COLLECTIVE BARGAINING AGREEMENT

BY AND BETWEEN

THE CHICAGO ALLIANCE OF CHARTER TEACHERS AND STAFF,

LOCAL 4343, IFT-AFT/AFL-CIO

AND

URBAN PREP ACADEMIES

2016-2018
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ARTICLE I.
PARTIES

1.1. **Parties.** This Agreement is made and entered into by and between Urban Prep Academies, which together with its member, managers and administrative staff shall be referred to in this Agreement as the "Urban Prep" and the Chicago Alliance of Charter Teachers and Staff, Local 4343, IFT-AFT/ AFL-CIO, the exclusive representative which together with its officers and representatives shall be referred to in this Agreement ("the Union").

1.2. **Recognition.** Urban Prep Academies hereby recognizes the Chicago Alliance of Charter Teachers and Staff, Local 4343, IFT, AFT, AFL-CIO as the exclusive representative of the following bargaining unit for purposes of collective bargaining: All full-time and regular part-time Teachers, Special Education Teachers, Case Managers, Social Workers, Psychologists, and Athletic Coordinators employed by Urban Prep at the Bronzeville Campus, currently located at 521 East 35th Street, Chicago, Illinois; Englewood Campus, currently located at 6201 South Stewart Avenue, Chicago, Illinois; and West Campus, currently located at 1326 West 14th Place, Chicago, Illinois.

Hereinafter, all bargaining unit members shall be referred to as "Bargaining Unit Members."

ARTICLE II.
DEFINITIONS

2.1. The following definitions shall apply in this Agreement and its Appendices:

2.1.1. "Agreement" means this collective bargaining agreement.

2.1.2. "Bargaining Unit Member" means any employee of Urban Prep who is included in the Bargaining Unit certified by the National Labor Relations Board on July 10, 2015.

2.1.3. "Parties" means ChiACTS and its Bargaining Unit Members and Urban Prep.

2.1.4. "Union" means, ChiACTS, Local 4343, IFT-AFT/AFL-CIO.

2.1.5. "Academic Year" means the period from August/September of one year to June of the next year.

2.1.6. "ISBE" means the Illinois State Board of Education

2.1.7. "CPS" means Chicago Public Schools.

ARTICLE III.
DURATION

3.1. **Term.** The term of this Agreement ("Term") shall be two years (November 15, 2016 to November 14, 2018) and shall thereafter continue from year to year, unless at least sixty days prior to the expiration date (or as otherwise extended by the Parties in writing) either
Party hereto shall notify the other in writing of its intention to terminate this Agreement for the purpose of renegotiating a new Agreement.

3.2. **Reopener.** Notwithstanding Article 3.1, the Union or Urban Prep may reopen Article 7, of this Agreement, for the sole purpose of negotiating compensation for the 2017-2018 Academic Year. Such negotiations shall not result in (1) individual compensation decreases for Bargaining Unit Members returning from the 2016-2017 Academic Year; (2) any reductions to the salary schedule in Article 7.1 of this Agreement; or (3) any changes to employee benefits adverse to Bargaining Unit Members. This Agreement will be reopened for such purpose only if either party notifies the other in writing at least sixty calendar days prior to November 1, 2017. Failing receipt by either party of such written notice prior to said sixty days, this Agreement shall continue in full force and effect until its expiration date.

**ARTICLE IV.**

**SCHOOL RIGHTS**

4.1. **Administration Authority.** Urban Prep retains all powers and authority to direct, manage and control the school and each of its campuses except to the extent that any such power or authority is expressly contrary to any provision of this Agreement or applicable law. The school will exercise its powers and authority collaboratively and will consider input from bargaining unit members, but final decisions will rest with the School except as explicitly otherwise set forth in this Agreement. As examples of rights that the Parties acknowledge as "school rights," the school shall have the following rights and authority:

4.1.1. To determinate Urban Prep's mission, goals, program design and methodologies for fulfilling them;

4.1.2. To take such steps as are necessary or appropriate to fulfill Urban Prep's contractual and legal obligations to its charter authorizer;

4.1.3. To establish educational policies with respect to admitting and educating students, including without limitation methods for ensuring the rights and educational opportunities of all students;

4.1.4. To determine staffing patterns and design, including as necessary any decision to lay off or reduce its workforce;

4.1.5. To determine and adjust as necessary the number and types of bargaining unit members and other personnel required;

4.1.6. To operate the school including each Urban Prep campus, including by moving or modifying facilities;

4.1.7. To determine methods of raising revenue, budget procedures and budget allocations;

4.1.8. To contract with any third party for one or more services otherwise performed by bargaining unit members including without limitation the procedures for
obtaining such contract and the identity of the third party, but not for the purpose of replacing a position held by an existing Bargaining Unit Member;

4.1.9. To determine curriculum, class size, class staffing and assignment, class schedules, academic calendar, hours and places of instruction and or student assessment policies;

4.1.10. To make and implement decisions concerning use and staffing of experimental or pilot programs and decisions concerning use of technology to deliver educational programs and services and staffing to provide the technology; and

4.1.11. To take action on any matter in the event of an emergency or other situation that requires expedited action to ensure student, staff and public safety.

4.2. The exercise of Urban Prep's powers, rights, authority, duties, and responsibilities, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

4.3. Urban Prep shall have the right to make or change and enforce any reasonable work rule, policy or practice not inconsistent with this Agreement. Any dispute raised by the union about whether any such rule is inconsistent with this Agreement may be challenged by the union under the dispute resolution procedures set forth in this Agreement.

4.4. Urban Prep retains its right to amend, modify or rescind any work rule, policy and practice referred to in this Agreement in cases of emergency when there is a clear and present danger to the safety of any student, staff member or other person, or when failure to act would result in a violation of applicable law or possible cessation of operation of the school. If the modification results in a permanent change to working conditions, and if requested by the union, Urban Prep agrees to negotiate the modification in a timely manner.

ARTICLE V.
UNION RIGHTS

5.1. Bulletin Boards, E-mail Accounts and Mailboxes. Authorized agents of ChiACTS can provide official Union notices from ChiACTS or the School Council and information to Bargaining Unit Members via their employee email or mailboxes and Urban Prep agrees to designate one bulletin board in the employee lounge to serve as the only location for ChiACTS' communication of official Union notices from ChiACTS or the School Council to Bargaining Unit Members, provided that any material posted or communicated via email or mailbox shall be subject to Urban Prep's general policies (including but not limited to those related to non-discrimination, non-harassment, non-disparagement, and internet/intranet usage.

Urban Prep maintains the right to monitor all communications on its email systems at any time; communication on or over any Urban Prep system may be subject to the Freedom of Information Act and neither the Bargaining Unit Members nor ChiACTS has any legitimate
expectation of privacy in any communication on or over any Urban Prep system. Urban Prep reserves the right to disable or suspend Bargaining Unit Members' use of its email system during the pendency of any labor dispute with ChiACTS.

5.2. **Information Sharing.** Urban Prep will give public notice of the schedule of regular meetings of its Board of Directors and/or Executive Committee at the beginning of each calendar year and will additionally post meeting agendas and approved meeting minutes. Urban Prep will deliver electronically or in hard copy to the Union president or designee Urban Prep's annual budget and year-end financial statements within two weeks of such documents being approved by the Board of Directors.

5.3. **Union Meeting.** Urban Prep will provide ChiACTS with a 30-minute opportunity to address new employees at a mutually agreeable time during the new hire orientation period and at the beginning of the second semester of each school year.

5.4. **Dues Check-off.** Upon receipt of a specified written check-off authorization form in the form attached as Appendix A from any Bargaining Unit Member, Urban Prep agrees to deduct from each pay period the applicable monthly dues payment that ChiACTS indicates is required for obtaining and maintaining membership in ChiACTS from the pay of each Bargaining Unit Member and shall remit the same to the Union on or before the last day of each month during which this Agreement remains in effect and as long as the written check-off authorization form is not revoked. C-ACTS shall advise the Urban Prep in writing and in a timely manner of the amount of any deduction required by this paragraph. Membership shall continue from year to year unless revoked in writing at which time the employee shall become an agency fee payer.

All Bargaining Unit Members must either become members in good standing of the Union and pay the requisite membership dues or refrain from becoming a Union member and pay the pre-determined fair share amount (i.e., become an agency fee payer) within thirty (30) days of this Agreement's effective date or, in the case of newly hired employees, within thirty (30) days of employment. Agency fee payers whose religion prohibits them from making the requisite fair share payments to the Union may be required to make a commensurate payment to a non-religious charitable organization mutually agreed upon by such employee and the Union.

No deductions pursuant to this section shall be made which are prohibited by applicable law. Any dues deductions under this Agreement shall comply with the requirements of the Section 302(c)(4) of the Labor Management Relations Act of 1947, as amended and no deduction shall be made except pursuant to a written authorization from each employee on whose account such deduction is to be made.

ChiACTS agrees to indemnify and hold Urban Prep harmless from any claim, suit, cause of action, or other action with respect to Urban Prep's deduction of union dues under this Agreement, including without limitation the administration of the dues check off and any act or action in connection therewith and such indemnity and agreement to hold Urban Prep harmless shall include timely payment of any of its costs and attorneys' fees.
5.5. **Committee on Political Education.** Upon receipt of a written authorization from a Bargaining Unit Member as in Appendix B, Urban Prep shall deduct from the wages due said Bargaining Unit Member the sum specified in the authorization and remit to the ChiACTS Committee on Political Education (COPE) Fund as the Bargaining Unit Member’s voluntary contribution to said Fund. The administration of this COPE Fund check-off shall be the same as the dues and/or agency fee check off.

5.6. **Union Access.** Urban Prep recognizes that authorized agents of the Union may need access to Bargaining Unit Members when the Bargaining Unit Members are on Urban Prep’s premises. ChiACTS recognizes the need for Urban Prep to ensure that its campuses operate efficiently and that leadership/administrative team members are not unduly burdened by unannounced or disruptive visits from any external organization. Consistent with these principles, authorized agents of ChiACTS will follow Urban Prep’s visitor policies, including complying with check-in procedures and securing Principal approval for any visit to an Urban Prep Campus, which shall not be unreasonably denied or delayed. Absent unusual circumstances, visits will be approved if they are requested at least twenty-four hours in advance, though on occasion less than twenty-four hours advance notice will be provided for matters requiring a more immediate response. ChiACTS representatives may meet privately with Urban Prep teachers at a campus, but they shall not meet with any teacher during the teacher’s working hours (including Preparation Periods) or in any room or area where students are present. Visits to the Campus during the instructional day shall not exceed two hours, except as required by applicable law. ChiACTS representatives may also meet with and accompany teachers to meetings at which the teacher has Weingarten rights.

**ARTICLE VI. PARTICIPATORY LEADERSHIP**

6.1. **Participatory Committees.** Each campus shall establish a Participatory Committee to discuss school operations, professional development, curriculum and contract administration issues as set forth in this provision. Individual grievances or personnel issues shall not be addressed by the Committee absent agreement of both parties. The Committee shall be composed of the principal and up to two other administrative designees and three Bargaining Unit Members appointed by the Union’s building representative. Each of the Administration and Union shall appoint a co-chairperson (the "Administrative Chair" and the "Union Chair"). Union Committee members are to be selected annually by the Union Building Representative. Meetings of the Committee shall be held upon the written proposal of the Union Chair every other month of the school year, or as agreed otherwise by the parties. The Union chairperson shall notify the principal of the Union representatives on the Committee and shall propose the agenda for any proposed meeting. The Administrative Chair may add items to the agenda. Guests or outside resource persons may be invited to attend a Committee only with notice to and the agreement of the other party. The Committee shall decide whether and how to report the proceedings of the meeting to school staff. The Committee is intended to provide voice in evaluating areas in need of improvement and making recommendations to each principal. The Committee shall be advisory; the principal of each campus shall remain accountable as the final decision-maker for any policy at each campus. Nothing in this provisions or its operation shall create a right for either party to bargain over any substantive issue that would not be a mandatory subject of bargaining.
ARTICLE VII.
COMPENSATION

7.1. **Salary.** For the 2016-2017 Academic Year, returning Bargaining Unit Members shall receive a 1.5% salary increase over their 2015-2016 Academic Year salaries. Bargaining Unit Members hired between July 1, 2016 and November 15, 2016 will receive the salary indicated on their offer letters for the 2016-2017 Academic Year. Any Bargaining Unit Member hired prior to November 15, 2016 whose salary for the 2015-2016 school year was less than provided in the salary schedule below shall be placed on the appropriate step of the schedule in accordance with his/her years of experience, level of education, and license status for the 2016-2017 Academic Year. Any such Bargaining Unit Member for whom placement on the salary schedule for 2016-2017 Academic Year would result in less than a 1.5% increase shall additionally be paid the difference between the increase by virtue of placement on the salary schedule and a 1.5% increase for the 2016-2017 Academic Year.

Bargaining Unit Members hired for the 2016-2017 Academic Year after November 15, 2016 shall receive a salary in accordance with the salary schedule below. Bargaining Unit Members on the salary schedule for the 2016-2017 Academic Year will advance from one step to the next on the first day of the 2017-2018 Academic Year. Bargaining Unit Members will receive step credit for up to 3 years of prior teaching experience upon submission to Urban Prep of the employment verification form, attached hereto as Appendix C. Lane advancement will occur after a Bargaining Unit Member submits to Urban Prep verification of attaining a master's degree from a college or university. Advancement on the basis of licensure will occur after a Bargaining Unit Member submits to Urban Prep verification of their licensure.

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7.2. **Healthcare Benefits.** For eligible Bargaining Unit Members who elect to participate in Urban Prep's health benefits plan, which plan is subject to all the terms and conditions of the plan documents, Urban Prep shall pay the amount of $200 per month to offset the cost of each Bargaining Unit Member's insurance costs and shall pay 100% of the cost of the Bargaining Unit Member's dental insurance.
Full-time Bargaining Unit Members are eligible to participate in Urban Prep's health insurance program as set forth in the Employee Handbook and the Plan. Urban Prep reserves the right to change any benefit provider and or to alter the provisions and coverages in any of its health benefit plans.

7.3.  **Stipends and Bonuses.** Eligible Bargaining Unit Members will receive stipends in accordance with Appendix D.

7.4.  **Retirement Benefits.** All full-time Bargaining Unit Members are eligible to participate in Urban Prep's voluntary retirement savings program, subject to the terms of that plan.

7.5.  **Chicago Teachers Pension Fund.** All certified bargaining unit members are required to participate in the Chicago Teacher's Pension Fund. Bargaining Unit Members shall contribute the required 9.0% contribution per member.

