# **AGREEMENT**

BETWEEN THE

HOPKINTON SCHOOL COMMITTEE

AND THE

HOPKINTON TEACHERS' ASSOCIATION

HOPKINTON, MASSACHUSETTS

**SEPTEMBER 1, 2021** 

TO

**AUGUST 31, 2022** 

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# AGREEMENT BETWEEN THE HOPKINTON SCHOOL COMMITTEE AND THE HOPKINTON TEACHERS' ASSOCIATION

THIS AGREEMENT IS MADE AND ENTERED INTO ON THIS DATE, BY AND BETWEEN THE HOPKINTON SCHOOL COMMITTEE (HEREINAFTER REFERRED TO AS THE COMMITTEE) AND THE HOPKINTON TEACHERS' ASSOCIATION (HEREINAFTER REFERRED TO AS THE ASSOCIATION).

#### **SCOPE**

For the purpose of collective bargaining with respect to wages, hours, other conditions of employment, the negotiation of collective bargaining agreements, and any questions arising thereunder, the Committee recognizes the Association as the exclusive bargaining agent for all classroom teachers, special needs teachers, guidance counselors, school adjustment counselors, social workers, psychologists, librarians, art teachers, music teachers, physical education teachers, speech and language therapists, occupational therapists, physical therapists, team chairpersons, department heads and no other professional or nonprofessional employees of the Hopkinton Public Schools (as such employees are defined in Chapter 150E of the General Laws of Massachusetts). The Superintendent shall continue to have the discretion as to step placement on the salary schedule upon initial hire for occupational therapists and physical therapists.

# **PREAMBLE**

Recognizing that our primary purpose is to provide education of the highest possible quality for the children of Hopkinton, and that good morale within the teaching staff of Hopkinton is essential to achievement of that purpose, we, the undersigned parties to this contract, declare that:

- A. under the laws of Massachusetts, the Committee, elected by citizens of Hopkinton, has the responsibility for establishing the education policies of the public schools of Hopkinton;
- B. the Superintendent of Schools of Hopkinton (hereinafter referred to as the Superintendent) has responsibility for carrying out the policies so established;
- C. the teaching staff of the public schools of Hopkinton has the responsibility for providing education of the highest possible quality in the schools;
- D. fulfillment of these respective responsibilities can be facilitated and supported by consultations and free exchanges of views and information between the Committee, the Superintendent, and the teaching staff in the formulation and application of policies relating to wages, hours, and other conditions of employment for the teaching staff; and so, to give effect to

these declarations, the following principles and procedures are hereby adopted.

# ARTICLE I NEGOTIATION PROCEDURE

Not later than November 15 of the calendar year preceding the calendar year in which this agreement expires, the Committee agrees to enter into negotiations with the Association over a successor agreement. Any agreement so negotiated will apply to all teachers and will be reduced to writing and signed by the Committee and the Association.

#### ARTICLE II PAYROLL DEDUCTIONS

A. The Committee agrees to deduct from the salary of any teachers so requesting, dues for the local Teachers' Association, the Massachusetts Teachers' Association and the National Education Association and such monies as may be agreed upon from year to year between the Committee and the Association. The teacher's authorization will be in writing in the form set forth below.

PAYROLL DEDUCTION CARD				
NAME				
ADDRESS				
I hereby request and authorize the Hopkinton School Committee to request and direct the Town Treasurer to deduct from my earnings and transmit to the group below an amount sufficient to provide for regular payment to the group or groups below in equal monthly payments. I understand that the Committee will discontinue such deductions only if I give the Committee sixty (60) calendar days' advance written notice to do so. I hereby waive all rights and claims for monies so deducted and transmitted in accordance with this authorization and relieve the Committee and all of its officers from any liability therefrom.				
ORGANIZATIONS				
National Education Association	\$			
Massachusetts Teachers' Association	\$			
Hopkinton Teachers' Association	\$			
TOTAL	\$			
Teacher's Signature Date				

B. Each of the Associations named in Section A above must certify to the Committee in writing the current rate of its membership dues. Any Association which intends to change the rate of its membership dues must give the Committee thirty (30) calendar days' written notice prior to the effective date of such changes.

- C. The Committee will not be required to honor for any month's deduction, any authorization that is delivered to it later than one (1) week prior to the distribution of the payroll from which the deductions are to be made.
- D. No later than October 15<sup>th</sup> of each year, the Committee will provide the Association with a list of those employees who have voluntarily authorized the Committee to deduct dues for any of the Associations named in Section A above. The Committee will notify the Association monthly of any changes in said list.
- E. New employees will be notified in writing of all benefits and that the Collective Bargaining Agreement includes important information pertaining to their terms and conditions of employment.

#### ARTICLE III GRIEVANCE PROCEDURE

#### Definition:

For the purpose of this agreement, a grievance will be defined as a dispute between a member of the bargaining unit covered by this agreement or the Association and the Committee over the interpretation or application of an expressed written provision of this agreement, or, the alleged inequitable or discriminatory treatment of a teacher or teachers.

#### A. GENERAL

- 1. A grievance will be deemed waived unless it is submitted at the appropriate entry level within fifteen (15) school days after the aggrieved party knew or should have known of the event or condition on which it is based.
- 2. Failure at any level of this procedure to appeal the grievance to the next level within ten (10) school days of the receipt of the written response will be deemed to be a termination of the grievance. Time limits may, however, be extended by mutual agreement.
- 3. An employee will first take up the concern with his or her principal on an informal basis. The employee may bring a representative of the Association.
- 4. When an individual is involved in a matter considered to be in violation of the contract, nothing will prevent that individual from presenting a formal grievance.
- 5. Submission of a grievance and response made under the formal grievance procedure contained herein will be in writing.

- 6. During summer recess all days will be calendar days, excluding Saturday, Sunday, and holidays.
- 7. If a member of the bargaining unit is suspended or dismissed by the principal, any grievance shall be submitted at Level 1, 2 and 4. If a member of the bargaining unit is suspended or dismissed by the Superintendent, any grievance shall be submitted at Level 2 and 4.
- 8. A grievance that affects a group or class of teachers from a different building or department, or is of a general nature, may be submitted in writing by the Association to the Superintendent directly, and processing of such grievance shall commence at Level 2.

#### B. FORMAL GRIEVANCE PROCEDURE

- Level 1: The aggrieved individual and/or Association representative will file a grievance with the appropriate building principal within fifteen (15) school days as in A.1, above. The building principal will meet with the grievant in regard to the grievance and will respond in writing within five (5) school days. The grievance submitted in writing will identify the aggrieved person or persons, will indicate the provision of the agreement involved in the grievance, the time and place of the event or conditions constituting that the grievance existed, and a general statement of the grievance and redress sought.
- Level 2: If the grievant is not satisfied with the disposition of the grievance at Level 1, or if no decision has been rendered within five (5) school days after the presentation of the grievance, said grievant and/or the Association representative may appeal to the Superintendent. Such appeal will be in writing, setting forth the details of the grievance as in Level 1. Within five (5) school days after the receipt of the written grievance by the Superintendent, or his/her designee, he/she will confer with the grievant and Association representative. The Superintendent will respond in writing to the grievant within ten (10) school days of conferring with the grievant and Association representative.
- Level 3: If the grievant is not satisfied with the decision of the Superintendent, or his designee, or if no decision has been rendered within the time called for in Level 2, an appeal may be made to the Committee by the grievant. Such appeal will be in writing and set forth the details of the grievance in Level 1. The Committee will meet with the grievant in closed session within twenty (20) calendar days of the receipt of the grievance by the Committee. The Committee will respond to the grievant with a decision within fifteen (15) calendar days after the Committee meeting following the meeting with the grievant. Failure by the Committee to reply within this period will be construed as a decision favorable to the employee.
- Level 4: If the grievant is not satisfied with the decisions of the Committee, the Association may, within twenty-five (25) school days thereafter, submit the grievance to arbitration as provided for in this agreement. Arbitration

of disputes between the Committee and the Association will be conducted under the laws of the American Arbitration Association. The decision of the arbitrator will be binding on the parties. Expenses of such arbitration will be shared equally by the Committee and the Association. The arbitrator will be bound by the terms and conditions of the current contract. Further, the arbitrator will render his decision within thirty (30) calendar days from the date of the completion of the arbitration hearings. Preparation for and resolution of the grievance at the first three (3) levels will not interfere with the educational process; *i.e.*, scheduled classroom activities, unless mutually agreed. At Level 4 of the grievance, the President, Grievance Chairperson, and those whose participation is reasonably expected, will be excused with pay.

# ARTICLE IV SALARIES

- A. The salaries of all persons covered by this agreement are set forth in Appendix A, which is attached hereto and made part hereof.
- B. All persons on the teachers' salary schedule will be paid in accordance with the following:

The pay date of the first payment of the school year will be no later than fourteen (14) calendar days after the return to work date for staff. In the event that a member leaves the district's employ and has been paid in excess of wages earned, it is understood that the member will remit any overpaid wages back to the district.

Payments will be made in twenty-three (23) payments:

- Twenty-two (22) biweekly payments, commencing with the first pay date of the school year that is not later than fourteen (14) calendar days after the return to work date for staff; and
- One (1) payment, representing the equivalent of four (4) biweekly paychecks, and subject to tax and other withholdings as if four (4) biweekly paychecks, to be made on the first regular pay date following the twenty-second (22<sup>nd</sup>) pay date.

All members shall receive a payment schedule for all twenty-three (23) payments for the subsequent school year by the last day of school.

- C. Contingent on the warrant being signed, the Committee will make every effort to insure that salary payments occurring during a vacation period will be distributed on the last day of school prior to the commencement of the vacation period.
- D. Management reserves the right to institute a mandatory requirement for direct deposit of wages, and paperless/electronic pay advisements for direct deposits. Both the direct deposit and electronic notification systems referenced above may be implemented at the discretion of management, with no further bargaining obligation, however, members will be provided

with at least two (2) weeks' notice of the conversion. Any employee experiencing difficulty accessing or printing a copy of his/her payroll information from the on-line system may seek assistance from the Human Resources Department.

#### ARTICLE V CLASS SIZE

- A. The Committee and the Association recognize that class size is an important factor in good education and will, whenever possible, subject to space availability and other educational considerations, insure that class size is of the most effective nature for both teacher and pupil. However, the final decision as to class size will be made by the Committee in the best interest of all.
- B. The Committee shall be apprised of the size of all classes and study halls in the system by October 1 of each year and, at that time, will make such information available to the Association. After consultation with the building principal and the Superintendent, the Association may request a meeting to discuss class size with the Committee at the first regular meeting of the Committee after October 1.
- C. The Association shall be immediately apprised in writing of any decision of the Committee to decrease the number of classes in each grade for grades kindergarten through six.

# ARTICLE VI TEACHER ASSIGNMENT

- A. Teachers will be notified in writing of their programs for the coming year, including the schools to which they will be assigned, the grades and/or subjects that they will teach, and any special or unusual classes that they will have, as soon as practicable and not later than the end of the school year, except in emergency situations. Notification of a change in room assignment will be given at least three (3) weeks prior to the opening of school except in an emergency situation.
- B. In order to assure that pupils are taught by teachers working within their areas of competence, teachers will not be assigned more than 20% of their instructional time outside the scope of their teaching licensure. No current teacher shall be displaced or reduced in schedule or force as a result of this clause.
- C. Teacher preference will be considered in changing grade assignment in the elementary schools and in subject assignments in the secondary schools; all such changes must be reviewed and approved by the Superintendent.
- D. In arranging schedules for teachers who are assigned to more than one school, an effort will be made to limit the amount of inter-school travel. Such teachers will be notified of any changes in their schedules as soon as practicable. Teachers who are assigned to more than one school in any

- one school day will receive twenty-eight and one-half cents (\$.28.50) per mile for all inter-school driving done by them in fulfillment of their assignment.
- E. In the event of any reassignment after the end of the school year, reassignment will be at the discretion of the Superintendent or his designee and all teachers directly affected by this assignment will be notified in writing within four (4) calendar days of the reassignment.
- F. The Committee will make materials and time available for teachers who are required to change classrooms and/or school buildings.
- G. Custodial assistance will be provided to actually move boxes and furniture when required in accordance with the above.
- H. All members of the bargaining unit shall receive their projected weekly schedules for the next school year on the last scheduled day of the school year. It is understood that said projected schedules may be changed due to unforeseen circumstances (e.g., changes in enrollment and/or student needs).

# ARTICLE VII VACANCIES AND PROMOTIONS

- A. Whenever any vacancy or new professional position under the scope of this contract is created during the school year and a decision is made to fill the position, it will be adequately publicized by the Superintendent or his/her Designee by means of an electronic notice e-mailed to the HTA distribution list as far in advance of the appointment as possible. The Association President will receive a copy of the posting a minimum of five (5) school days in advance of the posting. Information pertaining to vacancies for new professional positions during the summer months will be sent by the Superintendent or his/her Designee to those teachers requesting the information on the appropriate form and to the President of the Association and/or his/her designee, whose name and address shall be given in writing to the Superintendent or his/her Designee. situations, the qualifications for the position, its duties, and the rate of compensation, will be clearly set forth. The qualifications set forth for a particular position will not be changed when such future vacancies occur. unless the Association has been notified in advance of such changes and the reasons therefore. No vacancy will be filled except on a temporary basis, within twelve (12) school days from the date the notice is posted in the schools or the giving of notification to the Association members.
- B. All teachers will be given adequate opportunity to make application for such positions and the Superintendent or his designee agrees to consider the professional background and attainments of all applicants. In filling such vacancies, consideration will be given to qualified teachers already employed by the school district and each applicant not selected will, upon written request, receive a written explanation from the Superintendent or his designee before the appointee assumes his/her position. Appointments

- not made within sixty (60) calendar days after the notice is posted in the schools will be re-posted per Paragraph A.
- C. During the period covering August 1 October 1, Sections A and B shall be waived by mutual consent of the Superintendent or his/her Designee and the Association President or his/her designee. However, the Administration will make every effort to carry out the intent of Section A and B during that time.
- D. Notice will be sent to the Association whenever any vacancy in a professional position within or outside the scope of this contract occurs, prior to filling the position. The Superintendent or his designee will notify the President of the Association and then will adequately publicize the position.
- E. Whenever a professional position is filled by the Superintendent or his designee, the Association President and/or his/her designee shall be so notified and given the name of the person appointed to the position.

#### ARTICLE VIII TEACHER EVALUATION

#### A. Teacher Evaluation

- 1. Teachers will be evaluated as set forth in the <u>Hopkinton Public Schools' Educator Evaluation Process and Procedures</u>, which is included in the Appendix of this Agreement.
- 2. The Parties agree to reopen this Agreement in order to negotiate changes to the existing Evaluation Process and Procedures in order to satisfy the provisions of M.G. L. c. 71 §38 and related state regulations, including but not limited to 603 CMR 35.01-35.11.

