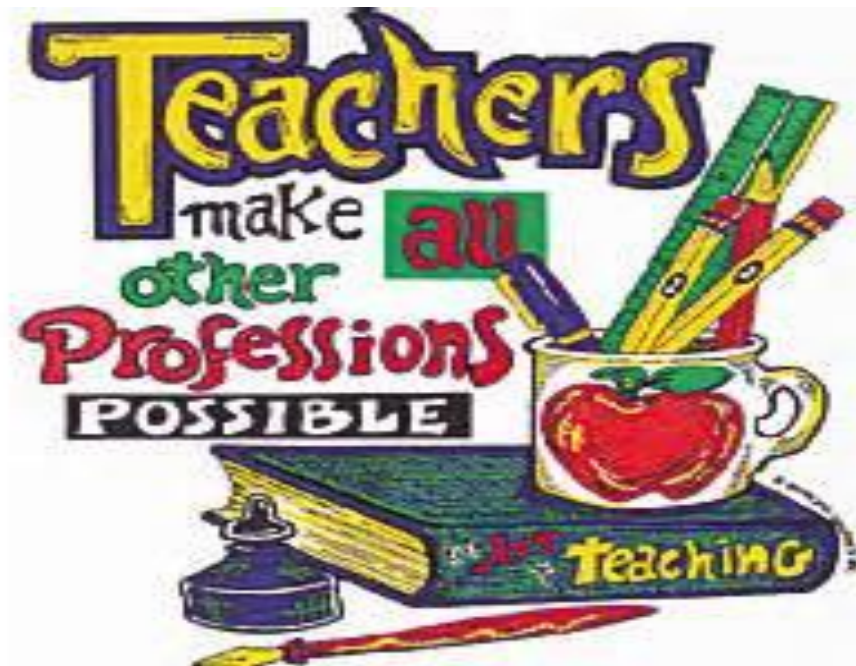


For The New Teacher ...

2015 – 2016



BIG DARBY UNISERV COUNCIL

Bret Benack, Labor Relations Consultant
Sherri Lawrence, Administrative Secretary

OHIO EDUCATION ASSOCIATION
WESTERVILLE UNISERV OFFICE
5026 Pine Creek Drive, Westerville OH 43081 ■ PHONE: (614) 895-1041 or 800-686-4632 ■ FAX: (614) 614-1482
An Affiliate of the National Education Association



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Welcome!

Welcome to teaching--the greatest profession in the world!

Congratulations on your new teaching job! We hope this booklet helps you get off to a good start by providing tips and resources in a variety of areas as well as important information on teacher certification and licensing.

As your OEA Staff, we would like to congratulate you on your new position and welcome you to the **Big Darby UniServ Council**. If you have questions, contact your local association officers and representatives for assistance.

Our office is staffed with nine Labor Relations Consultants (LRCs) and three Administrative Secretaries. We are located at 5026 Pine Creek Drive, Westerville, Ohio 43081. You can reach us by phone at toll free 800/686-4632 or 614/895-1041, and/or fax 614/895-1482.

Big Darby UniServ – Bret Benack, LRC

Sherri Lawrence, Administrative Secretary

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Jonathan Alder Education Association
Marysville Education Association
North Union Education Association
Urbanna Association of Classified Teachers
West Liberty Salem Education Association

Graham Education Association
London Education Association
Mechanicsburg Education Association
Tolles JVS Education Association
West Jefferson Education Association

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Berne Union Education Association
Fairfield Union Education Association
Hocking Tech. College Support Staff Prof.
Lancaster Support Staff Association

Amanda Clearcreek Education Support Prof.
Columbus State Education Association
Hocking Tech. College Education Assoc.
Lancaster Education Association

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Joyce Facchiano, Administrative Secretary

Bloom Carroll Education Association
Groveport-Madison Local Education Assoc.
Pickerington Education Association
Reynoldsburg Support Staff Association

Eastland Education Association
Liberty Union Education Association
Reynoldsburg Education Association
Walnut Township Education Association

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Carolyn Wright, Administrative Secretary

Bexley Education Association
Franklin County DD Education Association
Grandview Heights Support Staff Association
Southwest Licking Education Association
Worthington Education Support Professionals

Canal Winchester Education Association
Granview Heights Education Association
Madison Plains Education Association
Worthington Education Association

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Sherri Lawrence, Administrative Secretary

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Buckeye Valley Teachers Association	Elgin Education Association
Marion Education Association	Pickerington Support Staff Association
Pleasant Association of Teachers	Ridgedale Teachers Association
River Valley Teachers Association	River Valley Employees Association
Tri-Rivers Education Association	

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CTech Teachers Education Association	Granville Education Association
Heath Education Association	Heath Education Support Staff Association
Johnstown Education Association	Lakewood Classified Association
Lakewood Teachers Association	Licking Heights Education Association
Licking Heights Support Staff Association	Licking Valley Education Association
Newark Teachers Association	

O-D⁴ UniServ – Melodie Terman, LRC
Joyce Facchiano, Administrative Secretary

Delaware Area Career Center Education Assoc.	Delaware City Teachers Association
Dublin Education Association	Dublin Support Association
Olentangy Teachers Association	

O.H.I.O UniServ – Amber James, LRC
Carolyn Wright, Administrative Secretary

Forest Rose Education Association	Franklinton Prep. Academy Ed. Assoc.
Hilliard Education Association	South-Western Education Association
Whitehall Education Association	

Unit 8 UniServ – Diana Watson, LRC
Sherri Lawrence, Administrative Secretary

Gahanna Jefferson Education Association	Hamilton Local Education Association
Plain Local Education Association	Upper Arlington Education Association
Westerville Education Association	Westerville Education Support Staff Assoc.



Who We Are

OEA represents 121,000 teachers, faculty members and support professionals who work in Ohio's schools, colleges and universities to help improve public education and the lives of Ohio's children. OEA members provide a wide range of professional education services in communities throughout the state.

Our members teach in kindergarten classrooms, high school labs and university halls. They counsel adolescents and help students carve out career aspirations. We coach athletes and transport students to and from the schools and extra-curricular events. We provide professional services to benefit students, schools and the public in virtually every position needed to run Ohio's schools.

OEA members are dedicated to children and public education. Since 1847, the OEA has been working to make schools better and improve public education. Our association is dedicated to working in partnership with parents, community leaders and elected officials to help Ohio's children and improve public education.

We are the OEA —

Leading the Way for Children and Public Education



OEA Core Values

Our Core Values represent our Association's most deeply held beliefs. They are the fundamental forces that drive us. They are what we believe, and they are why we act with passion and steady commitment. Core values give us guiding principles.

We Believe In:

Democracy – The foundation of a strong democracy is high quality public education, which is essential for an educated citizenry.

Collective Action – When we unite as one voice, we are strong advocates for learners and our profession.

Fairness – A high quality education, accessible to all, promotes a fair and just society.

Inclusion – We respect and embrace the diversity of all communities.

Integrity – By holding ourselves to the highest standards, we promote good citizenship and maintain the public trust.