**ARTICLE VIII.**

**NON-DISCRIMINATION AND NON-HARASSMENT**

8.1. In the application of provisions of this Agreement or Urban Prep regulations and policies affecting terms and conditions of employment, there shall be no discrimination by Urban Prep in its recruitment programs, hiring practices, dismissal procedures, or in other aspects of the employment relationship, nor shall Urban Prep discriminate against any Bargaining Unit Member on the basis of race, creed, color, age, sex, national origin, marital status, veteran status, disability, sexual orientation, gender identity or expression, civil Union status, domestic partnership status, parental status, genetic information, refusal to submit to a genetic test or make available the results of a genetic test, the utilization of benefits authorized by this Agreement or Urban Prep policy, or membership or participation in, or association with the activities of the Union.

Urban Prep will comply with all applicable employment discrimination laws, and this non-discrimination provision, and will maintain the following process to ensure any employee with a complaint or concern may bring such matters to Urban Prep's attention for resolution under this Agreement:

Harassment is a form of unlawful discrimination that includes all types of physical or verbal conduct which shows hostility toward a person of that person's race, color, religion, gender, national origin, age, disability, sexual preference, or other legally protected characteristic. This physical or verbal conduct constitutes harassment/discrimination if it is intended to or creates a hostile, intimidating or offensive working environment, unreasonably interferes with a person's work performance, or otherwise adversely impacts the terms, conditions or opportunities of a person's employment.

Harassment/discrimination may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. This policy prohibits harassment
of or by employees, administrators, vendors, and tenants or clients and customers. Depending upon the circumstances, these behaviors may include, but are not limited to:

a) A request or demand for sexual favors accompanied by a threat concerning an individual's employment status or a promise of preferential treatment.

b) Unnecessary and unwelcome commentary about an individual's body, sexual prowess, or sexual deficiencies; leering, whistling or touching.

c) Negative stereotyping, threatening, offensive jokes, comments, slurs, e-mails, memos, faxes, posters, pictures, screen savers, cartoons or gestures.

d) Knowingly false or dishonest claims of harassment or discrimination.

Urban Prep requires the immediate reporting of all perceived incidents of harassment or discrimination regardless of the offender's identity or position. Bargaining Unit Members who believe they have been the victims of such conduct must report their concerns to any of the following: their immediate supervisor, a Principal, Chief or the Human Resources Department. Any Bargaining Unit Member who is a witness to any conduct that violates this policy should promptly report such concerns and must cooperate in any investigation undertaken in connection with a complaint. In the event that the conduct involves the Chief Executive Officer (CEO), Bargaining Unit Members should report the conduct to the Chairman of the Board of Directors, identified on Urban Prep's website. Reports may be made verbally (in person, by telephone or by voicemail), however, all oral complaints must be reduced to writing as soon as reasonably possible after the incident. Any reported allegations of harassment, discrimination, or retaliation will be investigated promptly. In addition, if warranted, Urban Prep will take interim measures to prevent continued harassment or discrimination from occurring while the investigation is underway. Confidentiality will be maintained throughout the investigation process to the extent consistent with an appropriate investigation and corrective action.

Disciplinary action, up to and including termination, may be taken against any Bargaining Unit Member engaging either implicitly or explicitly in harassment/discrimination. Making a knowingly false or dishonest allegation of harassment, discrimination or retaliation under this policy is a violation of the policy. Knowingly false or dishonest allegations do not include mere errors in judgment or incorrect interpretations about whether conduct violates this policy. Any supervisor, Principal or Chief who has knowledge of harassing behavior yet fails to take appropriate action is also subject to discipline.

Retaliation against any individual for reporting harassment or discrimination or for participating in an investigation of a claim is a serious violation of this policy and, like harassment and discrimination itself, will be subject to disciplinary action.
ARTICLE IX.
WORKING CONDITIONS

9.1. **Letter Of Hire And Job Description.** Urban Prep shall provide all Bargaining Unit Members a letter of hire and a job description upon employment. The letter shall state the Bargaining Unit Member's title, rate of pay, immediate supervisor and employment term (e.g., for the School Year). The job description shall provide a listing of the primary roles and responsibilities of the position. It is the Bargaining Unit Member's responsibility to review and understand the roles and responsibilities of his/her position and seek clarification from the Principal, Chiefs or his/her supervisor. All Bargaining Unit Members will be required to successfully complete a background check before employment is finalized. In order to accept an offered position, a Bargaining Unit Member must return a signed copy of the letter of hire.

9.2. **Work Year.** Bargaining Unit Members' work year shall consist of two hundred twenty (220) days, including one hundred eighty (180) days of instruction, eleven (11) days of winter break, five (5) days of spring break, nine (9) paid holidays, and fifteen (15) teacher institute/professional development days. The number of instruction and professional development days are subject to change and may be altered as necessary from year to year to meet the needs of Urban Prep provided that such alteration shall not result in the length of the school year exceeding 220 days. The length of the work year may be altered as necessary from year to year to comply with ISBE or CPS requirements.

9.3. **Work Day.** Bargaining Unit Members' standard workday is 8.5 hours and Bargaining Unit Members are expected to be on campus beginning promptly at 8:15 a.m. until 4:45 p.m. Included in the Bargaining Unit Members' standard work day is one forty-five minute duty-free lunch and preparation periods in accordance with Article 9.9 of this Agreement. In certain limited circumstances, including attendance at School Events as required by this Agreement, Bargaining Unit Members may need to attend meetings and events, including parent-teacher meetings, on campus beyond the standard work day.

Nothing herein excuses Bargaining Unit Members from being adequately prepared for their classes.

9.4. **School Events.** Each school year, Bargaining Unit Members shall attend Back-to-School Night and Parent-Teacher-Conferences. Additionally, Bargaining Unit Members shall be required to attend no more than four additional important school events, consistent with past practice, such as commencement, convocation, senior Tropaia and staff retreats. Urban Prep will provide Bargaining Unit Members with a list of the dates and times of Back-to-School Night and Parent-Teacher Conferences before the first day of student attendance and will notify Bargaining Unit Members of the dates and times of other important school events as soon as practicable. In the event that the date, time or location of any school event changes, Urban Prep will notify Bargaining Unit Members of such changes as soon as practicable.

If a Bargaining Unit Member has an unavoidable obligation or an unforeseeable and emergency situation that would prevent attendance at a scheduled event his/her attendance shall be excused, provided that the Bargaining Unit Member has provided as much notice as possible under the circumstances.
9.5. **Teaching Course Load.** Teaching Bargaining Unit Members shall have a course teaching load not to exceed six class periods a day and no more than three shall be taught in consecutive periods.

9.6. **Course Assignments.** Teaching Bargaining Unit Members shall teach no more than three distinct subjects or curricula. During any time period when General Education Teaching Bargaining Unit Members are assigned more than three distinct subjects, they shall be granted one additional preparation period per day. Special Education Teachers shall teach no more than five distinct subjects. When possible, Special Education teachers will be assigned to co-teach subjects or curricula they also teach via direct instruction classes. At least once per month, general education and special education teachers who serve as co-teaching partners will be provided with a protected preparation period to plan lessons and identify resources related to instructional delivery. If Bargaining Unit Members are assigned to cover Pride, such assignment shall be considered a distinct subject or curricula.

9.7. **Planning Periods.** Teaching Bargaining Unit Members shall have weekly seven self-directed planning periods and three principal-directed planning periods. Teaching Bargaining Unit Members shall use self-directed planning periods for teaching-related responsibilities such as grading assignments and/or exams, lesson planning, office hours/tutoring, case load management, contacting parents, updating grades in PowerSchool, organizing and attending to the classroom environment, responsibilities related to extracurricular activities (for coaches and moderators) and conferencing with parents. Principal-directed preparation periods shall be used for professional preparation activities including without limitation grade-level meetings, department meetings, administrative meetings, and observing other teachers' delivery of instruction—but shall not routinely (e.g., more than one time per month) be used for monitoring student lunchrooms or bathrooms or for security duty. Notwithstanding anything else in this Article 9, Individualized Education Program ("IEP") meetings may be held as required during any planning period, self-directed time or otherwise to accommodate a student's IEP.

9.8. **Self-directed time.** Urban Prep shall provide a minimum of forty-five minutes of self-directed preparation time on full-day professional development days. Teaching Bargaining Unit Members shall use self-directed planning periods for teaching-related responsibilities such as those set forth above in "Planning Periods."

Teaching Bargaining Unit Members are expected to come to work prepared for their classes and should generally not leave the Campus during self-directed planning periods. In the event that Teaching Bargaining Unit Members require an exception to this general rule, they must sign out and back in (indicating the specific time and reason) in a log to be maintained in Campus administration's main office. During the period when any Teaching Bargaining Unit Members are off Campus under this provision, they must remain available to Urban Prep by mobile phone. Urban Prep may suspend any Teaching Bargaining Unit Member's right to use the self-directed sign in/out procedure and require him or her to seek the Principal's permission to leave the Campus in the event that Urban Prep, in its discretion, believes that the Teaching Bargaining Unit Member has violated this provision, either by failing to properly follow this procedure, by too frequently leaving Campus, or by leaving Campus without a legitimate reason.
9.9. **Lunch.** Teaching Bargaining Unit Members shall have daily one lunch period not to exceed 45 minutes during which they are not required to perform school duties (except in the case of an emergency or safety-related situation), provided that they remain obligated to follow standards of professional responsibility at all times while on Campus during the standard workday.

9.10. **Community.** Community is a daily morning assembly that is a key ritual and is crucial to the mission of Urban Prep. Bargaining Unit Members shall attend Community daily and arrive to the gym or auditorium at least ten minutes prior to the start of Community. When Urban Prep is aware that Community is likely to exceed 30 minutes or conclude less than 5 minutes before first period begins, it shall endeavor to provide as much notice as possible to Teaching Bargaining Unit Members.

9.11. **Professional Development Assignments and Materials.** Urban Prep shall develop a calendar indicating the dates of professional development sessions, including the regular half-day professional development sessions Urban Prep has traditionally held on Wednesdays, to be distributed to Bargaining Unit Members during the first week of each school year. Urban Prep will endeavor to provide as much notice as possible in the event that it deems it appropriate to deviate from the professional development calendar.

9.11.1. Typically, Campus professional development meetings are to be used for department meetings, grade-level meetings, school-wide staff meetings, and self-directed preparation time.

9.11.2. Whenever possible, at least 36 hours prior to each professional development session, Urban Prep shall provide to Bargaining Unit Members the final professional development agenda, which will include the time, location and topic(s) to be covered during the professional development session. Bargaining Unit Members shall not be disciplined for lack of preparation that is related Urban Prep's failure to comply with the 36-hour notice provision in this section.

9.12. **Mandatory Training.** Any training that must be completed by Urban Prep mandate or mandate of the Chicago Public Schools shall be completed during Bargaining Unit Members' regular work day, which includes full-day professional development days.

9.13. **Professional Development Feedback.** Urban Prep and Teaching Bargaining Unit Members share an interest in ensuring that professional development sessions are tailored to the needs and interests of the students and the teaching Bargaining Unit Members. Accordingly, up to four times per year, if requested by the Union or the Teaching Bargaining Unit Members, Urban Prep shall meet at an agreed time with a Union designee to receive feedback on recent professional development sessions and suggestions for future professional development agendas. Urban Prep encourages Teaching Bargaining Unit Members to provide constructive suggestions under this provision but reserves its discretion to incorporate them.

9.14. **Professional Goal Setting.** It is a mutual goal of ChiACTS and Urban Prep to promote teachers' professional growth. In furtherance of that goal, teachers will work with the
principal or assistant principal at the beginning of the school year to develop a professional growth plan ("PGP").

9.14.1. Teachers and the principal or assistant principal will jointly develop the PGP by utilizing insights gained from self-assessment and feedback received from coaching and evaluation events to enhance teachers' ongoing individual professional development. The PGP is one year in length and is intended to guide improved instructional performance which ultimately results in improved student learning. PGP's may not be used for teacher evaluation purposes; however, Urban Prep will not be precluded from using evaluation criteria that are independently part of its adopted evaluation standards that happen to also be part of a PGP.

Both the goal(s) of the PGP or the PGP itself may be modified collaboratively by the teacher and the principal or assistant principal as needed. Self-reflection and collaboration between Urban Prep educators are essential elements for this professional growth experience.

9.15. Academic Innovation. Urban Prep encourages Bargaining Unit Member teachers to plan and deliver creative and inventive lessons and employ teaching methods that provide for high levels of student engagement. Provided that they remain within budgetary boundaries and are consistent with the Administration's interpretation of Urban Prep's educational goals and mission, teachers are encouraged to research and use methods and instructional materials that are pertinent to the subject and grade level taught and are relevant to the course content. All such methods and materials must be pedagogically justifiable in the judgment of the Administration and must always be subject to the standards of good taste. Urban Prep shall be the final decision-maker of what materials and methods are appropriate at its campuses and those decisions shall not be subject to review or arbitration under this agreement. Nothing in this provision excuses the Parties' adherence to the progressive discipline, just cause, and grievance and arbitration provisions of this Agreement.

9.16. Transfers. Urban Prep shall notify Bargaining Unit Members of vacant teaching positions at any Urban Prep campus at the same time it notifies external candidates of such vacancies. Bargaining Unit Members may apply for vacant teaching positions at another campus within the Network. Urban Prep Reserves the right to determine the most qualified applicant for any vacant positions.

In the event that Urban Prep initiates the lateral transfer of a Bargaining Unit Member from one campus to another, the Bargaining Unit Member, upon request, shall be entitled to a meeting with the Principal and a Union representative to discuss the reasoning behind the transfer prior to the transfer taking effect. Urban Prep remains the final decision-maker as it relates to campus transfers.

ARTICLE X.
SPECIAL EDUCATION

10.1. Special Educator Assignments. Urban Prep and ChiACTS share an interest in ensuring that Bargaining Unit Members are sufficiently prepared to best meet the needs of Urban Prep's special education students. To further this interest, whenever possible as
determined by Urban Prep in consultation with the Participatory Committee, but with Urban Prep
reserving the right to make the final decision, Urban Prep will provide Special Education teachers
and Social Workers up to two (2) hours per month for IEP preparation or collaboration with general
education peers focused on curriculum modifications, differentiated instructional strategies, and
assessment/progress monitoring to meet the needs of students with IEPs.

Additionally, to further allow special education teachers sufficient time to prepare, Urban Prep will endeavor to provide special education teachers their teaching assignments for
the following school year by the end of the current school year, provided that the Parties
recognize that such predictive assignments are subject to a variety of funding, budgetary and
Least Restrictive Environment ("LRE") assumptions. In the event that these assumptions
change, the assignments may be altered, in which case Urban Prep will provide the special
education teachers their assignments as soon as practicable.

