\$48,976	\$50,517	\$52,058	\$53,599	\$55,141	\$56,682	\$58,223	\$59,764	\$61,305	\$62,847	1
w/o TRS	\$38,958	\$40,360	\$41,763	\$43,165	\$44,568	\$45,970	\$47,373	\$48,775	\$50,178	\$51,580	\$52,983	\$54,385	\$55,788	\$57,190	w/o TRS
2	\$44,780	\$46,322	\$47,863	\$49,404	\$50,945	\$52,486	\$54,027	\$55,569	\$57,110	\$58,651	\$60,192	\$61,733	\$63,275	\$64,816	2
w/o TRS	\$40,750	\$42,153	\$43,555	\$44,958	\$46,360	\$47,763	\$49,165	\$50,567	\$51,970	\$53,372	\$54,775	\$56,177	\$57,580	\$58,982	w/o TRS
3	\$46,750	\$48,291	\$49,832	\$51,373	\$52,914	\$54,456	\$55,997	\$57,538	\$59,079	\$60,620	\$62,162	\$63,703	\$65,244	\$66,785	3
w/o TRS	\$42,542	\$43,945	\$45,347	\$46,750	\$48,152	\$49,555	\$50,957	\$52,360	\$53,762	\$55,165	\$56,567	\$57,970	\$59,372	\$60,774	w/o TRS
4	\$48,719	\$50,260	\$51,801	\$53,343	\$54,884	\$56,425	\$57,966	\$59,507	\$61,048	\$62,590	\$64,131	\$65,672	\$67,213	\$68,754	4
w/o TRS	\$44,334	\$45,737	\$47,139	\$48,542	\$49,944	\$51,347	\$52,749	\$54,152	\$55,554	\$56,957	\$58,359	\$59,762	\$61,164	\$62,567	w/o TRS
5	\$50,688	\$52,229	\$53,771	\$55,312	\$56,853	\$58,394	\$59,935	\$61,477	\$63,018	\$64,559	\$66,100	\$67,641	\$69,183	\$70,724	5
w/o TRS	\$46,126	\$47,529	\$48,931	\$50,334	\$51,736	\$53,139	\$54,541	\$55,944	\$57,346	\$58,749	\$60,151	\$61,554	\$62,956	\$64,359	w/o TRS
6	\$52,658	\$54,199	\$55,740	\$57,281	\$58,822	\$60,364	\$61,905	\$63,446	\$64,987	\$66,528	\$68,069	\$69,611	\$71,152	\$72,693	6
w/o TRS	\$47,918	\$49,321	\$50,723	\$52,126	\$53,528	\$54,931	\$56,333	\$57,736	\$59,138	\$60,541	\$61,943	\$63,346	\$64,748	\$66,151	w/o TRS
7	\$54,627	\$56,168	\$57,709	\$59,250	\$60,792	\$62,333	\$63,874	\$65,415	\$66,956	\$68,498	\$70,039	\$71,580	\$73,121	\$74,662	7
w/o TRS	\$49,710	\$51,113	\$52,515	\$53,918	\$55,320	\$56,723	\$58,125	\$59,528	\$60,930	\$62,333	\$63,735	\$65,138	\$66,540	\$67,943	w/o TRS
8	\$56,596	\$58,137	\$59,679	\$61,220	\$62,761	\$64,302	\$65,843	\$67,385	\$68,926	\$70,467	\$72,008	\$73,549	\$75,090	\$76,632	8
w/o TRS	\$51,502	\$52,905	\$54,307	\$55,710	\$57,112	\$58,515	\$59,917	\$61,320	\$62,722	\$64,125	\$65,527	\$66,930	\$68,332	\$69,735	w/o TRS
9	\$58,565	\$60,107	\$61,648	\$63,189	\$64,730	\$66,271	\$67,813	\$69,354	\$70,895	\$72,436	\$73,977	\$75,519	\$77,060	\$78,601	9
w/o TRS	\$53,295	\$54,697	\$56,100	\$57,502	\$58,905	\$60,307	\$61,709	\$63,112	\$64,514	\$65,917	\$67,319	\$68,722	\$70,124	\$71,527	w/o TRS
10	\$60,535	\$62,076	\$63,617	\$65,158	\$66,700	\$68,241	\$69,782	\$71,323	\$72,864	\$74,406	\$75,947	\$77,488	\$79,029	\$80,570	10
w/o TRS	\$55,087	\$56,489	\$57,892	\$59,294	\$60,697	\$62,099	\$63,502	\$64,904	\$66,307	\$67,709	\$69,112	\$70,514	\$71,916	\$73,319	w/o TRS
11	\$62,504	\$64,045	\$65,586	\$67,128	\$68,669	\$70,210	\$71,751	\$73,292	\$74,834	\$76,375	\$77,916	\$79,457	\$80,998	\$82,540	11
w/o TRS	\$56,879	\$58,281	\$59,684	\$61,086	\$62,489	\$63,891	\$65,294	\$66,696	\$68,099	\$69,501	\$70,904	\$72,306	\$73,709	\$75,111	w/o TRS
12	\$64,473	\$66,015	\$67,556	\$69,097	\$70,638	\$72,179	\$73,721	\$75,262	\$76,803	\$78,344	\$79,885	\$81,427	\$82,968	\$84,509	12
w/o TRS	\$58,671	\$60,073	\$61,476	\$62,878	\$64,281	\$65,683	\$67,086	\$68,488	\$69,891	\$71,293	\$72,696	\$74,098	\$75,501	\$76,903	w/o TRS
13	\$66,443	\$67,984	\$69,525	\$71,066	\$72,607	\$74,149	\$75,690	\$77,231	\$78,772	\$80,313	\$81,855	\$83,396	\$84,937	\$86,478	13
w/o TRS	\$60,463	\$61,865	\$63,268	\$64,670	\$66,073	\$67,475	\$68,878	\$70,280	\$71,683	\$73,085	\$74,488	\$75,890	\$77,293	\$78,695	w/o TRS
14	\$68,412	\$69,953	\$71,494	\$73,036	\$74,577	\$76,118	\$77,659	\$79,200	\$80,742	\$82,283	\$83,824	\$85,365	\$86,906	\$88,448	14
w/o TRS	\$62,255	\$63,657	\$65,060	\$66,462	\$67,865	\$69,267	\$70,670	\$72,072	\$73,475	\$74,877	\$76,280	\$77,682	\$79,085	\$80,487	w/o TRS
15	\$70,381	\$71,922	\$73,464	\$75,005	\$76,546	\$78,087	\$79,628	\$81,170	\$82,711	\$84,252	\$85,793	\$87,334	\$88,876	\$90,417	15
w/o TRS	\$64,047	\$65,449	\$66,852	\$68,254	\$69,657	\$71,059	\$72,462	\$73,864	\$75,267	\$76,669	\$78,072	\$79,474	\$80,877	\$82,279	w/o TRS
16	\$72,351	\$73,892	\$75,433	\$76,974	\$78,515	\$80,057	\$81,598	\$83,139	\$84,680	\$86,221	\$87,763	\$89,304	\$90,845	\$92,386	16
w/o TRS	\$65,839	\$67,242	\$68,644	\$70,047	\$71,449	\$72,851	\$74,254	\$75,656	\$77,059	\$78,461	\$79,864	\$81,266	\$82,669	\$84,071	w/o TRS
17	\$74,320	\$75,861	\$77,402	\$78,943	\$80,485	\$82,026	\$83,567	\$85,108	\$86,649	\$88,191	\$89,732	\$91,273	\$92,814	\$94,355	17
w/o TRS	\$67,631	\$69,034	\$70,436	\$71,839	\$73,241	\$74,644	\$76,046	\$77,449	\$78,851	\$80,254	\$81,656	\$83,058	\$84,461	\$85,863	w/o TRS
18	\$76,289	\$77,830	\$79,372	\$80,913	\$82,454	\$83,995	\$85,536	\$87,078	\$88,619	\$90,160	\$91,701	\$93,242	\$94,784	\$96,325	18
w/o TRS	\$69,423	\$70,826	\$72,228	\$73,631	\$75,033	\$76,436	\$77,838	\$79,241	\$80,643	\$82,046	\$83,448	\$84,851	\$86,253	\$87,656	w/o TRS
19	\$78,259	\$79,800	\$81,341	\$82,882	\$84,423	\$85,964	\$87,506	\$89,047	\$90,588	\$92,129	\$93,670	\$95,212	\$96,753	\$98,294	19
w/o TRS	\$71,215	\$72,618	\$74,020	\$75,423	\$76,825	\$78,228	\$79,630	\$81,033	\$82,435	\$83,838	\$85,240	\$86,643	\$88,045	\$89,448	w/o TRS
20	\$80,656	\$82,197	\$83,738	\$85,280	\$86,821	\$88,362	\$89,903	\$91,444	\$92,985	\$94,527	\$96,068	\$97,609	\$99,150	\$100,691	20
w/o TRS	\$73,397	\$74,799	\$76,202	\$77,604	\$79,007	\$80,409	\$81,812	\$83,214	\$84,617	\$86,019	\$87,422	\$88,824	\$90,227	\$91,629	w/o TRS

