



**AGENDA**

*Wisconsin Rapids Board of Education*  
**Personnel Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · 715-424-6701

Sandra Hett, Chair  
Anne Lee  
Mary Rayome  
John Krings, President

February 6, 2017

Location: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room C

Time: 5:45 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Appointments
  - B. Resignations
  - C. Retirements
  - D. Professional Handbook
- IV. Consent Agenda
- V. Adjournment

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board President.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



Wisconsin Rapids Board of Education  
**Personnel Services Committee**

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**BACKGROUND**

Sandra Hett, Chair  
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Location: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
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Time: 5:45 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Appointments

The administration recommends approval of the following support staff appointments:

- |                 |   |
|-----------------|---|
| Peri Carlson    | Location: East Junior High School<br>Position: Kitchen Helper (3.5 hrs/day)<br>Effective: January 9, 2017<br>Hourly Wage: \$13.66 (starting rate) / \$14.38 (after 60 days) |
| Kristeen Ratsch | Location: WRAMS<br>Position: Supervisory Aide (5.75 hrs/day)<br>Effective: January 2, 2017<br>Hourly Wage: \$14.52  |
| Ryan Freeberg   | Location: RCHS/Pitsch<br>Position: Custodian (5.0 hrs/day)<br>Effective: January 20, 2017<br>Hourly Wage: \$20.38 (starting rate) / \$21.45 (after six months)              |

B. Resignations

The administration recommends approval of the following support staff resignations:

- |                |   |
|----------------|---|
| Jamy Helke     | Location: Mead Elementary Charter School<br>Position: Noon Aide (1.5 hrs/day)<br>Effective: February 3, 2017<br>Date of Hire: February 10, 2014 |
| Teani Doerrler | Location: RCHS<br>Position: Custodian (5.0 hrs/day)<br>Effective: January 16, 2017<br>Date of Hire: January 13, 2015                            |

C. Retirements

The administration recommends approval of the following professional staff early retirements:

|                      |                 |                                      |
|----------------------|-----------------|--------------------------------------|
| Yu Kitamura-Schwartz | Location:       | East Junior High/Lincoln High School |
|                      | Position:       | Teacher (.67 FTE)                    |
|                      | Effective Date: | June 5, 2017                         |
|                      | Date of Hire:   | August 24, 1998                      |

|              |                 |                     |
|--------------|-----------------|---------------------|
| Randall Blom | Location:       | Lincoln High School |
|              | Position:       | Teacher (1.0 FTE)   |
|              | Effective Date: | July 7, 2017        |
|              | Date of Hire:   | August 21, 2000     |

D. Professional Handbook

The administration recommends approval of the proposed language changes in the Professional Staff Handbook (*Attachments A1 – A23*).

IV. Consent Agenda

Personnel Services Committee members will be asked which agenda items from the Committee meeting will be placed on the consent agenda for the regular Board of Education meeting.

V. Adjournment

## **ACCIDENT/INCIDENT REPORTS**

All accidents/incidents involving **personal injury to** staff or students occurring on WRPS property, school buses, or during the course of school-sponsored activities including field trips and other away events, are to be reported to the building administrator/supervisor immediately. A **completed “Report of Injury” form** ~~written report~~ must be **submitted** ~~sent~~ to the Business Services Department (Attn: Payroll) ~~immediately or~~ within 24 hours of the accident/incident occurring **(or the next scheduled District workday, as appropriate)**. **In the event of a work-related accident or injury, please see the Worker’s Compensation section of this Handbook.**

## **ATTENDANCE**

**The District expects employees to be present for work. Employees are expected to adhere to their assigned schedule. In order for the schools to operate effectively employees are expected to perform all assigned duties and work all scheduled hours during each designated workday unless the employee has received approved leave. Any deviation from assigned hours must have prior approval from the employee's supervisor/building administrator.**

Teachers who are unable to report to work shall follow the applicable procedures using AESOP for reporting an absence, and to follow any additional procedures previously designated by the building administrator or AESOP Coordinator. If possible, such notification should be made the evening prior to the time of absence and no later than 6:00 a.m. the day of the absence. This will help to provide time to obtain a substitute teacher, if necessary.

The District will monitor attendance and absence patterns and reserves the right to contact staff with concerns regarding habitual or suspicious absences. **Theft of time and/or improper modification of time worked records will be investigated and will result in disciplinary action up to and including termination.** Failure to notify the District of an absence and/or failure to report to work on a given day could result in disciplinary action, up to and including termination.

## EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of the District that no person may be discriminated against in employment by reason of their age, race, ~~color~~, **color**, creed, ~~color~~, **religion**, **genetic information**, **handicap or disability**, ~~pregnancy~~, marital or parental status, ~~religion~~, gender, **sexual orientation**, **transgender status**, **gender identity**, ~~citizenship~~, national origin, ancestry, **citizenship**, ~~sexual orientation~~, arrest record, conviction record, **pregnancy**, **veteran status**, military service, membership in the national guard, state defense force or any other reserve component of the military forces of **United States or Wisconsin**, ~~or the United States~~, ~~political affiliation~~, use or nonuse of lawful products off **District the employer's** premises during non-working hours **and away from District-sponsored activities, or other protected group status, as required by state or federal law** ~~the authorized use of family or medical leave or worker's compensation benefits, genetic information, or any other factor prohibited by state or federal law.~~

Reasonable accommodations shall be made for qualified individuals with a disability, unless such accommodations would impose an undue hardship on the District. A reasonable accommodation is a change or adjustment to job duties or work environment that permits a qualified applicant or employee with a disability to perform the essential functions of a position or enjoy the benefits and privileges of employment compared to those enjoyed by employees without disabilities.

Requests for accommodations under the Americans with Disabilities Act or under the Wisconsin Fair Employment Act from current employees **may be submitted** ~~must be made in writing~~ to the Director of Human Resources.

## EQUAL EMPLOYMENT OPPORTUNITY COMPLAINTS

Employees ~~or volunteers~~ of the District who believe they have been discriminated against based on **age**, race, **color**, creed, religion, **genetic information**, **handicap** or disability, marital or parental status, gender, sexual orientation, **transgender status**, gender identity, ~~gender expression~~, national origin, ancestry, citizenship, arrest record, conviction record, pregnancy, **veteran status**, **military service**, membership in the national guard, state defense force or any other reserve component of the military forces of the United States or Wisconsin, ~~or~~ use or nonuse of lawful products off District premises **during non-working hours** and away from District-sponsored activities, **or other protected group status**, as required by **state or federal law**, shall refer to Board Policy 511 – **Non-Discrimination and Equal Employment Opportunity Rule** — ~~Employee or Volunteer Discrimination and Harassment Complaint Procedures~~ for detailed information on the steps involved in filing a complaint.

**This policy covers all employment practices including but not limited to: selection, job assignment, compensation, discipline, termination, and access to benefits and training. Anyone who believes that the District has inadequately applied the principles and/or regulations of any state or federal law pertaining to employment practices my file a complaint with the Director of Human Resources or the Superintendent at Wisconsin Rapids Public Schools, 510 Peach Street, Wisconsin Rapids, Wisconsin 54494, or by telephone at (715) 424-6700.**

**EXTENDED ~~CONTRACTS~~ ASSIGNMENTS**

Additional ~~contract~~ **work** days may be added to the contracted school calendar for each teacher at the discretion of the District. Teachers shall be compensated for said days at their individual contracted per diem rates of pay for each of the extended ~~contract~~ **assignment** days. Days may be scheduled in full or partial day increments.



## HARASSMENT AND DISCRIMINATION

The District is committed to providing fair and equal employment opportunities and to providing a professional work environment free of all forms of illegal discrimination, including harassment. The District shall not tolerate harassment based on any personal characteristic described in the Equal Opportunity section of this *Handbook*. Harassment and other unacceptable activities that could alter conditions of employment, or form a basis for personnel decisions, or interfere with an employee's work performance are specifically prohibited. Sexual harassment, whether committed by supervisory or non-supervisory personnel, is unlawful and also specifically prohibited. In addition, the District shall not tolerate acts of non-employees (volunteers, vendors, visitors, etc.) that have the effect of harassing WRPS employees in the workplace. Harassment can occur as a result of a single incident or a pattern of behavior where the purpose or effect of such behavior is to create an intimidating, hostile, or offensive work environment. Harassment encompasses a broad range of physical and verbal behavior that can include, but is not limited to unwelcome sexual advances, physical or verbal abuse, inappropriate jokes, insults or slurs, taunting based on personal characteristics, or requests for sexual favors used as a condition of employment. For additional information, see Board Policy Rule 511 – ~~Employee or Volunteer Discrimination and Harassment Complaint Procedures~~ **Non-Discrimination and Equal Employment Opportunity and Board Policy 511.5 – Employee Anti-Harassment.**

## **JOB SHARING**

~~Job sharing will be continued on a voluntary basis in elementary classrooms. Assessment of the program will be on going. Teachers in job sharing assignments will be paid appropriate benefits on the basis of District policy.~~

~~Teachers in job sharing assignments will be paid at the full daily rate while substitute teaching for the other member of the job share.~~

## **PAYROLL**

### **Payroll Cycle**

The payroll pay cycle begins one (1) month following the first day of work for **employees teachers** each school year with a pay check for work performed in the previous 30 calendar days and will continue with a pay check every 30 days until the end of the school year in compliance with Wis. Stat. 109.03(1).

**Employees Teachers** may voluntarily request to receive a pay check at least every two weeks to be paid every other Thursday following the first day of work for **employees teachers** each school year. **Employees Teachers** voluntarily making the request for 26 pay checks must complete and sign a Voluntary Agreement to Receive 26 Pay Checks. At the end of the school year all remaining checks for the school year will be released on the Tuesday following the third Monday in June each school year.