Professionalism – Professional judgment and expertise of educators are critical to student success. Educators deserve the status, compensation and respect due all professionals.



See our website: <http://www.ohea.org/core-values>

What is eDues?

eDues is an easy, convenient alternative method to pay your United Education Profession (UEP) dues other than by payroll deductions. It is an online self-enrollment program that allows dues to be paid from a checking, savings or credit card (Visa, MasterCard, Discover or American Express). eDues may be established as a one-time payment or bi-monthly draws on the 1st and 15th of each month starting October 1st.

- **Alternative method to pay your dues.**
- **Safe, secure and easy.**
- **Simple enrollment process.**
- **One-time or bi-monthly draw.**
- **Payments automatically deducted from checking or savings account or charged to a credit card.**
- **No additional cost for this service.**

A member who previously enrolled in eDues for a prior membership year does not need to enroll again. Those members will continue as an eDues participant from year to year. They should be aware their deduction amount may be changed due to any changes in dues amount for the year. These individuals will receive a confirmation letter from OEA with all details.

Continuing membership guarantees the continuation of your liability insurance, your legal representation, and your member benefits while protecting your rights, your benefits, your retirement, and YOUR job! For more information contact the OEA Membership Department at 1-800/282-1500 extension 4056 or membership@ohea.org. You may also contact your local association representative.

Am I eligible?

Yes, if you are a member of one of the locals listed below:

Fairbanks Education Association
London Education Association
North Union Education Association
West Liberty Salem Education Association

Jonathan Alder Education Association
Marysville Education Association
West Jefferson Education Association

What do I need to complete the process?

- Your Member 10 Digit ID # which can be found on your membership card or in the address section of the Ohio Schools Magazine you receive. You may also contact your local treasurer for this information.
- Your home address and zip code that is on record with OEA.
- A non-work, active email address.
- The Account Number that appears on your credit card or bank account. When using your checking account you will also need your bank routing number.
- When using your savings account, check with your banking institution to find the routing number and to make sure this account is eligible for automated withdrawals.

[CLICK HERE TO BEGIN!](#)



Starting Smart

All of us have too much to do and far too little time in which to do it. Here are some short tips on dealing with time management issues. Follow these guidelines and you can reduce your stress level significantly!

- Get reading materials early
- Share stories; sharing and reading activities
- Talk with experienced teachers
- Work with other teachers to determine supplies that will be needed
- Don't make major life changes
- Create schedules and routines for school and home
- Face up to common fears such as lesson preparation, observations and evaluations, and working with administrators and parents

Helpful hints:

- Gain computer experience
- Build colleague relationships
- Volunteer in the community and in your school district
- Take time to talk with parents
- Ask for volunteers
- Keep good records
- Create shared activities
- Call parents with good news
- Do long-range planning
- Create discipline and homework policies

Useful addresses:

National Education Association

<http://www.nea.org>

NEA offers resources galore, including the popular **Works4Me** site:

<http://www.nea.org/helpfrom/growing/works4me/library.html>

Works4Me features an archive of classroom tips and an e-mail subscriber list.

Ohio Education Association

<http://www.ohea.org>

ProQuest Information and Learning

<http://www.proquestk12.com> Curriculum support, homework help, product news bulletins, funding guides, training center

Camp Internet's Teacher to Teacher Resource Center

<http://www.rain.org/campinternet/>

Cool Stuff Educational Resources on the Web

<http://www.pacificnet.net/~mandel/EducationalResources.html>

National Center for Research on Teacher Learning

<http://ncrtl.msu.edu/>

The New York Times Learning Network

<http://www.nytimes.com/learning/>

The New York Times Learning Network is a free service for teachers, students in grades 3-12 and their parents. Teachers can access a daily lesson plan based on current news that can be printed out for classroom use.

Schrock's Guide for Educators

<http://school.discovery.com/schrockguide/>

Kathy Schrock's Guide for Educators is filled with links to sites for educators on a wide variety of subject areas.

Reach Every Child

<http://www.reacheverychild.com/>

A collaboration of Horace Mann Insurance and Alan Haskvitz, a California teacher, this site features more than 5,000 resources arranged by subject area. Many are free or inexpensive.

FREE

<http://www.free.ed.gov/>

Describe your favorite free resource and your message could be featured on the FREE (Federal Resources for Educational Excellence) home page, the most popular K-12 page on the U.S. Department of Education site.



OEA Facebook Site: www.facebook.com/OhioEducationAssociation

OEA Twitter Feed: www.twitter.com/OhioE

Making Time Work for You

Here are a few tips for making the most of the school day while finding time for yourself:

Look at the day as a whole rather than as segments. Plan your instruction around themes and integrate the curriculum wherever possible. Also, look at what activities could be combined to save time.

Remember that lessons don't always have to be taught "by the [text]book." No one expects you to cover every page.

- One idea is to plan a week at a time, in general rather than specific terms. Perhaps your one-week strategy is to cover Chapter 9. During that week, you can plan numerous activities connected with Chapter 9, though not necessarily in a rigid sequence.
- If you are an elementary teacher, you might think of your classes as belonging to three groups: communication, problem-solving and life skills. Give blocks of time to each area.
- If you don't finish today's objective today, don't worry about it. There's always tomorrow.

Think of your "to do" list as an "I did it" list. Start each week with a general plan, broken into the tasks to be completed to accomplish your goal. Prioritize the list and as you complete each task, check it off. At the end of the day, allow yourself to feel a sense of accomplishment as you look at the visual reminder of all you did get done.

Use templates whenever possible. One time saver to use when making out your schedule is to make up one chart at the beginning of the year, grading period, or semester, with all "givens" (such as lunches and special classes) already marked on it. Then make enough copies to last you for the term.

Set up routines at the beginning of the year. Routines are especially helpful for maintaining order and saving time at the beginning of the day and when coming back from breaks.

- Elementary teachers might want to have a "Check-In" board. Student names are listed on the board, with two library card envelopes pasted next to each name. Each student has two cards: one for attendance and one for their lunch preference. The attendance card is marked "In" at one end and "Out" at the other. The lunch card is marked "Hot Lunch" at one end and "Out" at the other. Each morning as students come in, they simply "check in" at the board, at the same time indicating whether they will be buying lunch or just milk.
- Once you have your final student list in alphabetical order, assign a number to each student. Make it clear that anything the student hands in needs to have his or her name and number on it. Graded papers can then be easily put in order for quick recording in your grade book.

- Try using an "answer column" system to make it easier to grade quizzes and tests. The student marks a column on the right side of the paper. All answers are then written, in order, in the answer column.
- Have "finished work" boxes on your desk. These can be color-coded or otherwise marked to indicate group or subject.
- Post a list of activities students can choose to engage in when they have completed an in-class project or test early.
- Try having an extra chair next to your desk. Students can then sit quietly while waiting for you to acknowledge them.
- Set up a class cleanup time. Assign tasks to teams of students and set aside the last five or ten minutes of each day for getting the classroom in order.

