

WEST SOUND TECHNICAL SKILLS CENTER EDUCATORS ASSOCIATION

2021-2022 Salary Schedule, 183 Days Base Contract

	BA-0	BA-15	BA-30	BA-45	BA-90 MA-0	BA-135 MA-45	BA-180 MA-90
0	55,338	56,833	58,381	59,934	66,345	71,326	74,537
1	56,583	58,113	59,695	61,282	67,838	72,931	76,214
2	57,856	59,419	61,038	62,661	69,364	74,571	77,929
3	59,158	60,757	62,412	64,071	70,926	76,250	79,682
4	60,489	62,123	63,816	65,512	72,521	77,966	81,475
5	61,850	63,521	65,252	66,987	74,153	79,719	83,307
6	63,242	64,950	66,719	68,493	75,821	81,513	85,183
7	64,664	66,411	68,221	70,034	77,527	83,347	87,099
8	64,664	67,906	69,756	71,611	79,271	85,223	89,059
9	64,664	67,906	71,325	73,222	81,056	87,140	91,062
10	64,664	67,906	71,325	74,870	82,879	89,101	93,112
11	64,664	67,906	71,325	76,553	84,744	91,106	95,207
12	64,664	67,906	71,325	76,553	86,651	93,155	97,349
13	64,664	67,906	71,325	76,553	88,600	95,251	99,539
14	64,664	67,906	71,325	76,553	90,594	97,395	101,778
15	64,664	67,906	71,325	76,553	91,614	98,490	106,360
16	64,664	67,906	71,325	76,553	92,632	99,587	110,939

**Appendix B-1: Supplemental Positions and Stipends See Article IX, Section D
2021-2022**

Position	Stipend Amount
Head Teacher	\$1,847
Program Lead	\$1,847
CTSO/Student Group	\$1,499
LE Team Member	\$2,100
ER Team Member	\$2,100
Discretionary per LE/ER Team	\$1,500

Head Teacher

Head teacher is responsible for:

1. Support and assist in formulating overall aims and objectives for the school and polices for implementation with the Director.
2. Work with the Director and colleagues to recruit new staff members as needed
3. Support infrastructure is in place where all members of the staff and pupils feel they can register individual opinions on serious matters, and engage in problem-solving and resolution with the Director
4. Assume responsibility of emergency matters and discipline support of the school when the Director is not in the building
5. Assume responsibility of student care when the Director is not in the building
6. Resolve immediate and major disciplinary issues with pupils, including working in partnership with the police and social services when the Director is not available.
7. Participate in the school safety committee

Program Lead

The program lead stipend supports the integral and required additional work performed by skills center instructors during the year. Each person earning the program lead stipend must perform the following required responsibilities:

1. Engage in a minimum of three advisory meetings per year.
2. Develop annual program of work with advisory members and submit both the expected program of work and at the end of the year the outcomes from the program of work
3. Complete the student extended leadership document annually as required by OSPI
4. Complete the annual program review with advisory as required by OSPI
5. Complete the annual five-year plan with advisory as required by OSPI
6. Recruit new advisory members to support program development
7. Recruit new students for program

Student Leadership Organization Procedures (CTSO)

CTE encourages and supports teachers in striving for a well-balanced program by advising a student leadership organization. Because these groups are based on the skills taught in a CTE program, they're considered co-curricular. The organizations recognized as CTE National Student Leadership Organizations are FBLA, FCCLA, DECA, HOSA, FFA, SkillsUSA, and

TSA. In addition, locally-developed student leadership organizations may be recognized if they meet the criteria below:

1. Annually, establish CTE sponsorship of the Student Leadership Organization by submitting the following documents to the director by the last Friday in October:
 - a. Copy of the organizations constitution and by-laws that have been approved by ASB
 - b. A list of the active members for the school year (minimum of 6 dues-paying members required to earn stipend). If an instructor has a locally determined student organization that does not require dues, they will ensure a minimum of 6 engaged students in activities.
 - c. A copy of your organization's program of work for the current school year
2. Extra pay is allocated for supervising students during activities related to the organization's program of work that occur OUTSIDE the teacher's contracted work day. Each advisor may receive the advisor stipend for coordinating and supervising student activities beyond the contracted work day, following completion of the steps above.
3. Monthly Documentation Expected:
 - a. Meeting Minutes
 - b. Attendance Records from Meetings
 - c. Conference Agenda for conferences attended
 - d. Detailed information about activities preparing students for competitions, notes describing management activities completed by the advisor in preparation for conferences

APPENDIX B-2: CERTIFICATED HOURLY RATES

Curriculum rate is the hourly rate of the BA-0, Step-0 cell on the salary schedule.

RATE NAME	DESCRIPTION	HOURLY RATE
District-hosted/sponsored Training	Paid to certificated staff participating in a District-hosted training that occurs on non-workdays.	Curriculum
Preparation and Presentation of District-hosted training	Pay to staff member for work outside of the normal workday at the rate of 30 minutes for every 1 hour of formal presentation time at District-hosted training. Pay to staff member for time spent presenting at a District-hosted training that occurs on non-work days.	

Benefits and payroll taxes on these rates are subject to change due to mandates of state and federal law. These amounts will be published to employees and administrators at the beginning of each school year.



APPENDIX C

Certificated Teacher Comprehensive Summative Scoring Document Framework: UW-CEL 5D+

Teacher: _____	Grade Level(s): _____		Unsatisfactory	Basic	Proficient	Distinguished
School: _____	School Year: _____					
Evaluator: _____	Date: _____					
Criteria 1: Centering instruction on high expectations for student achievement			1	2	3	4
P1 : Learning target(s) connected to standards						
P4: Communication of learning target(s)						
P5: Success criteria						
CEC2: Learning routines						
Using your district-determined method, enter the criterion score to the right.			Criterion Score	➔		

Criterion 2: Demonstrating effective teaching practices	1	2	3	4
SE1: Quality of questioning				
SE4: Opportunity and support for participation and meaning making				
SE5: Student talk				
CP5: Use of scaffolds				
Using your district-determined method, enter the criterion score to the right.	Criterion Score		➔	



APPENDIX C

Teacher: _____ Date: _____			Unsatisfactory	Basic	Proficient	Distinguished
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs			1	2	3	4
SE2: Ownership of learning						
SE3: Capitalizing on students' strengths						
CP4: Differentiated instruction for students						
A4: Teacher use of formative assessments						
Student Growth Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs.	3.1: Establish Student Growth Goal(s)	<div style="border: 1px solid red; padding: 5px; display: inline-block;"> These scores will be transferred to the <i>Student Growth Impact Rating</i> chart on Page 5. </div> <div style="color: red; font-size: 2em; vertical-align: middle;">→</div>				
	3.2: Achievement of Student Growth Goal(s)					
Using your district-determined method, enter the criterion score to the right.			Criterion Score <div style="color: white; font-size: 2em; vertical-align: middle;">→</div>			

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum	1	2	3	4
P2: Lessons connected to previous and future lessons, broader purpose and transferable skill				
CP1: Alignment of instructional materials and tasks				
CP2: Teacher knowledge of content				
CP3: Discipline-specific teaching approaches				
P3: Design of performance and resources				
Using your district-determined method, enter the criterion score to the right.	Criterion Score <div style="color: white; font-size: 2em; vertical-align: middle;">→</div>			




APPENDIX C



Teacher: _____ Date: _____		Unsatisfactory	Basic	Proficient	Distinguished
Criterion 5: Fostering and managing a safe, positive learning environment		1	2	3	4
CEC1: Classroom arrangement and resources					
CEC3: Use of learning time					
CEC4: Student status					
CEC5: Norms for learning					
Using your district-determined method, enter the criterion score to the right.		Criterion Score			