#### B. Personnel Records

- 1. Upon twenty-fours (24) hours' written notice, teachers will have the right to review the contents of their personnel file in the presence of a designee of the Superintendent. A teacher will be entitled to have a representative of the Association accompany him/her during such review.
- 2. No material derogatory to a teacher's conduct, service, character, or personality will be placed in his/her personnel file unless the teacher has had an opportunity to review the material. The teacher will acknowledge that he/she has had the opportunity to review such material by affixing his/her signature to a copy to be filed with the express understanding that such signature in no way indicates agreement with the contents thereof. The teacher will also have the right to submit a written answer to such material and his/her answer shall be reviewed by the Superintendent and attached to the file copy.

3. An administrator to whom a written or substantial oral complaint against a teacher was made will, within two (2) days, except in unusual circumstances beyond the control of the administrator(s), give all information about the complaint to the teacher involved. No oral complaint shall be used to the disadvantage of a teacher unless substantiated through a fair and reasonable investigation.

# ARTICLE IX TEACHER FACILITIES

Each school will have the following facilities:

- 1. Space in each classroom in which teachers may safely store instructional materials and supplies.
- 2. A teacher work area containing adequate equipment and supplies to aid in the preparation of instructional materials.
- 3. An appropriately furnished room to be reserved for the exclusive use of the teachers as a faculty lounge. Said room will be in addition to the aforementioned teacher work area.
- 4. A serviceable desk and chair for the teacher in each classroom.
- 5. A well-lighted and clean male teacher restroom and well-lighted and clean female teacher restroom.
- 6. A separate, private dining area for the exclusive use of the teachers, when practical and possible without substantial expenditure.
- 7. An adequate portion of the parking lot at each school will be reserved for teacher parking.

# ARTICLE X USE OF SCHOOL FACILITIES

# A. By the Association

- 1. The Association will have the right to use school buildings without cost at reasonable times for meetings. The principal of the building in question will be notified in advance of the time and place of all such meetings.
- 2. The Association will have the right to use the athletic facilities and equipment at the High School without cost one (1) evening each week when school is in session. The schedule and other related matters will be arranged in advance with the Superintendent. The Association agrees to relinquish or change the evening if the Superintendent deems it necessary to serve the best interest of the Town. In such case, every effort will be made to substitute a mutually agreeable alternative evening.

- 3. Except as otherwise provided by insurance coverage in effect at the time, the Town of Hopkinton, its elected officials, officers, agents, and/or employees will not be liable to the Association or any individual for a tort resulting from the Association's use of school facilities pursuant to this Article.
- B. There will be one (1) bulletin board in each school building, which will be placed in the faculty lounge, for the purpose of displaying notices, circulars, and other Association material. Copies of all such material will be given to the building principal, but his/her advance approval will not be required.
- C. No teacher will be prevented from wearing pins or other identification of membership in the Association or any other teacher organization.

#### ARTICLE XI SICK LEAVE

A. 1. The following schedule shall be used for allowable paid sick leave, regardless of the amount used in any previous year.

YEARS IN SYSTEM	TOTAL ALLOWABLE SICK LEAVE
(LESS THAN)	DAYS PER SCHOOL YEAR
1	15
2	30
3	45
4	60
5	75
6	90
7	105
8	120
9	135
10	150
11	165
12	180

- 2. Only those members working in the District prior to June 30, 2013 will be eligible for the sick leave schedule set forth above at Section A.1. Those members whose employment with the Committee begins on or after July 1, 2013, shall be awarded sick leave as follows: Each September 1<sup>st</sup>, members shall be granted fifteen (15) sick days per year, which shall be prorated for partial year employment. Said days may accumulate up to 200.
- B. For any one absence in excess of five (5) school days, a doctor's written statement of inability to perform normal teaching duties may be requested by the Superintendent or his/her Designee.
- C. Any person returning to work after an absence, due to illness, in excess of five (5) consecutive school days may be required by the Superintendent or

his/her Designee to obtain a written statement from a doctor that the absent person is capable of performing normal teaching duties.

- D. For any one year's total absence creditable to sick leave in excess of ten (10) school days not covered under Section B, a doctor's written verification of illness may be requested by the Superintendent or his/her Designee to allow payment for such days.
- E. Continuous absence due to illness commencing in one school year or during the summer and continuing into the next school year will be compensated as follows: For members eligible for sick leave under Section A.1 above, on the basis of the number of days of eligibility for the contract year in which the absence began. For members eligible for sick leave under Section A.2 above, on the basis of the number of sick days accumulated as of the date the absence began.
- F. For those members eligible for sick leave under Section A.1 above, no sick leave accumulation will be allowed.

For those members eligible for sick leave under Section A.2 above, sick days may accumulate up to 200.

- G. Any teacher receiving compensation from long-term disability insurance shall have the Town's portion of such pay reduced to the extent that his/her income shall not exceed his/her contracted base salary.
- H. For those members eligible for sick leave under Section A.1 above, excepting the provisions of Paragraph E of this section, in no case will sick leave benefits extend beyond the number of days entitled at the outset of the cause of such leave.

For those members eligible for sick leave under Section A.2 above, excepting the provisions of Paragraph E of this section in no case will sick leave benefits extend beyond the number of days accumulated at the outset of the cause of such leave.

- I. In all instances, the paid sick leave benefit will be pro-rated in cases of partial year's employment.
- J. For any member who was on an unpaid leave of absence for the entire school year prior, paid sick leave benefits will be awarded as in Section A.1 and Section A.2 only upon that member's return to work.

#### ARTICLE XII TEMPORARY LEAVES OF ABSENCE

A. Teachers will be entitled to the following temporary leaves of absence with pay for each school year. Unless otherwise specified, leaves pursuant to this section will be in addition to any sick leave to which the teacher is entitled. No teacher will be required to arrange for his/her own substitute.

1. Bereavement Leave: Up to five (5) days leave of absence will be granted in each instance immediately following the death of a relative (father, mother, step-father, step-mother, brother, sister, spouse, child, step-child, grandparent, grandchild, individuals residing in household, or the following in-laws: father/mother-in-law, brother/sister-in-law, and son/daughterin-law). Up to two (2) days of leave will be granted for the death of a member's aunt, uncle, niece, nephew, or grandparent-in-law. Bereavement leave may be taken at a time other than immediately following the death of a relative. if the relative's funeral services occur at a time other than immediately following his/her death. This provision does not apply to annual memorial services. Under extenuating circumstances additional time may be granted with the prior approval of the Superintendent or his/her Designee.

In order to be eligible for the aforementioned bereavement leave in connection with the death of an individual residing in the employee's household, the employee, upon request, shall provide evidence (such as an affidavit) regarding the deceased's status as an individual residing in the employee's household. It is further agreed by the parties that the extension of bereavement leave benefits to employees in connection with the death of an individual residing in the employee's household shall establish no precedent or past practice as to the extension of other employment benefits in connection with individuals residing in an employee's household.

- 2. Family Care Leave: Up to four (4) days leave of absence will be granted to care for a relative (see above definition). Such time will be charged against a member's sick time. In addition, members who are the non-birth giving parent may use up to seven (7) days of leave charged to sick time to care for a newborn child.
- 3. Personal Leave: A member shall have up to two (2) days leave with pay each year for the purpose of transacting or attending to personal, legal, business, household or family matters which require absence during school hours. It is the intention of the parties that leave under this Article shall be available for reasons of hardship or other pressing need and not merely for personal convenience. Whenever possible, forty-eight hours advance notice is required. Except in emergency situations or extenuating circumstances that are authorized by the Superintendent or his designee, no personal leave shall be allowed the work day before or the work day after a vacation period, a holiday occurring on a school day, or the first or the last week of the school year, or on any teacher Professional Day. Effective September 1, 2018, during a member's first five (5) years of employment in the District. unused personal days remaining as of June 30 will be converted to sick time.

- 4. Temporary Military Service: A maximum of fifteen (15) days per school year for persons called into temporary active duty of any unit of the U.S. Reserves or the State National Guard, provided such obligations cannot be fulfilled on days when school is not in session. Teachers will be paid the difference between their regular pay and the pay which they receive from the State or Federal Government.
- 5. Jury/Witness Duty: In Massachusetts, members shall receive their full daily salary for the first three (3) days of juror/witness service. If required to serve beyond three (3) days, members will be paid the difference between their daily salary and the daily jury/witness stipend provided by the Commonwealth. If serving in another state, the state law concerning jury/witness duty will guide the salary requirements for that member's jury/witness duty. In no event will a member suffer a loss of compensation while serving jury/witness duty. Members shall be required to submit evidence of jury duty service.
- B. The deductions for absences not creditable to sick leave or temporary leave shall be equal to the annual salary divided by 183 days.

#### ARTICLE XIII EXTENDED LEAVES OF ABSENCE

- A. The Committee agrees that one (1) teacher designated by the Association will, upon request, be granted a leave of absence for up to two (2) years without pay for the purpose of engaging in Association (local, state, or national) activities. Upon return, the teacher may be placed on the same step he/she was on when he/she left.
- B. A leave of absence without pay of up to two (2) years may be granted to any professional status teacher who joins a government service organization or serves as an exchange teacher and is a full-time participant in either of such programs. Upon return from such leave, a teacher will be considered as if he/she were actively employed by the Committee during the leave and will be placed on the salary schedule at the level he/she would have achieved if he/she had not been absent.
- C. Military leave will be granted to any teacher who is inducted into any branch of the armed forces of the United States. In the event of a national emergency, military leave will be granted to a teacher who enlists in any branch of the armed forces. Upon return from such leave, a teacher will be placed on the salary schedule at the level which he/she would have achieved had he/she remained actively employed in the system during the period of his/her absence to a maximum of two (2) years.
- D. Family and Medical Leave
  - 1. Adoptive Parent Leave

Adoptive parents shall be entitled to utilize up to ten days of paid leave for adoption related travel, court appearances, appointments with social workers or adoption agencies or attendance at other meetings or processes required in connection with the adoption of a child. Adoptive parents shall provide two weeks notice of the intent to utilize paid leave under this section where practicable and will provide the Superintendent or his/her Designee with documentation, in a form acceptable to the Superintendent or his/her Designee, supporting the need for such leave.

#### 2. MPLA Leave

Upon completion of three months of full time service or the equivalent to a maximum of six months, employees shall be entitled to eight weeks of unpaid parental leave for birth, adoption, or placement of a child pursuant to a court order, pursuant to the Massachusetts Parental Leave Act (M.G.L. Ch. 149, Section 105D, also referred herein as "MPLA").

Paid sick leave, pursuant to Article XI, may be used for the period of the employee's actual disability. The employee may be required to submit a doctor's note certifying the period of disability. Additional paid time off entitlements may be available as outlined in the Family Illness Leave policy, Article XII, Section 2. MPLA leave will be considered to also qualify as FMLA leave, and will run concurrently.

#### 3. FMLA Leave

All eligible members of the bargaining unit shall, in addition to the provisions of this Article, be eligible for unpaid leaves of absence in accordance with the Family and Medical Leave Act of 1993 ("FMLA"). FMLA currently includes leaves for:

- The birth of a child and in order to care for the newborn;
- The adoption or placement of a child for foster care with the employee;
- To care for a child, spouse, or parent with a serious health condition;
- Because of the employee's own serious health condition that makes the employee unable to perform the essential functions of his/her position.
- Any qualifying exigency, as defined in P.L. 110-181, Section 585(a), arising out of the fact that the spouse, son, daughter, or parent of the employee is on active duty, or has been notified of an impending call to active duty status, in support of a contingency operation.

Additionally, an eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member, as defined in P.L. 110-181, Section 585(a), who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the service member.

FMLA utilization shall be governed by the Hopkinton School Committee Policy on Family and Medical Leave as adopted on January 30, 2003 and amended on February 26, 2009. Said policy shall be available on the District web site or may be requested from the Superintendent's Office.

All full time bargaining unit members shall presumptively be considered to have met the 1250 hour eligibility threshold on an annual basis. In the case of a part-time employee, the district shall bear the burden to establish the employee did not meet the 1250 hour eligibility threshold

For leave related to the birth or placement of a child, the employee must provide at least two weeks' written notice before his/her anticipated date of departure and include an intended date of return.

Nothing in this section or the School Committee policy shall be interpreted to limit an employee's right to utilize sick leave benefits as provided elsewhere in this agreement, or to require an employee to use sick leave, personal leave, or vacation time during any leave period.

# E. Child Rearing Leave

An unpaid leave of absence for child rearing purposes: (A) shall be granted to any teacher who has served in a bargaining unit position for at least three (3) years and (B) may be granted to any teacher who has served in a bargaining unit position for at least one (1) year. Child rearing leaves shall be granted for up to one (1) school year's duration. If the teacher has worked more than ninety (90) days of a year in which such leave is taken, she or he will continue on the salary schedule at the level that would have been achieved had the absence not occurred.

- A leave of absence without pay or increment of up to one (1) year may be granted for the purpose of caring for a sick member of the teacher's immediate family. Additional leave may be granted at the discretion of the Superintendent. Requests for such leave will be supported by verification from the health care provider that the employee's presence is needed to care for the member of the immediate family.
- G. The Superintendent may grant a leave of absence up to two (2) years without pay or increment to any teacher to campaign for, or to serve in, a public office.
- H. After five (5) years of continuous employment in a bargaining unit position in the Hopkinton School system, a teacher may be granted a leave of absence, without pay, for up to one (1) year for health reasons.

Requests for such leave will be supported by appropriate medical evidence.

- I. Any professional status teacher whose personal illness extends beyond the period compensated will be granted a leave of absence without pay for such time as is necessary for sufficient recovery to return to work from such illness. A physician's statement may be required by the Superintendent or his/her Designee. Any such leave for a teacher not on professional teacher status shall terminate with his/her contract.
- J. Other leaves of absence without pay may be granted by the Superintendent.
- K. All benefits to which a teacher was entitled at the time his/her leave of absence commenced will be restored to him/her upon his/her return and he/she will be assigned to the same position which he/she held at the time said leave commenced, if available or, if not, to a substantially equivalent position. Time taken as a leave of absence, except for those leaves that are designated as qualifying leave under the Family Medical Leave Act ("FMLA") or the Uniform Services Employment and Reemployment Rights Act ("USERRA"), will not count as time worked for the purpose of determining seniority.
- L. All requests for extensions or renewals of leaves will be applied for and granted in writing.
- M. Any teacher on leave must notify the Superintendent by March 1 of the school year in which the leave occurs of his/her decision to return for the start of the next school year or to resign. If leave begins on or after March 1, the teacher must notify the Superintendent within thirty (30) days of the outset of his/her leave of his/her decision to return for the start of the next school year or to resign. Failure to comply with this requirement will be considered as resignation from the school system.