Practice the art of stealing time. While time in the classroom belongs to your students, correct papers or complete reports while the class is working on individual activities.

- Try making a list of routine jobs and assign them to students. Rotate jobs.
- Make grading papers a learning activity by having students correct each other's work during the class period. Immediate feedback to students is beneficial at all levels.
- Assign "proofing buddies." Each student is responsible for checking his or her own work as well as that of his/her "proofing buddy" before papers are turned in to the teacher. This gives students the opportunity to correct careless mistakes and can end up saving you a great deal of correcting time.

Enlist the help of parents. Make a list of your routine clerical tasks as well as the average amount of time required and frequency of each. Post this at your first Open House and ask for volunteers.

Take advantage of the experience of your colleagues. Make it a point to get to know one or two experienced teachers in your building. Learn from their mistakes, listen to their advice and ask them about some of your more difficult classroom problems. You'll feel less alone and more able to cope.

Build relationships. Take the time to say hello to other important people: the librarians, secretaries, counselors, school nurses, cafeteria workers and custodians.

Some things to do for yourself. The classroom should be set up not just for the comfort and convenience of your students. Since it is where you spend most of your waking hours, try to make it as comfortable and pleasing to you as possible. Here are a few ideas:

- Try enlarging your work area by putting another desk or a table next to your desk
- Bring a small radio to listen to when students aren't present
- Keep plants or flowers on your desk
- Post pictures and poems or sayings that have special meaning to you

Carve out some time for yourself each and every day-at least an hour. Don't take loads of work home if you don't have to. You'll be more productive and less tired if you come early or stay late and leave the evenings for yourself, your friends and your family.

Building Your Professional File

Now is the time to start your PROFESSIONAL FILE and keep records of your professional history. You will need it while employed here and may need it to establish your teaching experience if you take a future job in another district. Here are some items to include:

- Copy of the Collective Bargaining Agreement between your local association and the Board
- Copy of your individual employment contract and any supplemental contracts
- Copy of your college transcript and any future transcripts for additional coursework you may complete
- Copy of certificate or license
- Copies of all observations and evaluations done by the administration
- Copies of enrollment forms in insurance programs
- Personal record of sick leave and personal leave usage
- Copies of any personalized correspondence from the administration to you or from you to the administration
- Copy of all documents in your personnel file
- Record of assaults, violence, or theft
- Record of student problems, discipline used, or actions taken
- Record of seminars, conferences, workshops, or other in-service training

Confronting Discipline Issues

Over the past few decades, educators have been placed in the middle of a struggle between traditional views of classroom discipline and the more humanistic approach.

But many educators today feel that the best of both the traditional and the humanistic approaches can be effectively combined. They feel that the goal of any discipline program should be to help students develop self-discipline, while providing necessary structure and keeping classroom disruptions to a minimum.

Effective classroom management depends greatly on the degree of cooperation among several groups - from the district administration and the school principal to the parent and the individual classroom teacher.

In order for the efforts of the individual teacher to work, it is essential to have a systematic, district- or school-wide policy of discipline. It is also essential to have a principal who helps teachers maintain classroom discipline by providing a dependable system of support and in-service training for teachers, and the opportunity for teachers to coordinate their actions.

When individual teachers are confident that parents are aware of the school's discipline policy and that the administration will back them up in their efforts and will follow through on the agreed-upon policy, they are then more likely to take action as it is needed. When this happens, students are more likely to see the system as fair and consistently applied.

But what can you, as the individual classroom teacher, do to maintain student behavior?

Preventing Discipline Problems

Try to keep the physical environment conducive to learning as much as possible. The temperature, ventilation, and lighting of the classroom should be adequate and comfortable.

Get the year off to a good start.

- Learn your schools and district's policies toward discipline before the first day of class. It is important to know what the school's expectations are for both the teacher and the student and to convey those to parents in your early communications with them. It is especially important to know your district's policy toward ***corporal punishment*** before taking any action in this regard.
- Discuss your expectations with students. Establish classroom rules or guidelines early.
- Plan for plenty of instructional time and activities (as opposed to "busy work"). This will

reinforce with students that you are "in control" and have all bases covered.

- Learn your students' names as early as possible. Devise a seating arrangement to help with this. Referring to students by name lets them know you care about them as individuals and is much more effective when correcting student behavior.

Be firm and fair. Firmness should not be equated with harshness. Being firm means using an emphatic voice, looking directly at the student and, if necessary, moving toward the student.

Be consistent in your application of classroom and school rules. Consistency in dealing with disruptive behavior is crucial if students are to view the teacher, and the system, as being fair.

Acknowledge the diversity and individuality of your students. Be aware of the different learning and communication styles, preferences and tendencies, and ethnic backgrounds of your students. Allow for various abilities and interests in making assignments.

- Draw your students out in conversation, letters of introduction, etc., to discover interests, aptitudes and attitudes
- Do not require the same response of every pupil
- Give each student the chance to feel important and useful by performing some constructive service for the teacher or for the group
- Let each pupil feel your genuine interest in him or her

Recognize situations which can lead to discipline problems.

- Tardiness to class - Insist on promptness. Do not be lenient
- Delay in taking attendance - Roll call is another signal to students that class is beginning
- Disorder in the classroom - The class must begin work when the bell rings. Quick drill lessons or tests at the beginning of the period will encourage students to get to work quickly
- Student difficulty in mastering developmental tasks - Each age group has a certain set of social and behavioral skills that students are striving to master. If a student is having difficulty with a particular developmental skill, this leads to frustration, which often leads to discipline problems. It is very important for the teacher to be able to identify these problems as they occur and to help the student overcome them before they lead to other problems

Dealing with Disruptive Behavior

No matter how dedicated you are to good classroom management, you can't prevent all disruptive behavior. Kids will talk, swear, fight, push and carry weapons, in spite of rules. The question is, "What do you do about it?" Again, you must first be aware of the discipline policies of your school building and your district, especially with regard to corporal punishment, before a discipline problem arises.

Here are a few general guidelines for dealing with classroom disruptions:

- Don't take it personally. Likewise, avoid making reprimands personal
- Avoid sarcastic remarks
- Don't threaten actions with which you will not or cannot follow through. If you state a consequence for a specific behavior, enforce it
- Be specific. Refer to the disruptive student(s) by name and specify the misbehavior and the preferred behavior
- When a situation threatens to get out of hand, immediately remove the student(s) from the classroom, if at all possible, without losing sight of your class. Removing the audience from the picture will often defuse the situation. If necessary, ask someone else to supervise your class while you take care of the problem
- Don't hesitate to ask for the help of other professionals in your building when dealing with serious student problems. These could include other teachers, counselors, psychologists, or your building principal

Disobedient and Insolent Students

Ask him/her to leave the room immediately, but be definite as to whether the pupil is to wait outside the door for you or report to the dean, counselor or principal.

Maintain your poise and continue with class. Do not permit a student to break up a class by quarreling with him or her or by forcing an issue.

Never argue with a student. Correction of a problem must be completed before the student returns to the classroom.