Criterion 6: Using multiple student data elements to modify instruction and improve student learning			1	2	3	4
A1: Student self-assessment						
A2: Student use of formative assessments over time						
A3: Quality of formative assessment methods						
A5: Collection systems for formative assessment data						
Student Growth Criteria 6: Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle)	6.1: Establish Student Growth Goal(s)	<div style="border: 1px solid red; padding: 5px; display: inline-block;"> These scores will be transferred to the <i>Student Growth Impact Rating</i> chart on Page 5. </div>				
	6.2: Achievement of Student Growth Goal(s)					
Using your district-determined method, enter the criterion score to the right.			Criterion Score			



APPENDIX C

Teacher: _____ Date: _____			Unsatisfactory	Basic	Proficient	Distinguished
Criterion 7: Communicating and collaborating with parents and the school community			1	2	3	4
PCC2: Communication and collaboration with parents and guardians						
PCC3: Communication within the school community about student progress						
Using your district-determined method, enter the criterion score to the right.			Criterion Score			

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning			1	2	3	4
PCC1: Collaboration with peers and administrators to improve student learning						
PCC4: Support of school, district and state curricula, policies and initiatives						
PCC5: Ethics and advocacy						
Student Growth Criteria 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	8.1: Establish Team Student Growth Goal(s)	<div style="border: 1px solid red; padding: 5px; display: inline-block;"> These scores will be transferred to the <i>Student Growth Impact Rating</i> chart on Page 5. </div> 				
Using your district-determined method, enter the criterion score to the right.			Criterion Score			



APPENDIX C

Scoring

Teaching Criteria				Overall Criterion Scores (1, 2, 3, or 4)
Criterion 1: Centering instruction on high expectations for student achievement				
Criterion 2: Demonstrating effective teaching practices				
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs				
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum				
Criterion 5: Fostering and managing a safe, positive learning environment				
Criterion 6: Using multiple student data elements to modify instruction and improve student learning				
Criterion 7: Communicating and collaborating with parents and school community				
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning				
Summative Teaching Criteria Score				
Preliminary Summative Rating (State determined scoring bands)	Unsatisfactory <input type="checkbox"/> 8 - 14	Basic <input type="checkbox"/> 15 - 21	Proficient <input type="checkbox"/> 22 - 28	Distinguished <input type="checkbox"/> 29 - 32

Student Growth Rubric Rating

Each Student Growth Element (3.1, 3.2, 6.1, 6.2 & 8.1) must be rated.

Any student growth score of "1" will result in an inquiry.

Student Growth Impact Rating (Enter scores from 3.1, 3.2, 6.1, 6.2, and 8.1)			
Student Growth	Goal-Setting Score Based on Rubric (1, 2, 3, or 4)	Student Growth Score Based on Rubric (1, 2, 3, or 4)	Total Student Growth Score
Criterion 3	(3.1)	(3.2)	
Criterion 6	(6.1)	(6.2)	
Criterion 8	(8.1)	N/A	
Overall Student Growth Criteria Score (Add student growth scores)			
Student Growth Impact Rating Scale		<div>Low</div> <input type="checkbox"/> 5 - 9	<div>Average</div> <input type="checkbox"/> 10 - 14
			<div>High</div> <input type="checkbox"/> 15 - 20
Student Growth Inquiry Needed? A "Low" overall student growth score or any student growth element score of "1" will result in an inquiry. (WAC 392-191A-100)		<input type="checkbox"/> Yes	<input type="checkbox"/> No



APPENDIX C

Final Summative Rating

It is my judgment that during the evaluation period covered in this report, the certificated employees overall performance has been:

Preliminary Summative Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
Student Growth Rating	<input type="checkbox"/> Low	<input type="checkbox"/> Average	<input type="checkbox"/> High	

NOTE: A <i>Distinguished</i> preliminary summative rating with a LOW student growth score will result in a final summative rating of <i>Proficient</i> . This is the only time a summative evaluation rating will change.				
Final Summative Evaluation Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

Evaluator Comments:

Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

Evaluator Signature:	_____	Date:	_____
Employee Signature:	_____	Date:	_____


Appendix D-SAMPLE

All Criterion (1-8) can be found at www.bremertonschools.org under “Employee Forms”