### **Direct Deposit**

**Employees are required to** ~~Teachers may voluntarily~~ participate in a payroll direct deposit plan by completing a District approved Direct Deposit Authorization Form indicating the financial institution where they desire their pay check to be deposited. The completed and signed Direct Deposit Authorization Form must be submitted to the Payroll Department at least one week prior to a payroll date and will be effective for the current and subsequent school years until revoked in writing. Each **employee Teacher** will have access to electronic records containing all their payroll information.

### **Voluntary Deductions**

Teachers may elect to have the District deduct a portion from their salary as designated by the teacher for various deductions as determined by the District. ~~Union dues deductions as designated by the Teacher are allowable deductions.~~

## REDUCTION IN FORCE

### Reasons for Reduction in Force

At times it may be necessary to reduce the number of staff employed by the District. In the event that the District, in its sole discretion, determines that it is necessary to reduce the number of staff, the following procedure which provides consideration for the exceptional teacher without exclusive emphasis on seniority, will be utilized.

### Selection for Reduction – Steps

For certified staff, the elimination of a position does not necessarily mean the ~~teacher~~ **employee** occupying the position will be dismissed. When determining who will be displaced as part of a reduction in force, the District will consider the following criteria:

- Educational Needs of the District: Needs as identified and determined by the District in accordance with its constituted authority.
- Qualifications as Established by the District: Including, but not limited to specific skills, certification [if applicable], training, **leadership**, evidence of professional growth, adaptability to other assignments (academic and ~~co extra~~-curricular), District evaluations, etc.
- Qualifications of the Remaining Employees in the Grade Level, Department or Certification Area: Relevant qualifications will be those experiences and training that best relate to the position(s) being maintained and other district needs as determined by ~~the Board~~ **Administration**. These experiences ~~shall~~ **may** include but not be limited to current and past assignments, and practical experience in the area of need.
- Performance of the Employees Considered for Reduction: Effectiveness of teaching and in professional responsibilities of the employees under consideration as previously and currently evaluated, **their collaborative work on learning teams, contributions toward implementing school and district improvement initiatives designed to improve student achievement, and professional conduct.** ~~in the last two summative evaluations as well as the type, quantity, and quality of service made to the teaching profession, contribution to the school community beyond classroom, and the school district.~~
- Length of Service of the Employee: ~~Length of Service~~: Is defined as length of service with the District commencing on the most recent date of hire in a certified position. ~~Length of Service List~~: The District will annually produce a length of service list.

Although length of service in the District will be considered when reducing positions, it will not be the sole deciding factor in any decision regarding who will be displaced. Employees who are displaced do not have any right to displace or “bump” another employee.

### Reemployment Process

An employee who has been non-renewed by the District may apply for any open position for which he/she is qualified, but he/she does not have any right to be recalled to a position.

In calculating an employee’s length of service to the District, any time allocated to a non-renewal will not be included.

Non-renewed employees shall suffer no loss of sick leave, or other accrued benefits if rehired within ~~three~~ **(3) years one (1) year**.

**SUMMER SCHOOL ASSIGNMENTS**

All current teachers in the District may apply for summer school positions by completing a District Summer School Application. Employees teaching summer classes shall be given a summer school session contract in accordance with Wis. Stats. § 118.21.

## **TEACHER ASSIGNMENTS, VACANCIES AND TRANSFERS**

### **Determination of Assignment**

Teachers will be assigned or transferred by the Superintendent of the District and/or his/her designee.

### **Transfer Requests**

Teachers may express in writing to the Superintendent and/or his/her designee their preference of:

- ⇒ school
- ⇒ grade level
- ⇒ subject

Such requests must be made in writing and submitted to the Director of Human Resources no later than the date indicated each year for the following school year. Consideration shall be given to such requests, but the final determination will be made by the Superintendent or his/her designee.

### **Job Posting**

When a position becomes vacant or a new position is created, notice of such available position ~~may shall~~ be posted on the District's website for a minimum of five (5) days. The District retains the right to temporarily fill vacant positions at its discretion during the posting and selection period. The posting notice shall include the date of posting, the job title, the full-time equivalency, the anticipated start date and the qualifications required for the position.

### **Process for Filling Vacancies**

An employee who applies for a vacant position, prior to the end of the posting period, may be granted an interview for the position. The District retains the right to select the most qualified applicant for any position based upon stated job qualifications/descriptions (this does not prohibit the District from considering qualifications that are related to the position and exceed those minimum qualifications listed in the job posting). The term "applicant" refers to both internal candidates and external candidates for the position. The District retains the right to determine the job qualifications/descriptions needed for any vacant position.

### **Involuntary Transfers**

When the District determines that an involuntary transfer of an employee is necessary, due to the District's inability to fill a vacancy or a new position according to the procedures set forth above, or of the need to move the teacher for other reasons, the District may, at its discretion, transfer an employee in the District qualified for the position. No employee will be involuntarily transferred by the District without ~~a conference followed by a written~~ notice from the Superintendent and/or his/her designee, ~~which will include the reasons for the transfer.~~ An employee who is involuntarily transferred shall suffer no loss of wages, hours, or other fringe benefit as a result of such transfer.