Salary Base : \$ 43,239
 Vertical Increase : 0.046 \$ 1,989
 Horizontal Increase : 0.036 \$ 1,557
 Step 20-Vert. Increase : 0.056 \$ 2,421
 % Salary w/o TRS : 0.91

SALARY SCHEDULE 2019-2020

APPENDIX B

STEP	A BA	B BA+6	C BA+12	D BA+18	E BA+24	F MA	G MA+6	H MA+12	I MA+18	J MA+24	K MA+30	L MA+36	M MA+42	N PHD	STEP
1	\$43,239	\$44,796	\$46,352	\$47,909	\$49,465	\$51,022	\$52,579	\$54,135	\$55,692	\$57,248	\$58,805	\$60,362	\$61,918	\$63,475	1
w/o TRS	\$39,347	\$40,764	\$42,181	\$43,597	\$45,014	\$46,430	\$47,847	\$49,263	\$50,680	\$52,096	\$53,513	\$54,929	\$56,346	\$57,762	w/o TRS
2	\$45,228	\$46,785	\$48,341	\$49,898	\$51,454	\$53,011	\$54,568	\$56,124	\$57,681	\$59,237	\$60,794	\$62,351	\$63,907	\$65,464	2
w/o TRS	\$41,157	\$42,574	\$43,990	\$45,407	\$46,824	\$48,240	\$49,657	\$51,073	\$52,490	\$53,906	\$55,323	\$56,739	\$58,156	\$59,572	w/o TRS
3	\$47,217	\$48,774	\$50,330	\$51,887	\$53,443	\$55,000	\$56,557	\$58,113	\$59,670	\$61,226	\$62,783	\$64,340	\$65,896	\$67,453	3
w/o TRS	\$42,967	\$44,384	\$45,800	\$47,217	\$48,633	\$50,050	\$51,467	\$52,883	\$54,300	\$55,716	\$57,133	\$58,549	\$59,966	\$61,382	w/o TRS
4	\$49,206	\$50,763	\$52,319	\$53,876	\$55,432	\$56,989	\$58,546	\$60,102	\$61,659	\$63,215	\$64,772	\$66,329	\$67,885	\$69,442	4
w/o TRS	\$44,777	\$46,194	\$47,610	\$49,027	\$50,443	\$51,860	\$53,277	\$54,693	\$56,110	\$57,526	\$58,943	\$60,359	\$61,776	\$63,192	w/o TRS
5	\$51,195	\$52,752	\$54,308	\$55,865	\$57,421	\$58,978	\$60,535	\$62,091	\$63,648	\$65,204	\$66,761	\$68,318	\$69,874	\$71,431	5
w/o TRS	\$46,587	\$48,004	\$49,420	\$50,837	\$52,253	\$53,670	\$55,086	\$56,503	\$57,920	\$59,336	\$60,753	\$62,169	\$63,586	\$65,002	w/o TRS
6	\$53,184	\$54,741	\$56,297	\$57,854	\$59,410	\$60,967	\$62,524	\$64,080	\$65,637	\$67,193	\$68,750	\$70,307	\$71,863	\$73,420	6
w/o TRS	\$48,397	\$49,814	\$51,230	\$52,647	\$54,063	\$55,480	\$56,896	\$58,313	\$59,729	\$61,146	\$62,563	\$63,979	\$65,396	\$66,812	w/o TRS
7	\$55,173	\$56,730	\$58,286	\$59,843	\$61,399	\$62,956	\$64,513	\$66,069	\$67,626	\$69,182	\$70,739	\$72,296	\$73,852	\$75,409	7
w/o TRS	\$50,207	\$51,624	\$53,040	\$54,457	\$55,873	\$57,290	\$58,706	\$60,123	\$61,539	\$62,956	\$64,372	\$65,789	\$67,206	\$68,622	w/o TRS
8	\$57,162	\$58,719	\$60,275	\$61,832	\$63,388	\$64,945	\$66,502	\$68,058	\$69,615	\$71,171	\$72,728	\$74,285	\$75,841	\$77,398	8
w/o TRS	\$52,017	\$53,434	\$54,850	\$56,267	\$57,683	\$59,100	\$60,516	\$61,933	\$63,349	\$64,766	\$66,182	\$67,599	\$69,015	\$70,432	w/o TRS
9	\$59,151	\$60,708	\$62,264	\$63,821	\$65,377	\$66,934	\$68,491	\$70,047	\$71,604	\$73,160	\$74,717	\$76,274	\$77,830	\$79,387	9
w/o TRS	\$53,827	\$55,244	\$56,660	\$58,077	\$59,493	\$60,910	\$62,326	\$63,743	\$65,159	\$66,576	\$67,992	\$69,409	\$70,825	\$72,242	w/o TRS
10	\$61,140	\$62,697	\$64,253	\$65,810	\$67,366	\$68,923	\$70,480	\$72,036	\$73,593	\$75,149	\$76,706	\$78,263	\$79,819	\$81,376	10