Members who are on leave will receive a reminder notice from the District. This notice will include the name and contact information for the HTA president and a reference to contact Human Resources and/or the HTA president if the member has any questions or concerns. This reminder notice will be copied to the HTA president.

N. Members who are on a non-disability related unpaid leave of absence shall be offered continuance of health benefits through COBRA and shall be responsible for paying 102% of the cost of the monthly premium for health insurance, consistent with the policies and practices of the Town of Hopkinton.

#### ARTICLE XIV SABBATICAL LEAVE

A. Sabbatical leave for one (1) school year or for one-half (1/2) school year may be granted for study or research to a member of the bargaining unit

by the Superintendent at his/her sole discretion, and subject to the following conditions:

- 1. No more than two (2) members of the bargaining unit may be on sabbatical leave at any one time. These sabbaticals are subject to the following restrictions: no more than one member of any one department in the Middle/High School, or, no more than one teacher from any one grade level in the elementary schools, may be on sabbatical leave at any one time.
- 2. Requests for sabbatical leave must be received by the Superintendent in writing in such form as may be required by the Superintendent no later than November 30, and action must be taken on all such requests no later than February 1 of the school year preceding the school year for which the sabbatical leave is requested. Action may be taken following these dates at the discretion of the Superintendent.
- 3. The teacher has completed at least five (5) consecutive full years of service in a bargaining unit position in the Hopkinton school system.
- 4. Members of the bargaining unit on sabbatical leave will be paid 50% of their regular salary rate for a full year sabbatical or 100% of their regular salary rate for a half-year (1/2 year) sabbatical, provided that such pay when added to any program grant will not exceed their regular salary rate.
- 5. The teacher will agree to return to employment in the Hopkinton Public Schools for twice the length of the sabbatical leave. Increment step credit will be granted for the time spent on sabbatical leave.
- B. Sabbatical leave for one-half (1/2) of the normal school year or ninety (90) school days may be granted starting on the opening day of school or starting on the ninety-first (91<sup>st</sup>) day of the school year and running consecutively. All other provisions in Section A will apply to the ninety (90) day sabbatical.

# ARTICLE XV PROFESSIONAL DEVELOPMENT AND EDUCATIONAL IMPROVEMENT

- A. Any member of Unit A is eligible for tuition reimbursement and/or course credit provided:
  - 1. His/Her application has received the approval of the Superintendent or his/her Designee prior to his/her taking the course (the Superintendent or his/her Designee having sole authority to determine course approvals). If an application is disapproved, the employee will be advised in writing as to the

reason for disapproval. In extenuating circumstances, the Superintendent or his/her Designee, in his/her discretion may award credit for a course that has not been pre-approved. The decision of the Superintendent to deny credit shall not be grievable nor arbitrable.

- 2. Courses are graduate-level courses taken from colleges and universities that are accredited by organizations recognized by the United States Department of Education, the Massachusetts Department of Elementary & Secondary Education or the Massachusetts Board of Higher Education. Undergraduate level courses may be approved at the discretion of the Superintendent or his/her designee.
- 3. Online, self-paced graduate courses will only be reimbursed and course credit recognized for up to six (6) credits per year.
- 4. Member has received a course grade of 'B' or better, or in the case of a Pass/Fail course, member has received a grade of 'Pass', as evidenced by an official grade report or transcript containing the member's full name, indication that the course is a graduate level course (unless specific approval for an undergraduate course has been granted under paragraph 2 above), the semester in which the course was successfully completed, the course grade, and the number of graduate credits received for the course.
- 5. He/She is not receiving other tuition reimbursement of a nature and amount that, in the opinion of the Superintendent, would warrant disqualification.
- B. If the applicant is still employed by the Hopkinton school system as of the payment dates set forth below, following the completion of the course or courses, he/she will be reimbursed up to \$1000 for tuition and mandatory fees. Further, if the applicant is a teacher without professional teacher status, he/she will be reimbursed an additional \$250 (\$1250 in total). Reimbursements may be paid twice a year: either no later than the last business day of November only upon satisfactory completion of the course(s), as defined in A, above, and submission of a receipted bill or cancelled check by October 1, or by the last business day of July, with satisfactory completion of the course(s), as defined in A, above and submission of a receipted bill or cancelled check by May 15.
- C. The Committee will pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by teachers who attend workshops, seminars, conferences or other professional improvement sessions at the request of and with the advance approval of the Superintendent or his/her Designee. The Committee may pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by teachers who attend workshops, seminars, conferences or other professional improvement sessions at the request of any member of Unit A with the advance approval of the Superintendent or his/her Designee.

D. For those members who are at Master's +60 on the salary scale, tuition reimbursement will be available as outlined in Section B, above, for graduate-level courses that were taken for PDPs only. In order to be eligible for such tuition reimbursement, members shall comply with the provisions of Section A.

#### ARTICLE XVI PROTECTION

- A. Teachers will immediately report all cases of assault suffered by them in connection with their employment to the Superintendent and the building principal in writing. This report will be forwarded to the Committee which will comply with any reasonable request from the teacher for information in its possession relating to the incident or the persons involved and will act in appropriate ways as liaison between the teacher, the police, and the courts.
- B. If criminal or civil proceedings are brought against a teacher alleging that he/she committed an assault in connection with his/her employment, the Committee will furnish legal counsel to defend him/her in such proceeding if he/she requests such assistance. The Committee will pay for such counsel, but will not be responsible for such counsel's actions, inactions, or performance.
- C. If any member of the bargaining unit is subpoenaed to testify or to attend court proceedings regarding a child custody suit or SpEd case involving a child in the Hopkinton Public Schools or any other school related business, the Committee shall provide legal consultation prior to the individual's court appearance. The individual will suffer no loss of pay as a result of his/her attendance at said proceedings. Said day will not be deducted from any other leave provision.

In the event the court appearance is required during a vacation period including summer recess, or when school is otherwise not in session, the individual will be compensated at his/her *per diem* rate of pay.

#### ARTICLE XVII PERSONAL INJURY BENEFITS

- A. Whenever a teacher is absent from school as a result of personal injury caused by an accident or an assault occurring in the course of his/her employment, he/she will be paid his/her full salary (less the amount of any workers' compensation award made for temporary disability due to said injury) for the period of such workers' compensation without any deduction from the employee's sick leave.
- B. The Committee will reimburse a teacher for:
  - 1. Any protective clothing deemed necessary by the department head or principal, with the approval of the Superintendent, and

2. The cost of medical, surgical, or hospital services (less the amount covered by a health plan reimbursement) incurred as a result of any injury sustained in the course of his/her employment.

# ARTICLE XVIII INSURANCE AND ANNUITY PLAN

A. The Committee will provide, consistent with its own policies and the policies of the Town of Hopkinton, contributory participation in available insurance programs as follows:

Plan Type	Town Contribution
<u>HMO</u>	
Individual	85.5%
2-Person	75.8%
Family	75.8%
HMO Premium	(available to those hired prior to 7/1/2011 only)
Individual	85.5%
Family	75.8%
PPO	
Individual	50%
Family	50%
Dental	
Individual	0%
Family	0%
<u>Life</u>	50%

- B. The Parties acknowledge that part-time employees must satisfy the 20 hours per week standard of M.G.L. c. 32B in order to be eligible for health insurance coverage.
- C. Also, teachers will be eligible to participate in tax-sheltered annuity plans established pursuant to U.S.P.L. 87-370.
- D. Effective July 1, 2014, the Town has the right to implement changes to health insurance pursuant to M.G.L. c. 32B, sections 21-23 and 801 CMR 52.00.

#### ARTICLE XIX GENERAL

- A. There will be no reprisals of any kind taken against any teacher by reason of his/her membership in the Association or participation in its activities.
- B. Teachers will be entitled to full rights of citizenship, and no religious or political activities of any teacher, or lack thereof, will be grounds for any discipline or discrimination with respect to the professional employment of such teacher.
- C. The cost of reproduction of this agreement will be shared equally by both the Committee and the Association. Sufficient copies will be given to the President of the Association for distribution.

- D. If any provision or application of this agreement is contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law. All other provisions or applications will continue in full force and effect.
- E. All vouchers (except for those submitted under Article XV-A) for reimbursement are to be submitted to the Superintendent for payment within forty-five (45) calendar days of incurring the charges except that in the case of any cost incurred after May 15 of the fiscal year those vouchers must be submitted for payment prior to June 15 of the same fiscal year.
- F. In the event a reduction in force becomes necessary, such reduction shall be governed by the following:
  - 1. Where possible, staff reductions will be accomplished through normal attrition.
  - 2. Non-professional status teachers will be terminated prior to professional status teachers, provided a professional status teacher is currently licensed to hold the non-professional status teacher's position.
  - 3. For professional status teachers, staff reduction shall be conducted within targeted disciplines based on the teachers' job performance and the best interest of the students in the school or in the District. A targeted discipline, for the purpose of this section, is the discipline in which members are teaching and for which a reduction (layoff) is contemplated.

A teacher's job performance shall be determined by his/her overall summative performance evaluation ratings, including all summative evaluation ratings written for the time period equal to the tenure of the most recently hired professional status teacher in the targeted discipline. Ratings of Proficient and Exemplary shall be considered equal.

The best interest shall be considered equal unless written discipline has been issued to a teacher for conduct that jeopardized the safety and/or instruction of students in the course of their professional duties, or negatively impacted the reputation of the District.

If there is a tie using the above criteria, the tie shall be broken by seniority, with the least senior teacher in the discipline targeted laid off first.

A teacher with PTS, with a proficient or exemplary summative rating, reached for lay-off in a specific discipline may bump the least senior teacher in another discipline for which the senior teacher is licensed and has successfully taught within the last seven (7) academic years using the criteria established above.

For purposes of this Article "discipline" shall be categorized as the areas of Licensure set forth in 603 CMR 7.04(3).

For purposes of this provision, seniority is defined as the length of continuous service from first date of employment, less time taken as a leave of absence, except for those leaves that are designated as qualifying leave under the FMLA or USERRA, in the Hopkinton Public Schools, in a position covered by this Agreement. Employees who have been reduced and are on a recall list shall be considered to be on an unpaid leave of absence and their seniority shall not accrue during that period.

Employees reduced under normal circumstances shall be notified in writing no later than June 15 of the school year preceding the school year in which the reduction is to be effected.

- 4. A bargaining unit member with professional teacher status may serve for up to two (2) years in a Hopkinton School District position not covered by this agreement and return to the bargaining unit with their original seniority date, provided the member submits notice to the Superintendent of the desire to return to a bargaining unit position no later than April 1 of the preceding school year. Any transfers from administrative to bargaining unit positions shall normally be effective at the beginning of the school year.
- 5. Only professional status teachers will have recall rights to positions for which they are currently certified under M.G.L. c. 71, s. 38G or are working under a license extension granted by DESE and qualified. Such recall shall be for a period of two contract years, from the start of school in which the reduction is to be in effect. The Superintendent or his/her designee will maintain the Recall List and provide a copy to the Association President. No new employees shall be hired to fill such vacancies until all appropriately licensed, reduced employees on the Recall List have been offered the vacancy according to the provisions of this Article.

Employees serving a recall period shall be responsible to provide the Superintendent or his/her designee with updated contact information and areas of licensure to be notified concerning any open positions in the system for which they may be qualified to fill. The Association President shall also be notified of any and all open positions.

When vacancies occur, the Superintendent or his/her designee, shall notify, by electronic mail (e-mail) to his/her last e-mail address of record, the reduced employee with professional status to

be recalled. Reduced employees shall be recalled to a position in inverse order of their RIF within their area(s) of licensure and qualifications.

If a reduced employee fails to notify the Superintendent and/or his/her designee of acceptance of the recall within seven (7) business days from the date of e-mailing of said notice, he/she shall forfeit all such recall rights. It is the sole responsibility of the reduced employee to keep the District informed of any change in his/her e-mail address of record and licensure status. The Association president shall be copied on all recall notifications from the District to the employee.

Employees laid off under this Article shall be given priority on the substitute list during said recall period if they so indicate in writing.

Employees recalled after having been reduced under these provisions shall be recalled with professional status and credited with such salary and benefits as they were entitled to at the effective date of their layoff. Upon their return, they will move on the salary schedule to the next step and with their original date of hire. However, their seniority will not accrue during the period of the RIF. The period of RIF shall not be viewed as a break in service.

A list specifying the date of employment of each member of the bargaining unit shall be prepared by the Superintendent and forwarded to the President of the Association within ninety (90) days following the execution of this Agreement. An updated "seniority list" shall be supplied by the Committee annually thereafter.

- 6. The Parties agree that should M.G.L. 71, s. 42 as amended by St. 2012, c. 131, s.3 be repealed or otherwise changed, the language in this section may be reopened at the written request of either Party to renegotiate the affected provisions.
- G. No professional status teacher will be disciplined, reprimanded, reduced in rank or compensation, or deprived of any professional advantage without just cause.

# ARTICLE XX TEACHING HOURS, TEACHING LOAD, AND WORK YEAR

A. The starting and dismissal time for students will be as follows:

Marathon School	9:00-3:15
Elmwood School	9:00-3:15
Hopkins School	8:15-2:30
Middle School	7:25-1:50
High School	7:25 - 1:50

- 2. The school day for Pre-School, kindergarten and elementary classroom teachers will begin fifteen (15) minutes before the aforesaid starting times, and will end at a time not to exceed fifteen (15) minutes after dismissal, on days when duties have been assigned. The school day for Middle/High School teachers will begin five (5) minutes before the aforesaid starting time. Teachers may leave at the student dismissal time when all professional obligations have been met. Notwithstanding the above, teachers at the secondary level are expected to be available to students one (1) day a week in order to provide extra help. However, teachers may leave at 2:00 p.m. if no students arrive for extra help. The day designated for extra help shall be determined by the principal with input from Subject Matter Leaders/Curriculum Teacher Leaders and the individual teachers. Said starting and dismissal times are subject to modification by the Committee, provided, however, that no such modification will increase the length of the teachers' school day.
- 3. Personnel other than classroom teachers will work at their assigned tasks for at least the length of the regular teachers' school day. It is recognized, however, that the proper performance of their duties may, on occasion, require these persons to work longer than the normal school days. The exact daily schedule will be worked out on an individual basis.
- 4. On district-wide professional development days the hours for all staff shall be 8:00 a.m. to 2:00 p.m. with a thirty (30) minute lunch break. Any part-time member who is not ordinarily scheduled to work on the day of the week on which a Professional Day is scheduled, may be requested to participate in the Professional Day and will be compensated at his/her hourly rate of pay.
- B. 1. The school year for teachers may start no earlier than the Monday before Labor Day, and end no later than June 30, provided that the student year begins no earlier than the Tuesday before Labor Day and the Friday before Labor Day is a non-work day. In no event shall the school year for teachers be more than three (3) days more than the number of days when pupils are required to be in attendance by state law. The School Committee may add up to two (2) additional teacher work days to the aforementioned three (3) days and in such cases will compensate the teachers at their per diem base rate of pay. Notification of any additional days and the dates on which these days will occur will be provided on/or before March 30 of the previous year. The school year will include days

when students are in attendance, orientation days at the beginning of school, conference days, and any other day on which teacher attendance is required.