## TEACHER SUPERVISION AND EVALUATION

The Wisconsin Rapids Public Schools believes in maintaining high quality instruction for every student, enabling each to achieve his/her potential. This is accomplished through assessment of teachers' ongoing professional development, instructional preparation, and facilitation of student learning.

### **Teacher Categories**

~~Teachers are categorized into two separate groups: "Continuing Teachers," and "New to the District Teachers." Each category has a distinct set of expectations and processes to follow in regard to supervision and evaluation. A detailed description of these expectations and processes are outlined in Teacher Performance Assessment area of the *Handbook*. (Appendix B)~~

#### ~~A. Continuing Teacher~~

~~A teacher who has taught more than three (3) years in the District under a full-time or part-time regular teaching contract.~~

#### ~~B. New to the District Teacher~~

~~A teacher who has taught less than three (3) years in the District under a full-time or part-time regular teaching contract.~~

## **WEAPONS ON SCHOOL PREMISES/PROPERTY**

**In accordance with Board Policy 522.9 – *Possession or Use of Weapons - Staff/Employees*, the Board of Education prohibits staff members from possessing, storing, making, or using a weapon, look-alike weapon or facsimile in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, without the permission of the Superintendent of Schools/designee.**

~~The District is committed to maintaining a working environment that is safe and free of violence. No individual shall possess, conceal, or use a dangerous weapon in school buildings, on school premises, in a District-owned vehicle or at any school's sponsored function or event. A dangerous weapon is defined as a firearm (loaded or unloaded), handgun or electronic weapon, knife, razor, martial arts device, explosive device, metal knuckle, or any other object which is intended to be used to inflict bodily harm.~~

~~Nothing in this policy shall prohibit employees from carrying concealed weapons in their personal vehicles, should they be licensed to do so; however, no employee may bring their weapon on to District premises (owned or leased) during the course of their employment.~~

**Employees who violate Board Policy 522.9 – *Possession or Use of Weapons - Staff/Employees* will be subject to disciplinary action, up to and including termination, and may be referred to law enforcement officials.**

~~Any employee or other person who possesses or conceals a weapon in violation of this policy shall be subject to disciplinary action up to and including termination. The District will contact law enforcement officials should employees violate this policy.~~

If employees have questions regarding **Board Policy 522.9 – *Possession or Use of Weapons - Staff/Employees*** ~~this policy~~, or the rights they retain as provided to them by Wis. Stat. § 175.60, please contact the Director of Human Resources.



## POST-EMPLOYMENT INSURANCE BENEFIT

### Eligibility and Application

Any regular full or part-time teacher with at least 15 years of employment in the District and who is eligible to receive benefits from the Wisconsin Retirement System is eligible to participate in the early retirement plan described below. For part-time teachers hired prior to 7/1/1997, the years of service criteria will be based upon the total number of years of service rather than cumulative FTE (seniority).

Teachers age 55 or 56, who meet the aforementioned years of service criteria, may maintain participation in the group health insurance program at no cost to the District until age 57. Teachers may retire only at the end of a semester.

Early Retirement benefits described below are available to teachers who retire from their regular duties, age 57 up to Medicare eligibility, not to exceed eight years. Early retirement benefits cease upon Medicare eligibility, or eight years from the date of retirement, whichever comes first.

This policy shall not apply to any teacher who is discharged or non-renewed.

The request for participation in the early retirement plan must be filed with the district administrator (or designee) no later than ~~September 1 if he/she wishes to retire at the end of the first semester or~~ the Friday prior to the March Personnel Services Committee meeting for retirement at the end of second semester.

### Benefits

*Rev: April 28, 2014*

For those teachers who are eligible, the Board shall contribute an amount of money which is the lesser of 85% of the premium for active employees, or 85% of the group health insurance premium during the last year of their employment towards either the annual single **or** family premium for health insurance.

If the employee receives any unemployment compensation or disability insurance benefits from the District during the period of time designated as early retirement, all benefits associated with this section, Voluntary Early Retirement shall cease.

A teacher electing early retirement under this provision forfeits all full-time re-employment rights with the District.

### **VISITATION LEAVES**

~~A leave of absence with pay may be granted to enable an employee to attend professional meetings and make visitations for up to one (1) day during the school year, provided that said leave has been approved by the Superintendent or his/her designee and has been applied for in writing as far in advance as possible.~~

**APPENDIX B**

**TEACHER PERFORMANCE ASSESSMENT**

Most Recent Revision: March, 2012

**I) Introduction**

~~During the 1992-93 school year, a committee consisting of teachers, administrators, and a member of the Board of Education initiated a revision of the Teacher Evaluation Program of the Wisconsin Rapids Public Schools.~~

~~Keeping in mind changing patterns in pupil assessment, along with a desire to address professional development and improvement, the committee began a two-year process of formulating a new assessment program for the teaching professionals in the Wisconsin Rapids Public Schools.~~