w/o TRS	\$55,637	\$57,054	\$58,470	\$59,887	\$61,303	\$62,720	\$64,136	\$65,553	\$66,969	\$68,386	\$69,802	\$71,219	\$72,635	\$74,052	w/o TRS
11	\$63,129	\$64,686	\$66,242	\$67,799	\$69,355	\$70,912	\$72,469	\$74,025	\$75,582	\$77,138	\$78,695	\$80,252	\$81,808	\$83,365	11
w/o TRS	\$57,447	\$58,864	\$60,280	\$61,697	\$63,113	\$64,530	\$65,946	\$67,363	\$68,779	\$70,196	\$71,612	\$73,029	\$74,445	\$75,862	w/o TRS
12	\$65,118	\$66,675	\$68,231	\$69,788	\$71,344	\$72,901	\$74,458	\$76,014	\$77,571	\$79,127	\$80,684	\$82,241	\$83,797	\$85,354	12
w/o TRS	\$59,257	\$60,674	\$62,090	\$63,507	\$64,923	\$66,340	\$67,756	\$69,173	\$70,589	\$72,006	\$73,422	\$74,839	\$76,255	\$77,672	w/o TRS
13	\$67,107	\$68,664	\$70,220	\$71,777	\$73,333	\$74,890	\$76,447	\$78,003	\$79,560	\$81,116	\$82,673	\$84,230	\$85,786	\$87,343	13
w/o TRS	\$61,067	\$62,484	\$63,900	\$65,317	\$66,733	\$68,150	\$69,566	\$70,983	\$72,399	\$73,816	\$75,232	\$76,649	\$78,065	\$79,482	w/o TRS
14	\$69,096	\$70,653	\$72,209	\$73,766	\$75,322	\$76,879	\$78,436	\$79,992	\$81,549	\$83,105	\$84,662	\$86,219	\$87,775	\$89,332	14
w/o TRS	\$62,877	\$64,294	\$65,710	\$67,127	\$68,543	\$69,960	\$71,376	\$72,793	\$74,209	\$75,626	\$77,042	\$78,459	\$79,875	\$81,292	w/o TRS
15	\$71,085	\$72,642	\$74,198	\$75,755	\$77,311	\$78,868	\$80,425	\$81,981	\$83,538	\$85,094	\$86,651	\$88,208	\$89,764	\$91,321	15
w/o TRS	\$64,687	\$66,104	\$67,520	\$68,937	\$70,353	\$71,770	\$73,186	\$74,603	\$76,019	\$77,436	\$78,852	\$80,269	\$81,685	\$83,102	w/o TRS
16	\$73,074	\$74,631	\$76,187	\$77,744	\$79,300	\$80,857	\$82,414	\$83,970	\$85,527	\$87,083	\$88,640	\$90,197	\$91,753	\$93,310	16
w/o TRS	\$66,497	\$67,914	\$69,330	\$70,747	\$72,163	\$73,580	\$74,996	\$76,413	\$77,829	\$79,246	\$80,662	\$82,079	\$83,495	\$84,912	w/o TRS
17	\$75,063	\$76,620	\$78,176	\$79,733	\$81,289	\$82,846	\$84,403	\$85,959	\$87,516	\$89,072	\$90,629	\$92,186	\$93,742	\$95,299	17
w/o TRS	\$68,307	\$69,724	\$71,140	\$72,557	\$73,973	\$75,390	\$76,806	\$78,223	\$79,639	\$81,056	\$82,472	\$83,889	\$85,305	\$86,722	w/o TRS
18	\$77,052	\$78,609	\$80,165	\$81,722	\$83,278	\$84,835	\$86,392	\$87,948	\$89,505	\$91,061	\$92,618	\$94,175	\$95,731	\$97,288	18
w/o TRS	\$70,117	\$71,534	\$72,950	\$74,367	\$75,783	\$77,200	\$78,616	\$80,033	\$81,449	\$82,866	\$84,282	\$85,699	\$87,115	\$88,532	w/o TRS
19	\$79,041	\$80,597	\$82,154	\$83,711	\$85,267	\$86,824	\$88,381	\$89,937	\$91,494	\$93,050	\$94,607	\$96,164	\$97,720	\$99,277	19
w/o TRS	\$71,927	\$73,344	\$74,760	\$76,177	\$77,593	\$79,010	\$80,426	\$81,843	\$83,259	\$84,676	\$86,092	\$87,509	\$88,925	\$90,342	w/o TRS
20	\$81,462	\$83,019	\$84,575	\$86,132	\$87,689	\$89,245	\$90,802	\$92,359	\$93,915	\$95,472	\$97,028	\$98,585	\$100,142	\$101,698	20
w/o TRS	\$74,131	\$75,547	\$76,964	\$78,380	\$79,797	\$81,213	\$82,630	\$84,046	\$85,463	\$86,879	\$88,296	\$89,712	\$91,129	\$92,545	w/o TRS