10.2. **Student Discipline.** Case Managers, social workers and/or personal counselors
shall be informed of and should provide their input about decisions to suspend or expel any
students with special needs. Teachers who are service providers shall be informed provided
the student is on their caseload.

10.3. **IEP Meetings.** In accordance with the Individuals with Disabilities Education
Act, general education teachers may be required to attend IEP meetings for their students.
Urban Prep will make determinations about which general education teachers are required to
attend an IEP meeting based on the needs of the student but will give consideration to general
education teachers' schedules. Whenever possible, general education teachers will be given at
least 72 hours advanced notice if they will be required to attend an IEP meeting.

10.4. **Classroom.** When space permits, special education teachers providing direct
instruction shall be assigned to a classroom that corresponds with the subject matter or
curriculum they are teaching.

**ARTICLE XI.
LEAVES**

11.1. **Professional Development Release Days.** Bargaining Unit Members who wish
to attend professional development for teaching certification renewal shall submit a proposal
to the principal, along with an estimate of the related costs and a summary of the likely benefits
of the training. Such requests will be timely decided on by Urban Prep.

11.2. **Paid Time Off.** Bargaining Unit Members shall be eligible to accrue up to ten
days of paid time off ("PTO") per year. Five PTO days shall accrue on Bargaining Unit
Members' first work day of the school year and five shall accrue on January 1, provided that
the Bargaining Unit Member remains employed on each of these dates. If a Bargaining Unit
Member begins employment after the beginning of the academic school year s/he will be
granted PTO days based on his/her start date (e.g., an employee who begins employment in
September will only be granted four days). Bargaining Unit Members may use PTO days in
full- or half-day increments. At the end of each school year, Bargaining Unit Members may
elect to have any accrued but unused PTO days paid out at the rate of $100.00 per day.
Bargaining Unit Members may choose to roll over up to three unused days for use during the
following year. In a given year, Bargaining Unit Members may choose to roll over some unused PTO days and request a payout for others, subject to the terms provided above (e.g., a Bargaining Unit Member who has nine unused PTO days at the end of a year may elect to be paid out for six days and roll three over). If a Bargaining Unit Member elects to roll over any unused PTO days, they cannot later be paid out for those unused days. Bargaining Unit Members must fill out a form to elect to be paid out their PTO days by July 1 of each year, otherwise Urban Prep will roll over any unused days up to three. A Bargaining Unit Member who timely requests a payout of unused PTO days due to a personal illness or medical condition may be required to provide an appropriate medical certification.

11.3. Bereavement Pay. In case of a death in a Bargaining Unit Member's immediate family, Management will allow up to three (3) paid days off. "Immediate family" includes parent, stepparent, foster parent, spouse, domestic partner, child, stepchild, foster child, sibling, mother-in-law, father-in-law, grandmother, grandfather or grandchild.

11.4. Leaves of Absence. Urban Prep will offer Bargaining Unit Members leaves of absence subject to and in accordance with applicable federal, state and local law and regulations. Urban Prep's policies for implementing FMLA will be consistent with those laws and regulations and will be set forth in its employee handbook. Urban Prep will offer Bargaining Unit Members leaves of absence subject to and in accordance with applicable federal, state and local law and regulations. Urban Prep's policies for implementing FMLA will be consistent with those laws and regulations and will be set forth in its employee handbook. A leave of absence shall run concurrent with a Bargaining Unit Members' unused PTO days.

11.5. Jury Duty. When a Bargaining Unit Member is summoned to appear for jury duty, s/he must notify his/her supervisor upon receipt of notice. Urban Prep will continue to pay the Bargaining Unit Member's full salary for up to one week of his/her active period of jury duty. On those days when a Bargaining Unit Member has been selected for jury duty, but does not have to appear in court, s/he must report work to become eligible for pay. For any days a Bargaining Unit Member continues to receive salary during active jury duty, Bargaining Unit Members must pay to Urban Prep any compensation the Bargaining Unit Member receives from the court.

11.6. Maternity/Paternity Leave. Bargaining Unit Members who have worked for at least two full years for Urban Prep are eligible to receive four weeks of paid maternity/paternity leave after the birth or adoption of a child. Maternity/Paternity leave must start within two weeks of the birth or adoption of a child and may not be taken incrementally. Payment is 100% of the Bargaining Unit Member's salary rate. Bargaining Unit Members are only eligible for a maximum of four weeks paid maternity/paternity leave prior to using their accrued PTO days and maternity/paternity leave runs concurrent with any leave approved under the FMLA. During a maternity/paternity leave, Bargaining Unit Members are not eligible to receive or accrue paid vacation or holidays, nor accrue any PTO days.
ARTICLE XII.
SAFETY

12.1. Reporting and Investigating Safety Issues. Every member of the Urban Prep team shares the responsibility of insuring the safety of all persons within the organization. Bargaining Unit Members shall be responsible for immediately reporting, in writing when reasonably possible, to their immediate supervisor, Principal or Chief any unsafe, hazardous, unhealthy, or potentially dangerous working condition so that they may work to remedy the situation. A response will be provided to the Bargaining Unit Member within a reasonable timeframe, which reflects the urgency of the situation.

Urban Prep shall assume the responsibility to investigate any unsafe, hazardous, unhealthy or potentially dangerous situations that are reported by Bargaining Unit Members. Urban Prep shall promptly make a good faith effort to resolve the issue or otherwise ensure a safe workplace. Bargaining Unit Members shall immediately report any assault or attack suffered in connection with their employment to their immediate supervisor, Principal or Chief, and, in the event of any emergency circumstances posing imminent risk of bodily harm, to local law enforcement. There shall be no reprisals for making a good-faith report in accordance with this Article. Urban Prep or its designee shall comply with any reasonable request from the Bargaining Unit Member for information in the possession of Urban Prep relating to any reported case or the persons involved, and shall act in appropriate ways as liaison between the Bargaining Unit Member, local law enforcement and the courts.

Additionally, if a Bargaining Unit Member or anyone else is injured, the Bargaining Unit Member must contact the Campus' Main Office, which in turn will notify emergency response agencies if needed. Even if an injury seems minor and does not require medical attention, Bargaining Unit Members must still notify Urban Prep to ensure that any existing safety hazards are eliminated. The Employee's Claim for Worker's Compensation Benefit Form (available from the Human Resources department) must be timely completed in all cases where an injury has required medical attention. Bargaining Unit Members should be aware that their failure to report a known injury may jeopardize their right to collect workers' compensation payments and health benefits. In the event of an accident not requiring immediate medical attention, Bargaining Unit Members should submit an Employee Report of Accident Form (available from the Human Resources department), in case medical treatment is needed later.

12.2. Safety and Health Guidelines. Urban Prep shares an interest with Bargaining Unit Members in maintaining a safe work and school environment. In furtherance of that interest.

12.2.1. Urban Prep agrees to timely submit to the Chicago Board of Education any safety concerns raised by Bargaining Unit Members related to any aspect of its facilities or property that causes a legitimate safety concern or that prevents the school buildings from meeting the requirements of applicable law or safety codes.

12.2.2. Urban Prep shall develop, distribute to Bargaining Unit Members, and consistently apply a school visitor policy that provides for who can access the school buildings
at what times and for what reasons, and the procedures through which visitor access permission may be secured.

12.2.3. Bargaining Unit Members shall have access to the school building to which they are assigned from one (1) hour before the beginning of their work day through two (2) hours after the end of their work day.

12.2.4. Urban Prep shall develop a fire safety policy that provides for the taking of student attendance after exit from the building and upon return to the classroom. Bargaining Unit Members shall be trained via annual fire drills on the fire safety policy by the end of each October.

12.2.5. Urban Prep shall develop a school lockdown policy. Bargaining Unit Members, students, and all of Urban Prep's staff shall be trained on the school lockdown policy by the end of each October.

12.2.6. As it relates to building maintenance or other safety concerns outside of its direct control, Urban Prep, as lessee, agrees to escalate appropriate maintenance and safety concerns raised by Bargaining Unit Members with its lessor, Chicago Public Schools.

12.3. Additionally, the following safety guidelines must be followed by all Bargaining Unit Members:

12.3.1. Urban Prep will annually disseminate a policy and provide training to Bargaining Unit Members concerning their professional and statutory duties as Mandated Reporters, which Bargaining Unit Members must learn and comply with.

12.3.2. Urban Prep will annually disseminate to Bargaining Unit Members an Internet Safety policy, which Bargaining Unit Members must learn and comply with.

12.3.3. No unauthorized Bargaining Unit Member may provide or administer medications to students. All administrations should be referred to the appropriate school personnel (e.g. school nurse) as identified by the Principal and any questions or concerns must be directed to the student's guardian.

12.3.4. Bargaining Unit Members shall wear appropriate protective devices when participating in or observing any activity which may cause foreseeable and serious injury. For example, in classrooms/laboratories where dangerous or explosive materials are being used, protective eyewear and clothing must be worn. In no instance should toxic materials be used in classrooms that do not meet the labeling requirements of applicable laws and without proper warning of students as to the use of the materials.

12.3.5. In the event that following Urban Prep's dissemination of policies and training, any Bargaining Unit Member does not understand or has questions regarding his or her duties and responsibilities set forth in subsections (a)-(d) of this paragraph, s/he shall promptly and affirmatively seek assistance from the principal in that regard.
ARTICLE XIII.
EMPLOYEE HANDBOOK

13.1. The employee Handbook is incorporated into this Agreement and the Parties agree that Urban Prep may unilaterally modify the policies and guidelines in its Employee Handbook so long as the modifications are not materially inconsistent with the provisions of this Agreement.

ARTICLE XIV.
ACCESS TO PERSONNEL FILE

14.1. Keeping personnel files up-to-date is important, as it affects pay, deductions, benefits and other matters. If a Bargaining Unit Member has a change in any of the items listed below, the Bargaining Unit Member must notify the Human Resources Department as soon as possible:

a) Legal name
b) Home address
c) Home telephone number
d) Person to call in case of emergency
e) Marital status
f) Change of beneficiary (life insurance purposes)
g) Driving record, or status of driver’s license (if you operate any Urban Prep vehicles)
h) Military or draft status
i) Exemptions on your W-4 tax form
j) Training certificates
k) Professional license
l) Expiration of certifications (Teacher Pension Fund purposes)

Bargaining Unit Members are expected to register online with Urban Prep’s payroll provider (currently ADP, at https://portal.adp.com/public/index.htm) to timely update any information that can be updated online. Notice to the Human Resources Department may be affected through any updates made on the online portal. Urban Prep shall provide all Bargaining Unit Members, upon their hire, with login information for its payroll provider’s online system. Urban Prep shall promptly respond to reports of problems with said online system.
Bargaining Unit Members have certain rights under the Illinois Personnel Record Review Act to see information which is kept in their personnel file and to receive copies of documents they have signed. Current or former Bargaining Unit Members or their representative, upon making a request to the Main Office, may review certain specified personnel records at reasonable intervals. If a Bargaining Unit Member wants to inspect his/her personnel records, s/he must make a written request to the Human Resources Department to schedule an appointment to review his/her records.

ARTICLE XV.
TEACHER EVALUATION

15.1. **Purpose.** ChiACTS and Urban Prep agree with the following goals and purposes for teacher evaluation:

a) To improve teacher performance that will lead to improved student outcomes.

b) To engage teachers in reflection and self-assessment regarding their own performance.

c) To provide teachers with information and guidance to inform their development.

15.2. **Orientation.** Urban Prep teachers shall be provided with an orientation session on the Urban Prep teacher evaluator rubric and the evaluation procedure during or before the first week of the school year prior to student attendance, but not later than the 5th day of student attendance, unless they are hired or transferred to the school after the 5th day. Teachers hired after the first week of the school year shall be provided with said orientation within the first week after their hiring and a copy of the teacher evaluation criteria and procedures shall be provided to every teacher.

15.3. **Evaluation Procedures.**

15.3.1. **Evaluator.** The principal and assistant principal are the official evaluators of all teachers and are responsible for issuing summative evaluation ratings. Evaluation ratings will be determined pursuant to the Teacher Evaluation Framework attached hereto as Appendix E.

15.3.2. **Formal Classroom Observations.** At least two times per school year, once per semester, all teachers will receive a formal classroom observation, lasting forty-five minutes or the length of the class period. All formal classroom observations will be preceded by a pre-observation conference and followed by a post-observation conference. Formal observations shall take place no sooner than the fourth week of a semester, and no later than two weeks prior to student final examinations.
15.3.3. **Pre- and Post-Observation Conferences.**

(a) Pre-observation conferences will be scheduled with no less than 48-hours notification to the teacher.

(b) Pre-observation conferences between the teacher and the evaluator will take place a minimum of two to five school days prior to the formal classroom observation. Pre-observation conferences prior to a formal classroom observation are private, interactive discussions between the evaluator and the teacher at which lesson and unit plans, portfolios of student work, student issues, resource needs, and the teacher's identification of areas in which he or she wishes to have focused feedback from the evaluator, and other professional practice issues identified by the teacher or evaluator will be discussed.

(c) Each formal observation shall take place when the instructional module discussed at the pre-conference is to be taught.

(d) Post-observation conferences between the teacher and the evaluator will take place within ten school days following an observation and are private. During the post-observation conference, the evaluator will provide the teacher feedback and copies of the "Urban Prep Academies Teacher Observation and Coaching Tool" and/or "Urban Prep Observation Rubric" the evaluator completed during the observation. Both the teacher and evaluator will sign and date the Observation Tool and Rubric document(s), and the teacher will be provided a copy. The teacher's signature indicates receipt of the document and not necessarily agreement with its contents.

15.4. **Informal Classroom Observations.** The principal or assistant principal may additionally conduct as many informal classroom observations as they deem necessary, without prior notice to the teacher. At least two informal observation must be used in the calculation of a teacher's summative evaluation rating, but no more than three informal observations may be so used. If the informal observation is to be used in the calculation of the teacher's summative rating, it must be at least fifteen minutes in duration. Informal observations may focus on evaluating only a subset of the Charlotte Danielson Framework for TeachingDomains (as set forth in Appendix E) but Domain 4 will not be evaluated during informal observations.

The observer shall notify the teacher within two schools days of the informal observation if s/he intends to use an informal observation in the calculation of a teacher's summative rating. Upon request of the teacher or at the discretion of the observer, informal classroom observations may be followed by a post-observation conference. Teacher requests should be made within five school days of the informal observation and should be submitted by email.