- 2. Guidance counselors will be compensated for up to five (5) days before the school year at the elementary level and for up to five (5) days after the school year and five (5) days before the school year at the Middle/High School level for work as required outside the regular school year. Payment will be at their per diem base rate of pay.
- 3. The Superintendent may hire designated special education staff to work a 203 day school year. Members working a 203 day school year shall be compensated for those days worked in excess of the regular school year at their per diem rate. Partial days shall be compensated at the educator's pro-rated per diem rate for the hours worked. No special education staff member hired before July 1, 2005 will be required to work a longer work year than the regular teacher work year as outlined above in Article XX, Section B, Paragraph 1.
- 4. By the close of school in June, all staff will be provided with a draft copy of the calendar for the upcoming year. The calendar shall designate the dates for district, Principal and/or building-based meetings.
- C. Teachers at the elementary level shall have a duty-free lunch period of thirty (30) minutes. All other teachers shall have a duty-free lunch period of at least the length of a student lunch period. For those part-time teachers who work four (4) or more hours in a given day, this lunch period shall be prorated in proportion to the hours worked on such day.

# D. Secondary Level Teachers

#### 1. Middle School

- a. Academic subject area teachers of grades 6, 7, and 8 will not be assigned more than twenty-five (25) instructional periods nor more than thirty (30) student supervision periods per week.
- b. Middle School teachers of Life Skills, Industrial Arts, Boys' Physical Education and Girls' Physical Education, will not be assigned a combination of more than thirty (30) periods a week of instruction and supervision.
- c. Team meetings at the Middle School level shall take place three (3) periods in a six (6) day cycle. Said meetings will be forty (40) minutes in duration.

d. All middle school classroom teachers, including Related Arts teachers, will be guaranteed preparation time equivalent to one (1) academic period per day with at least one (1) uninterrupted block of thirty (30) minutes time.

All middle school specialists will be guaranteed preparation time equivalent to one (1) academic period per day with at least one (1) uninterrupted block of twenty (20) minutes.

e. Middle School teachers will be available for a principal's meeting once a month for up to one (1) hour and up to ten (10) building-based or district meetings for up to ninety (90) minutes each. Every other month, the entire building-based or district meeting will be dedicated to PLCs. Building/district-wide meetings will begin as soon as possible after student bus dismissal.

# 2. High School

a. Teachers of English, Mathematics, Social Studies, Languages, and Business Education in Grades 9-12 will not be assigned more than twenty-five (25) instructional periods nor more than a combination of twenty-nine (29) instructional and student supervision periods per seven-day cycle, one period of which is designated for common planning time, when possible. In addition, teachers may be assigned Student Advisory time (approximately 20 minutes, every other week) and such time will not be counted in the calculations outlined above.

Teachers of Science courses involving laboratory work in Grades 9-12 will not be assigned more than twenty-eight (28) instructional (including laboratory) periods, nor more than a combination of more than twenty-nine (29) instructional and student supervision periods per seven-day cycle, one period of which is designated for common planning time, when possible. In addition, teachers may be assigned Student Advisory time (approximately 20 minutes, every other week) and such time will not be counted in the calculations outlined above.

- b. High School teachers of Life Skills, Industrial Arts, Boys' Physical Education, and Girls Physical Education will not be assigned a combination of more than thirty (30) periods a week of instruction and supervision.
- c. High School teachers will be available for a principal's meeting once a month for up to one (1) hour and for department meetings once a month for up to one (1) hour and up to ten (10) building-based or district meetings for up to ninety (90) minutes each. Every other month, the entire

building-based or district meeting will be dedicated to PLCs. Building/district-wide meetings will begin as soon as possible after student bus dismissal.

d. When it is absolutely necessary for the schedule of a high school teacher to contain five (5) consecutive teaching periods, the principal will consider qualified volunteers before a teacher is assigned this schedule. The final decision as to assignment will be in the sole discretion of the Principal.

Every effort will be made to develop teaching schedules that do not contain five (5) consecutive teaching periods.

On days when a teacher has only one (1) non-teaching period, the Principal will use reasonable efforts not to assign a duty on that given day. A preparation period will be assigned during the one (1) non-teaching period.

- E. Exception to the provision of Section C and D may be made only if the Superintendent or his/her designee determines that it is necessary to do so in the best interests of the educational process. The Association will be notified of each instance in which the Superintendent so determines. A disagreement over whether an exception is justified will be subject to the grievance procedure and will be instituted at Level 2 thereof.
- F. The Committee and the Association acknowledge that a teacher's primary responsibility is to teach and that his/her energies should be utilized to this end. Therefore, they agree that members of Unit A will not be required to perform the following duties:
  - 1. Health services such as administering eye and ear examinations and weighing and measuring pupils
  - 2. Collecting money from students for non-educational purposes
  - 3. Duties which are custodial in nature, including but not limited to the washing of chalkboards and chalk trays, general sweeping and cleaning, the moving of heavy equipment from place to place, or the replacing of defective equipment. Teachers may be required, however, to observe reasonable practices of good room-keeping including but not limited to erasing chalkboards, maintaining tidy desks, counter cabinets, and shelves, keeping floors free of paper and other litter, and demanding neat and orderly use of desks, lockers, and all school property by pupils.
  - 4. Teachers will not be required to transport students.
  - 5. The parties agree that elementary teachers will not be required to supervise student lunchrooms, except under the following

circumstances: if the number of aides is reduced because of resignations, or if an aide is absent and a replacement cannot be obtained, the administration may assign teachers to cafeteria duty; however volunteers will be sought before making an assignment. Said teachers who volunteer or are assigned in accordance with the above shall be compensated at the rate of \$10.00 for each time cafeteria duty is performed; that is, for each thirty (30) minute lunch period.

- 6. The elementary and middle school faculty will be expected to develop recommendations regarding student placements. Normally, this will not include the identification of proposed teachers, except for extenuating circumstances. The administration, in its sole discretion, will determine and be responsible for all student assignments.
- 7. If there is a need for staff to be utilized for afternoon bus supervision duty, it will be assigned on a fair and equitable rotating basis and, after the first ten (10) school days of the year, not to exceed fifteen (15) minutes after dismissal.
- G. In the event that preparation time cannot be scheduled for a specialist (i.e. art, music, physical education, and health), said specialist shall be entitled to a fifteen (15) minute break during the regularly scheduled work day.
- H. All curriculum related committees formed by the Superintendent or his/her designee, with the exception of school councils, shall be compensated at the curriculum rate of pay, as set forth at Appendix A, for each meeting attended outside of contractual hours.
- I. Elementary (K-5) Preparation, Team Planning, Grade Level Planning, and Meeting Time
  - 1. Team meetings involving classroom teachers who teach different subjects to the same group of students in grades 3, 4, and 5 shall be held once a month for a forty (40) minute period.
  - 2. a. For the 2015-2016 school year, all elementary classroom teachers will be guaranteed preparation time for an average of two hundred (200) minutes per week. The Superintendent will endeavor to provide every elementary classroom teacher with at least one forty (40) minute period per day for classroom preparation.
    - b. Effective the 2016-2017 school year, all elementary classroom teachers, including Related Arts teachers, will be guaranteed preparation time for an average of two hundred (200) minutes per full five (5) day week. Every elementary classroom and related arts teacher shall be provided with at least one (1) forty (40) minute period per day for classroom preparation with the

exception of early release days which operate with a condensed thirty (30) minute period for classroom preparation.

All specialists shall be provided with at least forty (40) minutes per day for preparation consisting of at least one (1) twenty (20) minute block of uninterrupted time with the exception of early release days when they will have thirty (30) minutes for preparation with at least one fifteen (15) minute block of uninterrupted time.

3. Elementary classroom teachers will be provided with forty (40) minutes each week for a Grade level Planning Period, in groups called PLCs (Professional Learning Communities). The topics of these PLCs will be mutually determined by the teachers and building administrator(s). PLCs will include a group of teachers from that grade level but not necessarily all teachers from a grade level. The focus of these meetings should be curriculum implementation and data-driven, research-based instructional strategies. As instructional leaders, principals are welcome to attend PLCs whenever possible.

# 4. Building/District Meeting Time

Elementary teachers will be available for Principal's meetings once a month for up to one (1) hour and up to ten (10) building-based or district meetings for up to ninety (90) minutes each. Every other month, the entire building-based or district meeting will be dedicated to PLCs. (Professional Learning Communities). The topic of these PLCs will be mutually determined by the building's CTLs and the Principal. As instructional leaders, principals are welcome to attend these bi-monthly PLCs whenever possible. Building/district-wide meetings will begin as soon as possible after student bus dismissal.

# J. Kindergarten Preparation Time and Meeting Time

- 1. Kindergarten teachers shall have a duty free lunch period of thirty (30) minutes.
- 2. Kindergarten teachers will follow the prep and meeting time requirements for Elementary teachers, as in section I., above.

# K. Pre-School Preparation Time and Meeting Time

1. Full-Time Pre-School teachers will be guaranteed preparation time for an average of 200 minutes per full five (5) day week. Said preparation time shall include forty (40) minutes daily or two twenty (20) minute blocks for classroom preparation, with the exception of early release days which will include one twenty (20) minute block. Preparation time will occur in blocks of no less than twenty (20) minutes.

- 2. Full-Time Pre-School teachers of half-day sessions will be available for Principal's meetings once a month for up to one (1) hour and up to ten (10) building-based or district meetings for up to ninety (90) minutes each. Every other month, the entire building-based or district meeting will be dedicated to PLCs (Professional Learning Communities). The topic of these PLCs will be mutually determined by the building's Pre-School Coordinator and Principal. As instructional leaders, principals are welcome to attend these bi-monthly PLCs whenever possible. Building/district-wide meetings will begin as soon as possible after student bus dismissal.
- 3. The Administration will make reasonable efforts to explore the rescheduling of the bus arrivals/departures in order to ease the scheduling of preparation time for teachers in the half-day Pre-School program.
- 4. Pre-School teachers shall have a duty free lunch period of thirty (30) minutes.
- 5. Pre-School classroom teachers will be provided with forty (40) minutes each week for a Grade Level Planning Period.
- 6. Pre-School Ten (10) early release days will be scheduled:
  - 1. One full day for Parent Teacher Conferences in February.
  - 2. One (1) scheduled Early Release day shall be provided for teacher use
  - 3. Three (3) System Administrative Days
  - 4. Four (4) Common Planning Days, with teacher-directed agenda

Pre-School parent conferences will be held in February during the school day and there will be no school for Pre-School students on that day. Progress reports will be issued in December, March and June.

#### ARTICLE XXI EARLY RELEASE AND EVENING MEETINGS

- A. For the 2015-2016 school year:
  Elementary Schools –Twelve (12) early release days will be scheduled.
  - 1. Three (3) parent conference days
  - 2. Three (3) Common Planning Days
  - 3. Four (4) scheduled early release days shall be provided for teacher use

- 4. Two (2) System Administrative Days
- 5. Kindergarten parent conferences will be held in the fall and in the spring when requested by the teacher or the parent during release time. Classroom coverage will be provided for up to one (1) additional day during the Fall conference period if the conferencing does not occur during the release time, and two (2) days during the Spring conference period. Progress reports will be issued in January and at the end of the school year.
- 6. Elementary release days for parent conferences are to be conducted from November 1 to the end of the first school week in December. Conferences that have to be rescheduled because of an emergency may go beyond the first week in December.
- B. For the 2016-2017 school year and thereafter: Elementary Schools Ten (10) early release days will be scheduled.
  - 1. Three (3) parent conference days
  - 2. Four (4) Common Planning Days, with teacher directed agendas
  - 3. Three (3) System Administrative Days
  - 4. Elementary release days for parent conferences are to be conducted from November 1 to the end of the first school week in December. Conferences that have to be rescheduled because of an emergency may go beyond the first week in December.
- C. The administration, in its discretion, may schedule additional release days.
- D. Regularly scheduled Middle/High School classes will be dismissed for four (4) release days during the school year so that secondary school teachers will be able to participate in professional development activities authorized by administrators.
- E. Teachers may be required to attend two (2) evening events per year. Such events will be scheduled by the building principal. Other preparation or conference time may be provided as needed. Teachers shall not be required to attend evening parental conferences.
- F. Elementary guidance counselors, elementary Special Education teachers, elementary remedial reading teachers, occupational and physical therapists, the speech pathologists, BCBA and Integration Technology teachers will be required to attend one (1) open house at each of the school buildings to which they are assigned, not to exceed two (2) in any school year. Those individuals attending two (2) open house meetings shall be provided with compensatory time equal to the amount of time spent at one (1) of the aforementioned meetings.

#### ARTICLE XXII CONTRACTUAL NOTIFICATIONS

The Committee will, before the end of each school year, appoint personnel to all positions specified in the contract if such positions will exist at the beginning of the next school year. Exception to this may be made by the Committee but the President of the Association is to be advised in writing indicating the remuneration for the position. Appointee is to advise the Committee before July 1 of each year if he/she accepts or rejects such appointment.

# ARTICLE XXIII PART-TIME PERSONNEL

Personnel covered by this agreement who work a fraction of the school year will be paid and receive their benefits at a corresponding fraction of the appropriate full-time salaried position, including but not limited to paid time off benefits and tuition reimbursement.

All other provisions of this contract, including those pertaining to increment step advancement, shall pertain in full to part-time personnel.

#### DURATION

The provisions of this agreement will be effective as of September 1, 2021 and will continue and remain in force and effective unless specific changes are made as provided in Article I until August 31, 2022.

This agreement entered into this 17th day of March, 2021.