Salary Base : \$ 43,888
 Vertical Increase : 0.046 \$ 2,019
 Horizontal Increase : 0.036 \$ 1,580
 Step 20-Vert. Increase : 0.056 \$ 2,458
 % Salary w/o TRS : 0.91

SALARY SCHEDULE 2020-2021

APPENDIX B

STEP	A BA	B BA+6	C BA+12	D BA+18	E BA+24	F MA	G MA+6	H MA+12	I MA+18	J MA+24	K MA+30	L MA+36	M MA+42	N PHD	STEP
1	\$43,888	\$45,468	\$47,047	\$48,627	\$50,207	\$51,787	\$53,367	\$54,947	\$56,527	\$58,107	\$59,687	\$61,267	\$62,847	\$64,427	1
w/o TRS	\$39,938	\$41,375	\$42,813	\$44,251	\$45,689	\$47,126	\$48,564	\$50,002	\$51,440	\$52,878	\$54,315	\$55,753	\$57,191	\$58,629	w/o TRS
2	\$45,906	\$47,486	\$49,066	\$50,646	\$52,226	\$53,806	\$55,386	\$56,966	\$58,546	\$60,126	\$61,706	\$63,286	\$64,866	\$66,446	2
w/o TRS	\$41,775	\$43,213	\$44,650	\$46,088	\$47,526	\$48,964	\$50,401	\$51,839	\$53,277	\$54,715	\$56,152	\$57,590	\$59,028	\$60,466	w/o TRS
3	\$47,925	\$49,505	\$51,085	\$52,665	\$54,245	\$55,825	\$57,405	\$58,985	\$60,565	\$62,145	\$63,725	\$65,305	\$66,885	\$68,465	3
w/o TRS	\$43,612	\$45,050	\$46,487	\$47,925	\$49,363	\$50,801	\$52,239	\$53,676	\$55,114	\$56,552	\$57,990	\$59,427	\$60,865	\$62,303	w/o TRS
4	\$49,944	\$51,524	\$53,104	\$54,684	\$56,264	\$57,844	\$59,424	\$61,004	\$62,584	\$64,164	\$65,744	\$67,324	\$68,904	\$70,483	4
w/o TRS	\$45,449	\$46,887	\$48,325	\$49,762	\$51,200	\$52,638	\$54,076	\$55,513	\$56,951	\$58,389	\$59,827	\$61,264	\$62,702	\$64,140	w/o TRS
5	\$51,963	\$53,543	\$55,123	\$56,703	\$58,283	\$59,863	\$61,443	\$63,023	\$64,603	\$66,182	\$67,762	\$69,342	\$70,922	\$72,502	5
w/o TRS	\$47,286	\$48,724	\$50,162	\$51,600	\$53,037	\$54,475	\$55,913	\$57,351	\$58,788	\$60,226	\$61,664	\$63,102	\$64,539	\$65,977	w/o TRS
6	\$53,982	\$55,562	\$57,142	\$58,722	\$60,302	\$61,881	\$63,461	\$65,041	\$66,621	\$68,201	\$69,781	\$71,361	\$72,941	\$74,521	6
w/o TRS	\$49,123	\$50,561	\$51,999	\$53,437	\$54,874	\$56,312	\$57,750	\$59,188	\$60,625	\$62,063	\$63,501	\$64,939	\$66,376	\$67,814	w/o TRS
7	\$56,001	\$57,581	\$59,160	\$60,740	\$62,320	\$63,900	\$65,480	\$67,060	\$68,640	\$70,220	\$71,800	\$73,380	\$74,960	\$76,540	7
w/o TRS	\$50,961	\$52,398	\$53,836	\$55,274	\$56,712	\$58,149	\$59,587	\$61,025	\$62,463	\$63,900	\$65,338	\$66,776	\$68,214	\$69,651	w/o TRS
8	\$58,019	\$59,599	\$61,179	\$62,759	\$64,339	\$65,919	\$67,499	\$69,079	\$70,659	\$72,239	\$73,819	\$75,399	\$76,979	\$78,559	8
w/o TRS	\$52,798	\$54,235	\$55,673	\$57,111	\$58,549	\$59,986	\$61,424	\$62,862	\$64,300	\$65,737	\$67,175	\$68,613	\$70,051	\$71,488	w/o TRS
9	\$60,038	\$61,618	\$63,198	\$64,778	\$66,358	\$67,938	\$69,518	\$71,098	\$72,678	\$74,258	\$75,838	\$77,418	\$78,998	\$80,578	9
w/o TRS	\$54,635	\$56,073	\$57,510	\$58,948	\$60,386	\$61,824	\$63,261	\$64,699	\$66,137	\$67,575	\$69,012	\$70,450	\$71,888	\$73,326	w/o TRS
10	\$62,057	\$63,637	\$65,217	\$66,797	\$68,377	\$69,957	\$71,537	\$73,117	\$74,697	\$76,277	\$77,857	\$79,437	\$81,016	\$82,596	10