~~In 2001-02, another committee with a similar make-up made revisions to the document to incorporate the Wisconsin Teacher Standards and PI-34.~~

**II) Mission and Belief Statement**

~~The Wisconsin Rapids Public School District believes in maintaining high quality instruction for every student, enabling each to achieve his/her potential. We believe this is accomplished through assessment of teachers' ongoing professional development, instructional preparation, and facilitation of student learning.~~

~~The purpose of teacher performance assessment is:~~

- ~~✓ To ensure instructional competencies to meet the needs of every student.~~
- ~~✓ To assist teachers in reflecting on their teaching and professionalism.~~
- ~~✓ To give direction to professional development activities.~~
- ~~✓ To enhance collaboration among colleagues and communication with parents and students.~~

**III) The Relationship of Professional Development to Teacher Assessment and Teacher Licensure**

~~Continuous professional development is a goal for every educator in the Wisconsin Rapids Public Schools. It is the aim of the district's professional development program to assist educators in optimizing student learning, while at the same time creating the highest level of professionalism possible. Teacher assessment supports, guides, and affirms the professional development of each educator. PI-34 is not to be used for teacher evaluation.~~

~~As each educator develops an Individual Professional Development Plan (Appendix C), he/she~~

identifies methods of assessing his/her growth. Teacher assessment and licensure assists the educator in becoming a reflective practitioner. Colleagues are encouraged to interact and collaborate in order to discuss teaching and learning. Teacher assessment and licensure under PI 34 provides the opportunity for ongoing collaboration in order to improve student learning and to reflect on teaching and professionalism. As a result of this reflection and discussion, teachers obtain information to assist them in their continued professional development.

#### IV) — Procedure and Processes

Department of Public Instruction Rule PI 8.01(2)(g)1 (*Appendix D*) requires a written evaluation during the first year of employment and at least every third year thereafter for all professional staff. It is the intent of the Teacher Performance Assessment program of the Wisconsin Rapids Public Schools to follow DPI requirements.

Formal evaluation encompasses observations, pre and post conferences, Individual Professional Development Plan, and written documentation.

The components of formal evaluation include:

##### New to the District Teacher

- Formal evaluation in each of the first three years
- Observation in an instructional setting at least once per semester each year for three years
- Written evaluation by supervisor (*Appendix E*)
- Individual Professional Development Plan

##### Continuing Teacher

- Formal evaluation no less than once every three years
- At least one observation in the instructional setting during the formal evaluation period
- Written evaluation/report by supervisor (*Appendix E and F*)
- Individual Professional Development Plan

All teachers new to the Wisconsin Rapids Public Schools are considered new to the district teachers and will be evaluated formally during each of the first three years of employment. New to the district teachers will be observed in the instructional setting at least twice each year with a written evaluation completed by the supervisor annually.

Continuing teachers will be formally evaluated at least once every three years. At the request of the teacher or at the discretion of the principal or supervisor, a teacher may be formally assessed more than once every three years.

An evaluation conference will be held with each teacher during the formal evaluation year to review the classroom observation and to discuss the contents of the written evaluation.

~~Teachers will be asked to sign that evaluation acknowledging receipt of the written information on the evaluation form. The signature does not mean agreement with the evaluation. The teacher may request that a response to the written evaluation be attached to the evaluation for the personnel file. A copy of the evaluation will be placed in the teacher's personnel file, a copy will be given to the teacher, and the principal or supervisor will retain a copy.~~

~~All teachers will complete an individual professional development plan. The contents of the document will not be considered part of the evaluation process.~~

### **Intensive Supervision**

~~The purpose of intensive supervision (*Appendix G*) is to assist teachers in the improvement and remediation of performance deficiencies so that overall teacher performance can be strengthened.~~

~~When performance criteria and professional expectations are not being met, a teacher may be placed on intensive supervision. (Section V)~~

### **V) — Criteria and Standards**

~~The Wisconsin Rapids Public Schools value student learning. Because of this belief, it is essential that the learning environment, instructional methodology, and teacher professionalism be the focus for assessing teacher performance.~~

~~The following criteria and standards are presented in three categories: professionalism, instructional methodology and strategies, and professional relationships and learning environment.~~

~~To assist in the transition to the Wisconsin Teacher Standards as part of the criteria and standards, the Wisconsin Teacher Standards will be identified in the parentheses after each of the three categories. Refer to *Appendix H* for a more extensive explanation of each of the ten standards.~~

### ***Professionalism***

#### **The professional teacher:**

- ~~◆ Subscribes to the district mission, governing values, building beliefs and goals, and together with colleagues uses a variety of strategies to implement and accomplish these ideals. (10)~~
- ~~◆ Sets individual goals which promote professional development. (9)~~
- ~~◆ Connects individual professional goals with building/district goals. (9)~~
- ~~◆ Works collaboratively with peers. (10)~~
- ~~◆ Participates regularly in professional development opportunities. (9) (10)~~
- ~~◆ Keeps current with educational literature, trends, and technology. (4, 9)~~
- ~~◆ Reflects on the teaching and learning process. (3, 4, 9)~~
- ~~◆ Communicates effectively with colleagues, parents, and students. (6, 10)~~
- ~~◆ Involves community and parents in student learning activities. (10)~~