The clown, showoff, or interrupter should be corrected audibly in class. The pupil's attitude can be controlled by an impersonal attitude on the part of the teacher who holds consistently to the classroom standard of good conduct.

How to React to Classroom Disruptions

Leave things alone when a brief and minor disturbance occurs with no danger of its continuing or interrupting learning.

End the action indirectly when learning is disrupted or it looks as though someone may get hurt. Let the student or students involved know you're aware of what's going on through expression or quiet action.

Give the matter closer attention when a high level of emotion is evident. Ask the disruptive student(s) what's going on and respond appropriately. Again, providing a one-on-one exchange by immediately removing the student(s) from the room will allow you to more quickly determine what the problem is before a full-blown altercation occurs.

Give clear directions. When a situation threatens to get out of hand, making learning impossible or risking harm to someone, spell out directions clearly. Explain to the student(s) involved the consequences of his or her actions and let them know you will follow through.

Track student progress by keeping a record of the individual's behavior. This is one way of checking out the effectiveness of your discipline methods.

Give positive feedback.

- When you've noticed an improvement in a student's behavior or attitude, let him or her know you're aware of it and inform the parents
- Call attention to the positive behavior and accomplishments of all of your students. All of us need to hear what we're doing "right" and this can serve as a powerful reinforcement of the behavior you would like to see in the classroom

Keep good records. Keep a log of serious discipline problems, including actions taken.

Schedule conferences as needed. These include student-teacher conferences, parent-teacher conferences and/or follow-up conferences with parents, on the phone or in person.

- Don't wait too long before asking for a conference. An early conference can be a very effective way to prevent more serious problems from occurring
- Consider meeting with the principal, psychologist, or guidance counselor prior to the conference. In addition to giving you suggestions on how to handle the situation, these individuals can provide you with background information that may give you a better understanding of the student and his or her problems
- See "Planning Successful Parent-Teacher Conferences"

What If You Are Assaulted At Work?

There are times when being a public employee has its disadvantages. One of these times is when an assault occurs. Trying to cope with the incident is frightening enough, and then there are numerous other issues to address. If you are the victim of an assault on school property or a school-related function, the following procedures are recommended.

- Contact the proper school authorities
- Contact your local association president
- File all appropriate police reports. Press charges against the assaulting student(s) or others
- Go to a doctor. Get a doctor's statement if there is even a remote possibility of personal injury
- Take pictures, if relevant, and possible, of injuries or property damage
- Determine your rights to Assault Leave under the collective bargaining contract
- Avoid talking to anyone representing the student or others without prior counsel
- Inquire from your employer which papers and forms are necessary for possible Workers Compensation Claim
- Write down as soon as possible after the assault incident all particulars of the situation, including names, witnesses, date, time(s), location, and general conditions
- Contact an attorney to consider a civil claim. Any person who has been willfully and maliciously assaulted by a minor may recover up to \$10,000 in compensatory damages from the parents having custody of an unmarried child under the age of 18
- Remember OEA members are covered by the OEA/NEA Legal Services Program if charges are filed against you (*found in the Member Resource guide*)



Planning Successful Parent-Teacher Conferences

There are several ways in which parent-teacher conferences can help students succeed:

- They involve parents in their child's education
- They show students that you are on a team with their parents
- They allow you to work with parents to find approaches that best meet a child's needs

Here are some tips for successful meetings with parents or guardians:

Don't wait to make contact until it's time to schedule a conference. Send parents/guardians a memo or newsletter when the school year starts or even prior to the start of school. Let them know what their child will study during the year. Outline your policies with regard to homework and missed tests, how to report absences, and how to request make up work for an absent student. Also, let them know how they can contact you to talk about their child. Make an effort to communicate with parents/guardians on a periodic basis throughout the school year.

Start an anecdotal record for students with serious behavioral or learning problems. This will come in handy during parent-teacher meetings, when writing special help requirements, or when explaining the situation to a nurse, counselor, or principal.

Schedule adequate time. Remember to allow yourself enough time to write notes after one meeting and before the next conference begins. You might also consider (with administration sign-off) making your conference schedule less hectic by holding a few meetings the week before or after the official parent-teacher conference week.

Try scheduling your conferences at unconventional times and places. For families in which both parents are working outside the home, it can be very difficult to meet during the normal school day. Likewise, if school was not a positive experience for a parent, he or she may be reluctant to go into a school building. Consider the special needs of parents and, if your administration grants approval, try to set up conferences at times and places that will be convenient and comfortable for them.

Consider making up a fact sheet about your classroom to give to parents at the conference. This would reiterate for parents your expectations and important due dates as well as your policies on late homework, absences and make up work.

Make parents or guardians feel welcome. Post a sign outside the room with your name, the room number and your conference appointment schedule clearly marked. If possible, set up an informal "waiting area" just outside or in a corner of the room with a table and chairs and possibly a couple of magazines or books that you are currently using in class. You might also

leave pencils and paper, along with a note for waiting parents asking them to jot down anything they would like to bring up at the conference.

Arrange for special assistance in advance. If, for example, the parents of a student have difficulty with English, you might arrange for someone who speaks their native language to be present at the conference. If a parent is hearing impaired, arrange to have someone fluent in sign language available during your meeting.

Set a positive tone. Try to arrange conference-style seating, rather than sitting behind your desk. Open with a positive statement about the child's work habits, interests, or abilities. Wherever possible during the conference, include good news about the student.

Be specific. When commenting on positive or negative aspects of a student's work, use specific examples. Have samples of the student's work to show the parent.

Don't use education jargon. Try to avoid using terms such as "outcome-based education" or "site-based decision making" without explaining what the phrases mean. Remember that it has probably been awhile since most parents were in school themselves and much has changed since then.

Ask for the parents' or guardians' opinions. Parents/guardians may have ideas about why their child acts a certain way or has problems with a particular subject. They may be able to explain situations or events in the student's life that might affect schoolwork. Ask if there is anything they want you to know about their child to help you in the classroom.

Take a problem-solving approach. Focus on the child's strengths throughout the conference and frame any difficulties as "areas of need." Focus on what you and the parents or guardians can do to help with any problem areas. Plan a course of action.

Stress cooperation. Let parents know that you want to work together to help their child succeed. Listen to their concerns and try to structure approaches that meet their needs, your needs and-most importantly-the student's needs.

End on a positive note. Be sure to end the conference on a positive note, summarizing the actions each of you will take. Offer to meet again. Be sure to thank the parent for coming in.

Keep a record of the conference. Keep notes that summarize your conversations. Include specific suggestions for improvement that were discussed during the conference. You might also consider making carbon copies of notes made and actions agreed upon during the conference so that the parents can have their own record to take home.



Preparing for a Substitute Teacher

Preparing for a substitute teacher is always challenging. But if preparing for a substitute is difficult, being one is even more so, since substitute teachers are often expected to step directly in and go on as though the teacher were there.