15.5. **Summative Ratings.** At the end of the school year, a summative evaluation rating for each teacher will be calculated by averaging each of the teacher's formal classroom observations, and up to three informal observations, for the school year. Urban Prep will
provide teachers with their summative evaluation ratings no later than their last official day of attendance. The summative evaluation rating shall be in writing, include the dates of each of the observations and conferences, comments and observation scores/feedback. The teacher and the evaluator will sign and date the summative rating document and the teacher will be provided with a copy. The teacher's signature indicates receipt of the document and not necessarily agreement with its contents.

15.6. **Remediation Plans for Unsatisfactory Performance.** A teacher who is rated as unsatisfactory after two formal observations will be placed on a remediation plan, developed by the principal or assistant principal in consultation with the teacher.

Remediation plans will specifically identify, in writing, the areas for improvement with targeted outcomes and/or activities that must be completed in order to address such areas. The remediation period shall be sixty school days, during which time the teacher will be formally observed at least twice.

If at the end of the remediation period the teacher does not meet the objectives set forth in the remediation plan, the teacher shall be deemed to have not remediated. At that point, the principal may choose to: (1) terminate the teacher or (2) extend the remediation plan period for the purpose of providing the teacher further opportunity to remediate prior to recommendation for termination.

The teacher evaluation process, and any employment decision related to teacher performance, shall be governed by this Article, not the procedures set forth in Article 16 governing progressive discipline.

**ARTICLE XVI.**

**JUST CAUSE AND PROGRESSIVE DISCIPLINE**

16.1. **Just Cause.** No Bargaining Unit Member may be disciplined without just cause. Generally, discipline for a substantially similar infraction shall be progressive in nature and follow these steps:

- **Step one:** Verbal Warning (with e-mail follow-up)
- **Step two:** Written Warning
- **Step three:** Suspension, with or without pay OR a Final Written Warning
- **Step four:** Dismissal

16.2. **Skipped Steps.** In cases where a Bargaining Unit Member engages in serious misconduct, any of these steps up to step four may be skipped at the determination of Urban Prep, provided that just cause for the discipline imposed is established. Such serious misconduct may include, but is not limited to, the following:

a) Unauthorized possession or concealment of a weapon;
b) Possession, use, sale, or purchase of non-prescribed drugs or other intoxicants on School premises;

c) Working under the influence of alcohol, illegal drugs or intoxicants;

d) Theft or misappropriation of School property;

e) Falsification or improper alteration of any record, including a time record;

f) Assault or other inappropriate physical conduct or treatment of a student;

g) Illegal discrimination, harassment or retaliation under Urban Prep' policy or applicable law.

This list is not meant to be all-inclusive, and there may be other actions or occurrences which warrant a Bargaining Unit Member's immediate termination. All discipline beyond step three shall occur only with approval of the campus Principal or his or her designee.

16.3. **Suspension.** At Urban Prep's option, suspension with pay may be implemented before an investigation is completed if Urban Prep believes it is in the best interest of the School or any of its stakeholders. Such suspension may be converted to one without pay if there is just cause. Working suspensions may be imposed, for example, if Urban Prep believes that this is the best way to ensure the safety of students, staff or other stakeholders, or to avoid disruption to the classroom.

16.4. **Procedures for Progressive Discipline.** Any discipline imposed shall be consistent with the procedures for progressive discipline set forth in this Agreement. Pursuant to the procedures for progressive discipline, for Steps 2 through 4, the Bargaining Unit Member and the Union will be apprised of any alleged act which has led to an investigation in writing. The Bargaining Unit Member will be provided with an opportunity to respond to the charges at an investigatory meeting before a final determination is made. The meeting is between the principal, the Bargaining Unit Member and to the extent the principal deems necessary, no more than one additional Urban Prep employee pertinent to the investigatory meeting. The Bargaining Unit Member shall have the right to Union representation during any investigatory or disciplinary meeting pursuant to Steps 2 through 4. For discipline issued pursuant to Step 1, the Bargaining Unit Member and the Union will receive an email which will provide a short written summary of the alleged act which led to the issuance of a verbal warning within three days after the warning is issued.

Barring unusual circumstances, any discipline must be issued within two weeks of the date that Urban Prep becomes aware of the infraction giving rise to the discipline. If Urban Prep takes more than two weeks to issue the discipline, the Union will be notified before the end of the two week time period. Such two week period may be extended by mutual agreement of the parties. Agreement to an extension shall not be unreasonably denied.
16.5. **Notices to the Bargaining Unit Member and Union.** When a Bargaining Unit Member receives an investigatory meeting notice of disciplinary action pursuant to Steps 2 through 4, a copy of the investigatory meeting notice shall be provided to the Bargaining Unit Member and the Union five days prior to the meeting, unless Urban Prep reasonably determines that the Bargaining Unit Member's conduct requires more immediate attention, in which case, notice will be provided as soon as practicable. If discipline is issued, Urban Prep's discipline summary and supporting records shall be promptly provided to the Bargaining Unit Member and the Union within two weeks after the investigatory meeting.

16.6. **Expiration of Discipline.** Except with respect to serious misconduct of a nature that would have permitted the School to skip progressive discipline, disciplinary action against an employee shall expire eighteen months after the later of: (a) the infraction for which the discipline issues; or (b) any subsequent infraction of a similar type during the 18-month period. Upon expiration, the discipline may not be relied upon for further progressive discipline. Nothing in this paragraph shall prevent the School from retaining and relying on performance evaluations of Bargaining Unit Members for the entire period of their employment.

16.7. **Union Representation.** Except with regard to verbal warnings, (a) a Bargaining Unit Member requesting Union representation at an investigatory or disciplinary meeting will be allowed a reasonable amount of time to secure representation and meet with the Union representative before the meeting begins; and (b) if the Bargaining Unit Member chooses to have Union representation at the investigatory meeting, it is the Bargaining Unit Member's responsibility to contact his or her Union representative and secure his or her attendance at the meeting.

16.8. **Non-Renewal.** The procedures set forth herein shall not apply to Urban Prep's non-renewal decisions concerning provisional Bargaining Unit Members made at the conclusion of an Academic Year.

**ARTICLE XVII.**

**CONFLICT RESOLUTION**

17.1. The Parties are committed to ensuring that any conflict results in productive outcomes that benefit our students, Bargaining Unit Members, the school and the communities it serves. As such, the Parties will use the following procedure to resolve any formal conflict.

17.2. **Informal Resolution.** The Parties prioritize resolving conflict in an informal, expedited manner. As such, if a Bargaining Unit Member has a grievance, it should be directed to the appropriate leadership team member and a good-faith effort should be made to resolve that grievance before its escalation to another level. At minimum, a conference (the **"Informal Level Conference"**) shall take place, preferably within seven days of the grievance being brought to the attention of the school. For grievances concerning discipline and those that are not under the principal's jurisdiction, as determined by Urban Prep, such as those related to payroll or reductions in force, the grievance process should initiate at Resolution Level 2.

17.3. **Resolution Level 1.** If the grievance is not resolved, any Party may appeal to the Principal. A concise, written summary of the grievance shall be submitted to the Principal
on the form attached as Appendix F within seven days of the Informal Level Conference, detailing each provision of the Agreement allegedly violated, and how, along with any supporting documents or materials. A conference with the Principal or the Principal's authorized designee shall take place within seven business days barring unusual scheduling circumstances (the "Level 1 Conference"). A written memo detailing the Principal's disposition of the situation shall be returned to the Bargaining Unit Member/ChiACTS within five days of the Level 1 Conference.

17.4. **Resolution Level 2.** If the grievance is not resolved, any Party may appeal to the Urban Prep Executive Leadership team and within fourteen days the CEO (or the CEO's designee) will facilitate a meeting (the "Level 2 Conference") to seek a resolution. Resolution of the grievance will be discussed and a written disposition (the "Level 2 Written Disposition") provided to all Parties, barring unusual scheduling considerations, within five business days of the Level 2 Conference.

17.5. **Arbitration.** If the grievance is not resolved, any Party may submit it for arbitration within fourteen days of receipt of the Level 2 Written Disposition. The Parties will obtain a commitment from the American Arbitration Association (AAA) to assist the Parties in resolving the grievance. Both sides agree to be bound by the AAA's Labor Arbitration Rules, which shall control absent agreement of the Parties. The decision of a single AAA arbitrator shall be final and binding upon all Parties. The cost of the arbitrator's services and any costs, excluding attorneys' fees but including transcription and/or recording fees shall be borne equally by the school and the union. The arbitrator shall not have any authority to add to, detract from, or in any way alter the provisions of this Agreement or make a new Agreement.

17.6. **Union Representation.** Bargaining Unit Members shall have the right to union representation at all stages of the conflict resolution process.

**ARTICLE XVIII.**
**PROVISIONAL PERIOD**

18.1. The employment of each Bargaining Unit Member for the first 24 months with Urban Prep shall be provisional. Provisional Bargaining Unit Members may be released from employment without cause and in the sole discretion of Urban Prep during the Provisional Period. Bargaining Unit Members discharged during the Provisional Period may not contest their discharge through the grievance and arbitration procedure.

**ARTICLE XIX.**
**LAYOFF AND RECALL RIGHTS**

19.1. **Notice to ChiACTS.** Barring extraordinary reason, Urban Prep shall notify ChiACTS and any Bargaining Unit Member who will be laid off of any layoffs no less than thirty (30) days in advance of the effective date of the layoff. In the event that ChiACTS wishes to bargain over the effects of any layoff, it shall provide notice to Urban Prep no later than one week after Urban Prep's notice of layoff.
19.2. *Layoffs in Bargaining Unit Positions.* In the event that there is a reduction or change in the teaching force that results in the layoff of Bargaining Unit Members, non-essential general education Bargaining Unit Member teachers shall be laid off in the following order, within each campus:

1. Any Bargaining Unit Members whose most recent summative performance evaluation rating is unsatisfactory;

2. Any substitute or temporary teachers;

3. Pursuant to the matrix and point values set forth below, in order of lowest score to highest score, within each campus.

<table>
<thead>
<tr>
<th>Planning and Preparation Rating (Domain 1)</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
<th>Total Points</th>
<th>Max Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current School Year</td>
<td>27</td>
<td>18</td>
<td>9</td>
<td>0</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Previous School Year</td>
<td>18</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous School Year</td>
<td>15</td>
<td>10</td>
<td>5</td>
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<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Environment Rating (Domain 2)</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
<th>Total Points</th>
<th>Max Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current School Year</td>
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<td>18</td>
<td>9</td>
<td>0</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Previous School Year</td>
<td>18</td>
<td>12</td>
<td>6</td>
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<td>Previous School Year</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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1 An *essential teacher* is defined for purposes of this layoff procedure as a teacher for whom there is not an adequate replacement, such that if such teacher were terminated, no other Urban Prep employee in the bargaining unit would be qualified to teach that teacher's subject matter. For example, a teacher teaching Mandarin, if no other teachers were fluent in Mandarin, would be retained in the event that Urban Prep decided to offer Mandarin, regardless of whether the teacher was not licensed.
<table>
<thead>
<tr>
<th>Instruction Rating (Domain 3)</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Unsatisfactory</th>
<th>Total Points</th>
<th>Max Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current School Year</td>
<td>27</td>
<td>18</td>
<td>9</td>
<td>0</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Previous School Year</td>
<td>18</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Previous School Year</td>
<td>15</td>
<td>10</td>
<td>5</td>
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<td></td>
<td></td>
<td></td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Responsibilities Rating (Domain 4)</td>
<td>Distinguished</td>
<td>Proficient</td>
<td>Basic</td>
<td>Unsatisfactory</td>
<td>Total Points</td>
<td>Max Points</td>
<td>Weight</td>
</tr>
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<td></td>
<td></td>
<td>60</td>
<td></td>
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</tr>
<tr>
<td>Length of Service to Urban Prep</td>
<td>6 pts for every year served-Max Points 60</td>
<td></td>
<td></td>
<td>Total Points</td>
<td>Max Points</td>
<td>Weight</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>For absences (excluding approved leaves of absence) in excess of allotted PTO days per school year, Bargaining Unit Members lose 3 points for each absence.</td>
<td></td>
<td></td>
<td>Total Points</td>
<td>Max Points</td>
<td>60</td>
<td>20%</td>
</tr>
</tbody>
</table>

19.3. Recall of Bargaining Unit Positions. Bargaining Unit Members who are laid off shall be put on a recall list for any vacant position network-wide for which they have the requisite certification and/or professional experience. Recall rights shall be valid for twelve months following the effective date of the layoff. Recall selection shall be done in inverse order of the layoff selection set forth above, except that recall rights shall apply network-wide
and provisional Bargaining Unit Members or Bargaining Unit Members with any unsatisfactory ratings in the past two years shall not have any right of recall.

ARTICLE XX.
PRESERVATION OF AGREEMENT

20.1. *No Strikes or Lockouts.* During the Term of this Agreement, the Parties agree that the Bargaining Unit Members shall not engage in a strike, slowdown, or any other work stoppage, and ChiACTS shall not instigate, encourage or condone the same, and Urban Prep agrees that it shall not lockout the employees.

20.2. *Successor.* Urban Prep will not assign this Agreement during its Term to any party who does not agree to honor the terms and conditions of this Agreement during its Term.

20.3. *Savings Clause.* Any provision in this Agreement that is contrary to or held to be in violation of any applicable law or regulation shall be void and of no force or effect, and this Agreement shall be construed as if such provision were removed, it being intended, however, that the other provisions of this Agreement shall not be affected by such removal and, to the greatest extent possible consistent with applicable law, shall be interpreted to give effect to the intention of the Parties as evidenced by the Agreement.

[signature page follows]
WHEREAS, the Parties have executed this Agreement this 20th day of January, 2017.

URBAN PREP ACADEMIES

By: [Signature]
Name: Tim King
Title: CEO

ChiACTS, Local 4343, IFT-AFT, AFL-CIO

By: [Signature]
Name: Chris Baehrend
Title: President

Signature Page to Collective Bargaining Agreement
APPENDIX A: DUES CHECK OFF FORM

Dues Deduction Authorization

Print Full Name: ________________________________________________

Street Address: ________________________________________________

City: ___________________ State: ___________ Zip: ________________

Home Phone: ___________________ Work Phone: ___________________

Employer: ___________________ Campus: _______________ Title: ______

Home email address: __________________________________________

Pursuant to applicable law, I assign to Chicago ACTS, IFT, AFT, AFL-CIO from my
compensation as an employee an amount equal to the dues fixed by the Constitution of Chicago
ACTS and AFT policy per pay period as membership dues in the Union. I authorize and direct
my employer to remit said dues to the Union by the tenth day of each month.

I submit this assignment and authorization with the understanding that it will be effective on
the date I sign it and in full force and effect throughout my employment with the employer
while I am a member of the bargaining unit. This assignment and authorization will be revoked
in the event that I am no longer a member of the bargaining unit or have a break in employment
with the employer.