w/o TRS	\$56,472	\$57,910	\$59,347	\$60,785	\$62,223	\$63,661	\$65,098	\$66,536	\$67,974	\$69,412	\$70,849	\$72,287	\$73,725	\$75,163	w/o TRS
11	\$64,076	\$65,656	\$67,236	\$68,816	\$70,396	\$71,976	\$73,556	\$75,136	\$76,715	\$78,295	\$79,875	\$81,455	\$83,035	\$84,615	11
w/o TRS	\$58,309	\$59,747	\$61,185	\$62,622	\$64,060	\$65,498	\$66,936	\$68,373	\$69,811	\$71,249	\$72,687	\$74,124	\$75,562	\$77,000	w/o TRS
12	\$66,095	\$67,675	\$69,255	\$70,835	\$72,415	\$73,994	\$75,574	\$77,154	\$78,734	\$80,314	\$81,894	\$83,474	\$85,054	\$86,634	12
w/o TRS	\$60,146	\$61,584	\$63,022	\$64,459	\$65,897	\$67,335	\$68,773	\$70,210	\$71,648	\$73,086	\$74,524	\$75,962	\$77,399	\$78,837	w/o TRS
13	\$68,114	\$69,693	\$71,273	\$72,853	\$74,433	\$76,013	\$77,593	\$79,173	\$80,753	\$82,333	\$83,913	\$85,493	\$87,073	\$88,653	13
w/o TRS	\$61,983	\$63,421	\$64,859	\$66,297	\$67,734	\$69,172	\$70,610	\$72,048	\$73,485	\$74,923	\$76,361	\$77,799	\$79,236	\$80,674	w/o TRS
14	\$70,132	\$71,712	\$73,292	\$74,872	\$76,452	\$78,032	\$79,612	\$81,192	\$82,772	\$84,352	\$85,932	\$87,512	\$89,092	\$90,672	14
w/o TRS	\$63,820	\$65,258	\$66,696	\$68,134	\$69,571	\$71,009	\$72,447	\$73,885	\$75,323	\$76,760	\$78,198	\$79,636	\$81,074	\$82,511	w/o TRS
15	\$72,151	\$73,731	\$75,311	\$76,891	\$78,471	\$80,051	\$81,631	\$83,211	\$84,791	\$86,371	\$87,951	\$89,531	\$91,111	\$92,691	15
w/o TRS	\$65,658	\$67,095	\$68,533	\$69,971	\$71,409	\$72,846	\$74,284	\$75,722	\$77,160	\$78,597	\$80,035	\$81,473	\$82,911	\$84,348	w/o TRS
16	\$74,170	\$75,750	\$77,330	\$78,910	\$80,490	\$82,070	\$83,650	\$85,230	\$86,810	\$88,390	\$89,970	\$91,550	\$93,129	\$94,709	16
w/o TRS	\$67,495	\$68,932	\$70,370	\$71,808	\$73,246	\$74,684	\$76,121	\$77,559	\$78,997	\$80,435	\$81,872	\$83,310	\$84,748	\$86,186	w/o TRS
17	\$76,189	\$77,769	\$79,349	\$80,929	\$82,509	\$84,089	\$85,669	\$87,249	\$88,828	\$90,408	\$91,988	\$93,568	\$95,148	\$96,728	17
w/o TRS	\$69,332	\$70,770	\$72,207	\$73,645	\$75,083	\$76,521	\$77,958	\$79,396	\$80,834	\$82,272	\$83,709	\$85,147	\$86,585	\$88,023	w/o TRS
18	\$78,208	\$79,788	\$81,368	\$82,948	\$84,527	\$86,107	\$87,687	\$89,267	\$90,847	\$92,427	\$94,007	\$95,587	\$97,167	\$98,747	18
w/o TRS	\$71,169	\$72,607	\$74,045	\$75,482	\$76,920	\$78,358	\$79,796	\$81,233	\$82,671	\$84,109	\$85,547	\$86,984	\$88,422	\$89,860	w/o TRS
19	\$80,227	\$81,806	\$83,386	\$84,966	\$86,546	\$88,126	\$89,706	\$91,286	\$92,866	\$94,446	\$96,026	\$97,606	\$99,186	\$100,766	19
w/o TRS	\$73,006	\$74,444	\$75,882	\$77,319	\$78,757	\$80,195	\$81,633	\$83,070	\$84,508	\$85,946	\$87,384	\$88,821	\$90,259	\$91,697	w/o TRS
20	\$82,684	\$84,264	\$85,844	\$87,424	\$89,004	\$90,584	\$92,164	\$93,744	\$95,324	\$96,904	\$98,484	\$100,064	\$101,644	\$103,224	20
w/o TRS	\$75,243	\$76,680	\$78,118	\$79,556	\$80,994	\$82,431	\$83,869	\$85,307	\$86,745	\$88,182	\$89,620	\$91,058	\$92,496	\$93,933	w/o TRS