Some pointers to help you prepare for your sub:

- **Find out the district policy regarding substitute teachers.** What are you expected to leave for them? What are they expected to do? What are they not allowed or expected to do?
- **Establish a substitute teacher folder** and leave it on your desk where it can be easily located.
- **Keep your lesson plans up-to-date and complete.** A good substitute will be able to come in and "wing it," but it is much easier to manage a classroom if plans are available. Try to leave detailed information concerning the location of materials.
- **Leave the following information for the substitute:** a seating chart, a copy of your discipline policy, a listing of school staff (principal, secretary, custodian, librarian, nurse, other teachers who can help).
- **Ask a colleague to check in on your substitute occasionally** through the day to see if the substitute needs anything or has any questions.
- **Show your substitute appreciation and support.** If a substitute does a good job in your classroom, ask him or her (if permitted) to sub for you the next time. Thank them for the good job they do. Conversely, if you have a problem with something a substitute did or didn't do, discuss it with him or her when the opportunity arises. Often it is nothing more than a misunderstanding about instructions. Support your substitutes with the students. ***Look at your substitute teacher as a partner in the education process.***

Professional Activities Log

(Reproduce as needed for your portfolio.)

[illegible]

Leave Records

Sick Leave Days

	(YEAR)			(YEAR)			(YEAR)		
MONTH	Earned	Used	Date	Earned	Used	Date	Earned	Used	Date
September									
October									
November									
December									
January									
February									
March									
April									
May									
June									
July									
August									
TOTAL									
BALANCE									

Personal Leave

(YEAR)			(YEAR)			(YEAR)		
Earned	Used	Date	Earned	Used	Date	Earned	Used	Date

Benefits of Membership

Combined, OEA and its parent organization, the National Education Association (NEA), offer an impressive array of services and benefits, providing members with financial gains, legal representation and protection, and professional development, as well as resources and programs.

Legal Representation and Protection

Membership in OEA/NEA provides you with:

OEA/NEA Legal Services Plan

Educators Employment Liability Insurance provides you with:

- \$1 million in coverage for civil claims brought against you, representation or reimbursement for the defense of criminal charges*
- OEA/NEA Legal Services Program for the defense of your employment rights, including retirement interests*
- OEA/NEA Attorney Referral Program, which provides you quality legal services for personal matters at reduced rates*

*Note: Terms and conditions of coverage are set forth in program documents. Contact your OEA Labor Relations Consultant to obtain additional information.

Representation

OEA/NEA membership provides you with:

- Protection of your retirement interests
- Your Labor Relations Consultant provides direct assistance to your local association and, when appropriate, personal representation to you in employment-related issues.
- Representation before state agencies such as the State Board of Education, the Ohio Board of Regents, and the State Employment Relations Board and Ohio Statehouse

Professional Development

OEA and NEA provide you with:

- Information about your profession and the activities of your local association through publications such as *Ohio Schools* magazine and *NEA Today*, as well as OEA (<http://www.ohea.org>) and NEA (<http://www.nea.org/index.html>) websites
- Leadership in dealing with major state and national education issues
- Access to the NEA Professional Library at the following website: (<http://www.efastcom.com/NEABookstore/control/main>) which offers valuable resources for continuous improvement of your professional skills and innovation in the workplace
- OWL.org (<http://www.nea.org/index.html>) to provide members with practical tips, strategies and educational materials
- Works4Me (<http://www.nea.org/tips/index.html>), providing weekly classroom tips from fellow educators

Economic Benefits

OEA has a proven track record of achieving higher pay, improved benefits, better working conditions, and protection of retirement interests. Such gains have been made possible through years of skillful negotiations with school boards and lobbying efforts by OEA.

Through NEA Member Benefits (<http://www.neamb.com>), members are also eligible for substantial savings through insurance programs, annuity and mutual fund programs, home financing and higher education loan programs and credit card programs.

By taking advantage of just one or two NEA Member Benefit programs, you can often recover the entire cost of your annual dues.

Members Now Save Even More with Access

In addition to financial incentives offered by NEA Member Benefits, OEA members can also take advantage of Educator Access. A money-saving OEA program available only to association members, Access offers savings opportunities at thousands of businesses and services.

All OEA members will receive a plastic OEA membership card that will allow them to log on to a special members-only area of the OEA website. The card provides simple instructions for logging on to receive discounts for hotels, restaurants, cruises, car rentals, recreation, shopping, travel and more. Using the OEA membership card, members can save hundreds of

dollars a year in coupons, discounts and promotions. Find out more about NEA Member Benefits and Educator Access.

How to Join

When you become a member of OEA/NEA, you automatically become a member of four separate but united organizations--your local, district, state and national associations.

These organizations work together to give members the comprehensive protections for which OEA is famous. OEA/NEA membership pays for itself the first year, the second year and over a lifetime of employment.

For more information on how you can join Ohio's premier education association talk to your local association officers, building representative, or local association membership chair (see below).

Local Leadership Information

President _____

Vice-President: _____

Secretary: _____

Treasurer: _____



KNOW YOUR CONTRACT



LABOR RELATIONS CONSULTANT: BRET BENACK

What do teachers do every day? Good question.

Teachers make students wonder; question; work hard; apologize; write; read, read, read; do all their work in math.

In essence teachers make a difference every day.

To this end, we ***strongly suggest*** that you take the time to read your contract. Remember, the language in this contract are your terms and conditions of employment. It is ***YOUR RIGHT*** that has been ***MUTUALLY AGREED UPON***.

If you have any questions or concerns, please contact your Association President, Vice-President, or Labor Relations Consultant.

REPRESENTATION – “WEINGARTEN” RIGHTS

Employees have the right to union representation at an investigatory interview -- if the employee reasonably believes the investigation at the interview will result in discipline. The employee must CLEARLY REQUEST representation in order to claim this right.

1. An employee's right to representation in an interview applies to situations where the employee reasonably believes the investigation at the interview will result in discipline. In this kind of situation, the employee is entitled to union representation;
2. The employee **MUST CLEARLY REQUEST** representation in order to claim this right (there is no right to representation unless an employee requests it and the employer has no duty to inform the worker of this right);
3. An employer does not have to grant a “Weingarten” request; once an employee makes a request for union representation, an employer has three options:
 - a. The employer may grant the request;
 - b. The employer may deny the request and stop the investigatory interview immediately;
 - c. The employer may give the employee the option of continuing the interview without a representative or discontinuing the interview;
4. There are limits on Weingarten rights, the most important being that these rights only apply to “investigatory interviews.” If an employer has already made a decision to discipline and the interview is only for the purpose of informing the employee of that decision, then the meeting is a “disciplinary meeting,” not an “investigatory interview” and there is no legal right to union representation. However, even though there is no legal right to have union representation at the time discipline is imposed, many local unions have negotiated this right in their contracts.