Certificated Teacher Focused Summative Scoring Document Criterion 1: UW-CEL 5D+

Teacher: _____ Grade Level(s): _____
 District/School: _____ School Year: _____
 Evaluator: _____ Date: _____

Criteria 1: Centering instruction on high expectations for student achievement

	Unsatisfactory	Basic	Proficient	Distinguished
	1	2	3	4
P1 : Connection to standards, broader purpose and transferable skill				
P4: Communication of learning target(s)				
P5: Success criteria and performance task(s)				
SE3: Work of high cognitive demand				
CEC3: Discussion, collaboration and accountability				
Student Growth: Use EITHER 3 or 6; do not use both.				
Student Growth Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs.	3.1: Establish Student Growth Goal(s)			
	3.2: Achievement of Student Growth Goal(s)			
Student Growth Criteria 6: Using multiple student data elements to modify instruction and improve student learning. (Student Growth Cycle)	6.1 Establish Student Growth Goal(s)			
	6.2: Achievement of Student Growth Goal(s)			
Any student growth score of “1” will result in an inquiry. (WAC 392-191A-100)				
Using your district-determined method, enter the criterion score to the right.		Criterion Score		

Appendix D-SAMPLE

All Criterion (1-8) can be found at www.bremertonschools.org under “Employee Forms”

Final Summative Rating

It is my judgment that during the evaluation period covered in this report, the certificated employees overall performance has been:

1	2	3	4
<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished

Growth Inquiry: Any student growth scores of “1” will result in an inquiry. (WAC 392-191A-100)	Student Growth Inquiry Needed?	
	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Evaluator Comments:

Both signatures required. Signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

Evaluator Signature: _____ **Date:** _____

Employee Signature: _____ **Date:** _____

**APPENDIX E
CODE OF PROFESSIONAL
CONDUCT
CHAPTER 181-87 WAC**

WAC 181-87-005 PURPOSE.

The sole purpose of this chapter is to set forth policies and procedures related to reprimand, suspension, and revocation actions respecting certification of education practitioners in the state of Washington for acts of unprofessional conduct. It is recognized that grounds for the discharge, non-renewal of contracts, or other adverse change in contract status affecting the employment contracts of education practitioners are broader than stated herein. The grounds set forth as unprofessional conduct in this chapter shall not limit discharge, nonrenewal of contracts, or other employment action by employers of education practitioners.

WAC 181-87-010 PUBLIC POLICY GOALS OF CHAPTER.

The public policy goals of this chapter are as follows:

- (1) To protect the health, safety, and general welfare of students within the state of Washington.
- (2) To assure the citizens of the state of Washington that education practitioners are accountable for acts of unprofessional conduct.
- (3) To define and provide notice to education practitioners within the state of Washington of the acts of unprofessional conduct for which they are accountable pursuant to the provisions of chapter 181-86 WAC.

**PROFESSIONAL
ACCOUNTABILITY**

WAC 181-87-015 ACCOUNTABILITY FOR ACTS OF UNPROFESSIONAL CONDUCT.

Any educational practitioner who commits an act of unprofessional conduct proscribed within this chapter may be held accountable for such conduct pursuant to the provisions of chapter 181-86 WAC.

ADMINISTRATIVE PROVISIONS

WAC 181-87-020 APPLICABILITY OF CHAPTER TO PRIVATE CONDUCT.

As a general rule, the provisions of this chapter shall not be applicable to the private conduct of an education practitioner except where the education practitioner's role as a private person is not clearly distinguishable from the role as an education practitioner and the fulfillment of professional obligations.

WAC 181-87-025 EXCLUSIVITY OF CHAPTER.

No act, for the purpose of this chapter, shall be defined as an act of unprofessional conduct unless it is included in this chapter.

WAC 181-87-030 PROSPECTIVE APPLICATION OF CHAPTER AND AMENDMENTS.