FOR THE HOPKINTON SCHOOL COMMITTEE

Amanda Fargiano, Chairperson of School Committee

FOR THE HOPKINTON TEACHERS' ASSOCIATION

Rebecca Abate, President of the Association

#### APPENDIX A SALARIES

- A. Increments are to be granted as follows with increases becoming effective as of September 1:
  - 1. A teacher entering the system at the minimum salary level will be granted an increment step upon the completion of the first year of service. Another increment step will be granted upon the completion of the second year of service.
  - 2. Thereafter, when evidence of completion of an approved course has been submitted to the Superintendent or his/her Designee, a step salary increase will be granted on the September following the submission of the evidence. A second step salary increase will be granted on the subsequent September without further course work.
  - 3. Following attainment of either a Masters' degree or Masters' + 30, a step salary increase will be granted on the September following. A second step salary increase will be granted on the subsequent September without further course work.
- B. An increment credit course is defined as follows:
  - 1. A teacher holding no degree or with a Bachelor's degree must present three (3) semester hours of approved study.
  - 2. A teacher holding a Masters' degree must present three (3) semester hours of approved study.
  - 3. The intention to enroll in all increment credit courses must be submitted to the Superintendent or his/her Designee prior to the October 1 of the school year in which the courses are to be taken. Approval of courses for increment credit and/or tuition reimbursement must be obtained from the Superintendent or his/her Designee and the Committee prior to taking the course.
  - 4. Step-rate increases are not automatic but are dependent upon continued satisfactory service.

Should any teacher on professional status be adjudged unsatisfactory by the Superintendent or principal in charge of his/her work, any salary increase may be withheld provided the teacher has been given a written notice of the reason for such withholding of the increase at least sixty (60) calendar days in advance of the date such increase would have become effective, and provided that the teacher, if he/she should so desire, has been granted a hearing before the Committee.

- 5. The increments for additional education are as follows:
  - a. Bachelors' degree plus 15 approved credits
  - b. Masters' degree or Bachelors' degree plus 30 approved credits

- c. Masters' degree plus 15 approved credits
- d. Masters' degree plus 30 approved credits
- e. Masters' degree plus 45 approved credits
- f. Masters' degree plus 60 approved credits
- 6. Approved courses used to earn a degree for which a salary increase is granted cannot be used for further course increments after the increase is granted except as provided in Section 4.
- 7. No provision in this schedule shall be used to reduce the present salary of any member now in the Hopkinton school system.
- 8. The status of a Department Head, High School Academic Team Leader and Middle School Team Leader is primarily that of a classroom teacher rather than that of an administrator. His/Her primary responsibility is the attainment of excellence in the teaching of his/her subject area. He/She, therefore, should be burdened with as few administrative responsibilities as is consistent with the accomplishment of this objective. High School Academic Team Leaders and Middle School Team Leaders shall not evaluate other unit members. The position of Department Head shall be posted each year in accordance with Article VII.

#### C. Longevity Additions

Longevity additions of \$850 shall be paid as follows:

After completion of twenty (20) years of continuous service in Hopkinton Public Schools to be paid annually in year twenty-one (21), twenty-two (22), twenty-three (23), twenty-four (24), and twenty-five (25);

An additional \$250 to equal a total of \$1100 longevity payment after completion of twenty-five (25) years of continuous service in Hopkinton Public Schools to be paid annually in year twenty-six (26), twenty-seven (27), twenty-eight (28), twenty-nine (29), and thirty (30); and

An additional \$250 to equal a total of \$1350 longevity payment after completion of thirty (30) years of continuous service in Hopkinton Public Schools to be paid annually in years thirty-one (31) and thereafter.

Approved Leaves of Absence shall be included in continuous service.

An approved paid or unpaid leave of absence will not constitute a break in continuous service for the purposes of determining eligibility for longevity. With the exception of short-term maternity leave, a year in which approved paid or unpaid leaves of absence are granted will not be credited as a full year of service when calculating years of service under this longevity provision. Short-term maternity leave, and if approved, an additional 45 days of extended maternity leave occurring in the same school year, will be credited as time of service under this longevity provision.

#### D. Bachelor Scale

Effective September 1, 2002 the minimum hiring rate for new members will be Bachelor's Step 2 B-1, which will receive the same percentage increases as the remainder of the salary schedule and will remain for the purpose of calculating the rate of pay for coaches. Other steps in the Bachelor scale remain the same.

#### E. Administrative Intern

A bargaining unit member who leaves the bargaining unit to become an Administrative Intern and returns to the bargaining unit will return to the bargaining unit with the same number of years seniority as when they left.

#### F. Wages

FY 22	Annual							+2.0%
Step	В	B+15	B+30	M	M+15	M+30	M+45	M+60
1	\$47,889	\$53,043	\$56,520	\$56,520	\$59,985	\$63,458	\$66,931	\$70,402
2	\$52,553	\$56,018	\$59,645	\$59,645	\$62,967	\$66,438	\$69,911	\$73,372
3	\$55,532	\$58,993	\$62,467	\$62,467	\$65,943	\$69,408	\$72,881	\$76,348
4	\$58,503	\$61,978	\$65,449	\$65,449	\$68,913	\$72,391	\$75,851	\$79,328
5	\$61,483	\$64,963	\$68,414	\$68,414	\$71,888	\$75,360	\$78,832	\$82,307
6	\$64,460	\$67,930	\$71,397	\$71,397	\$74,875	\$78,338	\$81,806	\$85,275
7	\$67,435	\$70,903	\$74,381	\$74,381	\$77,842	\$81,316	\$84,786	\$88,254
8	\$70,407	\$73,880	\$77,347	\$77,347	\$80,819	\$84,295	\$87,757	\$91,237
9	\$73,385	\$76,858	\$80,324	\$80,324	\$83,797	\$87,272	\$90,733	\$94,205
10	\$76,362	\$79,833	\$83,308	\$83,308	\$86,774	\$90,238	\$93,716	\$97,185
11	\$79,337	\$82,805	\$86,273	\$86,273	\$89,750	\$93,218	\$96,691	\$100,171
12	\$83,809	\$87,277	\$90,752	\$90,752	\$92,731	\$96,207	\$99,664	\$103,130
13	n/a	n/a	n/a	\$93,678	\$97,151	\$100,626	\$104,083	\$107,548

B,1 used for calculation of Coaching stipends. Lowest teacher rate is B,2.

#### G. Curriculum work will be compensated at the rates set forth below:

Effective September 1, 2015 - \$28.00 per hour;

Effective September 1, 2016 - \$30.00 per hour; and,

Effective September 1, 2017 - \$32.00 per hour.

#### APPENDIX B ALL OTHER

#### A. Extra curricular activities

1. a. The minimum salary for extracurricular activities will be paid no later than the last pay period in June and will include the following activities:

Pre-School		Spring Musical-Music Director	\$1000
Mentors	\$500	Spring Musical-Piano Musician	\$30/hr.
OR two (2) compensator	y days**	Spring Musical-Pit Musician	\$25/hr.
OR two (2) incremental of	credits	Student Council Advisor	\$2,000
Pre-school Coordinator	\$3,500	Table Tennis Club Advisor	\$1,000
SpEd Team Chair (.5 FTE)	\$2,500	Talent/Variety Show Coordinator	\$1,000
		Team Leader-Academic (9)	\$4,000
<b>Elementary</b>		Team Leader-Related Arts (1)	\$4,000
Bridges Program Facilitator: Elmwood (2)	\$175	Tournament Director	\$500
Curriculum Teacher Leader (18)	\$3,000	HMS-TV Club Advisor	\$500
Environmental Club Advisor: Elmwood	\$175	Middle School Trip Coordinator	\$500
Mentors	\$500	Word Masters Advisor	\$500
OR two (2) compensator	y days**	Yearbook Advisor	\$3,500
OR two (2) incremental of	redits	Yoga Club Advisor	\$500
Piano Accompanist	\$25/hr.		
SpEd Team Chair (.5 FTE) (3)	\$2,500	High School	
SpEd Team Chair-Out of District (.5 FTE)	\$2,500	Active Minds Club Advisor	\$500
		Advanced Placement (AP) Coordinator	\$2,000
Middle School		Advisory Coordinator	\$2,500
8th Grade Celebration Advisor	\$750	Art Club Advisor	\$500
Club LIVE! Advisor	\$500	Art Reach Club Advisor	\$500
A Cappella Club Advisor	\$500	Arts Magazine Advisor	\$500
Art Club Advisor	\$500	Badminton Club Advisor	\$500
Best Buddies Advisor	\$1,000	Band Director	\$3,000
Chamber Chorus Advisor	\$500	Be Free Club Advisor	\$500
Chaperone: Domestic Overnight Event	\$75/night	Best Buddies Advisor	\$1,000
Chess Club Advisor	\$500	Book Club Advisor	\$500
Communiteen Advisor	\$1,000	Business Professionals Club Advisor	\$800
Computer Programming Club Advisor	\$500	Chaperone: Domestic Overnight Event	\$75/night
Curriculum Teacher Leader (5)	\$3,000	Chess Club Advisor	\$500
Drama Club Advisor	\$500	Chinese Club Advisor	\$500
Gay-Straight Alliance Club Advisor	\$500	Choral Director	\$1,250
Golf Club Advisor	\$500	Class Advisor-Senior Class	\$3,000
History Club Advisor	\$500	Class Advisor-Junior Class	\$2,500
Homework Club Advisor, Afternoon	\$5,000	Class Advisor-Sophomore Class	\$2,000
Homework Club Advisor, Morning Grade 8	\$1,000	Class Advisor-Freshman Class	\$2,000
Homework Club Advisor, Morning Grade 7	\$1,000	Clay Club Advisor	\$500
Homework Club Advisor, Morning Grade 6	\$1,000	Comic Book/Graphic Novel Club Advisor	\$500
Ignite Advisor (3)	\$1,500	Community Service Club Advisor	\$500
Jazz Ensemble Advisor	\$1,250	Debate Team Advisor	\$500
Mentors	\$500	Diversity Club Advisor	\$500
OR two (2) compensatory	days**	Environmental Club Advisor	\$500
OR two (2) incremental c	redits	Event Manager/Game Administrator	\$4,500
Nature's Classroom Coordinator	\$500	Fall Musical-Stage Director	\$4,500
Peer Tutoring Advisor	\$500	Fall Musical-Choreographer	\$1000
Pottermore (Harry Potter) Club Advisor	\$500	Fall Musical-Music Director	\$3,000
Recycling/Green Club Advisor	\$500	Fall Musical-Orchestra Director	\$2,000
Robotics Club Advisor	\$500	Fall Musical-Piano Musician	\$30/hr.
Running Club Advisor	\$500	Fall Musical-Pit Musician	\$25/hr.
Science Fair Advisor	\$500	Fashion Club Advisor	\$500
SpEd Team Chair	\$5,000	Fitness Center Coordinator	\$5,000
Spring Musical-Stage Director	\$2,500	Fitness Center Coordinator-Morning	\$250

Eiterone Club Advisor	<b>ሲደ</b> ዕለ	DCAT/Dead CT Dead (a)	0005
Fitness Club Advisor French Club Advisor	\$500	PSAT/PreACT Proctor(s)-Extended Test Time	\$325
	\$500	Red Cross Club Advisor	\$500
Game Club Advisor	\$500	Robotics Club Advisor	\$2,000
Gay Straight Alliance Advisor	\$500	SADD Club Advisor	\$500
Girls that Code Club Advisor	\$500	Sailing Club Advisor	\$500
HHS-TV Club Advisor	\$500	Science Fair Coordinator	\$1,000
Hillers Helping Hands Club Advisor	\$500	Science Fair Assistant (3)	\$800
History Club Advisor	\$500	Science Olympiad Advisor	\$500
Honors Exhibition Advisor	\$500	Senior Project Advisor/Coordinator	\$2,500
International Student Coordinator	\$2,500	Sign Language Club Advisor	\$500
Investment Club Advisor	\$500	Skate Park Club Advisor	\$500
Jazz Club Advisor	\$500	Spartan Club Advisor	\$500
Jazz Ensemble Advisor	\$1,500	Spanish Club Advisor	\$500
Key Club Advisor	\$500	SpEd Team Chair	\$5,000
Literary Magazine Advisor	\$500	Speech Club Advisor	\$500
Make a Wish Club Advisor	\$500	Spring Production Advisor	\$1,500
Math Competition Advisor	\$1,000	Stagecraft Club Advisor	\$1,000
MCAS Curricular Coordinator	\$1,500	STOP Club Advisor	\$500
Men's Chorus Advisor	\$500	Student Ambassador Coordinator	\$2,500
Mentors	\$500	Student Council Advisor	\$2,000
OR two (2) compensatory	days**	Subject Matter Leaders (6)	\$5,500
OR two (2) incremental c		Swift Coding Club Advisor	\$500
Mind and Brain Club Advisor	\$500	Ultimate Frisbee Club Advisor	\$500
MIT Launch Club Advisor	\$500	UNITE Advisor	\$1,500
Mock Trial Advisor	\$1,000	Winter Production Advisor	\$2,500
Model UN Club Advisor	\$1,000	Women in STEM Club Advisor	\$500
National Honor Society Advisor	\$1,000	Yearbook Club Advisor (2)	\$2,500
Newspaper Advisor	\$1,000		φ2,500
Noteworthy Club Advisor	\$500	District Subject Matter Leaders/Coordina	ators
Peer Leader Advisor	\$1,000	Art Department SML (K-12)	\$5,500
Peer Tutoring Advisor	\$500	English Language Learner Coordinator (K-12)	\$7,000
Philosophy Club Advisor	\$500		
Photography Club Advisor	\$500	Guidance Department SML (9-12)	\$5,500
Plato Club Advisor	\$500	Music Department SML (K-12)	
Project of the Month Club Advisor	\$500	Technology/Engineering SML (K-12)	\$5,500
PSAT/PreACT Test Coordinator	\$750 \$750	Technology Integration SML (K-12)	\$5,500
PSAT/PreACT Proctor(s)-Standard Test Time	\$250		\$5,500
1 5A1/1 1cAC1 1 10clot(s)-standard 1est 1 me	φ230	Wellness Department SML (K-12)	\$5,500

<sup>\*\*</sup>Compensatory Days: 1 day is available for use as of the midpoint of the School Year and the 2<sup>nd</sup> day is available for use the following School Year. A mentor in his/her final year of work may use both days in that year.

