

Master Agreement Amendment

Between the Central Local Board of Education

and the

Teachers' Association of the Central Local Schools

WHEREAS, there is a Collective Bargaining Agreement between the Teachers' Association of the Central Local Schools and the Central Local Board of Education, which addresses the following issue:

WHEREAS, the parties wish to modify the current collective bargaining agreement to reflect the following changes that was inadvertently left out, and

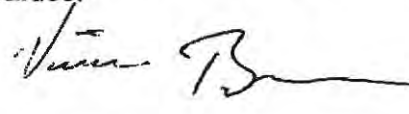
Therefore, the parties agree that:

Two pages of the walkthrough form was mistakenly left out of the CBA at signing. The walkthrough form will now consist of three pages as attached.

This Master Agreement Amendment shall become a part of and affixed to the Master Agreement effective with the signatures of the parties.



For the Association



For the Board

4-20-17

Date

4-20-17

Date

WALKTHROUGH EVALUATION SUMMARY

TEACHER:

COURSE:

OBSERVER:

CLASS TIME:

DATE:

TIME SUBMITTED:

1A. WHAT IS THE LEARNING OBJECTIVE(S) FOR THE LESSON?

1B. LEARNING OBJECTIVE(S) IS EVIDENT TO THE STUDENTS

1C. LEARNING OBJECTIVE(S) ON TARGET FOR GRADE-LEVEL STANDARDS

2A. IDENTIFY INSTRUCTIONAL PRACTICES

Coaching

Presentation

Discussion

Providing directions

Hands-on experiences

Providing opportunities for practice

Informal assessment

Teacher-directed QA

Learning Centers

Testing

Lecture

None

Modeling

2B. IDENTIFY GROUPING FORMAT

Individual

Small Group

Pairs

Whole Group

2C. IDENTIFY RESEARCH BASED INSTRUCTIONAL STRATEGIES

(USED BY THE TEACHER):

Cooperative learning

Nonlinguistic representations

Cues/questions/advanced organizers

Reinforcing effort/recognition

Generating/testing hypotheses

Setting objectives/providing feedback

Homework/practice
Identify similarities and differences

Summarize/note taking
None

Comments

2D. IDENTIFY RESEARCH BASED INSTRUCTIONAL STRATEGIES (STUDENTS ENGAGED IN USING)

Cooperative learning
Ques/questions/advanced organizers
Generating/testing hypotheses
Homework/practice
Identify similarities and differences

Nonlinguistic representations
Reinforcing effort/recognition
Setting objectives/providing feedback
Summarize/note taking
None

3A. IDENTIFY STUDENT ACTIONS

Listening
Reading
Speaking

Working
Writing
None

3B. IDENTIFY INSTRUCTIONAL MATERIALS

Computer Software
Content-specific manipulatives
Handheld technology
Lab-Activity
Overhead/board/flipchart
Published printed materials

Real-world objects
Student-created materials
Textbook
Websites
Worksheets
None

3C. DETERMINE LEVELS OF CLASS ENGAGEMENTS

Analyzing (Breaking information into parts to explore understandings and relationships)
Applying (Using information in another familiar situation)
Creating (Generating new ideas, products, or ways of viewing things)
Evaluating (Justifying a decision or course of action)
Remembering (Recalling information)
Understanding (Explaining ideas or concepts)
None

3D. DETERMINE LEVELS OF CLASS ENGAGEMENTS (SELECT ONE)

4. FOCUS ON CLASSROOM ENVIRONMENT

Materials are available in the classroom
Examples of quality student work posted
Routines and procedures are evident
Scoring rubrics are displayed/provided

Students interact w/ classroom environment
Student work displayed
None

Comments

5. TEACHER IS RESPONDING TO SPECIFIC LEARNING NEEDS THROUGH DIFFERENTIATION OF:

Content

Learning Environment

Process

Product

Unable to determine

None

Comments

6. FORMATIVE ASSESSMENTS

Bell Work

Checklists

Discussion

Exit Cards

Four Corners

Graphic Organizers

I Can Statements

Kinesthetic Assessments

Observations

Peer/Self Assessments

Practice Presentations

Questioning

Reflective Writings

Short Cycle Assessments

Simulations

Slides/Sign Cards/Thumbs Up

Student Conferences

Think Pair Share

Visual Representations

None

Comments