**2018-2019
Extra-Duty Salary Schedule**

APPENDIX B

A	B	C	D	E	F	Active G	Active G, cont'd.
Department Coordinator	Basketball	Baseball	Bowling	Activities Coordinator	Choir Director	Anime/Manga Club	French Club
SI Coordinator	Football	Soccer	Cheer (Sports)	Band Director	Class Sponsor(Jr.) (2)	Aviator's Club	GAIA
		Softball	Cross Country	Cafeteria (Lunch Supervision)	Class Sponsor(Sr.) (2)	Baking Club	Gamer's Club
		Swimming	Dance	Forensics	Department Coordinator*	Bass Fishing (2)	Grace On Campus
		Track	Golf	ISS	Fall Play Director	Café Ole	GSA
		Volleyball	Tennis	Robotics Club (+ Asst)	Gifted Program Facilitator	Cheer (Competition Season)	H-Club
		Wrestling		Scholastic Bowl (+ Asst)	Check-N-Connect/HOMANI	Chemistry Club	Hononegah Model UN
				Special Olympics (+ Asst)	Key Club	Chess Club	Intramural Coordinator
				Student Council (2)	Math Club	Cinematics	Leo Club
				Study Hall	Model UN Club	Class Sponsor (Frosh)	Outdoors Club
					Musical Director	Class Sponsor (Soph)	Page Turner's Club
					National Honors Society	Cosmetology/Fashion Club	Pep/Marching Band
					Renaissance Program Facilitator	Costume/Prop Coordinator	Photography Club
					School Newspaper	Creative Endeavor's Art Club	Rugby Club
					Show Choir	Dance Coordinator	Science Fiction Club
					Technical Director	Dance (Competition Season)	Sign Language Club (ASL)
					Tutorial	Drama Club	Snowball (RUDE)
					WYSE	Drama Publicity Manager	Stagehand's Club
					Yearbook	Equestrian Club	Stand Up To Cancer
					* includes class concession	Extreme Sports	Tech Club
						FBLA	Ukulele Club
						Fencing Club	Writer's Club
							Young Americans for Freedom

Hourly Rate = .00079 of base

Dept Coordinators: Shall choose F with class concessions or A without by March 1st of the preceeding year.