Athletic	Event	Staff
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Season/Sport	Tickets	Score	30 Sec Clock	Announce	Admin	Comments
Fall:	¢40			¢40	<b>PCO</b>	
Varsity Football	\$40			\$40	\$60	
Varsity Football - Thanksgiving	\$70			\$70	\$75	
Varsity Field Hockey (with JV)	\$50			\$60	\$60	
Varsity Field Hockey alone	\$40			\$40	\$60	
Varsity Volleyball	\$40	\$40		\$40	\$60	
Athletic Event Staff (continued)						
Season/Sport	Tickets	Score	30 Sec Clock	Announce	Admin	Comments
Fall:	450			0.00	4.50	
Varsity Boys' Soccer(with JV or Girls Soccer)	\$50			\$60	\$60	
Varsity Boys Soccer alone	\$40			\$40	\$60	
Varsity Girls' Soccer (with JV or Boys Soccer)	\$50			\$60	\$60	
Varsity Girls Soccer alone	\$40			\$40	\$60	
<i>Winter:</i> Varsity Boys' Basketball	\$50	\$30	\$25		\$60	ticket taker is for both
Junior Varsity Boys' Basketball		\$30	\$25			varsity/JV
Freshman Boys' Basketball		\$25	\$25			
Varsity Boys Basketball alone	\$40	\$40	\$40		\$60	
Varsity Girls' Basketball	\$50	\$30	\$25		\$60	ticket taker is for both
Junior Varsity Girls' Basketball	4	\$30	\$25		400	varsity/JV
Freshman Girls' Basketball		\$25	\$25 \$25			
	<b>640</b>				9.00	
Varsity Girls Basketball alone	\$40	\$40	\$40		\$60	
Varsity Ice Hockey					\$60	
Varsity Swimming	# 40				\$60	
Varsity Boys' Winter Track (includes Girls Track)	\$40 \$35				960	
Varsity Wrestling	φ33	P 4 E			\$60	
8 <sup>th</sup> Grade Boys' Basketball (with Girls)		\$45				
Spring: Varsity Baseball					\$60	
Varsity Softball					\$60	
Varsity Boys' Lacrosse (with JV)	\$50			\$60	\$60 \$60	
Varsity Boys Lacrosse (with JV)  Varsity Boys Lacrosse alone	\$40			\$40	\$60 \$60	
Varsity Girls' Lacrosse (with JV)	\$ <del>4</del> 0 \$50			\$40 \$60		
•					\$60 \$60	
Varsity Girls Lacrosse alone Multiple Events, Holidays, and Sundays	\$40			\$40	\$60 \$100	

#### b. Subject Matter Leaders:

1. The work load of High School and District Subject Matter Leaders (SML) shall be as follows:

For the 2016-2017 school year, and beyond: All SMLs will have a teacher work load of .4 FTE and the remaining .6 FTE will be dedicated to SML duties and responsibilities.

- 2. The SML will work three (3) days in addition to the teacher contractual work year, at a per diem rate (for a total contract year of 186 days) with the exact days to be determined by the Superintenden B-3 'her designee. SML positions will be posted and appointed for a two (2) year duration. The Superintendent or his/her designee will, where reasonably possible, make appointment notifications by May 15<sup>th</sup>.
- 3. Training in the Educator Evaluation System will be provided to the SMLs.
- 4. The Parties will continue to discuss the role, responsibilities, and working conditions of the Guidance Department Head/Coordinator under the new Educator Evaluation System.
- 5. The Association and the Committee will meet to continue to negotiate over the development of a blended rubric to be used in the supervision and evaluation of the SML.
- 6. The District will continue its practice regarding obtaining substitutes; however in the absence of a substitute, SMLs will cover classes of teachers in their department for no more than three (3) consecutive school days, not to exceed five (5) days per month.
- 2. a. The minimum salary for coaching of athletes will be as follows:

HIGH SCHOOL ATHLETIC POSITIONS			Varsity Boys' Soccer	13	Fall
Sport	Units	Season	Junior Varsity Boys' Soccer	8	Fall
Varsity Football Head	15	Fall	Freshman Boys' Soccer	7	Fall
Varsity Football Asst (3)	9	Fall	Varsity Girls' Soccer	13	Fall
Junior Varsity Football Coach	9	Fall	Junior Varsity Girls' Soccer	8	Fall
Junior Varsity Football Asst	8	Fall	Freshman Girls' Soccer	7	Fall
Freshman Football	7	Fall	Varsity Golf Coach	9	Fall
Cheerleading Football	8	Fall	Junior Varsity Golf Coach	7	Fall
Boys' Cross Country Coach	8	Fall	Alpine Ski Coach	9	Winter
Girls' Cross Country Coach	8	Fall	Varsity Boys' Basketball	14	Winter
Varsity Field Hockey	13	Fall	Junior Varsity Boys' Basketball	9	Winter
Junior Varsity Field Hockey	8	Fall	Freshman Boys' Basketball	8	Winter
Freshman Field Hockey	7	Fall	Varsity Girls' Basketball	14	Winter
Varsity Volleyball	12	Fall	Junior Varsity Girls' Basketball	9	Winter
Junior Varsity Volleyball	8	Fall	Freshman Girls' Basketball	8	Winter
Freshman Volleyball	7	Fall	Cheerleading Basketball	8	Winter

Varsity Ice Hockey	12	Winter	Junior Varsity Boys' Tennis	7	Spring
Junior Varsity Ice Hockey	7	Winter	Junior Varsity Girls' Tennis	7	Spring
Varsity Swimming	12	Winter	Varsity Boys' Lacrosse	13	Spring
Varsity Swimming Assistant	8	Winter	Junior Varsity Boys' Lacrosse	8	Spring
Diving/Swimming Assistant	7	Winter	Freshman Boys' Lacrosse	7	Spring
Varsity Boys' Winter Track	12	Winter	Varsity Girls' Lacrosse	13	Spring
Boys' Winter Track Assistant	9	Winter	Junior Varsity Girls' Lacrosse	8	Spring
Varsity Girls' Winter Track	12	Winter	ŕ		. 0
Girls' Winter Track Assistant	9	Winter	Equipment Manager	8	All Season
Varsity Wrestling Head	11	Winter	. ,		
Wrestling Assistant	7	Winter	MIDDLE SCHOOL ATHLETIC POS	ITIONS	
Varsity Baseball	13	Spring	Sport	Units	Season
Junior Varsity Baseball	8	Spring	Girls' & Boys' Cross Country (3)	7	Fall
Freshman Baseball	7	Spring	Field Hockey	7	Fall
1 (CSITITALI DASCDAII			1 10.4 1 100.00		
Varsity Softball	13	Spring	,	7	Fall
	13 8	Spring	8th Grade Boys' Soccer 8th Grade Girls' Soccer	7 7	Fall Fall
Varsity Softball		Spring Spring	8th Grade Boys' Soccer 8th Grade Girls' Soccer	7 7 7	
Varsity Softball Junior Varsity Softball Freshman Softball		Spring Spring Spring	8 <sup>th</sup> Grade Boys' Soccer 8 <sup>th</sup> Grade Girls' Soccer 8 <sup>th</sup> Grade Volleyball	7 7 7	Fall Fall
Varsity Softball Junior Varsity Softball	8 7	Spring Spring Spring Spring	8th Grade Boys' Soccer 8th Grade Girls' Soccer	7 7 7	Fall
Varsity Softball Junior Varsity Softball Freshman Softball Varsity Girls' Spring Track Head Girls' Spring Track Assistant	8 7 12	Spring Spring Spring Spring Spring Spring	8 <sup>th</sup> Grade Boys' Soccer 8 <sup>th</sup> Grade Girls' Soccer 8 <sup>th</sup> Grade Volleyball 8 <sup>th</sup> Grade Boys' Basketball 8 <sup>th</sup> Grade Girls' Basketball	7 7 7 8	Fall Fall Winter Winter
Varsity Softball Junior Varsity Softball Freshman Softball Varsity Girls' Spring Track Head Girls' Spring Track Assistant Varsity Boys' Spring Track Head	8 7 12 9	Spring Spring Spring Spring Spring Spring Spring Spring	8th Grade Boys' Soccer 8th Grade Girls' Soccer 8th Grade Volleyball 8th Grade Boys' Basketball 8th Grade Girls' Basketball Wrestling	7 7 7 8	Fall Fall Winter Winter Winter
Varsity Softball Junior Varsity Softball Freshman Softball Varsity Girls' Spring Track Head Girls' Spring Track Assistant Varsity Boys' Spring Track Head Boys; Spring Track Assistant	8 7 12 9 12 9	Spring	8th Grade Boys' Soccer 8th Grade Girls' Soccer 8th Grade Volleyball 8th Grade Boys' Basketball 8th Grade Girls' Basketball Wrestling 8th Grade Boys' Baseball	7 7 7 8	Fall Fall Winter Winter Winter Spring
Varsity Softball Junior Varsity Softball Freshman Softball Varsity Girls' Spring Track Head Girls' Spring Track Assistant Varsity Boys' Spring Track Head	8 7 12 9 12	Spring Spring Spring Spring Spring Spring Spring Spring	8th Grade Boys' Soccer 8th Grade Girls' Soccer 8th Grade Volleyball 8th Grade Boys' Basketball 8th Grade Girls' Basketball Wrestling	7 7 7 8	Fall Fall Winter Winter Winter

- b. The units above are to be multiplied by 1% of the minimum salary for a Bachelors' degree on the teachers' salary schedule.
- c. Coaches' salaries will be determined on a zero (0) to five (5) step basis (0-50%). Steps will be granted on the recommendation of the Superintendent and School Principal. The percentage rating is to be on the minimum salary calculated under paragraph B. above; this amount will be the amount paid in addition to the minimum salary for the coaching position.
- d. Members of Unit A who officiate at athletic events scheduled through the Director of Athletics shall be compensated at the rate of \$20.00 per event.
- 3. The committee may create a new position and set the salary for the first year only. If that position exists the following year, the salary will be negotiated by the Association and the Committee.
- 4. If there are any substantial changes in the duties of any existing position under the contract, the Committee will negotiate with the Association regarding possible modification in the salary for such position.
- 5. Assignments outside of the contracted number of school days, with the exception of summer curriculum work, will be compensated as follows:

The teachers' contracted base salary, excluding other stipends, divided by 183; this quotient to be divided by 6.5. The resultant quotient to be the rate of hourly pay.

- 6. a. The Committee will pay the reasonable expenses incurred by coaches who scout athletic competition at the varsity level.
  - b. Compensation for scouting by a non-coach member of Unit A will be \$10.00 for each scouting report in addition to the expenses incurred under Paragraph A.
  - c. The Director of Athletics and varsity coach must give prior approval to all scouting assignments.

#### 7. Retirement Notification

- a. Upon written notice of intent to retire, a teacher who has, or will have, at least twenty (20) years service in Hopkinton on the effective retirement date will receive a \$2500 compensation payment in each two (2) school years following the notification referenced in paragraph b., below.
- b. Written notice must be received by the Superintendent no later than 28 months prior to the effective date of retirement. Payment will become effective at the end of the following school year.
- c. The notice of intent to retire is considered irrevocable. However, in the event of unforeseen circumstances, the member may make a request to rescind his/her intent to retire. Such a request should be made, in writing, to the Superintendent. The decision to accept a member's request to rescind his/her retirement lies solely with the Superintendent.
- d. If the Superintendent agrees to accept the request to rescind the intent to retire, the teacher must repay all funds paid out under this provision.
- 8. The hourly rate for intramurals will be \$20.00 per hour.
- 9. The stipend payments set forth at Sections 1 and 2 will be pro-rated for less than a full year/season of work.
- 10. The parties agree to form a joint subcommittee to study and explore issues related to the Mentoring and Induction Program. The Subcommittee will bring a recommendation to the negotiating teams, with the intent to implement for the 2016-2017 school year.
- 11. Any qualified teacher who provides tutoring services to a student at the bequest of, and under the direction and supervision of an administrator of

the Hopkinton Public School district, will be compensated at a rate equal to 60% of their current hourly rate, not to be lower than \$40/hour. Said tutoring must occur outside the teacher's regular work hours. Said wages will be paid in the teacher's regular paycheck.

#### SALARY SCHEDULE

The Town of Hopkinton offers to members a pre-tax health care premium payment plan, as well as a pre-tax Med. Cap and D-Cap pre-tax premium plan.



#### HOPKINTON PUBLIC SCHOOLS

HOPKINTON SCHOOL COMMITTEE OFFICE OF THE SUPERINTENDENT

HAYDEN ROWE STREET HOPKINTON, MA 01748 TELEPHONE 617-435-4511

January 22, 3980

Hr. Michael Fleming, Fresident Hopkinton Teachers' Association Hayden Row Hopkinton, RA 01748

Dear Mr. Fleming:

Regrading the School Committee proposal that the teacher may leave the school upon the completion of his/her professional obligations each day after student dismissel, it is the intent of the School Committee that the present level of after-school activities for teachers will not be attended. Further, it is the intent of the School Committee that teachers will be given adequate notice by administrators of after-school meetings or other commitments where their attendance will be required.

Sincerely,

ROPKINTON SCHOOL COMMITTEE NEGOTIATING TEAM

Frederick White

Richard Tavis

# MEMORANDUM OF AGREEMENT BETWEEN THE HOPKINTON SCHOOL COMMITTEE AND THE HOPKINTON TEACHERS' ASSOCIATION

**This MEMORANDUM OF AGREEMENT** is entered into by and between the Hopkinton School Committee (hereinafter the "Committee") and the Hopkinton Teachers' Association (hereinafter the "Association").

WHEREAS, the Committee and the Association are parties to a Collective Bargaining Agreement for the period of September 1, 2007 through August 31, 2010, which contains at Appendix A the Teachers' Salary Schedule; and,

WHEREAS, it has been determined that certain members of the Association have been incorrectly placed on the aforementioned salary schedule; and,

WHEREAS, the Association and the Committee wish to avoid the time and expense of litigation and desire and intend to resolve any and all disputes and differences among them and the individual affected members concerning issues related to incorrect placement on the salary scale, including but not limited to both the underpayment and overpayment of salary, the parties have agreed as follows, without admission by any party of any wrongdoing;

**NOW, THEREFORE,** in consideration of the mutual promises and covenants contained herein, the Association and the Committee hereby agree as follows:

- 1. The record of credits earned for all members and their corresponding placement on the salary scale as of the beginning of the 2001-2002 school year is accepted as accurate.
- 2. Notwithstanding the provisions of Paragraph 1, above, if it is learned that a member has been placed on the salary schedule at Master's column or higher and does not actually hold a Master's degree, the District reserves the right to take corrective action relative to that member's placement per the guidelines set forth below at Paragraph 3.
- 3. An audit of members' professional development and educational attainment has been conducted for the period of beginning with the 2001-2002 school year through the 2007-2008 school year to verify correct lane and step placement on the salary scale using the following parameters:
  - a. A Master's degree is accepted and recorded as a Master's degree regardless of the number of credits required by the degree granting institution. In other words, if the institution requires 40 credits for a Master's degree, it is recorded by the Hopkinton Public Schools as a Master's degree, not as a Master's degree plus 10 credits.