This assignment and authorization are effective at once.

Signature: ___________________ Date: ___________________

Dues, contributions, or gifts to Chicago ACTS, IFT, AFT, AFL-CIO are not deductible as
charitable contributions for federal income tax purposes. Under limited circumstances, Union
dues may qualify as a business expense.
APPENDIX B: COPE CHECK OFF FORM

Chicago ACTS COPE Check off Authorization

I hereby authorize and direct my employer to deduct from my pay the sum of $____ per pay period and to remit that amount to the Chicago ACTS Committee on Political Education (Chicago ACTS COPE).

This authorization is voluntarily made by me, based on my specific understanding that the signing of this Authorization Card and the making of these voluntary contributions are not conditions of membership in the Union. I understand that I may refuse to contribute without reprisal and that I may contribute more or less and will not be favored or disadvantaged by the Union for doing so. I further understand that Chicago ACTS COPE is a Political Action Committee (PAC) connected with Chicago ACTS, which will use my contribution for political purposes, including but not limited to, making contributions to and expenditures for candidates for federal, state, and local offices and addressing federal, state, and local political issues. This authorization shall remain in full force and effect until revoked by me in writing.

Print Full Name:__________________________________________________________

Signature: ______________________________ Date: ____________________________

Contributions or gifts to Chicago ACTS COPE are not deductible as charitable contributions for federal income tax purposes.
APPENDIX C
EMPLOYMENT VERIFICATION FORM
Experience Verification Form

Please forward this form to your previous employer and return to Urban Prep HR Department:
Email: trobinson@urbanprep.org  Fax: 312-755-1050

I have applied for a position at Urban Prep Academies. I authorize the release of my employment dates to their Human Resource office. Please use one form per employer.

Please print or type full Name:

(First)  (Middle or Maiden)  (Last)

Signature:

Social Security Number: ___________ / ______ / ______

Name of School/Institution:

The following should be completed by the District or School Official

<table>
<thead>
<tr>
<th>Beginning Date of Service (mm/dd/yy)</th>
<th>Ending Date of Service (mm/dd/yyyy)</th>
<th>Full Time Days Worked per year</th>
<th>Part Time Hours Worked per day</th>
<th>Position/Title</th>
<th>Grade Level</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
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<tr>
<td>3</td>
<td></td>
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</tr>
</tbody>
</table>

Appendix C
Page 1
I certify that this verification omits leave of absence periods and that all information is complete and correct according to the official records of this school system.

Printed Name: ________________________________
Title: ________________________________

Phone: ________________________________
Fax: ________________________________

Signature: ________________________________
Date: ________________________________

*This form may be submitted by mail, fax, email or hand delivery to Urban Prep Academies Human Resources Dept*
## APPENDIX D

### STIPEND SCHEDULES

Urban Prep shall pay the following stipends for eligible Bargaining Unit Members:

<table>
<thead>
<tr>
<th>Position</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Lead Teachers</td>
<td>$4,000</td>
</tr>
<tr>
<td>Freshman Academy</td>
<td>$30 per hour</td>
</tr>
<tr>
<td>Case Managers</td>
<td>The annual stipend amount allocated for case managers by CPS</td>
</tr>
<tr>
<td>Football (Head Coach)</td>
<td>$20 per hour (max $4,500)</td>
</tr>
<tr>
<td>Football (Asst. Head Coach)</td>
<td>$20 per hour (max $3,500)</td>
</tr>
<tr>
<td>Football (Asst. Coach)</td>
<td>$20 per hour (max $2,000)</td>
</tr>
<tr>
<td>Basketball (Head Coach)</td>
<td>$20 per hour (max $4,500)</td>
</tr>
<tr>
<td>Basketball (Asst. Head Coach)</td>
<td>$20 per hour (max $3,500)</td>
</tr>
<tr>
<td>Basketball (Asst. Coach)</td>
<td>$20 per hour (max $2,000)</td>
</tr>
<tr>
<td>Baseball (Head Coach)</td>
<td>$20 per hour (max $3,500)</td>
</tr>
<tr>
<td>Baseball (Asst. Head Coach)</td>
<td>$20 per hour (max $2,500)</td>
</tr>
<tr>
<td>Baseball (Asst. Coach)</td>
<td>$20 per hour (max $2,000)</td>
</tr>
<tr>
<td>Cross Country (Head Coach)</td>
<td>$20 per hour (max $1,500)</td>
</tr>
<tr>
<td>Cross Country (Asst. Coach)</td>
<td>$20 per hour (max $800)</td>
</tr>
<tr>
<td>Track (Head Coach)</td>
<td>$20 per hour (max $3,500)</td>
</tr>
<tr>
<td>Track (Asst. Head Coach)</td>
<td>$20 per hour (max $2,500)</td>
</tr>
<tr>
<td>Track (Asst. Coach)</td>
<td>$20 per hour (max $2,000)</td>
</tr>
<tr>
<td>Bowling (Head Coach)</td>
<td>$20 per hour (max $1,500)</td>
</tr>
<tr>
<td>Bowling (Asst. Coach)</td>
<td>$20 per hour (max $800)</td>
</tr>
<tr>
<td>Debate (Head Coach)</td>
<td>$20 per hour (max $2,000)</td>
</tr>
<tr>
<td>Debate (Asst. Coach)</td>
<td>$20 per hour (max $1,200)</td>
</tr>
<tr>
<td>Clubs(^2) (Director)</td>
<td>$20 per hour (max $500)</td>
</tr>
<tr>
<td>Clubs (Asst. Director)</td>
<td>$20 per hour (max $300)</td>
</tr>
</tbody>
</table>

Urban Prep may additionally provide stipends for Bargaining Unit Members who assume additional professional responsibilities and/or leadership roles. Urban Prep will bargain with the Union concerning the identification of those responsibilities and roles and the amounts of the stipends.

Urban Prep shall have the discretion to offer a one-time signing bonus of up to $5,000 to potential candidates filing high-need Special Education and Science, Technology, Engineering and Math ("STEM") positions. Such signing bonus shall be paid for the first year of

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\(^2\) Club stipends are awarded for clubs lasting at least 8 weeks. Each club must have at least 15 students after 8 weeks or there will be a deduction in stipend at the end of the club activities. An end of the year report documenting the students in attendance and the number of meetings must be provided by the Bargaining Unit Member to Urban Prep before the full stipend is awarded.
employment only, but may be paid in installments to account for Urban Prep's financial needs, as determined in Urban Prep's sole discretion.
APPENDIX E

TEACHER EVALUATION FRAMEWORK

The Urban Prep Teacher Evaluation Framework
Teacher Evaluation

Urban Prep's Framework for Teaching is a modified version of Charlotte Danielson's Framework for Teaching. The Urban Prep Framework for Teaching is rooted in Danielson's four domains:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities
<table>
<thead>
<tr>
<th>Domain</th>
<th>Brief Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Planning and Preparation</td>
<td>The critical behind the scenes work of organizing for classroom instruction.</td>
</tr>
<tr>
<td>2: The Classroom Environment</td>
<td>The culture of the classroom characterized by the relationships and management of the room for the purpose of learning.</td>
</tr>
<tr>
<td>3: Instruction</td>
<td>The interactive work that teachers undertake to transmit content and knowledge to students.</td>
</tr>
<tr>
<td>4: Professional Responsibilities</td>
<td>Demonstrates a teacher’s commitment to high ethical and professional standards as they seek to improve their practice</td>
</tr>
</tbody>
</table>

For the purpose of determining a teacher's rating, the following weights have been assigned to each domain:
The components of each domain can be found below:

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 2: Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
<td>2a: Creating an Environment of Respect and Rapport</td>
</tr>
<tr>
<td>1b: Demonstrating Knowledge of Students</td>
<td>2b: Establish a Culture for Learning</td>
</tr>
<tr>
<td>1c: Selecting Learning Objectives</td>
<td>2c: Managing Classroom Procedures</td>
</tr>
<tr>
<td>1d: Designing Coherent Instruction</td>
<td>2d: Managing Student Behavior</td>
</tr>
<tr>
<td>1e: Designing Student Assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a: Reflecting on Teaching and Learning</td>
<td>3a: Communicating with Students</td>
</tr>
<tr>
<td>4b: Maintaining Accurate Records</td>
<td>3b: Using Questioning and Discussion Techniques</td>
</tr>
<tr>
<td>4c: Communicating with Families</td>
<td>3c: Engaging Students in Learning</td>
</tr>
<tr>
<td>4d: Growing and Developing Professionally</td>
<td>3d: Using Assessment in Instruction</td>
</tr>
<tr>
<td>4e: Demonstrating Professionalism</td>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
</tr>
</tbody>
</table>

The evaluation cycle at Urban Prep will consist of both formal and informal observations.

**Formal Observation Process**

A formal observation cycle consists of a “Pre-Observation Conference”, “Observation” and a “Post-Observation Conference”.

- **Pre-Observation Conference:** Collaborative conversation focusing on the design and objectives of the lesson.
- **Observation:** Evaluator observes for 45 minutes or the length of the class period.
- **Post-Observation Conference:** Collaborative and constructive conversation regrading the observation rating, evidence, feedback and reflection.

Urban Prep Teacher Evaluation Framework
Informal Observation Process

An informal observation cycle consists of the observation, and if requested, a Post-Observation Conference.

Observation:
Unannounced observation that lasts at least 15 minutes.

Post-Observation Conference:
In person conference CAN be facilitated but is NOT necessary. Written feedback is provided to teacher.
Urban Prep Academies Framework for Teaching Observation Form

Teacher: __________________________ Course: __________________________ Period: ______ Date: __________

Observation Type: __________________________

Scores calculated based on the following scale: Unsatisfactory=1, Basic=2, Proficient=3, Distinguished=4

| Domain 1 | | | | |
|---|---|---|---|
| 1a: Demonstrating Knowledge of Content and Pedagogy | Rating | Evidence/Data |
| 1b: Demonstrating Knowledge of Students | |
| 1c: Selecting Learning Objectives | |
| 1d: Designing Coherent Instruction | |
| 1e: Designing Student Assessment | |

| Domain 2 | | | | |
|---|---|---|---|
| 2a: Creating an Environment of Respect and Rapport | Rating | Evidence/Data |
| 2b: Establish a Culture for Learning | |
| 2c: Managing Classroom Procedures | |
| 2d: Managing Student Behavior | |

| Domain 3 | | | | |
|---|---|---|---|
| 3a: Communicating with Students | Rating | Evidence/Data |
| 3b: Using Questioning and Discussion Techniques | |
| 3c: Engaging Students in Learning | |
| 3d: Using Assessment in Instruction | |
| 3e: Demonstrating Flexibility and Responsiveness | |

<p>| Domain 4 | | | | |
|---|---|---|---|
| 4a: Reflecting on Teaching and Learning | Rating | Evidence/Data |
| 4b: Maintaining Accurate Records | |
| 4c: Communicating with Families | |
| 4d: Growing and Developing Professionally | |
| 4e: Demonstrating Professionalism | |</p>
<table>
<thead>
<tr>
<th>Planning and Preparation: 25%</th>
<th>Formal</th>
<th>Formal</th>
<th>Informal</th>
<th>Informal</th>
<th>Component Average</th>
<th>Domain Average</th>
<th>Weight</th>
<th>Weighted Domain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Observation</td>
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<tr>
<td>1a: Demonstrating Knowledge of Content and Pedagogy</td>
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<td>1b: Demonstrating Knowledge of Students</td>
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<tr>
<td>1c: Selecting Learning Objectives</td>
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<tr>
<td>1d: Designing Coherent Instruction</td>
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<tr>
<td>1e: Designing Student Assessment</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The Classroom Environment: 25%</th>
<th>Formal</th>
<th>Formal</th>
<th>Informal</th>
<th>Informal</th>
<th>Component Average</th>
<th>Domain Average</th>
<th>Weight</th>
<th>Weighted Domain Score</th>
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<tbody>
<tr>
<td>Date of Observation</td>
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<tr>
<td>2a: Creating an Environment of Respect and Rapport</td>
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<td>2b: Establish a Culture for Learning</td>
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<tr>
<td>2c: Managing Classroom Procedures</td>
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<tr>
<td>2d: Managing Student Behavior</td>
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</tbody>
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<table>
<thead>
<tr>
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<th>Formal</th>
<th>Informal</th>
<th>Informal</th>
<th>Component Average</th>
<th>Domain Average</th>
<th>Weight</th>
<th>Weighted Domain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Observation</td>
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<td></td>
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<td></td>
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<tr>
<td>3a: Communicating with Students</td>
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<tr>
<td>3b: Using Questioning and Discussion Techniques</td>
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<tr>
<td>3c: Engaging Students in Learning</td>
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<td>3d: Using Assessment in Instruction</td>
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<tr>
<td>3e: Demonstrating Flexibility and Responsiveness</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Responsibilities: 25%</th>
<th>Formal</th>
<th>Formal</th>
<th>Component Average</th>
<th>Domain Average</th>
<th>Weight</th>
<th>Weighted Domain Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a: Reflecting on Teaching and Learning</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4b: Maintaining Accurate Records</td>
<td></td>
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</tr>
<tr>
<td>4c: Communicating with Families</td>
<td></td>
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<tr>
<td>4d: Growing and Developing Professionally</td>
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<tr>
<td>4e: Demonstrating Professionalism</td>
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</tr>
</tbody>
</table>

| Overall Average Domain Averages/4 | Domain Averages/4 | Summative Rating |
### Level of Performance

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished (Highly effective)</td>
<td>Refers to professional teaching that innovatively involves students in the learning process and creates a community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.</td>
</tr>
<tr>
<td>Proficient (Effective)</td>
<td>Refers to successful, teaching practice that is consistently high level. Most experienced teachers frequently demonstrate practice at this level.</td>
</tr>
<tr>
<td>Basic (Developing)</td>
<td>Refers to teaching practice that demonstrates the necessary knowledge and skills to be effective, but its application is inconsistent.</td>
</tr>
<tr>
<td>Unsatisfactory (Ineffective)</td>
<td>Refers to teaching that does not convey understanding of the concepts underlying the component. Teachers whose practice falls into this level of performance are doing academic harm in the classroom.</td>
</tr>
</tbody>
</table>

**NOTE:**

The following pages are taken directly from the Charlotte Danielson Framework and differ slightly from the Urban Prep Teacher Evaluation Framework.
## Domain 1: Planning & Preparation

### 1A - Knowledge of Content and Pedagogy

In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particular pedagogical approaches best suited to each discipline.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher displays solid knowledge of important concepts in the discipline and the ways they relate to one another.</td>
<td>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate to one another.</td>
<td>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate to one another.</td>
<td>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate to one another.</td>
</tr>
<tr>
<td>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
<td>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
<td>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
<td>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
</tr>
<tr>
<td>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</td>
<td>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</td>
<td>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</td>
<td>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</td>
</tr>
</tbody>
</table>

### Critical Attributes

- Teacher makes content errors.
- Teacher does not consider prerequisite relationships when planning.
- Teacher's plans use inappropriate strategies for the discipline.
- In addition to the characteristics of "accomplished":
  - Teacher cites intra- and interdisciplinary content relationships.
  - Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.