The provisions of this chapter shall take effect ninety calendar days after adoption and shall apply prospectively to acts of unprofessional conduct committed after such effective date. Unless provided to the contrary, any revision shall take effect six months after adoption and shall apply prospectively from such effective date.

WAC 181-87-035 EDUCATION PRACTITIONER-DEFINITION.

As used in this chapter, the term "education practitioner" means any certificate holder licensed under rules of the Professional Educator Standards Board to serve as a certificated employee.

WAC 181-87-040 STUDENT-DEFINITION.

As used in this chapter, the term "student" means the following:

- (1) Any student who is under the supervision, direction, or control of the education practitioner.
- (2) Any student enrolled in any school or school district served by the education practitioner.
- (3) Any student enrolled in any school or school district while attending a school related activity at which the education practitioner is performing professional duties.
- (4) Any former student who is under eighteen years of age and who has been under the supervision, direction, or control of the education practitioner. Former student, for the purpose of this section, includes but is not limited to drop outs, graduates, and students who transfer to other districts or schools.

WAC 181-87-045 COLLEAGUE-DEFINITION.

As used in this chapter, the term "colleague" means any person with whom the education practitioner has established a professional relationship and includes fellow workers and employees regardless of their status as education practitioners.

**ACTS OF UNPROFESSIONAL
CONDUCT****WAC 181-87-050 MISREPRESENTATION OR FALSIFICATION IN THE COURSE OF PROFESSIONAL PRACTICE.**

Any falsification or deliberate misrepresentation, including omission, of a material fact by an education practitioner concerning any of the following is an act of unprofessional conduct:

- (1) Statement of professional qualifications.

(2) Application or recommendation for professional employment, promotion, certification, or an endorsement.

(3) Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit.

(4) Representation of completion of in-service or continuing education credit hours.

(5) Evaluations or grading of students and/or personnel.

(6) Financial or program compliance reports submitted to state, federal, or other governmental agencies.

(7) Information submitted in the course of an official inquiry by the superintendent of public instruction related to the following:

(a) Good moral character or personal fitness.

(b) Acts of unprofessional conduct.

(8) Information submitted in the course of an investigation by a law enforcement agency or by child protective services, regarding school related criminal activity.

WAC 181-87-055 ALCOHOL OR CONTROLLED SUBSTANCE ABUSE.

Unprofessional conduct includes:

(1) Being under the influence of alcohol or of a controlled substance, as defined in chapter 69.50 RCW, on school premises or at a school-sponsored activity involving students, following:

(a) Notification to the education practitioner by his or her employer of concern regarding alcohol or substance abuse affecting job performance;

(b) A recommendation by the employer that the education practitioner seek counseling or other appropriate and available assistance; and

(c) The education practitioner has had a reasonable opportunity to obtain such assistance.

(2) The possession, use, or consumption on school premises or at school-sponsored activity of a Schedule 1 controlled substance, as defined by the state board of pharmacy, or a Schedule 2 controlled substance, as defined by the state board of pharmacy, without a prescription authorizing such use.

(3) The consumption of an alcoholic beverage on school premises or at a school sponsored activity involving students if such consumption is contrary to written policy of the school district or school building.

WAC 181-87-060 DISREGARD OR ABANDONMENT OF GENERALLY RECOGNIZED PROFESSIONAL STANDARDS.

Any performance of professional practice in flagrant disregard or clear abandonment of generally recognized professional standards in the course of any of the following professional practices is an act of unprofessional conduct:

- (1) Assessment, treatment, instruction, or supervision of students.
- (2) Employment or evaluation of personnel.
- (3) Management of moneys or property.

WAC 181-87-065 ABANDONMENT OF CONTRACT FOR PROFESSIONAL SERVICES.

Any permanent abandonment, constituting a substantial violation without good cause, of one of the following written contracts to perform professional services for a private school or a school or an educational service district is an act of unprofessional conduct:

- (1) An employment contract, excluding any extracurricular or other specific activity within such contract or any supplementary contract.
- (2) Professional service contract.