- ◆—Contributes to curricular development. (10)
- ◆—Complies with building and district responsibilities and policies. (10)

## *Instructional Methodology and Strategies*

### The professional teacher:

- ◆—Plans lessons that meet the needs of students, increase student motivation and enhance success for all students. (2, 3, 4, 7)
- ◆—Is organized in the planning and presentation of effective lessons, management of the classroom, and reporting/recordkeeping. (4, 5, 7)
- ◆—Applies an understanding of how students learn during daily classroom activities. (2, 3)
- ◆—Applies and demonstrates content/subject knowledge. (1)
- ◆—Demonstrates an understanding of student growth and development. (2)
- ◆—Utilizes a variety of teaching strategies, resources and materials to accommodate a diverse student population. (3, 7)
- ◆—Establishes appropriate expectations to students and parents. (5, 6)
- ◆—Uses questioning and problem-solving strategies to promote high level thinking. (4, 6)
- ◆—Utilizes a holistic approach to learning that emphasizes strategic learning and thinking as a priority. (1, 4)
- ◆—Uses modeling consistently as a teaching technique. (4)
- ◆—Provides for relevancy and transfer by showing the connection between classroom learning and the real world. (1)
- ◆—Assesses student learning and communicates assessment to and with students and parents effectively. (8)

## *Professional Relationships and Learning Environment*

### The professional teacher:

- ◆—Maintains a learning atmosphere which maximizes student learning. (3, 5)
- ◆—Displays an appropriate sense of humor. (6)
- ◆—Recognizes individual student needs, interests, and abilities. (2, 3)
- ◆—Provides opportunities for each student to experience success. (5, 7, 8)
- ◆—Encourages mutual respect and trust. (5)
- ◆—Communicates, maintains, and communicates effective behavioral standards with students and parents. (6, 10)
- ◆—Manages problems of discipline effectively. (5)
- ◆—Establishes appropriate expectations for students. (4, 6)
- ◆—Demonstrates a belief that all students can learn. (2, 3)
- ◆—Follows district and state gender equity guidelines. (10)
- ◆—Does not discriminate against or harass students, other employees or volunteers on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, learning disability or handicap. (10)
- ◆—Does not harass students, other employees, or volunteers through conduct or communication of a sexual nature. (10)

## **VI) —Teacher Reflection**

The purpose of teacher reflection is to provide educators the opportunity to assess their professional development. This annual reflection should represent what is included in the Individual Professional Development Plan.

The following list of ideas and suggestions is designed to help educators complete their self-reflection. This list is not part of teacher evaluation by administrators.

- ✧ Teacher portfolio
- ✧ Participation in professional development activities
- ✧ Professional reading
- ✧ Professional writing
- ✧ Written reflections on lessons/units
- ✧ Journaling
- ✧ Action research projects
- ✧ Workshop/conference attendance
- ✧ Graduate course work
- ✧ District/building committees
- ✧ Initial educator paperwork
- ✧ Professional educators licensure
- ✧ National board or master teacher work
- ✧ Other professional organizations
- ✧ Awards
- ✧ Commendations
- ✧ Sample lessons/units including teacher made tests/forms
- ✧ Teacher designed projects/activities
- ✧ Photographs of lessons/activities
- ✧ Student work samples/student reflections
- ✧ Video and/or audiotape
- ✧ New strategies or ideas tried in the classroom
- ✧ Interest or attitude inventories, unit evaluations
- ✧ Class or student evaluations of teacher
- ✧ Letters or notes from students
- ✧ Involvement in student activities, curricular/co-curricular
- ✧ Newsletters
- ✧ Parental and/or community participation in classroom activities
- ✧ Correspondence
- ✧ Collaboration
- ✧ Team planning and/or team teaching
- ✧ Interdisciplinary thematic units and lesson planning
- ✧ Peer coaching
- ✧ Study group participation

## VII) — DPI Teacher Licensure Stages

### A) Initial Educator

The initial educator will develop and complete a 3–5 year Wisconsin Professional Development Plan (PDP) that demonstrates increased proficiency in two or more Wisconsin Teacher Standards (WTS).

The PDP must include:

- ✓ Identified activities and objectives related to professional development goals, school or district goals or the educator's own identified performance goals
- ✓ A timeline for achieving the professional development goals
- ✓ Evidence of collaboration with professional peers and others
- ✓ Evidence of student learning
- ✓ A self-reflection plan that specifies indicators of growth

Educators must document successful completion of their PDP. The documentation may include, but is not limited to, evidence of whole group and individual student performance, lesson plans, supervisor and mentor feedback on classroom performance; journals documenting student errors with teacher analysis of the errors; classroom management techniques and results, and curricular adaptations for children with disabilities. The documentation portfolio should also include five to eight pieces of evidence identifying professional development relating to the PDP goals.

Examples of evidence an educator might include are listed in Section VI.