- b. The District will count all graduate courses and district in-service courses earned outside a Master's degree, regardless of the date earned (being either before or after the award of a Master's degree), so long as said credits are not used for the earning of the Master's degree.
- c. As a result of the aforementioned audit, correct salary placement and educational credits of all members have been certified as June, 2008.
- d. Members who were incorrectly placed on the salary scale will be placed in their correct lane effective the start of the 2008-2009 school year.
- e. Members who were incorrectly placed on the salary scale and such placement resulted in the underpayment of salary by the District will be made whole.
- f. Members who were incorrectly placed on the salary scale and such placement resulted in the overpayment of salary by the District will be responsible for making restitution to the District up to a cap of \$25,000.00. Payment options will be discussed with the individual member.
- g. In the case of either an overpayment or underpayment of wages involving a member, the member and the District will work together to provide the necessary documentation, relative to state and federal income tax and retirement contributions, to the proper agencies, if necessary.
- 4. As of the 2008-2009 school year, the following guidelines will be used to audit salary scale placement:
  - a. Annually, the District will provide salary scale information on lane and step placement for each member. It is the responsibility of each member to verify this information based on his/her own records, and notify the Human Resources office if placement is in error.
  - b. The District will audit the professional development folder upon request by the member or upon consideration for a lane change.
  - c. If a potential error is discovered, the District will take the following measures:
    - 1. The Human Resource Director will meet with the member to discuss and verify lane and step placement. The member is expected to cooperate with the District in scheduling and participating in such meetings.
    - 2. Following verification, the member will be placed correctly on the scale.
    - 3. In the case of an underpayment of salary, the District will correct the error and pay the wages owed if the following conditions are met:

- a. Credits and/or step placement are verified; and,
- b. Member provides evidence of Intent to Submit for the time frame in question.
- c. Member provides evidence of a Course Approval form submitted prior to taking the course and signed by the Superintendent or his/her designee.
- 4. In the case of overpayment of salary, the District will correct the error and seek restitution under the following conditions:
  - a. Restitution will be the actual amount of overpayment (no interest), up to a maximum of \$25,000.
  - b. The Superintendent will consider, on a case-by-case basis, the terms of repayment.
  - c. The dollar constraints set forth above at subparagraph a will not apply if there is a reasonable assumption that the member was aware of the error (such as, but not limited to, the case of a member being paid on or above the Master's scale, when he/she had not yet obtained a Master's degree).
- 5. This Memorandum of Agreement is subject to ratification by the Parties. The signatories to this Letter agree to use their best efforts to obtain such ratification.

WHEREFORE, the Committee and the Association have caused this MEMORANDUM OF AGREEMENT to be executed by their duly-authorized representatives this 25th day of September, 2008.

HOP	KINTON SCHOOL COMMITTEE	HOPKINTON TEACHERS ASSOCIATION		
By:		By:		
,	John E. Phelan, Ed.D.	Tim Kearnan		
	Its Superintendent	Its President		

#### SUBJECT MATTER LEADER SIDE LETTER

## HOPKINTON SCHOOL COMMITTEE AND HOPKINTON TEACHERS ASSOCIATION

This **SIDE LETTER OF AGREEMENT** is entered into by and between the Hopkinton School Committee (hereinafter, the "Committee") and the Hopkinton Teachers Association (hereinafter, the "Association").

WHEREAS, the Committee and the Association are parties to a collective bargaining agreement for the period September 1, 2012 through and including August 31, 2015 (hereinafter "the Agreement") which includes provisions relative to the duties, responsibilities and compensation for K-12 Coordinators and 9-12 Curriculum Teacher Leaders; and

**WHEREAS**, the Parties have recently entered into an agreement relative to the new Educator Evaluation System effective September 1, 2013; and,

WHEREAS, as part of their negotiations over the adoption of the new Evaluation System, the Parties have negotiated over the roles the aforementioned Coordinators and Curriculum Teacher Leaders will play in the evaluation system; and

**NOW, THEREFORE,** in consideration of mutual promises and covenants, the Parties hereto agree as follows:

- 1. Effective July 1, 2013, the positions of K-12 Coordinators and 9-12 Curriculum Teacher Leaders are eliminated.
- 2. Effective July 1, 2013, the following positions are created:
  - Subject Matter Leader/High School Science
  - Subject Matter Leader/High School Math
  - Subject Matter Leader/High School English/Language Arts
  - Subject Matter Leader/High School History/Social Sciences
  - Subject Matter Leader/District Art
  - Subject Matter Leader/District Wellness
  - Subject Matter Leader/District Music
  - Subject Matter Leader/District Foreign Language

The job descriptions for these positions are attached hereto as Exhibit A (SML/High School) and B (SML/District), respectively.

- 3. The SML will support the implementation of the Hopkinton Educator Evaluation System in the manner set forth in job descriptions attached hereto.
- 4. SML positions will be posted and appointed will be for a two (2) year duration. The Superintendent or his/her designee will, where reasonably possible, make appointment notifications by May 15<sup>th</sup>.
- 5. Training in the Educator Evaluation System will be provided to the SMLs.
- 6. A SML shall have a .6 FTE teacher work load, being released from 2 classes out of 5. The remaining .4 FTE will be dedicated to SML duties and responsibilities.
- 7. A SML will be paid an annual stipend amount of \$5,500.00.
- 8. The SML will work three (3) days in addition to the teacher contractual work year, with the exact days to be determined by the Superintendent or his/her designee. Said additional days will be compensated at the SML's per diem rate.
- 9. The Parties will continue to discuss the role, job responsibilities, and working conditions of the Guidance Department Head/Coordinator under the new Educator Evaluation System.
- 10. The Association and the Committee will meet to continue to negotiate over the development of a blended rubric to be used in the supervision and evaluation of the SML.

WHEREFORE, the Committee and the Association have caused this SIDE LETTER OF AGREEMENT to be executed by their duly-authorized representatives this <u>27<sup>th</sup></u> day of June, 2013.

HOPKINTON SCHOOL COMMITTEE

Steven A. Hiersche, Ed.D.

Its Superintendent

By:

HOPKINTON TEACHERS' ASSOCIATION

Ву

Daniel Mazur Its President

## SIDE LETTER OF AGREEMENT HOPKINTON SCHOOL COMMITIEE AND HOPKINTON TEACHERS' ASSOCIATION

This **SIDE LETTER OF AGREEMENT** is entered into by and between the Hopkinton School Committee (hereinafter, the "Committee") and the Hopkinton Teachers' Association (hereinafter, the "Association").

WHEREAS, the Committee and the Association are parties to a collective bargaining agreement for the period September 1, 2012 through and including August 31, 2015 (hereinafter "the Agreement") which includes provisions relative to the wages, hours and working conditions for teaching staff covered by its terms; and

WHEREAS, the district wishes to implement the use of Student Success Plans (SSPs); and,

WHEREAS, the Parties have met and negotiated in good faith over the impact of the above-described Student Success Plans on terms and conditions of employment for the aforementioned teaching staff; and

**NOW, THEREFORE,** in consideration of mutual promises and covenants contained herein, the Parties hereto agree as follows:

- 1) SSPs are non-evaluative; unless, a teacher elects to use the plan as evidence to support specific elements and /or goals.
- 2) There will be no repercussions to teachers if a strategy used as part of the SSP is unsuccessful.
- 3) On SSP documents, teachers may choose to write strategies used with selected students to improve performance and modify strategies when identified strategies appear ineffective.
- 4) Teachers are not required to write Student Success Plans. The SSP documents are teacher OR administrator created and maintained and driven through collaboration between the teacher and building administrators.
- 5.) Teachers have discretion in terms of formatting of the SSP document.
- 6) The District, with teacher input, will identify priority students for which SSPs should be created, monitored, or adjusted.
- 7) The administration will work with teachers to find designated meeting times to work on SSP plans.

  Teachers will not be required to work on SSPs outside these designated times provided by the

  District
- 8) Teachers are encouraged to work in teams to create SSP documents.
- 9) Teachers (teams) will identify one to three instructional strategies per student based on current assessments.
- 10) As part of the collaborative process, consideration will be given by the District to provide additional support for teachers that have a large number of students deemed as a priority (as measured by assessment data) including a possible reallocation of resources.
- 11) There will be an effort to equitably assign the SSP caseload.
- 12) These SSP provisions shall be reviewed and may be adjusted through bargaining with the District and the Association as needed.
- 13) Evaluation & feedback from teachers as to the use, implementation, success, and problems with SSPs will be collected.
- 14) The purpose of SSPs will be clearly and consistently communicated to all staff by the District. There will be fidelity to the process. Implementation will be consistent at each level (elementary, middle, high school).

15) The terms of this Side Letter of Agreement will be incorporated into the Parties' Collective Bargaining Agreement, unless otherwise agreed in writing.

WHEREFORE, the Committee and the Association have caused this SIDE LETTER OF AGREEMENT to be executed by their duly-authorized representatives this 15th day of April, 2015.

HOPKINTON SCHOOL COMMITTEE /

HOPKINTON TEACHERS' ASSOCIATION

Cathy MacLeod, Ed.D.

Its Superintendent

Daniel Mazur,

Its President



## **Hopkinton Public Schools**

## **Educator Evaluation Process and Procedures**

Teacher & Specialized Instructional Support Personnel (SISP) Evaluation System\*

Agreement between the Hopkinton Teachers'
Association and the Hopkinton School Committee

## Effective July 1, 2013

The language in this agreement was adapted from the *Teacher and Caseload Educator Model Contract* provided by:

Massachusetts Department of Elementary and Secondary Education 75 Pleasant Street, Malden, MA 02148-4906 Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370 www.doe.mass.edu

<sup>\*</sup> This agreement replaces the *Educator Evaluation Process and Procedures* section of the current agreement (9/1/12 – 8/31/15) between the HTA and the HSC.

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## **Educator Evaluation Process and Procedures**

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#### 1) Purpose of Educator Evaluation

- A) This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; the Educator Evaluation regulations, 603 CMR 35.00 et seq.; and the Model System for Educator Evaluation developed and which may be updated from time to time by the Department of Elementary and Secondary Education. See 603 CMR 35.02 (definition of model system). In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.
- B) The regulatory purposes of evaluation are:
  - To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
  - To provide a record of facts and assessments for personnel decisions,
     35.01(2)(b);
  - To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3); and
  - iv) To assure effective teaching and administrative leadership, 35.01(3).

#### 2) Definitions (\* indicates definition is generally based on 603 CMR 35.02)

- A) \*Artifacts of Professional Practice: Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards. Potential artifacts may include, but will not be limited to, those listed in Appendix D.
- B) <u>Specialized Instructional Support Personnel:</u> Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and reading specialists and special education teachers.
- Classroom teacher: Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education.
- D) Categories of Evidence: Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
- \*District-determined Measures: Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks, that are comparable across grade or subject level district-wide. These measures may include, but shall not be limited to: portfolios approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. The parties agree to bargain over the district-determined measures to the extent provided by law.

- \*Educator(s): Inclusive term that applies to all classroom teachers and Specialized Instructional Support Personnel, unless otherwise noted.
- \*Educator Plan: The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:
  - i) Developing Educator Plan shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment.
  - Self-Directed Growth Plan shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
  - iii) Directed Growth Plan shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated needs improvement.
  - iv) Improvement Plan shall mean a plan developed by the Evaluator of at least 30 calendar days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator's unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.
- H) \*ESE: The Massachusetts Department of Elementary and Secondary Education.
- \*Evaluation: The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").
- \*Evaluator: Any person designated by a superintendent who has primary or supervisory responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
  - i) Primary Evaluator shall be the person who determines the Educator's performance ratings and evaluation.
  - ii) Supervising Evaluator shall be the person responsible for developing the Educator Plan, supervising the Educator's progress through formative assessments, evaluating the Educator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator or his/her designee.

**Teaching Staff Assigned to More Than One Building**: Each Educator who is assigned to more than one building will be evaluated by the appropriate administrator where the individual is assigned most of the time. The principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where there is no predominate assignment, the superintendent will determine who the primary evaluator will be.

- iii) Notification: The Educator shall be notified in writing of his/her primary Evaluator and supervising Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.
- K) Evaluation Cycle: A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.
- L) \*Experienced Educator: An educator with Professional Teacher Status (PTS).
- M) \*Family: Includes students' parents, legal guardians, foster parents, or primary caregivers.
- N) \*Formative Assessment: The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.
- \*Formative Evaluation: An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.
- \*Goal: A specific, actionable, and measurable area of growth or improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role.
- Q) \*Measurable: That which can be classified or estimated in relation to a scale, rubric, or standards.
- R) Multiple Measures of Student Learning: Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student WIDA gain scores. This definition may be revised as required by regulations or agreement of the parties upon issuance of ESE guidance expected by July 2012.

- S) \* Observation: A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) by the Evaluator and may include examination of artifacts of practice including student work. The duration of an observation will be a minimum of five (5) minutes for an unannounced observation and a minimum of five (5) minutes and maximum of no more than one classroom period/block, but not to exceed ninety (90) minutes, for an announced observation. An observation may occur in person or through video. Video observations will be done openly and with written permission of the Educator. The parties agree to form a committee to research and make recommendations about using video observation(s) and to bargain the protocols of video observations. No video observations will occur prior to protocols being established. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article.
- T) Parties: The parties to this agreement are the Hopkinton School Committee and the Hopkinton Teachers Association.
- \*Performance Rating: Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
  - Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
  - Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
  - Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
  - Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
- V) \*Performance Standards: Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.
- \*Professional Teacher Status: PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.

- X) Rating of Educator Impact on Student Learning: A rating of high, moderate or low based on trends and patterns on state assessments and district-determined measures. The parties will negotiate the process for using state and district-determined measures to arrive at an Educator's rating of impact on student learning, growth and achievement, using guidance and model contract language from ESE, expected by July 2012.
- Y) Rating of Overall Educator Performance: The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:
  - i) Standard 1: Curriculum, Planning and Assessment
  - ii) Standard 2: Teaching All Students
  - iii) Standard 3: Family and Community Engagement
  - iv) Standard 4: Professional Culture
  - v) Attainment of Professional Practice Goal(s)
  - vi) Attainment of Student Learning Goal(s)
- Z) \*Rubric: A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consists of:
  - Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
  - ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
  - iii) Elements: Defines the individual components under each indicator
  - iv) Descriptors: Describes practice at four levels of performance for each element
- AA) \*Summative Evaluation: An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan.
- \*Superintendent: The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The superintendent is responsible for the implementation of 603 CMR 35.00.
- CC) \*Teacher: An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.
- DD) \*Trends in student learning: For the 2015-2016 school year, at least two years of data from the district-determined measures and state assessments used in determining the

Educator's rating on impact on student learning as high, moderate or low. For the 2016-2017 school year and thereafter, at least three years of such data for teachers with professional teacher status who are on a one-year or two-year self-directed growth plan. All others will continue to use at least two years of such data.

#### 3) Evidence Used In Evaluation

The following categories of evidence shall be used in evaluating each Educator:

- A) Multiple measures of student learning, growth, and achievement, which shall include:
  - Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
  - At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or World-Class Instructional Design and Assessment (WIDA) gain scores, if applicable, in which case for the 2015-2016 school year, at least two years of data is required, and for the 2016-2017 school year and thereafter, at least three years of such data for teachers with professional teacher status who are on a one-year or two-year self-directed growth plan is required. All others will continue to use at least two years of such data.
  - iii) Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
  - iv) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures should be based on the Educator's role and responsibility. The parties agree to bargain over the district-determined measures to the extent provided by law.
- B) Judgments based on observations and artifacts of practice including:
  - i) Unannounced observations of practice of at least five (5) minutes in duration.
  - ii) Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator.
  - iii) Examination of Educator work products.
  - iv) Examination of student work samples.