### Possible Examples

- The teacher says "the official language of Brazil is Spanish, just like other South American countries."
- The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."
- The teacher has students copy dictionary definitions each
- In a unit on 19th century literature, the teacher incorporates information about the history of the same period.
- Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.
### Domain 1: Planning & Preparation

#### 1B - Demonstrating Knowledge of Students

<table>
<thead>
<tr>
<th>Knowledge of Students' Special Needs</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</td>
<td>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</td>
<td>Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</td>
<td>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</td>
</tr>
</tbody>
</table>

#### Critical Attributes

- Teacher does not understand child development characteristics and has unrealistic expectations for students.
- Teacher does not try to ascertain varied ability levels among students in the class.
- Teacher is not aware of student interests or cultural heritages.

- Teacher cites developmental theory but does not seek to integrate it into lesson planning.
- Teacher is aware of the different ability levels in the class but tends to teach to the “whole group”.
- The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified “high”, “medium”, and “low” groups of students within the class.

In addition to the characteristics of “accomplished”:
- The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.
- The teacher seeks out information about their cultural heritage from all students.
- The teacher maintains a system of updated student records and incorporates
| Teacher takes no responsibility to learn about students’ medical or learning disabilities. | differentiates materials to accommodate those differences.  
+ The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. | The teacher is well informed about students’ cultural heritage and incorporates this knowledge into lesson planning.  
+ The teacher is aware of the special needs represented by students in the class. | medical and/or learning needs into lesson plans. |

### Possible Examples

#### Possible Examples (cont.)

- The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.  
  - The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.  
  - The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.

- The teacher’s lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.  
  - In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.
  - Lesson plans make only peripheral reference to students’ interests.  
  - The teacher knows that some of her students have IEPs, but they’re so long that she hasn’t read them yet.

- The teacher creates an assessment of students’ levels of cognitive development.  
  - The teacher examines previous year’s cumulative folders to ascertain the proficiency levels of groups of students in the class.  
  - The teacher administers a student interest survey at the beginning of the school year.
  - The teacher plans activities based on student-interest.  
  - The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.
  - The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December.
  - The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.

- The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.  
  - The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.
  - The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.
  - The teacher attends the local Mexican heritage day, meeting several of his students’ extended families.
  - The teacher regularly creates adapted assessment materials for several students with learning disabilities.

### Domain 1: Planning & Preparation

**1C - Setting Instructional Outcomes**

- Value, Sequence, and Alignment
- Clarity

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1. Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines.
<table>
<thead>
<tr>
<th>Balance</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</td>
<td>Outcomes represent moderately high expectations and rigor.</td>
<td>Most outcomes represent rigorous and important learning in the discipline.</td>
<td>All outcomes represent rigorous and important learning in the discipline.</td>
<td></td>
</tr>
<tr>
<td>Outcomes are stated as activities rather than as student learning.</td>
<td>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</td>
<td>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</td>
<td>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</td>
<td></td>
</tr>
<tr>
<td>Outcomes reflect only one type of learning and only one discipline or stand and are suitable for only some students.</td>
<td>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</td>
<td>Outcomes reflect several different types of learning and opportunities for coordination.</td>
<td>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</td>
<td></td>
</tr>
<tr>
<td>Critical Attributes</td>
<td>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</td>
<td>Outcomes take into account the varying needs of groups of students.</td>
<td>Outcomes take into account the varying needs of individual students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
<th>Outcomes lack rigor.</th>
<th>Outcomes represent a mixture of low expectations and rigor.</th>
<th>Outcomes represent high expectations and rigor.</th>
<th>In addition to the characteristics of &quot;accomplished&quot;:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes do not represent important learning in the discipline.</td>
<td>Outcomes reflect important learning in the discipline.</td>
<td>Outcomes are related to the &quot;big ideas&quot; of the discipline.</td>
<td>Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</td>
<td></td>
</tr>
<tr>
<td>Outcomes are not clear or are stated as activities.</td>
<td>Outcomes are suitable for most of the class.</td>
<td>Outcomes are written in terms of what students will learn rather than do.</td>
<td>Teacher connects outcomes to previous and future learning.</td>
<td></td>
</tr>
<tr>
<td>Outcomes are not suitable for many students in the class.</td>
<td></td>
<td>Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, and communication.</td>
<td>Outcomes are differentiated to encourage individual students to take educational risks.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples (cont.)</th>
<th>A learning outcome for a fourth-grade class is to make a poster illustrating a poem.</th>
<th>Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</th>
<th>One of the learning outcomes is for students to appreciate the aesthetics of 18th century English poetry.</th>
<th>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the outcomes for a ninth-grade history class are factual knowledge.</td>
<td>The outcomes are written with the needs of the &quot;middle&quot; group in mind; however, the advanced students are bored, and some lower-level students are struggling.</td>
<td>The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War.</td>
<td>Students will develop a concept map that links previous learning goals to those they are currently working on.</td>
<td></td>
</tr>
<tr>
<td>The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.</td>
<td>Though there are a number of ELL students in the class, the</td>
<td>The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.</td>
<td>Some students identify additional learning.</td>
<td></td>
</tr>
</tbody>
</table>
Domain 1: Planning & Preparation

1D - Demonstrating Knowledge of Resources

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources for Classroom Use</td>
<td>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</td>
<td>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</td>
<td>Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students.</td>
<td>Teacher displays extensive knowledge of resources – not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of is or her own knowledge, and for students.</td>
</tr>
<tr>
<td>Resources for Students</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Critical Attributes

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand his or her own skill.
- Although aware of some student needs, the teacher does not inquire about possible resources.
- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.
- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- Teacher facilitates Internet resources.
- Resources are multidisciplinary.
- Teacher expands knowledge with professional learning groups and organizations.
- Teacher pursues options offered by universities.
- Teacher provides lists of resources outside the class for students to draw on.
- In addition to the characteristics of "accomplished":
  - Texts are matched to student skill level.
  - The teacher has ongoing relationship with colleges and universities that support student learning.
  - The teacher maintains log of resources for student reference.
  - The teacher pursues apprenticeships to increase discipline knowledge.
  - The teacher facilitates student contact with resources outside the classroom.

Possible Examples

- For their unit on China, the students acquired all of their information from the district-supplied textbook.
  - Mr. J is not sure how to teach fractions but doesn't know
- For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow.
- The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.
- The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.
how he's expected to learn it by himself.
- A student says, "It's too bad we can't go to the nature center when we're doing our unit on environment."
- The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year.
- The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.
- The teacher took an online course on literature to expand her knowledge of great American writers.
- The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.
- The teacher spends the summer at Dow Chemical learning or about current research so that she can expand her knowledge base for teaching chemistry.
- The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.

### Domain 1: Planning & Preparation

**1E - Designing Coherent Instruction**

- **Learning Outcomes**
- **Instructional Materials and Resources**
- **Instructional Groups**
- **Lesson and Unit Structure**

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</td>
<td>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</td>
<td>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</td>
</tr>
<tr>
<td>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocation. Instructional groups do not support the instructional outcomes and offer no variety.</td>
<td>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</td>
<td>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</td>
</tr>
<tr>
<td>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</td>
<td>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</td>
<td>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</td>
</tr>
<tr>
<td>The activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</td>
<td>The lesson or unit's structure is clear and allows for different pathways according to diverse student needs.</td>
<td>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</td>
</tr>
</tbody>
</table>

Appendix E
Page 14
### Critical Attributes
- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

### Possible Examples
- After the minilesson the teacher plans to have the whole class play a game to reinforce the skills she taught.
- The teacher has found an atlas to use as a supplemental resource during the geography unit.
- The teacher always lets students select their own working groups because they behave better when they can choose whom they want to sit with.
- The teacher’s lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.

### Possible Examples (cont.)
- The teacher reviews her learning activities with a reference to high-level “action verbs” and rewrites some of the activities to increase the challenge level.
- The teacher creates a list of historical fiction titles that will expand her students’ knowledge of the age of exploration.
- The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.
- The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.

### Domain 1: Planning & Preparation

#### 1F - Designing Student Assessments
Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional processes, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part...
of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding of the learning outcomes.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</td>
<td>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</td>
<td>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</td>
<td>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</td>
</tr>
</tbody>
</table>

**Critical Attributes**

- Assessments do not match instructional outcomes.
- Assessments have no criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments for some students as needed.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

In addition to the characteristics of "accomplished":

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic with real-world application, as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

**Possible Examples**

- The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.

- The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers.

- Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation.

- To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students; the use of cell phones in class.
Domain 2: The Classroom

2A - Creating an Environment of Respect and Rapport

- Teacher Interaction with Students
- Student Interactions with One Another

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</td>
<td>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</td>
<td>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</td>
</tr>
</tbody>
</table>
## Critical Attributes

- Teacher uses disrespectful talk towards students; student’s body language indicates feelings of hurt or insecurity.
- Students use disrespectful talk towards one another with no response from the teacher.
- Teacher displays no familiarity with or caring about individual students’ interests or personalities.
- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.
- Teacher attempts to respond to disrespectful behavior among students, with uneven results.
- Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.
- Talk between teacher and students and among students is uniformly respectful.
- Teacher responds to disrespectful behavior among students.
- Teacher makes superficial connections with individual students.

## Possible Examples

### Possible Examples (cont.)

- A student slumps in his/her chair following a comment by the teacher.
- Students roll their eyes at a classmate’s idea; the teacher does not respond.
- Many students talk when the teacher and other students are talking; the teacher does not correct them.
- Some students refuse to work with other students.
- Teacher does not call students by their names.
- Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.
- A few students do not engage with others in the classroom, even when put together in small groups.
- Students applaud halfheartedly following a classmate’s presentation to the class.
- Teacher says: “Don’t talk that way to your classmates,” but student shrugs his/her shoulders.
- Teacher greets students by name as they enter the class or during the lesson.
- The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk.
- Students attend fully to what the teacher is saying.
- Students wait for classmates to finish speaking before beginning to talk.
- Students applaud politely following a classmate’s presentation to the class.
- Students help each other and accept help from each other.
- Teacher and students use courtesies such as “please,” “thank you,” “excuse me.”
- Teacher says: “Don’t talk that way to your classmates,” and the insults stop.

## Domain 2: The Classroom

### 2B - Establishing a Culture for Learning

- Importance of the Content
  
  A “culture of learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.

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<thead>
<tr>
<th>Unsatisfactory</th>
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Appendix E
Page 18
<table>
<thead>
<tr>
<th>Critical Attributes</th>
<th>Possible Examples</th>
<th>Possible Examples (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher conveys that the reasons for the work are</td>
<td>Teacher says: “Let’s get through this.” Teachers say: “I think most of you will be able to do this.” Students consult with one another to determine how to fill out a worksheet but do not encourage each other to questions. Teacher does not encourage students who are struggling. Teacher says: “This is important: you’ll need to speak grammatical English when you apply for a job.” Teacher says: “This idea is really important! It’s central to our understanding of history.” Teacher says: “Let’s work on this together: it’s hard, but you all will be able to do it well.” Teacher hands a paper back to a student, saying, “I know you...” The teacher says: “It’s really fun to find the patterns for factoring polynomials.” Student asks a classmate to explain a concept or procedure since s/he didn’t quite follow the teacher’s explanation. Students question one another on answers. Student asks the teacher whether s/he can redo a piece</td>
<td>The classroom culture is characterized by a lack of teacher or student commitment to the learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are rewarded for those students thought to have a natural aptitude for the subject. The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work. The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers. In addition to the characteristics of &quot;accomplished&quot;: The teacher communicates a genuine passion for the subject. Students indicate that they are not satisfied unless they have complete understanding. Students’ questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. Students recognize the efforts of their classmates. Students take initiative in improving the quality of their work.</td>
</tr>
</tbody>
</table>
### Domain 2: The Classroom

#### 2C - Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed operation of the classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class "runs itself."

### Critical Attributes

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<thead>
<tr>
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<tbody>
<tr>
<td>Students don't engage in work, and the teacher ignores it.</td>
<td>Only some students get down to work after an assignment is given or after entering the room.</td>
<td>can do a better job on this.&quot; The student accepts the comment without complaint. Students get down to work right away when an assignment is given or after entering the room.</td>
<td>Students work every time the teacher isn't working with them or directing their efforts.</td>
</tr>
<tr>
<td>Students have not completed their homework, and the teacher does not respond.</td>
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<td></td>
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</tr>
<tr>
<td>Almost all of the activities are busy work.</td>
<td></td>
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</tbody>
</table>

- **Management of Instructional Groups**
- **Management of Transitions**
- **Management of Materials and Supplies**
- **Performance of Non-Instructional Duties**
- **Supervision of Volunteers and Paraprofessionals**

### Possible Examples

- When moving into small groups, students are confused about where they| When moving into small groups, students are confused about where they | When moving into small groups, students are confused about where they | When moving into small groups, students are confused about where they |
- Students not working with the teacher are not productively engaged or are disruptive to the class. | Small groups are only partially engaged while not working directly with the teacher. | The students are productively engaged during small-group work. | Students take the initiative with their classmates to ensure that their time is used productively. |
- There are no established procedures for distributing and collecting materials. | Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. Classroom routines function unevenly. | Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. | Students themselves ensure that transitions and other routines are accomplished smoothly. |
- Procedures for other activities are confused or chaotic. | | | Students take initiative in distributing and collecting materials efficiently. |

#### Appendix E

Page 20
### Domain 2: The Classroom

**2D - Managing Student Behavior**

- **Expectations**
- **Monitoring of Student Behavior**
- **Response to Student Misbehavior**

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
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<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>- There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</td>
<td>- Standards of conduct appear to have been established, but their implementation is inconsistent.</td>
<td>- Student behavior is generally appropriate.</td>
<td>- Student behavior is entirely appropriate.</td>
</tr>
<tr>
<td>- Students challenge the standards of conduct.</td>
<td>- Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</td>
<td>- The teacher monitors student behavior against established standards of conduct.</td>
<td>- Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</td>
</tr>
<tr>
<td>- Response to students' misbehavior is repressive or disrespectful of student dignity.</td>
<td>- There is inconsistent implementation of the standards of conduct.</td>
<td>- Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</td>
<td>- Teachers' monitoring of student behavior is subtle and preventative.</td>
</tr>
</tbody>
</table>

In order for student to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.
### Critical Attributes

- The classroom environment is chaotic, with no apparent standards of conduct.
- The teacher does not monitor student behavior.
- Some students violate classroom rules, without apparent teacher awareness.
- When the teacher notices student misbehavior, she appears helpless to do anything about it.

- Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.
- Teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher’s response to student misbehavior is inconsistent, at times very harsh, other times lenient.

- Standards of conduct appear to have been established.
- Student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- Teacher’s response to student misbehavior is effective.
- Teacher acknowledges good behavior.

In addition to the characteristics of "accomplished":
- Student behavior is entirely appropriate; there is no evidence of student misbehavior.
- The teacher monitors student behavior without speaking—just moving about.
- Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

### Possible Examples

- Students are talking among themselves, with no attempt by the teacher to silence them.
- An object flies through the air, without teacher notice.
- Students are running around the room, the result being a chaotic environment.
- Their phones and other electronics distract students; but, the teacher does nothing.

- Classroom rules are posted, but neither teacher nor students refer to them.
- The teacher repeatedly asks students to take their seats, they ignore him/her.
- Teacher says to one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."

- Upon a nonverbal signal from the teacher, students correct their behavior.
- The teacher moves to every section of the classroom; keeping a close eye on student behavior.
- The teacher gives a student a hard look, and the student stops talking to his/her neighbor.

- A student suggests a revision in one of the classroom rules.
- The teacher notices that some students are talking among themselves and without a word moves nearer to them, the talking stops.
- The teacher asks to speak to a student privately about misbehavior.
- A student reminds his/her classmates of the class rule about chewing gum.

### Domain 2: The Classroom

#### 2E - Organizing Physical Space

- Safety and Accessibility
- Arrangement of Furniture and Use of Physical Resources

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.

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<thead>
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<tbody>
<tr>
<td>The physical environment is unsafe, or many students don’t have access to learning resources.</td>
<td>The classroom is safe, and essential learning is accessible to most students.</td>
<td>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</td>
<td>The classroom is safe, and learning is accessible to all students, including those with special needs.</td>
</tr>
<tr>
<td>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</td>
<td>The teacher’s use of physical resources, including computer technology, is moderately effective.</td>
<td>Teacher makes effective use of physical resources, including computer technology.</td>
<td>Teacher makes effective use of physical resources, including computer technology.</td>
</tr>
<tr>
<td>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</td>
<td>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</td>
<td>The teacher ensures that the physical arrangement is appropriate to the learning activities.</td>
<td>The teacher ensures that the physical arrangement is appropriate to the learning activities.</td>
</tr>
</tbody>
</table>
### Critical Attributes

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or the board.
- Available technology is not being used, even if its use would enhance the lesson.
- The physical environment is safe, and most students can see and hear.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.
- The classroom is safe, and all students are able to see and hear.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.
- In addition to the characteristics of "accomplished":
  - Modifications are made to the physical environment to accommodate students with special needs.
  - There is total alignment between the goals of the lesson and the physical environment.
  - Students take the initiative to adjust the physical environment.
  - Teachers and students make extensive and imaginative use of available technology.

### Possible Examples

- There are electrical cords placed in unsafe locations around the classroom.
- There is a pole in the middle of the room; some students can't see the board.
- A whiteboard is in the classroom, but it is facing the wall, indicating that it is rarely if ever, used.
- The teacher ensures that dangerous chemicals are stored safely.
- The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.
- The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work.
- There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.
- Desks are moved to make tables so students can work together, or in a circle for class discussion.
- The use of an Internet connection enriches the lesson.
- Students ask whether they can shift the furniture to better suit the differing needs of small-group work and large-group discussion.
- A student closes the door to shut out noise in the corridor and lowers a blind to block the sun from a classmate’s eyes.
- A student suggests an application of the white board for an activity.

### Domain 3: Instruction

#### 3A - Communicating with students

Teachers communicate with students for several independent, but related purposes. First they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities, so that students know what it is that they are to do. When teachers present concepts and information, those presentations are made with accuracy, clarity, and imagination; when expanding upon the topic is appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry-based science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.

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<tbody>
<tr>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</td>
<td>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified.</td>
<td>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within the broader learning, and explains how it builds on prior knowledge.</td>
<td>The teacher links the instructional purpose of the lesson to the students' interests; the directions and procedures are clear and relevant.</td>
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Appendix E
Page 23
<table>
<thead>
<tr>
<th>Critical Attributes</th>
<th>Possible Examples</th>
<th>Appendix E Page 24</th>
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</thead>
<tbody>
<tr>
<td><strong>The teacher's explanation of the content contains major errors.</strong></td>
<td><strong>A student asks:</strong> &quot;What are we supposed to be doing? But the teacher ignores the question.**</td>
<td><strong>The teacher says:</strong> &quot;Here's a spot where some students have difficulty...be sure to read it carefully.&quot;</td>
</tr>
<tr>
<td><strong>The teacher's spoken or written language contains errors.</strong></td>
<td><strong>The teacher states clearly, at some point during the lesson, what the students will be learning.</strong></td>
<td><strong>The teacher asks a student to explain the task to other students.</strong></td>
</tr>
<tr>
<td><strong>The teacher's spoken or written language contains errors of grammar or syntax.</strong></td>
<td><strong>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</strong></td>
<td><strong>The teacher points out possible areas of misunderstanding.</strong></td>
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<tr>
<td><strong>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</strong></td>
<td><strong>The teacher must clarify the learning task so that student can complete it.</strong></td>
<td><strong>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The teacher makes no serious content errors but may make a minor error.</strong></td>
<td><strong>All students seem to understand the presentation.</strong></td>
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<tr>
<td></td>
<td><strong>The teacher's explanation of the content consists of a monologue, with minimal participation by students.</strong></td>
<td><strong>The teacher invites student to explain the content to the class or to classmates.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Vocabulary and usage are correct but unimaginative.</strong></td>
<td><strong>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</strong></td>
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<td></td>
<td><strong>Vocabulary is too advanced or too juvenile for the students.</strong></td>
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</table>
**Domain 3: Instruction**

**3B - Questioning and Discussion Techniques**

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this fact reflects their central importance to teachers’ practice. But in the framework it is important that questioning and discussion are used as techniques to deepen student understanding as being used rather than serving as recitation or a verbal quiz. Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students’ responses to questions are valued; effective teachers are especially adept at responding to and building upon student responses and making use of their ideas. High-quality questions encourage student to make connections among concepts or events previously believed to be unrelated, and arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has limited number of correct responses, the question, being non-formulaic, is likely to promote thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. These discussions may be based on questions formulated by the students themselves.

Not all questions must be at high cognitive level in order for a teacher’s performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is “on board.” Furthermore, if the questions are at a high level, but only a few students participate in the discussion, the teacher’s performance on the component cannot be judged to be at a high level. In addition, in lessons involving student in small-group work, the quality of the student’s questions and discussion in their small groups may be considered part of this component.

In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.

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<tbody>
<tr>
<td>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students.</td>
<td>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students.</td>
<td>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and...</td>
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</tr>
<tr>
<td>Critical Attributes</td>
<td>Possible Examples</td>
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</table>
| Teacher mediating all questions and answers.  
- A few students dominate the discussion.  
- Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.  
- Providing adequate time for students to respond and stepping aside when appropriate.  
- Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.  
- Make unsolicited contributions.  
- Students themselves ensure that all voices are heard in the discussion. |
| Questions are rapid-fire, and convergent with a single correct answer.  
- Questions do not invite student thinking.  
- All discussion is between teacher and students; students are not invited to speak directly to one another.  
- A few students dominate the discussion.  
- Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.  
- The teacher invites students to respond directly to one another’s ideas, but few students respond.  
- Teacher calls on many students, but only a few actually participate in the discussion.  
- Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.  
- The teacher makes effective use of wait time.  
- The teacher effectively builds on student responses to questions.  
- Discussions enable students to talk to one another without ongoing mediation by the teacher.  
- The teacher calls on most students, even those who don’t initially volunteer.  
- Many students actively engage in the discussion.  
- In addition to the characteristics of “accomplished”:  
- Students initiate higher-order questions.  
- Students extend the discussion, enriching it.  
- Students invite comments from their classmates during a discussion. |
| All questions are of the “recitation” type such as “What is 3 x 4?”  
- The teacher asks a question for which the answer is on the board; students respond by reading it.  
- The teacher calls only upon students who have their hands up.  
- Many questions are of the “recitation” type, such as “How many members of the House of Representatives are there?”  
- The teacher asks: “Who has an idea about this?” but only the usual three students offer comments.  
- The teacher asks: “Michael can you comment on Mary’s idea?” but Michael does not respond or makes a comment directly to the teacher.  
- The teacher asks: “What might have happened if the colonists had not prevailed in the American war for independence?”  
- The teacher uses the plural form in asking questions, such as “What are some things you think might contribute to . . . ?”  
- The teacher asks: “Michael, can you comment on Mary’s idea?” and Michael responds directly to Mary.  
- After posing a question and asking each of the students to write a brief response and then share it with a partner, the teacher invites a few to offer their ideas to the entire class.  
- A student asks, “How many ways are there to get this answer?”  
- A student says to a classmate: “I don’t think I agree with you on this, because . . .”  
- A student asks of other students: “Does anyone have another idea how we might figure this out?”  
- A student asks, “What if . . . ?”  

**Domain 3: Instruction**
**Student engagement in learning** is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they "on task." The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that the latter students are developing their understanding through what they do. That is, they are engaged in discussing, debating, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices and making important contributions to the intellectual life of the class. Such activities don't typically consume the entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. The teacher organizes student tasks to provide cognitive challenge and then encourages students to reflect on what they have done and what they have learned. This is, the lesson has closure, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is "What are the students being asked to do?" If the answer to that question is that they are filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson it is essential no only to watch the teacher but also pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned.

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<tbody>
<tr>
<td>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</td>
<td>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</td>
<td>The learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</td>
<td>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</td>
</tr>
<tr>
<td>The pace of the lesson is too slow or too rushed.</td>
<td>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</td>
<td>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
<td>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</td>
</tr>
<tr>
<td>Few students are intellectually engaged or interested.</td>
<td></td>
<td></td>
<td>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</td>
</tr>
</tbody>
</table>

**Critical Attributes**

- Few students are intellectually engaged in the lesson.
- Learning tasks require only recall or have a single correct response or method.
- The materials used ask students to perform only rote tasks.
- Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.
- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and recall.
- Students are in large part passively engaged with the content, learning primarily facts or procedures.
- Students have no choice in how they complete tasks.

**Critical Attributes (cont.)**

- Most students are intellectually engaged in the lesson.
- Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.
- Students have some choice in how they complete learning tasks.
- There is a mix of different types of groupings, suitable to the lesson objectives.

In addition to the characteristics of "accomplished":

- Virtually all students are highly engaged in the lesson.
- Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.
- Students suggest modifications to the grouping patterns used.
- Students have extensive choice in how they complete tasks.
### Domain 3: Instruction

**3D - Using Assessment in Instruction**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Monitoring of Student Learning</th>
<th>Feedback to Students</th>
<th>Student Self-Assessment and Monitoring of Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Un satisfactory</td>
<td>Basic</td>
<td>Proficient</td>
<td>Distinguished</td>
</tr>
<tr>
<td>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</td>
<td>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own progress.</td>
<td>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria;</td>
<td>Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress.</td>
</tr>
</tbody>
</table>

---

**Possible Examples**

- Students are able to fill out the worksheet without fully understanding what it's asking them to do.
- The lesson drags or feels rushed.
- Students complete "busy work" activities.

- Students are asked to fill in a worksheet, following an established procedure.
- There is a recognizable beginning, middle and end to the lesson.
- Parts of the lesson have a suitable pace; other parts drag or feel rushed.

- Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.
- Students are given a task to do independently, then to discuss with a table group, and then to report out from each table.
- There is a clear beginning, middle and end to the lesson.
- The lesson neither rushes nor drags.

- Students are asked to write an essay "in the spirit of Hemingway."
- A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.
- Students identify or create their own learning materials.
- Students summarize their learning from the lesson.

---

**Instructional materials used are unsuitable to the lesson and/or students.**

- The lesson drags or is rushed.

**The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.**

- The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.
- The pacing of the lesson is uneven/suitable in parts, but rushed or dragging in others.

**Materials and resources support the learning goals and require intellectual engagement, as appropriate.**

- The pacing of the lesson provides students the time needed to be intellectually engaged.

**Students suggest modifications or additions to materials being used.**

- Students have the opportunity for both reflection and closure after the lesson to consolidate their understanding.
<table>
<thead>
<tr>
<th>Critical Attributes</th>
<th>some of them engage in self-assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher gives no indication of what high-quality work looks like.</td>
<td>Questions, prompts, assessments are used to diagnose evidence of learning.</td>
</tr>
<tr>
<td>The teacher makes no effort to determine whether students understand the lesson.</td>
<td>Students indicate that they clearly understand the characteristics of high-quality work.</td>
</tr>
<tr>
<td>Feedback is only global.</td>
<td>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</td>
</tr>
<tr>
<td>The teacher does not ask students to evaluate their own classmates work.</td>
<td>Feedback includes specific and timely guidance, at least for groups of students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
<th>Possible Examples (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student asks: “How is this assignment going to be graded?”</td>
<td>The teacher circulates during small group or independent work, offering suggestions to groups of students.</td>
</tr>
<tr>
<td>A student asks, “Does this quiz count towards my grade?”</td>
<td>The teacher uses a specifically formulated question to elicit evidence of student understanding.</td>
</tr>
<tr>
<td>The teacher forges ahead with a presentation without checking for understanding.</td>
<td>The teacher asks student to look over their papers to correct their errors.</td>
</tr>
<tr>
<td>The teacher says: “Good job, everyone.”</td>
<td>The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them.</td>
</tr>
</tbody>
</table>

- A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.
- Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.