WAC 181-87-070 UNAUTHORIZED PROFESSIONAL PRACTICE.

Any act performed without good cause that materially contributes to one of the following unauthorized professional practices is an act of unprofessional practice.

- (1) The intentional employment of a person to serve as an employee in a position for which certification is required by rules of the Professional Educator Standards Board when such person does not possess, at the time of commencement of such responsibility, a valid certificate to hold the position for which such person is employed.
- (2) The assignment or delegation in a school setting of any responsibility within the scope of the authorized practice of nursing, physical therapy, or occupational therapy to a person not licensed to practice such profession unless such assignment or delegation is otherwise authorized by law, including the rules of the appropriate licensing board.
- (3) The practice of education by a certificate holder during any period in which such certificate has been suspended.
- (4) The failure of a certificate holder to abide by the conditions within an agreement, executed pursuant to WAC 181-86-160, to not continue or to accept education employment.
- (5) The failure of a certificate holder to comply with any condition, limitation, or other, order or decision entered pursuant to chapter 180-86 WAC.
- (6) PROVIDED, that for the purpose of this section, good cause includes, but is not limited to,

exigent circumstances where immediate action is necessary to protect the health, safety, or general welfare of a student, colleague, or other affected person.

WAC 181-87-080 SEXUAL MISCONDUCT WITH STUDENTS.

Unprofessional conduct includes the commission by an education practitioner of any sexually exploitive act with or to a student including, but not limited to, the following:

- (1) Any sexual advance, verbal or physical;
- (2) Sexual intercourse as defined in RCW 9A.44.010;
- (3) Indecent exposure as defined in RCW 9A.88.010;
- (4) Sexual contact, i.e., the intentional touching of the sexual or other intimate parts of a student except to the extent necessary and appropriate to attend to the hygienic or health needs of the student;
- (5) PROVIDED, that the provisions of this section shall not apply if at the time of the sexual conduct the participants are married to each other.

WAC 181-87-085 FURNISHING ALCOHOL OR CONTROLLED SUBSTANCE TO STUDENTS.

Unprofessional conduct includes the illegal furnishing of alcohol or a controlled substance, as defined in chapter 69.50 RCW, to any student by an education practitioner.

WAC 181-87-090 IMPROPER REMUNERATIVE CONDUCT.

Any deliberate act in the course of professional practice which requires or pressures students to purchase equipment, supplies, or services from the education practitioner in a private remunerative capacity is an act of unprofessional conduct.

WAC 181-87-093 FAILURE TO ASSURE THE TRANSFER OF STUDENT RECORD INFORMATION OR STUDENT RECORDS.

The failure of a principal or other certified chief administrator of a public school building to make a good faith effort to assure compliance with RCW 28A.225.330 by establishing, distributing, and monitoring compliance with written procedures that are reasonably designed to implement the statute shall constitute an act of unprofessional conduct.

WAC 181-87-095 FAILURE TO FILE A COMPLAINT.

The intentional or knowing failure of an educational service district superintendent, a district superintendent, or a chief administrator of a private school to file a complaint pursuant to WAC 181-86-110 regarding the lack of good moral character or personal fitness of an education practitioner or the commission of an act of unprofessional conduct by an education practitioner is an act of unprofessional conduct.

APPENDIX F: COMPLAINT BY THE AGGRIEVED

Date of Formal Submission Required for Step 1 _____

Aggrieved Person _____ Personal Meeting Date _____

Address of Aggrieved
Person _____

Telephone _____

School _____ Immediate Supervisor _____

Subject Area/Grade _____ Association Representative _____

STATEMENT OF GRIEVANCE: Article(s)/Section(s) Allegedly Violated:

RELIEF SOUGHT:

Signature of Aggrieved

☐

Additional meeting
requested prior to written
response by administrator

DISTRIBUTION OF FORM:

Immediate Supervisor
Director of Personnel

Association President
Superintendent

Association Representative
Grievant

Appendix G: Just Cause

The concept of “just cause” requires that there be fundamental fairness in decisions related to the discipline and discharge of employees. Arbitrators have articulated many definitions and explanations of “just cause” over the years, including, but not limited to the following tests:

1. Did the employer give the employee forewarning or foreknowledge of the possible or probable disciplinary consequences of the employee's conduct?
2. Was the employer's rule or managerial order reasonably related to the orderly, efficient, and safe operation of the business?
3. Did the employer, before administering discipline to an employee, make an effort to discover whether the employee did in fact violate or disobey a rule or order of management?
4. Was the employer's investigation conducted fairly and objectively?
5. At the investigation, did the 'judge' obtain substantial evidence or proof that the employee was guilty as charged?
6. Has the employer applied its rules, orders, and penalties evenhandedly and without discrimination to all employees?
7. Was the degree of discipline administered by the employer in a particular case reasonably related to (a) the seriousness of the employee's proven offense and (b) the record of the employee in his or her service with the employer?

CTE Plan II Salary Placement Form ("V" Placement)

Name _____ Date _____

1. YEARS OF EXPERIENCE

- A. Years of experience in the specific trade _____ 0.0 years _____ hours
(1 year = 2,000 hours)
- B. Hours of experience necessary to meet minimum vocational certification requirements _____ 6,000 hours
- C. Subtract years of experience necessary from years in specific trade (WAC 392-121-259) _____ -6,000.00 hours
- D. *Non-degreed credits-converted occupational experience (WAC 392-121-259)*
Line 1.C. (from above) _____ -6000 /100 = _____ -60.00 credits
(One credit for each 100 hours of occupational experience gained after meeting minimum occupational experience requirement of 6,000 hours)
- E. Years of teaching experience _____ years
- F. Years of management experience (WAC 181-77-003)
(Note: 6 years is maximum. Experience must be after _____ years
6,000 initial hour requirement is met).
- G. **Add lines E and F** _____ 0.0 years

2. APPROVED VOCATIONAL/CTE EDUCATOR TRAINING

NOTE: Must have completed the academic requirements (course completion) for **Initial CTE Certification** prior to counting these non-degreed credits. Use the signed 4075G form by the CTE Plan II Preparation Program to verify.

- A. *Non-degreed credits-college credits (WAC 392-121-259)* _____ 0 credits
(Credits which are specific to the occupational area in which the employee is vocationally certified; excluding required course work for initial certification and only used after meeting course completion requirements for Initial CTE Certification)
- B. *Non-degreed credits-clock hours (WAC 392-121-259)* _____ 0.00 credits
Total clock hours = _____ /10 =
(One credit for each ten hours of training received after meeting course completion requirements for Initial CTE Certification)
- C. 1D + 2A + 2B = _____ -60.00 credits
(Note: 135 is the maximum beyond a BA/placement would then be at MA column)

Documentation verifying **all** non-degreed credits (occupational experience, college credits, clock hours) must be attached.

RECOMMENDED PLACEMENT:

Line 2.C (Across)/Line 1.G (Down) = _____

LEAP Placement _____

Salary = _____

\$ _____

BUDGET NUMBER:

Career & Technical Education Director Signature

Date _____

HR Approval

Date _____

5D+™ Inquiry Cycle for Instructional Practice

ANALYZE IMPACT:

Teacher and principal analyze the results of their work.
Based on your inquiry, what did you learn about your practice as it impacts student learning?

Examine student and teacher data.
Analyze the impact of the data.
Formatively discuss teacher growth using the 5D+ Rubric.
Decide whether to continue the same inquiry or identify a new area of focus.