Initial educators, with their mentors, are responsible for developing their goals and providing evidence that they have met their goals. The initial educator controls his/her PDP throughout the entire process.

### ➤ Initial Educator Review Team

Each initial educator will have a three member team responsible for reviewing and approving the initial educator's professional development goals identified in the PDP. The team will consist of a teacher of the same subject or at the same grade level who is not the mentor and who is selected from a pool of teachers trained in the review process, an administrator designated by the Superintendent, and a higher education representative.

Pupil services educators will have a pupil services professional on their team in place of a teacher and administrators will have an administrator on their team in place of a teacher.



The Initial Educator Review Team is responsible for verifying the initial educator's successful completion of the PDP. Once a majority (i.e. 2 of the 3 members) of the team verifies that the initial educator has successfully completed his/her PDP, the educator will receive a Professional Educator License. Appeals of decisions made by the three-member initial educator teams may be made to the State Superintendent.

### **B) Professional Educator**

Currently licensed teachers (i.e. all those who obtain five-year renewable licenses prior to July 1, 2004) can continue to renew their licenses by completing six college credits within the five-year period or by completing a Wisconsin Professional Development Plan (PDP).

Graduates initially licensed after August 31, 2004, will renew their licenses by completing a PDP. All teachers completing a PDP must demonstrate increased proficiency in two or more of the Wisconsin teaching standards.

The PDP must include:

- ✓ Identified activities and objectives related to professional development goals, school or district goals or the educator's own identified performance goals
- ✓ A timeline for achieving the professional development goals
- ✓ Evidence of collaboration with professional peers and others
- ✓ Evidence of student learning
- ✓ A plan that specifies indicators of growth

Educators must document successful completion of their PDP. The documentation may include, but is not limited to, evidence of whole group and individual student performance, lesson plans; supervisor and mentor feedback on classroom performance, journals documenting student errors with teacher analysis of the errors, classroom management techniques and results; and curricular adaptations for children with disabilities. The documentation portfolio should also include five to eight pieces of evidence identifying professional development activities relating to the PDP goals. Examples of evidence are listed in Section VI.

### **➤ Professional Educator Review Team**

Professional educators are responsible for developing their goals and providing evidence that they have met their goals. The professional educator controls his/her PDP throughout the entire process.

Each professional educator will have a three-member team responsible for reviewing and approving the educator's professional development goals identified in the PDP.

~~The team will consist of three district teachers who have completed the review team training. The three teachers will be selected by the professional educator from the pool of teachers trained in the review process.~~

~~Pupil services educators will have a three-member team of licensed pupil services professionals and administrators will have a three-member team of administrators.~~

~~The Professional Educator Review Team is responsible for verifying the professional educator's successful completion of the PDP. Once a majority (i.e. 2 or the 3 members) of the team verifies that the professional educator has successfully completed his/her PDP, the educator will receive a Professional Educator License. Appeals of decisions by the three-member professional educator teams may be made to the State Superintendent.~~

### ~~**C) Master Educator or National Board Certification**~~

~~Teachers achieving the Master Educator License or National Board Certification are licensed for ten years. After the ten-year period, the teacher may renew the master educator license or return to the professional educator status. Teachers with a life license are eligible to pursue the master educator license or National Board Certification.~~

### ~~*VIII) Teacher Performance Assessment Timeline*~~

- ~~September 30 — The Human Resources Department will provide a list of teachers on formal evaluation to administrators~~
- ~~April 9 — Formal evaluations for teachers facing non-renewal must be completed~~
- ~~April 30 — Preliminary notice of non-renewal~~
- ~~May 15 — Issuance of renewal contracts and final notice of non-renewal~~
- ~~May 30 — Teacher Reflection page of Individual Professional Development Plan must be completed~~
- ~~June 15 — Teacher contracts must be submitted to the Human Resources Department~~

**APPENDIX C**

**DISTRICT INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (Fall)**

Name \_\_\_\_\_ School \_\_\_\_\_

**Licensure Options:**

- |  |  |
|--|--|
| <p>_____ Initial Educator (PI34)</p> <p>_____ Professional Educator (PI34)</p> <p>_____ Master Educator (PI34/NBPTS)</p> | <p>_____ Professional Educator (6 credits)</p> <p>_____ Lifetime License</p> |
|--|--|

A.

| Professional Development Objectives | Relationship to Wisconsin Teacher Standards, building goals, District initiatives |
|-------------------------------------|---|
|                                     |   |

B. \_\_\_\_\_ List professional development activities

C. \_\_\_\_\_ List desired student outcomes

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Facilitator \_\_\_\_\_ Date \_\_\_\_\_

Administrator \_\_\_\_\_ Date \_\_\_\_\_



**APPENDIX C-1**

**TEACHER REFLECTION (Spring)**

Consider your achievements and efforts in relation to your Professional Development Plan for this year.

What did I do? (Evidence to support your objectives and activities.) \*

How have these professional development activities impacted your teaching and/or student learning?