DUE PROCESS – “LOUDERMILL” RIGHTS

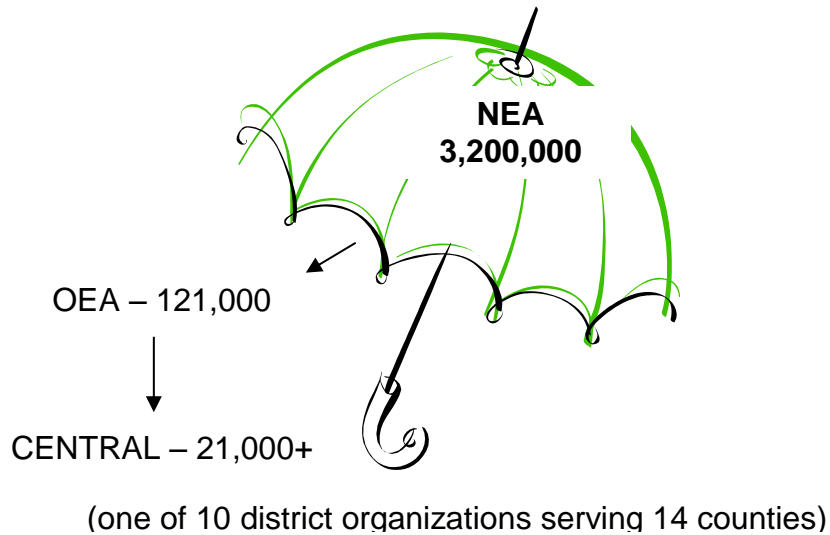
The employer may not take the employees’ property without due process of law. The contract gives the employees property interest in their jobs.

In a decision announcing a Constitutional right for public employees not possessed by private employees, the United States Supreme Court in Cleveland Board of Education v. Loudermill held that most public employees are entitled to a hearing before they are discharged. However, the “hearing” is not a full evidentiary hearing and need not include the opportunity to cross-examine your accusers. All that is required is:

1. Oral or written notice of the charges and time for hearing;
2. An explanation of the employer’s evidence; and
3. An opportunity to present “his side of the story.”

Since the issuance of the Loudermill decision, the lower courts have strictly limited the remedy for Loudermill violations. Specifically, an employee deprived of his Loudermill rights is not entitled to reinstatement if the employer can prove that there was just cause for the discharge in any case.

National Education Association



1. Member Services

Communications – Publication/Ohio Schools, dealing w/the media; Member Matters, monthly online publication.

COMPAC (Communication and Political Action): assist with campaigns, crisis training, dealing with the media, helping w/power studies, variety of other trainings.

News & Views, dealing with workshops & discounts.

2. Education Policy Research and Member Advocacy (EPRMA)

Addresses current certification/licensure issues in education: OTES, Value-Added, Alternative Compensation, Special Ed. Issues, Licensure, Professional Development, charter school, Closing the Achievement Gap, Code of Professional Conduct, Ed. Standards; Monitor State Boards and State-level Commissions relevant to members' interests.

3. Governmental Services

Candidate Screenings and Endorsement

OEA ACE (Advocates for Children and Education) Program

OEA Division of Higher Ed

OEA Legislative Receptions

OEA Member Candidate Training Program

OEA Member Lobby Days

4. Information Systems & Research

Information Systems

OEA website (see sample home page)

DIY website – assistance to locals to create their own website
Research – vital piece in bargaining
GFA (general fund analysis)
Salary Simulation
Data for comparison w/other schools
Contract database
Arbitration database
Bargaining Handbook
Insurance research

5. Legal Services – 4 areas

- A. LSP – Legal Service Plan
- B. EEL – Education Employment Liability
- C. Association Liability Insurance
- D. Attorney Referral Program – two, free 30-minute consultations (per membership year)

6. Program Delivery

Consultant 24/7 – answer questions, link to legal services, contract enforcement and protection of member rights
Grievance procedure
Arbitration proceedings, negotiations, hearings, briefs
Complaints
Labor Management Committee

Bargaining – all facets of
Research available (GFA, Sal Sim)
Current issues
Assistance w/contract language
Training in types of bargaining
Assistance in crisis situations

Trainings – collective bargaining, new building reps, grievance processing & advocacy, new presidents' training/manual, community outreach (Central OEA/NEA Summer Leadership Conference, Treasurers' Workshops,), OEA/NEA Representative Assembly.

Organizing
Development of an organizing budget
Building Effective Locals

Crisis Response Team

CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

The National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator –

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.

4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation unfairly –
 - ❖ Exclude any student from participation in any program
 - ❖ Deny benefits to any student
 - ❖ Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principal II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional services.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator –

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

CODE OF ETHICS OF THE EDUCATION PROFESSION

- *Adopted by the 1975 Representative Assembly*
- *Amended by the 2010 Representative Assembly*



OEA Crisis Response Team

Who They Are

The Ohio Education Association Crisis Response Team serves OEA members in a unique way by responding to crisis situations such as school shootings and natural disasters. Our group consists of twelve (12) OEA staff, three (3) OEA staff retiree, one (1) OEA member and her animal-assisted therapy Yellow Labrador, Bella.

Our History

The group was formed by seven (7) OEA staff in January of 2000. We received training from a Pennsylvania State Education Association member in 2000 and underwent a week-long training conducted by the National Organization of Victim Assistance (NOVA) in 2001. NOVA training has been provided to the additional team members as they join the team.

We have responded to two (2) crisis situations involving the killing of OEA members—one in Gallia County in 2001 and one in Zanesville in 2002, and to other crisis situations in the Yellow Springs, Lancaster, Carrollton, Bowling Green school districts, Northwest State Community College, and Stark County Board of MR/DD, Barnesville, Chardon, Newtown, and Warren Community since 2002.

During the past few years, we have made presentations on school safety and crisis response at the NEA Mid-Atlantic Conference, NEA Northeast Conference, NEA National Conference of State Education Associations, NEA Uniserv National Skills Training, NEA State Executive Officers Conference, and the Ohio Association of Elementary School Administrators and eight of our members attended NEA's Crisis Response Team Conferences in Washington, D.C. and in San Francisco, California.

How They Operate

Assistance may be provided when there are acts of violence or disasters which affect OEA members and their students, and which occur at a school site or event. We can also provide training on the Regional or Uniserv Council level dealing with the evaluation of school district crisis plans.

The local association, the Labor Relations Consultant or, or the school administration may initiate the request.

Requests may be made by contacting Kim Lane at (440) 639-1300 or 1-800-686-4228.

We have formed a partnership with the Ohio chapter of NOVA (National Organization for Victims' Assistance) and the Ohio Association of Elementary School Administrators. We have participated with the Ohio Office of Homeland Security and other state and national crisis responders to prepare Ohio's schools for crisis situations.



Members of the Team

Kim Lane, Chair; Marla Bell; Kim Borzyn; Darren Klum; Demetrice Davis; Don Dalton; Betty Elling; Stuart Graham; Lori Morgan (OEA member); Dan Mueller; Sam Radel; Renee Townley; Tom Williams (member emeritus); and Bella (animal-assisted therapy dog).