- There is evidence that students have helped establish the evaluation criteria.
- Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.
- Teacher makes frequent use of strategies to elicit information about individual student understanding.
- Feedback to students is specific and timely, and is provided from many sources including other students.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by their teacher.
- Students evaluate a piece of their writing, rubric and confer.
## Domain 3: Instruction

### 3E - Demonstrating Flexibility and Responsiveness

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</td>
<td>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</td>
<td>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</td>
<td>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</td>
</tr>
</tbody>
</table>

### Critical Attributes

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

### Possible Examples

- The teacher says: “We don’t have time for that today.”
- The teacher says: “I’ll try to think of another way to come at this and get back to you.”
- The teacher says: “That’s an interesting idea; let’s see how it fits.”
- The teacher stops midstream in a lesson, and says: “This activity doesn’t seem to be
| The teacher makes no attempt to adjust the lesson when students appear confused. The teacher says: “If you’d just pay attention, you could understand this.” | The teacher says: “I realize not everyone understands this, but we can’t spend any more time on it.” The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson. | The teacher illustrates a principle of good writing to a student using his interest in basketball as context. The teacher says: “Let’s try this way and then uses another approach.” | working! Here’s another way I’d like you to try it.” The teacher incorporates the school’s upcoming championship game into an explanation of averages. The teacher says: “If we have to come back to this tomorrow, we will; it’s really important that you understand it.” |
Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>4A - Reflecting on Teaching</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.</td>
<td>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.</td>
<td>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
</tr>
<tr>
<td>Use in Future Teaching</td>
<td>Critical Attributes</td>
<td>Possible Examples</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.</td>
<td>Despite evidence to the contrary, the teacher says, &quot;My students did great on that lesson!&quot; The teacher says: &quot;That was awful; I wish I knew what to do!&quot;</td>
<td>At the end of the lesson the teacher says, &quot;I guess that went okay.&quot; The teacher says: &quot;I guess I'll try X next time.&quot;</td>
<td>The teacher says: &quot;I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.&quot; In conversation with colleagues, the teacher considers different group strategies for improving a lesson.</td>
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<td></td>
<td>Possible Examples</td>
<td>Possible Examples</td>
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<td></td>
<td>Possible Examples</td>
<td>Possible Examples</td>
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</tbody>
</table>

Appendix E
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### Domain 4: Professional Responsibilities

#### 4B - Maintaining Accurate Records
- **Student Completion of Assignments**
- **Student Progress in Learning**
- **Non-Instructional Records**

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. This record keeping includes student completion of assignments, student progress in learning, and records of noninstructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information that is being recorded. For example, records of formal assessments may be recorded electronically with the use of spreadsheets and databases that allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.</td>
<td>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for noninstructional activities are adequate but require frequent monitoring to avoid errors.</td>
<td>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. In addition to the characteristics of &quot;accomplished&quot;: Students contribute to and maintain records indicating completed and overdue work assignments. Students both contribute and maintain data files indicating their own progress in learning. Students contribute to maintaining noninstructional records for the class.</td>
<td></td>
</tr>
</tbody>
</table>

#### Critical Attributes
- There is no system for either instructional or noninstructional records.
- The record-keeping systems are in disarray so as to provide incorrect or confusing information.
- The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.
- The teacher’s process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking, but not all, noninstructional information, and it may contain some errors.
- The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; student able to see how they’re progressing.
- The teacher’s process for recording noninstructional information is both efficient and effective.

#### Possible Examples
- A student says, “I’m sure I turned in that assignment, but the teacher lost it!” The teacher says, “I misplaced the writing samples for my class, but it doesn’t matter—I know what the students would have scored.”
- A student says, “I wasn’t in school today, and my teacher’s website is out of date, so I don’t know what the assignments are.” The teacher says “I’ve got all these notes about how kids are doing; I should put them
- The teacher creates a link on the class website that students can access to check on any missing assignment.
- The teacher’s grade book records student progress toward learning goals.
- The teacher creates a spreadsheet for tracking which A student from each team maintains the database of current and missing assignments for the team.
- When asked about their progress in class, a student proudly shows her data file and can explain how the documents indicate her
Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>4C - Communicating with Families</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information About Individual Students</td>
<td>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</td>
<td>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</td>
<td>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</td>
<td>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</td>
</tr>
<tr>
<td>Information About Individual Students</td>
<td>Teacher makes no attempt to engage families in the instructional program.</td>
<td>Teacher communicates with families about the instructional program and engages in attempts to communicate about student progress. Information about individual students is conveyed in a culturally appropriate manner.</td>
<td>Teacher makes some attempts to engage families in the instructional program. Information to families is conveyed in a culturally appropriate manner.</td>
<td>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</td>
</tr>
<tr>
<td>Information About Individual Students</td>
<td>Little or no information regarding the instructional program is available to parents.</td>
<td>School or district-created materials about the instructional program are sent home. Infrequent or incomplete information is sent home by teachers about the instructional program. Teacher maintains school- required grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families' cultural norms.</td>
<td>Information about the instructional program is available on a regular basis. The teacher sends information about student progress home on a regular basis. Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.</td>
<td>In addition to the characteristics of &quot;accomplished&quot;: On a regular basis, students develop materials to inform their families about the instructional program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process.</td>
</tr>
<tr>
<td>Information About Individual Students</td>
<td>Families are unaware of their children's progress. Family engagement activities are lacking. Communication is culturally inappropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible Examples

- A parent says, "I'd like to know what my kid is working on at school."
- A parent says, "I wish I knew something about my child's progress.
- A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."
- The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities.
- Students create materials for back-to-school night that outline the approach for learning science.
### Domain 4: Professional Responsibilities

#### 4D - Participating in a Professional Community
- Relationships with Colleagues
- Involvement in a Culture of Professional Inquiry
- Service to the School
- Participation in School and District Projects

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers—organizations whose full potential is realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect and by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers’ duties extend beyond the doors of their classrooms and include activities related to the entire school and/or larger district. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s relationships with colleagues are negative or self-serving.</td>
<td>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</td>
<td>Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</td>
<td>Teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</td>
</tr>
<tr>
<td>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</td>
<td>Teacher becomes involved in the school’s culture of professional inquiry when invited to do so.</td>
<td>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</td>
<td>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</td>
</tr>
<tr>
<td>Teacher avoids involvement in school events or school and district projects</td>
<td>Teacher participates in school events and school and district projects when specifically asked to do so.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Critical Attributes
- The teacher’s relationship with colleagues is characterized by negativity or combative-ness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and school, district and community projects.
- The teacher has pleasant relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as school, district and community projects.
- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school activities, as well as school, district and community projects.

In addition to the characteristics of “accomplished”:
- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and oversees events that positively impact school life.

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Appendix E
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<table>
<thead>
<tr>
<th>Possible Examples</th>
<th>Possible Examples (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The teacher regularly contributes to and serves as a mentor to students in school, district, and community projects.</td>
<td>- The teacher leads the school district's wellness committee, which involves health-care specialists, nutritionists, and community leaders.</td>
</tr>
<tr>
<td>- The principal remarks that the teacher's students have been noticeably successful since her instructional strategies were adopted.</td>
<td>- The basketball coach is always willing to chaperone the grade dance because all of her players will be needing someone to chaperone the dance.</td>
</tr>
<tr>
<td>- The teacher never shares any instructional materials with his grade level.</td>
<td>- The teacher learns all about the history of U.S. Reconstruction from the principal.</td>
</tr>
<tr>
<td>- The teacher is polite but never shares any instructional materials with other teachers.</td>
<td>- The teacher and her supervisor often attend their children's activities together.</td>
</tr>
<tr>
<td>- The teacher does not attend any school functions after the school year.</td>
<td>- The principal says, &quot;I work from 8:30-3:30 and not a minute more, I won't serve on any district committee unless they get a substitute to cover my classes.&quot;</td>
</tr>
</tbody>
</table>
As in other professions, the complexity of teaching requires continued growth and development in order to remain current. Conscientiousness about continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

<table>
<thead>
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<th>Unsatisfactory</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teacher engages in no professional development activities to enhance knowledge or skill.</td>
<td>Teacher participates in professional activities to a limited extent when they are convenient.</td>
<td>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</td>
<td>Teacher seeks out opportunity for professional development and makes a systematic effort to conduct action research.</td>
</tr>
<tr>
<td>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</td>
<td>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</td>
<td>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</td>
<td>Teacher seeks out feedback on teaching from both supervisors and colleagues.</td>
</tr>
<tr>
<td>Teacher makes no effort to share knowledge with others or to assume professional responsibility.</td>
<td>Teacher finds limited ways to contribute to the profession.</td>
<td>Teacher participates actively in assisting other educators.</td>
<td>Teacher initiates important activities to contribute to the profession.</td>
</tr>
</tbody>
</table>

**Critical Attributes**

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

- The teacher participates in professional activities when they are required or when provided by the school district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to educational professional organizations.

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback.
- The teacher actively participates in professional organizations designed to contribute to the profession.

In addition to the characteristics of "accomplished":

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

**Possible Examples**

- The teacher never takes continuing education courses, even though the credits would increase his salary.
- The teacher endures the principal’s annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave.

- The teacher politely attends district workshops and professional development days but doesn’t make much use of the materials received.
- The teacher listens to his principal’s feedback after a lesson but isn’t sure that the

- The teacher eagerly attends the school district optional summer workshops, finding them to be a wealth of instructional strategies he can use during the school year.
- The teacher enjoys her principal’s weekly walkthrough visits because they

- The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.
- The teacher is working on a particular instructional strategy and asks his
| and she will simply discard the feedback form.  
  - Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time. | recommendations really apply to his situation.  
  - The teacher joins the local chapter of the American Library Association because she feels she might benefit from the free book—but otherwise doesn't feel it worth much of her time. | always lead to a valuable informal discussion during lunch the next day.  
  - The teacher joins a science education partnership and finds that it provides him access to resources that truly benefit his students' conceptual understanding. | colleagues to observe in his classroom in order to provide objective feedback on his progress.  
  - The teacher founds a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects. |
**Domain 4: Professional Responsibilities**

**4F - Showing Professionalism**

- Integrity and Ethical Conduct
- Service to Students
- Advocacy
- Decision Making
- Compliance with School and District Regulations

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this sense of priority might challenge long-held assumptions, past practices, or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is the best interest of students. Such educators display professionalism in a number of ways. For example, they conduct their interactions with colleagues with honesty and integrity. They know their students' needs and seek out resources in order to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. These dedicated educators also display their professionalism in the ways they approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teacher displays dishonesty in interactions with colleagues, students and the public.</td>
<td>Teacher is honest in interactions with colleagues, students and the public.</td>
<td>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.</td>
<td>Teacher takes a leadership role with colleagues and can be counted on to hold the highest standards of honesty, integrity and confidentiality.</td>
</tr>
<tr>
<td>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill-served by the school.</td>
<td>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill-served by the school.</td>
<td>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</td>
<td>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitude or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</td>
</tr>
<tr>
<td>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</td>
<td>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</td>
<td>Teacher maintains an open mind in team or departmental decision-making.</td>
<td>Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</td>
</tr>
</tbody>
</table>

**Critical Attributes**

- Teacher is dishonest.
- Teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- Teacher is honest.
- Teacher notices the needs of students but is inconsistent in addressing them.
- Teacher is honest and known for having high standards of integrity.
- Teacher actively addresses student needs.

In addition to the characteristics of "accomplished":
- Teacher is considered a leader in terms of honesty, integrity, and confidentiality.
<table>
<thead>
<tr>
<th>Possible Examples</th>
<th>Possible Examples (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher makes some errors when marking the last common assessment but doesn't tell his colleagues.</td>
<td>The teacher says, &quot;I have always known my grade partner to be truthful. If she called in sick, then I believe her.&quot;</td>
</tr>
<tr>
<td>The teacher fails to notice that one of her kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</td>
<td>The teacher, considering staying late to help some of her students in after-school day care, realizes doing so would conflict with her gym class and decides against staying.</td>
</tr>
<tr>
<td>When one of his colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities.</td>
<td>The teacher notices a student struggling in his class and sends a quick e-mail to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.</td>
</tr>
<tr>
<td>The teacher does not file her students' writing samples in their cum folders; doing so is time consuming, and she wants to leave early for summer break.</td>
<td>When her grade partner goes on maternity leave, the teacher says, &quot;Hello&quot; and &quot;Welcome&quot; to the substitute but does not offer any further assistance.</td>
</tr>
<tr>
<td>The teacher keeps his district-required grade book up to date, but enters exactly the minimum number of assignments specified by his department chair.</td>
<td>The teacher learns his district's new online curriculum mapping system and enters all of her courses.</td>
</tr>
<tr>
<td>The teacher does not notice that some school practices result in poor conditions for students.</td>
<td>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</td>
</tr>
<tr>
<td>Teacher actively works to provide opportunities for student success.</td>
<td>Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her minority students who cannot afford lessons.</td>
</tr>
<tr>
<td>Teacher willingly participates in team and departmental decision-making.</td>
<td>The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</td>
</tr>
<tr>
<td>Teacher complies completely with school district regulations.</td>
<td>The English department chair says, &quot;I appreciate when Jim attends our after-school meetings; he always contributes something meaningful to the discussion.</td>
</tr>
<tr>
<td>Teacher is highly proactive in serving students.</td>
<td>The teacher learns the district's new online curriculum mapping system and enters all of her courses.</td>
</tr>
<tr>
<td>Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.</td>
<td>When the new teacher has trouble understanding directions from the principal, she immediately goes to the colleague who she can rely on for expert advice and complete discretion.</td>
</tr>
<tr>
<td>Teacher makes a leadership role in team and departmental decision-making.</td>
<td>After the school's intramural basketball program is discontinued, the teacher finds some former student-athletes to come in and work with his students, who have come to love the after-school sessions.</td>
</tr>
<tr>
<td>Teacher takes a leadership role regarding school district regulations.</td>
<td>The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.</td>
</tr>
<tr>
<td>When the new teacher has trouble understanding directions from the principal, she immediately goes to the colleague who she can rely on for expert advice and complete discretion.</td>
<td>The math department looks forward to their weekly meetings; their leader, the teacher is always seeking new instructional strategies and resources for them to discuss.</td>
</tr>
<tr>
<td>After the school's intramural basketball program is discontinued, the teacher finds some former student-athletes to come in and work with his students, who have come to love the after-school sessions.</td>
<td>When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she can assist her colleagues with its implementation.</td>
</tr>
</tbody>
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APPENDIX F:

GRIEVANCE FORM

Chicago-ACTS Local 4343, IFT-AFT, AFL-CIO
GRIEVANCE FORM

GRIEVANT(S): ____________________________ GRIEVANCE # ____________

DATE SUBMITTED TO MANAGEMENT: ____________

CONTRACT ARTICLES & SECTIONS VIOLATED

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and any and all other Articles and Sections which apply.

STATEMENT OF GRIEVANCE:

__________________________________________ Date: ____________

REQUESTED REMEDY:

__________________________________________ Date: ____________

and any and all other action which will make the grievant whole.

GRIEVANT:

__________________________________________ Date: ____________
OR

UNION REPRESENTATIVE:

Date: 

Copy: Insert Grievant's Name
Insert Principal's Name
Insert Union Representative's Name
File