\_\_\_\_\_  
Signature of Teacher \_\_\_\_\_ Date

\_\_\_\_\_  
Signature of Colleague, Professional Development \_\_\_\_\_ Date

Facilitator or Administrator

\*Additional information or examples may be attached.

Additional thoughts and reflections after sharing with a colleague:

***Please return to your staff development facilitator by May 30.***

**~~APPENDIX D~~**

**~~WISCONSIN ADMINISTRATIVE CODE~~**

**~~PI 8.01~~**

~~(g) Personnel evaluation.~~

- ~~1. Each school district board shall establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The written evaluation shall be based on a board adopted position description, including job related activities, and shall include observation of the individual's performance as part of the evaluation data. Evaluation of licensed school personnel shall occur during the first year of employment and at least every third year thereafter.~~
- ~~2. The school district board shall ensure that evaluations, including those for purposes of discipline, job retention or promotion, shall be performed by persons who have the training, knowledge and skills necessary to evaluate professional school personnel. The school district board shall be responsible for the evaluation of the school district administrator under this subdivision.~~

***APPENDIX E***

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Building(s) \_\_\_\_\_ Assignment \_\_\_\_\_

\_\_\_\_\_ Assignment \_\_\_\_\_

- I. **Professionalism**
- II. **Instructional Methodology and Strategies**
- III. **Professional Relationships and Learning Environment**
- IV. **Commendations, Recommendations, Other**

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

~~My signature is only an acknowledgement that I have read this evaluation. It does not indicate that I agree with the material herein~~

**APPENDIX F**

**TEACHER PERFORMANCE ASSESSMENT REPORT**

To: \_\_\_\_\_

I have completed your evaluation process for this school year. In accordance with Section 121.02(1)(q) Wisconsin Statutes, PI 8.01 (2)(q) Wisconsin Administrative Code, an evaluation of a teacher's performance is to occur at least once every three years and a written report shall be made for each teacher evaluation. The observations I have made during the school year have shown that you have met the criteria and have demonstrated satisfactory performance in the areas of Professionalism, Instructional Methodology and Strategies, and Professional Relationships and Learning Environment.

I want to thank you for the time and effort you gave to the evaluation process. I appreciated the opportunity to observe your teaching and the time we shared discussing the lessons and the instructional techniques I observed.

A copy of this letter will be placed into your personnel file located in the Human Resources Department, Thomas A. Lenk Educational Services Center, 510 Peach Street. Please sign below, signifying that you have received this letter. I will provide you with a copy of the letter for our own record file. Again, thank you for all that you do.

Sincerely,

\_\_\_\_\_  
Administrator's Signature \_\_\_\_\_ Date

\_\_\_\_\_  
Teacher's Signature \_\_\_\_\_ Date



**~~APPENDIX G~~**

**INTENSIVE SUPERVISION**

**Purpose**

The purpose of intensive supervision is to assist teachers in the improvement and remediation of performance deficiencies so that overall teacher performance can be strengthened.

When performance criteria and professional expectations are not being met, a teacher may be placed on intensive supervision. (Section IV and V)

Elements of an intensive supervision plan include but are not limited to:

- ⇒ Regular and documented communications between the supervisor and teacher.
- ⇒ Involvement and another administrator(s) in either observation and/or assessment.
- ⇒ Involvement of other resource persons with the teacher during the period of supervision. Those resource persons could include reading specialist, staff development personnel, or curriculum specialist.
- ⇒ Collaboration with other teachers.
- ⇒ Assistance from non-educational professionals where appropriate (social worker, counselor, psychologist, psychiatrist).
- ⇒ Attendance at programs, workshops, or university classes.
- ⇒ Participation in professional activities at the building level.

The intensive supervision will be developed in a written plan to be signed by the teacher and administrators. The plan will include those elements listed above, which are appropriate to the particular situation. During the time of the intensive supervision, the supervisor/administrator will continue to review and discuss with the teacher the appropriate elements of the assessment.

All meetings between the administrator and the teacher will be documented with a copy to the teacher and a copy to the personnel file.

The intensive supervision may be extended beyond a one-year period of time. The additional time may or may not lead to non-renewal.

To insure consistency, administrators will be given information regarding the various aspects of intensive supervision as a part of the district program to assist them in implementing the entire evaluation process.

At all times, processes relating to Wis. Stat. § 118.22 will be followed.

**APPENDIX H**

**WISCONSIN TEACHER STANDARDS**

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and ~~demonstrate performance in the knowledge, skills, and dispositions~~ under all of the following standards:

- 1) ~~The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.~~
- 2) ~~The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.~~
- 3) ~~The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.~~
- 4) ~~The teacher understands and uses a **variety of instructional strategies**, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.~~
- 5) ~~The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.~~
- 6) ~~The teacher uses effective **verbal and nonverbal communication** techniques, as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.~~
- 7) ~~The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.~~
- 8) ~~The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.~~
- 9) ~~The teacher is a **reflective practitioner**, who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.~~
- 10) ~~The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness, and in an ethical manner.~~