Resident Educator Licensure Structure

License	Requirements	Duration	Renewal
Resident Educator License	<ul style="list-style-type: none"> Bachelor's degree from an accredited teacher preparation program 	4 years	<ul style="list-style-type: none"> May be extended by the State Board of Education on a case-by-case basis
Professional Educator License (Equivalent to current 5-year license)	<ul style="list-style-type: none"> Bachelor's degree from a regionally accredited institution of higher education Successful completion of the Resident Educator Program 	5 years	<ul style="list-style-type: none"> Six semester hours or equivalent for renewals through LPDC May renew indefinitely through LPDC Requirement for 30 semester hours or master's degree for 2nd 5-year renewal is eliminated.
Senior Professional Educator License	<ul style="list-style-type: none"> Master's degree from a regionally accredited institution of higher education 9 years teaching experience with at least 5 years under a professional/permanent license/certificate Master Teacher designation 	5 years	<ul style="list-style-type: none"> To be determined by the Educator Standards Board
Lead Professional Educator License	<ul style="list-style-type: none"> Master's degree from a regionally accredited institution of higher education 9 years teaching experience with at least 5 years under a professional/permanent license/certificate Master Teacher designation plus Teacher Leader endorsement Or Active National Board Certification 	5 years	<ul style="list-style-type: none"> To be determined by the Educator Standards Board

The ESB licensure committee carried out deep discussion about the criteria for the Lead Professional Educator License, which must meet the standard of law requiring that the educator demonstrate practice at the distinguished level of teaching according to the Ohio Standards for the Teaching Profession. While it is in HB1 that active National Board Certification counts as demonstration of practice at the distinguished level for the Lead Professional license, other paths that demonstrate distinguished practice must be established for those educators who have not earned or who will not seek National Board Certification. The Master Teacher path alone is not sufficient for demonstrating competency for the Lead Professional license, so the Educator Standards Board included the Lead Teacher endorsement at the top licensure tier.

It is possible that as Ohio builds a more robust standards-based profession, there will be additional tools, processes, and opportunities to validly demonstrate the level of practice required to obtain the Lead Professional license. Please keep in mind that in addition to meeting the distinguished level of performance requirement, the path to the Lead Professional License must be manageable, sustainable and at the same level of rigor as the other paths.

As you review the criteria below, please note: The Master's Degree requirement is in statute for both the Senior Professional and Lead Professional licenses, and the nine years of teaching experience requirement (four years teaching under a residency license and five years teaching under a Professional license) has already been established.

Senior Professional	Lead Professional
<ol style="list-style-type: none"> 1. Master's Degree from a regionally accredited institution of higher education (in classroom teaching or area of licensure) 2. 9 years teaching experience under a standard teaching license with at least 5 years under a professional/permanent license/certificate (years of service = STRS requirement of 120 days) 3. Complete Master Teacher Portfolio 	<ol style="list-style-type: none"> 1. Master's Degree from a regionally accredited institution of higher education (in classroom teaching or area of licensure) 2. 9 years teaching experience under a standard teaching license with at least 5 years under a professional permanent license/certificate (years of service = STRS requirement of 120 days) 3. NBCT – active certification; OR Master Teacher plus Teacher Leader Endorsement

OHIO ACRONYMS

AFL

Assessment for Learning: on-the-spot activities such as writes-to-think, exit cards, ABCD cards, thumbs up, etc. that help a teacher gauge student learning at a particular moment in time.

AIMS Web

This is assessment and progress monitoring tool administered by teachers that aligns to state benchmarking goals. Designed specifically to universally screen and progress monitor.

AYP

Adequate Yearly Progress. A federal mandate that holds schools accountable for the performance of subgroups, as well as all students, with goals for schools, districts and the state to meet or exceed the annual objective or make progress over the previous year with the ultimate goal of 100 percent of all students at or above proficient by 2013-2014 in reading and mathematics.

<http://www.ode.state.oh.us>, keyword search: *AYP*

ATLAS

This is an online curriculum map for all subject area K-12.

C&I CIA (Curriculum, Instruction, Assessment)

Curriculum and Instruction. An ODE office that provides leadership and technical assistance to internal and external customers for research and development, implementation and assessment, and continuous improvement of products and practices supporting standards-based education.

<http://www.ode.state.oh.us>, keyword search: *Curriculum*

CBM

Curriculum Based Measures. Method teachers use to monitor the progress of students in basic academic areas.

CCIP

Comprehensive Continuous Improvement Plan. A unified grants application and verification system that consists of a planning tool and a funding application.

<http://ccip.ode.state.oh.us/ccip/default.asp>

CRT

Criterion-Referenced Test. A test to measure how well a person has learned a specific body of knowledge and skills, for example, the tests people take (both the multiple choice and the on-the road test) to get driver licenses where one must receive a score which meets the criterion (the passing score) on each test, and Ohio's achievement and graduation tests, which are based on Ohio's Academic Content Standards.

CSD

City School District. An education district comprised of schools within a city.

<http://www.ode.state.oh.us>, keyword search: *School District*

DLT

District Leadership Team. This committee is comprised of district and building wide administrators and ETA representative. The focus of this group is to coordinate district improvement initiatives.

DRA

Developmental Reading Assessment. This assessment gives a teacher the strengths and weaknesses of student as a reader in grades K-8.

ELO

Extended Learning Opportunities. Activities such as after-school programs and summer school.

http://www.ccsso.org/projects/Extended_Learning_Opportunities/

EMIS

Education Management Information System. A statewide data collection system for Ohio's primary and secondary schools, including demographics, attendance records, course information, financial data and test results.

<http://www.ode.state.oh.us>, keyword search: *EMIS*

ESEA

Elementary and Secondary Education Act. A law, reauthorized under NCLB, designed to ensure that all students improve their academic achievements, including: low-achieving students in high-poverty schools; limited English proficient, migratory, neglected/delinquent and Indian students; students with disabilities; and young children who need reading assistance.

<http://www.ode.state.oh.us>, keyword search: *NCLB*

EYT

Entry Year Teacher. A program for providing direct assistance to Ohio's beginning teachers through mentors. <http://www.ode.state.oh.us>, keyword search: *YET*

FAPE

Free Appropriate Public Education. Special education and related services for students aged 3 through 21 that are provided at public expense without charge. <http://www.ode.state.oh.us>, keyword search: *FAPE*

HB

House Bill. A piece of legislation introduced into the Ohio House of Representatives. <http://www.legislature.state.oh.us/search.cfm>

HQPD

High Quality Professional Development. A type of professional development for teachers in public school districts (defined in Title IX, Section 9101 (34) of the federal No Child Left Behind Act), that is aligned with goals of a school district's CCIP, is sustained and ongoing, and is focused on higher student achievement levels. <http://www.ode.state.oh.us>, keyword search: *HQPD*

HQT

Highly Qualified Teacher. Core academic subject teachers who hold at least a bachelor's degree, are fully licensed by the state, and demonstrate content-area expertise in each subject they teach.

www.ode.state.oh.us, keyword search: *HQT*

HSTW

High Schools that Work. A school improvement initiative founded on the conviction that most students can master rigorous academic and career-technical studies if school leaders and teachers create an environment that motivates students to make the effort to succeed.