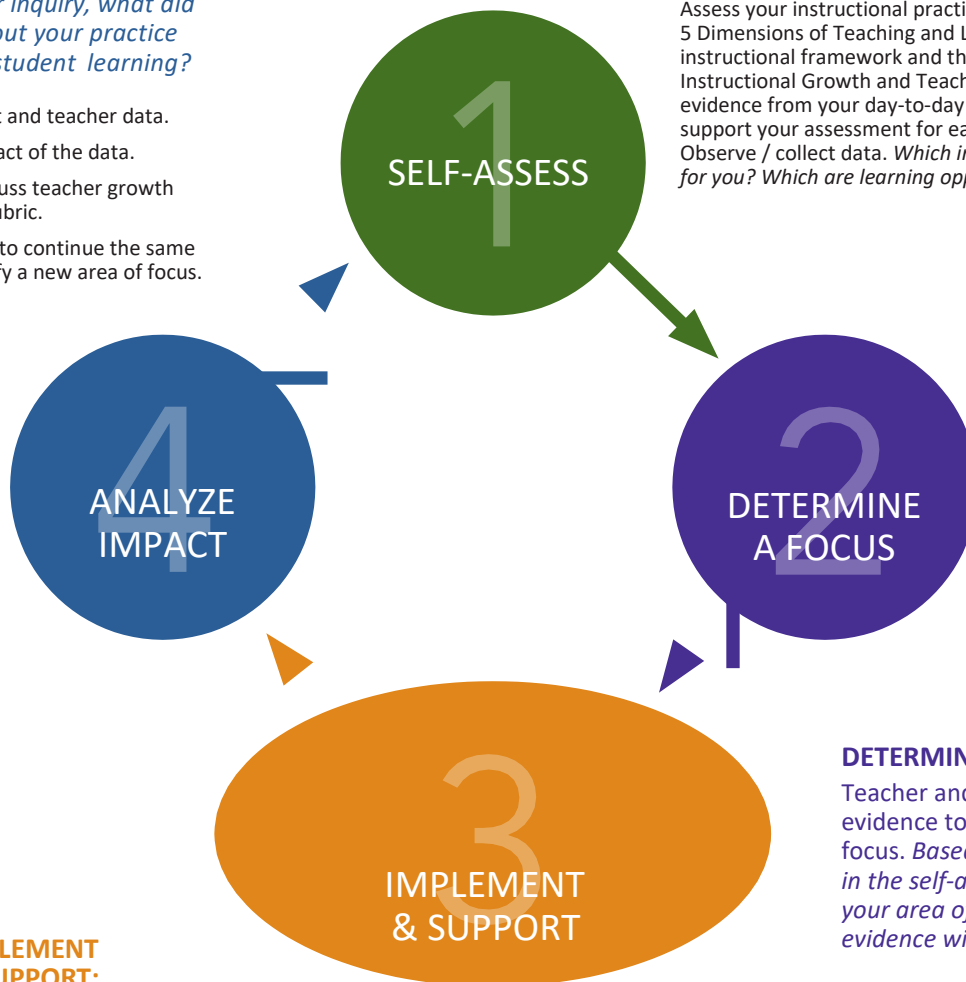
SELF-ASSESS:

Teacher self-assesses to identify an area of focus.

Examine student work, classroom-based assessment data, feedback from students, etc. *What are the learning strengths and learning challenges of your students?*

Consider building and district learning goals and instructional initiatives. *How do these support the learning challenges of your students?*

Assess your instructional practice using the 5 Dimensions of Teaching and Learning (5D) instructional framework and the 5D+ Rubric for Instructional Growth and Teacher Evaluation,* citing evidence from your day-to-day classroom practice to support your assessment for each rubric indicator. Observe / collect data. *Which indicators are strengths for you? Which are learning opportunities?*



IMPLEMENT & SUPPORT:

Teacher and principal engage in study and learning around area of focus.

Formative feedback cycles.
Targeted feedback cycles.
Professional collaboration (PLCs, study groups, CFGs, team planning).
Professional development (team, building, district, individual).

DETERMINE A FOCUS:

Teacher and principal analyze evidence to identify an area of focus. *Based on the responses in the self-assessment, what is your area of focus? What kind of evidence will you collect?*

Ensure alignment.
Set instructional practice goals and evidence that will demonstrate meeting the goals.
Set student learning goals and evidence that will demonstrate meeting the goals.