HEA President shall be granted a class concession if that person so desires.

Daily Detention Rate = 1/177 of base plus TRS

Saturday/Night School Detention Rate = .00079 of base plus TRS

Base Salary:
\$38,958

The extra duty index is based upon a percent of the base

Level	Position	0 years		1-2 years		3-4 years		5-6 years		7-8 years		9 years		Level
		% of base	\$	% of base	\$	% of base	\$	% of base	\$	% of base	\$	% of base	\$	
A	Head	15%	5844	15.8%	6155	16.6%	6467	17.4%	6779	18.2%	7090	19.0%	7402	A
B	Head	14%	5454	14.8%	5766	15.6%	6077	16.4%	6389	17.2%	6701	18.0%	7012	B
BB	Ass't	10%	3896	10.8%	4207	11.6%	4519	12.4%	4831	13.2%	5142	14.0%	5454	BB
C	Head	12%	4675	12.6%	4909	13.2%	5142	13.8%	5376	14.4%	5610	15.0%	5844	C
CC	Ass't	8%	3117	8.6%	3350	9.2%	3584	9.8%	3818	10.4%	4052	11.0%	4285	CC
D	Head	10%	3896	10.4%	4052	10.8%	4207	11.2%	4363	11.6%	4519	12.0%	4675	D
DD	Ass't	6%	2337	6.4%	2493	6.8%	2649	7.2%	2805	7.6%	2961	8.0%	3117	DD
E	Head	9%	3506	9.4%	3662	9.8%	3818	10.2%	3974	10.6%	4130	11.0%	4285	E
EE	Ass't	5%	1948	5.4%	2104	5.8%	2260	6.2%	2415	6.6%	2571	7.0%	2727	EE
F	Head	6%	2337	6.3%	2454	6.6%	2571	6.9%	2688	7.2%	2805	7.5%	2922	F
G	Head	4%	1558	4.3%	1675	4.6%	1792	4.9%	1909	5.2%	2026	5.5%	2143	G

**2019-2020
Extra-Duty Salary Schedule**

APPENDIX B

A Department Coordinator SI Coordinator	B Basketball Football	C Baseball Soccer Softball Swimming Track Volleyball Wrestling	D Bowling Cheer (Sports) Cross Country Dance Golf Tennis	E Activities Coordinator Band Director Cafeteria (Lunch Supervision) Forensics ISS Robotics Club (+ Asst) Scholastic Bowl (+ Asst) Special Olympics (+ Asst) Student Council (2) Study Hall	F Choir Director Class Sponsor(Jr.) (2) Class Sponsor(Sr.) (2) Department Coordinator* Fall Play Director Gifted Program Facilitator Check-N-Connect/HOMANI Key Club Math Club Model UN Club Musical Director National Honors Society Renaissance Program Facilitator School Newspaper Show Choir Technical Director Tutorial WYSE Yearbook * includes class concession	Active G Anime/Manga Club Aviator's Club Baking Club Bass Fishing (2) Café Ole Cheer (Competition Season) Chemistry Club Chess Club Cinematics Class Sponsor (Frosh) Class Sponsor (Soph) Cosmetology/Fashion Club Costume/Prop Coordinator Creative Endeavor's Art Club Dance Coordinator Dance (Competition Season) Drama Club Drama Publicity Manager Equestrian Club Extreme Sports FBLA Fencing Club	Active G, cont'd. French Club GAIA Gamer's Club Grace On Campus GSA H-Club Hononegah Model UN Intramural Coordinator Leo Club Outdoors Club Page Turner's Club Pep/Marching Band Photography Club Rugby Club Science Fiction Club Sign Language Club (ASL) Snowball (RUDE) Stagehand's Club Stand Up To Cancer Tech Club Ukulele Club Writer's Club Young Americans for Freedom
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Hourly Rate = .00079 of base

Dept Coordinators: Shall choose F with class concessions or A without by March 1st of the preceeding year.

HEA President shall be granted a class concession if that person so desires.