<http://www.ode.state.oh.us>, keyword search: *HSTW*

IACP

Individual Academic Career Plan. An online portfolio planning tool for academic and career decision making, and a repository for occupational, college, financial aid and assessment information from the Ohio Career Information System. <http://www.ocis.org/portfolio.htm>

IAT

Intervention Assistance Team. A building team designed to support students, parents and teachers with concerns about a student's academic process.

iLRC

Interactive Local Report Card. An interactive tool developed for parents, educators, lawmakers, community members and researchers to provide current and historical Local Report Card data, including test results, graduation rates, financial data and demographics.

<http://ilrc.ode.state.oh.us/default.asp>

IMS

Instructional Management System. Ohio's Web-based source for model lesson and unit plans, assessments, research and resources, standards-based education information and programmatic improvement recommendations to help teachers creatively teach Ohio's Academic Content Standards to improve student achievement in Ohio. <http://www.ode.state.oh.us>, keyword search: *IMS*

LEA

Local Education Agency. A public board of education or other public authority legally constituted within a state to either provide administrative control, direction or service functions for public schools. <http://www.ode.state.oh.us>, keyword search: *LEA*

LRC

Local Report Card. Report detailing indicators based on students' performance on achievement tests, rates of improvement on those tests, and student attendance and graduation rates.

<http://www.ode.state.oh.us>, keyword search: *LRC*

MASTERY CONNECT

Sharing common assessments aligned to standards, connecting in a professional learning community, and tracking student performance.

MAP

Measurement of Academic Progress. A computerized adaptive test, which helps teachers, parents, and administrators improve learning for all students and make informed decisions to promote a child's academic growth.

NAEP

National Assessment of Educational Progress. The Nation's Report Card, the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. <http://nces.ed.gov/nationsreportcard/about/>

NCATE

National Council for Accreditation of Teacher Education. A non-profit, non-governmental alliance of national professional education and public organizations that accredits colleges of education. <http://www.ncate.org/>

NCLB

No Child Left Behind Act of 2001. An education-reform law designed to improve student achievement and change the culture of America's schools by stressing accountability for results, with an emphasis on doing what works based on scientific research, expanded parental options, and expanded local control and flexibility. <http://www.ed.gov/nclb>

OAT

Ohio Achievement Test. Required assessment that measures students on what they know and are able to do in mathematics, reading, science, social studies and writing, with administration to students from third to eighth grade (replaced Ohio's proficiency tests). <http://www.ode.state.oh.us>, keyword search: *Achievement Test*

OCIS

Ohio Career Information System. A fully integrated, Internet-based career information and planning system with accurate, comprehensive and current occupational, postsecondary school and financial aid information. <http://www.ocis.org/>

OISM

Ohio's Integrated Systems Model. A tiered model of prevention and intervention for districts and principal-led building teams to use in addressing the academic and behavioral needs of all students at the school wide level, thus reducing the number of children who need more targeted and/or intensive intervention. <http://www.ode.state.oh.us>, keyword search: *OISM*

OPES

Ohio Principals Evaluation System

OTES

Ohio Teacher Evaluation System

PARCC

Partnership for Assessment of Readiness for College and Careers. A multi-state group working together to develop a common set of K-12 assessments in English and Math, anchored in what is needed to be ready for college and careers.

PBS

Positive Behavior Support. A term for affirmative actions that school districts and buildings use to assist students with behaviors that interfere with learning. <http://www.ode.state.oh.us>, keyword search: *Positive Behavior Support* or <http://www.pbis.org/main.htm>

PSW

Public School Works. A comprehensive, fully automated, risk management system, manages the safety compliance of today's public schools

RttT

Race to the Top. ODE's vision and mission to implement a system in which all students will graduate with the sense of purpose and be well prepared for college, work, and life.

SB

Senate Bill. A piece of legislation introduced into the Ohio Senate.
<http://www.legislature.state.oh.us/search.cfm>

SI

School Improvement. A status that indicates a building or district (Title I or non-Title I) has not met AYP for two or more consecutive years. <http://www.ode.state.oh.us>, keyword search: *School Improvement*

SIG

State Improvement Grant. A grant that provides supplemental allocations for special education to schools in Title I School Improvement status. <http://www.ode.state.oh.us>, keyword search: *SIG*

SLO

Student Learning Objectives. A SLO is a measure of a teacher's impact on student learning within a given interval of instruction. An SLO is a measurable, long-term academic goal informed by available data that a teacher or teacher team sets at the beginning of the year for all students or for subgroups of students. The teacher(s) and students work toward the SLO growth targets throughout the year and use interim, benchmark, summative, and formative assessments to assess progress toward the goal. At the end of the year, the teacher(s) meet with a principal or building team to discuss attainment of the SLO and determine the teacher's impact on student learning.

SLT

School Leadership Team. This committee is comprised of building administrators and school staff. The focus of this group is to communicate the DLT initiatives and coordinate school improvement initiatives.

SST

State Support Team. Works with districts using a tiered model of service delivery, with the lowest performing districts receiving the greatest intensity of services to increase student achievement. <http://www.ode.state.oh.us>, keyword search: SST

TBT

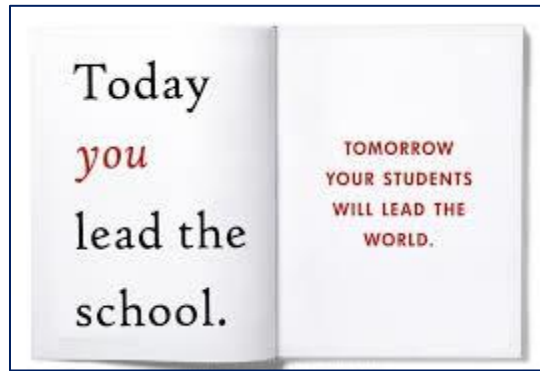
Teacher-Based Team. A group of same course or grade level teachers who collaborate to construct and evaluate curriculum and assessments.

Title I

Also known as: Improving the Academic Achievement of the Disadvantaged; Education for the Disadvantaged – Grants to Local Education Agencies; Title I ESEA; Title I LEA Grants. A federally funded program that provides financial assistance through state or local education agencies and schools with high numbers or high percentages of poor children to help ensure that all children meet challenging state academic standards. <http://www.ed.gov/programs/titleiparta/index.html>

Value Added

Value-added analysis is a statistical technique that uses student achievement data *over time* to measure the learning gains students make. This methodology offers a way to estimate the impact schools and teachers have on student learning isolated from other contributing factors such as family characteristics and socioeconomic background. In other words, value-added analysis provides a way to measure the effect a school or teacher has on student academic performance over the course of a school year or another period of time.



"Let us remember: One book, one pen, one child, and one teacher can change the world."

~Malala Yousafzai

"When you study great teachers... you will learn much more from their caring and hard work than from their style."

~William Glasser

Quotations from teachers:

The only reason I always try to meet and know the parents better is because it helps me to forgive their children.

~Louis Johannot

If you promise not to believe everything your child says happens at school, I'll promise not to believe everything he says happens at home.

~Anonymous Teacher