Daily Detention Rate = 1/177 of base plus TRS

Saturday/Night School Detention Rate = .00079 of base plus TRS

Base Salary:
\$39,347

The extra duty index is based upon a percent of the base

Level	Position	0 years		1-2 years		3-4 years		5-6 years		7-8 years		9 years		Level
		% of base	\$	% of base	\$	% of base	\$	% of base	\$	% of base	\$	% of base	\$	
A	Head	15%	5902	15.8%	6217	16.6%	6532	17.4%	6846	18.2%	7161	19.0%	7476	A
B	Head	14%	5509	14.8%	5823	15.6%	6138	16.4%	6453	17.2%	6768	18.0%	7082	B
BB	Ass't	10%	3935	10.8%	4249	11.6%	4564	12.4%	4879	13.2%	5194	14.0%	5509	BB
C	Head	12%	4722	12.6%	4958	13.2%	5194	13.8%	5430	14.4%	5666	15.0%	5902	C
CC	Ass't	8%	3148	8.6%	3384	9.2%	3620	9.8%	3856	10.4%	4092	11.0%	4328	CC
D	Head	10%	3935	10.4%	4092	10.8%	4249	11.2%	4407	11.6%	4564	12.0%	4722	D
DD	Ass't	6%	2361	6.4%	2518	6.8%	2676	7.2%	2833	7.6%	2990	8.0%	3148	DD
E	Head	9%	3541	9.4%	3699	9.8%	3856	10.2%	4013	10.6%	4171	11.0%	4328	E
EE	Ass't	5%	1967	5.4%	2125	5.8%	2282	6.2%	2440	6.6%	2597	7.0%	2754	EE
F	Head	6%	2361	6.3%	2479	6.6%	2597	6.9%	2715	7.2%	2833	7.5%	2951	F
G	Head	4%	1574	4.3%	1692	4.6%	1810	4.9%	1928	5.2%	2046	5.5%	2164	G

**2020-2021
Extra-Duty Salary Schedule**

APPENDIX B

A	B	C	D	E	F	Active G	Active G, cont'd.
Department Coordinator	Basketball	Baseball	Bowling	Activities Coordinator	Choir Director	Anime/Manga Club	French Club
SI Coordinator	Football	Soccer	Cheer (Sports)	Band Director	Class Sponsor(Jr.) (2)	Aviator's Club	GAIA
		Softball	Cross Country	Cafeteria (Lunch Supervision)	Class Sponsor(Sr.) (2)	Baking Club	Gamer's Club
		Swimming	Dance	Forensics	Department Coordinator*	Bass Fishing (2)	Grace On Campus
		Track	Golf	ISS	Fall Play Director	Café Ole	GSA
		Volleyball	Tennis	Robotics Club (+ Asst)	Gifted Program Facilitator	Cheer (Competition Season)	H-Club
		Wrestling		Scholastic Bowl (+ Asst)	Check-N-Connect/HOMANI	Chemistry Club	Hononegah Model UN
				Special Olympics (+ Asst)	Key Club	Chess Club	Intramural Coordinator
				Student Council (2)	Math Club	Cinematics	Leo Club
				Study Hall	Model UN Club	Class Sponsor (Frosh)	Outdoors Club
					Musical Director	Class Sponsor (Soph)	Page Turner's Club
					National Honors Society	Cosmetology/Fashion Club	Pep/Marching Band
					Renaissance Program Facilitator	Costume/Prop Coordinator	Photography Club
					School Newspaper	Creative Endeavor's Art Club	Rugby Club
					Show Choir	Dance Coordinator	Science Fiction Club
					Technical Director	Dance (Competition Season)	Sign Language Club (ASL)
					Tutorial	Drama Club	Snowball (RUDE)
					WYSE	Drama Publicity Manager	Stagehand's Club
					Yearbook	Equestrian Club	Stand Up To Cancer
					* includes class concession	Extreme Sports	Tech Club
						FBLA	Ukulele Club
						Fencing Club	Writer's Club
							Young Americans for Freedom

Hourly Rate = .00079 of base

Dept Coordinators: Shall choose F with class concessions or A without by March 1st of the preceeding year.

HEA President shall be granted a class concession if that person so desires.

Daily Detention Rate = 1/177 of base plus TRS

Saturday/Night School Detention Rate = .00079 of base plus TRS

Base Salary:
\$39,938

The extra duty index is based upon a percent of the base

Level	Position	0 years		1-2 years		3-4 years		5-6 years		7-8 years		9 years		Level
		% of base	\$	% of base	\$	% of base	\$	% of base	\$	% of base	\$	% of base	\$	
A	Head	15%	5991	15.8%	6310	16.6%	6630	17.4%	6949	18.2%	7269	19.0%	7588	A
B	Head	14%	5591	14.8%	5911	15.6%	6230	16.4%	6550	17.2%	6869	18.0%	7189	B
BB	Ass't	10%	3994	10.8%	4313	11.6%	4633	12.4%	4952	13.2%	5272	14.0%	5591	BB
C	Head	12%	4793	12.6%	5032	13.2%	5272	13.8%	5511	14.4%	5751	15.0%	5991	C
CC	Ass't	8%	3195	8.6%	3435	9.2%	3674	9.8%	3914	10.4%	4154	11.0%	4393	CC
D	Head	10%	3994	10.4%	4154	10.8%	4313	11.2%	4473	11.6%	4633	12.0%	4793	D
DD	Ass't	6%	2396	6.4%	2556	6.8%	2716	7.2%	2876	7.6%	3035	8.0%	3195	DD
E	Head	9%	3594	9.4%	3754	9.8%	3914	10.2%	4074	10.6%	4233	11.0%	4393	E
EE	Ass't	5%	1997	5.4%	2157	5.8%	2316	6.2%	2476	6.6%	2636	7.0%	2796	EE
F	Head	6%	2396	6.3%	2516	6.6%	2636	6.9%	2756	7.2%	2876	7.5%	2995	F
G	Head	4%	1598	4.3%	1717	4.6%	1837	4.9%	1957	5.2%	2077	5.5%	2197	G