- C) Evidence relevant to one or more Performance Standards, including but not limited to:
  - i) Evidence compiled and presented by the Educator, including:
    - Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
    - (b) Evidence of active outreach to and engagement with families;
  - ii) Evidence of progress towards professional practice goal(s);
  - Evidence of progress toward student learning outcomes goal(s).
  - iv) Student and Staff Feedback see # 23-24, below; and
  - v) Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the superintendent.

#### 4) Rubric

The rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The districts may use either the rubrics provided by ESE or comparably rigorous and comprehensive rubrics developed or adopted by the district and reviewed by ESE. The parties agree that the rubrics attached to this agreement shall be used.

#### 5) Evaluation Cycle: Training

- A) Prior to the implementation of the new evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by ESE.
- By November 1<sup>st</sup> of the first year of this agreement, all Educators shall participate in professional learning activities focused on self-assessment and goal-setting satisfactory to the superintendent or principal. Any Educator hired after the November 1<sup>st</sup> date, and who has not previously completed such an activity, shall participate in professional learning focused on self-assessment and goal-setting within two months of the date of hire. The district through the superintendent shall determine the type and quality of the learning activity based on guidance provided by ESE.

#### 6) Evaluation Cycle: Annual Orientation

- A) At the start of each school year, the superintendent, principal or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The superintendent, principal or designee shall:
  - Provide an overview of the evaluation process, including goal setting and the educator plans.
  - ii) Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
  - iii) The faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year.

#### 7) Evaluation Cycle: Self-Assessment

- A) Completing the Self-Assessment
  - The evaluation cycle begins with the Educator completing and submitting to the Primary or Supervising Evaluator a self-assessment by October 1<sup>st</sup> (with the exception of Year 1 of the implementation of the New Evaluation System, which will be November 1<sup>st</sup>) or within four weeks of the start of their employment at the school.
  - ii) The self-assessment includes:
    - (a) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
    - (b) An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.
    - (c) Proposed goals to pursue:
      - (1st) At least one goal directly related to improving the Educator's own professional practice.
      - (2nd) At least one goal directed related to improving student learning.

#### B) Proposing the goals

- i) Educators must consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings. Prior to the goal setting process, school and/or district leaders will provide educators with copies of the school and/or district goals. School and district goals are available on the district website.
- ii) For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 1<sup>st</sup> (or within four weeks of the Educator's

- first day of employment if the Educator begins employment after September 15<sup>th</sup>) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.
- iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goals.
- iv) For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.
- v) For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals.
- 8) Evaluation Cycle: Goal Setting and Development of the Educator Plan (See sections 15-19 below for more details on educator plans)
  - A) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the similar roles and/or responsibilities.
  - B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator. The process for determining the Educator's impact on student learning, growth and achievement will be determined after ESE issues guidance on this matter. See #22, below.
  - C) Educator Plan Development Meetings shall be conducted as follows:
    - Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet following the last contractual day of a school year and the first contractual day following a summer break.
    - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15<sup>th</sup> or within six weeks of the start of their assignment in that school

- iii) The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.
- D) The Evaluator completes the Educator Plan by November 1st. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

## 9) Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS

- A) In the first year of practice or first year assigned to a school:
  - i) The Educator shall have at least one announced observation during the school year using the protocol described in section 11B, below.
  - ii) The Educator shall have at least four unannounced observations during the school year.
- B) In their second and third years of practice or second and third years as a non-PTS Educator in the school:
  - i) The Educator shall have at least three unannounced observations during the school year. Note: A non-PTS educator who changes schools within the Hopkinton Public Schools would not revert back to the first year of practice in the evaluation cycle per M.G.L. c. 71 §41.

## 10) Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS

- A) The Educator whose overall rating is proficient or exemplary must have at least one unannounced observation during the evaluation cycle.
- B) The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of Plan which must include at least two unannounced observations.
- C) The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observation. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one year, shall there be fewer than one announced and four unannounced observations. For Improvement Plans of six months or fewer, there must be no fewer than one announced and two unannounced observations.

#### 11) Observations

The Evaluator's first observation of the Educator should take place by November 15 for Educators on a one-year plan and December 15 for Educators on a two-year plan. Observations

required by the Educator Plan should be completed by May 15th. The Evaluator may conduct additional observations after this date.

The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

#### A) Unannounced Observations

- Unannounced observations may be in the form of partial or full-period classroom visitations, or any other contexts deemed useful by the Evaluator, principal, superintendent or other administrator.
- ii) Unannounced observations shall be for a minimum of five (5) minutes in duration.
- iii) The Educator will be provided with at least brief written feedback from the Evaluator within 3-5 school days of the observation. The written feedback shall be delivered to the Educator in person, by email, placed in the Educator's mailbox or mailed to the Educator's home.
- iv) Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement for the first time must be followed by at least one observation of at least 30 minutes in duration within 30 school days.

#### B) Announced Observations

- All non-PTS Educators in their first year in the school, PTS Educators on Improvement Plans and other educators at the discretion of the evaluator shall have at least one Announced Observation.
  - (a) The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation. In the event of an impending deadline related to the evaluation system or contractual deadlines, the Evaluator will provide three possible observation times over more than one day from which to select a mutually agreed upon time.
  - (b) Announced observations shall be for a minimum duration of five (5) minutes and no more than a class period/block, but not to exceed ninety (90) minutes.
  - (c) Within 5 school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance
    - (1st) The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan, activity, or other relevant information. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.

- (2nd) The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
- (d) Within 5 school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible, however the Evaluator will work with the Educator to try to select a mutually agreed upon date and time.
- (e) The Evaluator shall provide the Educator with written feedback within 5 school days of the post-observation conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
  - (1st) Describe the basis for the Evaluator's judgment.
  - (2nd) Describe actions the Educator should take to improve his/her performance.
  - (3rd) Identify support and/or resources the Educator may use in his/her improvement.
  - (4th) State that the Educator is responsible for addressing the need for improvement (Refer to sections 15-19 below).

#### 12) Evaluation Cycle: Formative Assessment

- A) A specific purpose for evaluation is to promote student learning, growth and achievement by providing Educators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- B) Formative Assessment may be ongoing throughout the evaluation cycle but typically takes places mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 13, below.
- C) The Formative Assessment report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both
- D) No less than 10 school days before the due date for the Formative Assessment report, which due date shall be established by the Evaluator with written notice to the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement,

fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.

- E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Assessment Report.
- F) The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox or home.
- G) The Educator may reply in writing to the Formative Assessment report within 5 school days of receiving the report.
- H) The Educator shall sign the Formative Assessment report by within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.
- J) If the rating in the Formative Assessment report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

#### 13) Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only

- A) Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report by June 1<sup>st</sup> of the first year of the two-year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.
- B) The Formative Evaluation report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on each performance standard and overall, or both.
- No less than 10 school days before the due date for the Formative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator shall have provided to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals.
- D) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator by June 1st. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, by email or to the Educator's school mailbox or home.

- E) Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before or after completion of the Formative Evaluation Report.
- F) The Educator may reply in writing to the Formative Evaluation report within 5 school days of receiving the report.
- G) The Educator shall sign the Formative Evaluation report by within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- H) As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
- I) If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

#### 14) Evaluation Cycle: Summative Evaluation

- A) The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by May 15th.
- B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C) The professional judgment of the primary evaluator shall determine the overall summative rating that the Educator receives.
- D) For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating. In cases where the superintendent serves as the primary evaluator, the superintendent's decision on the rating shall not be subject to review.
- E) The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a summative evaluation rating.
- F) To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- No less than four weeks before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator will have provided to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals.

- H) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, by email or to the Educator's school mailbox or home no later than May 15<sup>th</sup>.
- J) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st.
- K) The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 10th.
- Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.
- M) The Educator shall sign the final Summative Evaluation report by June 15<sup>th</sup> or within 5 school days of receipt. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- N) The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.
- A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

#### 15) Educator Plans – General

- A) Educator Plans shall be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.
- B) The Educator Plan shall include, but is not limited to:
  - At least one goal related to improvement of practice tied to one or more Performance Standards;
  - ii) At least one goal for the improvement of learning, growth and achievement of the students under the Educator's responsibility;
  - iii) An outline of actions the Educator must take to attain the goals and benchmarks to assess progress. Actions must include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.

C) It is the Educator's responsibility to attain the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

#### 16) Educator Plans: Developing Educator Plan

- A) The Developing Educator Plan is for all Educators without PTS, and, at the discretion of the Evaluator, Educators with PTS in new assignments.
- B) The Educator shall be evaluated at least annually.

#### 17) Educator Plans: Self-Directed Growth Plan

- A) A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and after 2013-2014 whose impact on student learning is moderate or high. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.
- B) A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and after 2013-2014 whose impact on student learning is low. In this case, the Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

#### 18) Educator Plans: Directed Growth Plan

- A) A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.
- B) The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
- C) The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than May 15<sup>th</sup>.
- D) For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- E) For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.

#### 19) Educator Plans: Improvement Plan

A) An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.

- B) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 school days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.
- C) The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
- D) An Educator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Supervising Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The primary evaluator may be the Supervising Evaluator.
- E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.
- F) The Improvement Plan process shall include:
  - i) Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
  - ii) The Educator may request that a representative of the Hopkinton Teachers' Association attend the meeting(s).
  - iii) If the Educator consents, the Hopkinton Teachers' Association will be informed that an Educator has been placed on an Improvement Plan.
- G) The Improvement Plan shall:
  - Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
  - Describe the activities and work products the Educator must complete as a means of improving performance;
  - iii) Describe the assistance that the district will make available to the Educator:
  - Articulate the measurable outcomes that will be accepted as evidence of improvement;
  - Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s);

- vi) Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and,
- vii) Include the signatures of the Educator and Supervising Evaluator.
- H) A copy of the signed Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- l) Decision on the Educator's status at the conclusion of the Improvement Plan.
  - i) All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:
    - (a) If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
    - (b) In those cases where the Educator was placed on an Improvement Plan as a result of his/her summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
    - (c) In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency as outlined in 19G above, the Evaluator shall recommend to the superintendent that the Educator be dismissed.
    - (d) If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

### 20.) Timelines (Dates in italics are provided as guidance)

Activity:	Completed By:
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	September 15
Evaluator meets with first-year educators to assist in self- assessment and goal setting process	October 1 (or within 4 weeks if hired after Sept. 15)
Educator submits self-assessment and proposed goals	October 1 (November 1 <sup>st</sup> for 2013/14 only; or within 4 weeks of hire)
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established	October 15 (or within 6 weeks of assignment to a school)
at Summative Evaluation Report meeting in prior school year)	November 8 <sup>th</sup> for 2013/14 only
Evaluator completes Educator Plans	November 1 (Educator signs within 5 days of receipt) November 15 <sup>th</sup> for 2013/14 only
Evaluator should complete first observation of each Educator	November 15 (1 year plans)
Evaluate strong complete mot observation of each Educator	December 15 (2 year plans)
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)	January 5*
* or four weeks before Formative Assessment Report date established by Evaluator	
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	February 1
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	February 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired)	April 20*
*or 4 weeks prior to Summative Evaluation Report date established by evaluator	
Observations required by Educator Plan completed (additional observations may be conducted after this date)	May 15
Evaluator completes Summative Evaluation Report	May 15 (1 and 2 Year Plans)
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June 1
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June 10
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	June 15

### A) Educators with PTS on Two Year Plans

Activity:	Completed By:
Evaluator completes unannounced observation(s)	Any time during the 2- year evaluation cycle
Evaluator completes Formative Evaluation Report	June 1 of Year 1
Evaluator conducts Formative Evaluation Meeting, if any	June 1 of Year 1
Evaluator completes Summative Evaluation Report	May 15 of Year 2
Evaluator conducts Summative Evaluation Meeting, if any	June 10 of Year 2
Evaluator and Educator sign Summative Evaluation Report	June 15 of Year 2

### B) Educators on Plans of Less than One Year

The timeline for educators on Plans of less than one year will be established in the Educator Plan.

### 21. Career Advancement

- A) In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by May 1. The principal's decision is subject to review and approval by the superintendent.
- B) In order to qualify to apply for a teacher leader position, the Educator must have had a Summative Evaluation performance rating of proficient or exemplary for at least the previous two years.
- C) Educators with PTS whose summative performance rating is exemplary and, after 2013-14 whose impact on student learning is rated moderate or high, shall be recognized and rewarded with leadership roles, promotions, additional compensation, public commendation or other acknowledgement as determined by the district through collective bargaining where applicable.

### 22. Rating of Educator Impact on Student Learning (Student Impact Rating)

### **Table of Contents:**

- A. Basis of the Student Impact Rating
- B. Identifying and Selecting District-Determined Measures
- C. Determining Educator Impact for Each DDM
- D. Determining a Student Impact Rating
- E. Intersection between the Summative Performance Rating and the Student Impact Rating
- F. Initial Reporting of Student Impact Ratings

### 22) Rating of Educator Impact on Student Learning (ISL)

- A) Basis of the Impact on Student Learning Rating
  - i. The following student performance measures shall be used in combination with professional judgement to determine an educator's impact on student learning, growth, and achievement.
    - (a) Statewide growth measure(s),
      - (1st) Where available, statewide growth measures must be selected each year as one of the measures used to determine the educator's ISL.
      - (2nd) Statewide growth measures include the MCAS Student Growth Percentile, or its equivalent, and ACCESS gain scores for English Language Learners (ELLs).
    - (b) District-Determined Measures (DDMs) of student learning, growth, and achievement
- B) Identifying and Selecting District-Determined Measures
  - i. A DDMs Working Group representing teachers and administrators shall be established to identify and select DDMs.
  - (a)The Working Group shall be co-chaired by the president of the bargaining unit or his/her designee and the Superintendent or his/her designee.
  - (b) The parties shall endeavor to provide, to the extent practicable, representation of educators from a variety of grade levels and disciplines.
  - (c) The Working Group shall be composed of an equal number of members chosen by the president (or designee) from the bargaining unit and by the superintendent (or designee).
  - ii. DDMs Working Group tasks may include:
    - (a) Surveying educators and administrators in the district to create and maintain a list of assessments used in the district. The Working Group shall use the list to identify potential measures that may be adopted or adapted as DDMs. In addition, the Working Group may invite teams of educators to identify or develop new measures that may be adopted or adapted as DDMs.
    - (b) Recruiting and identifying district educators, including teachers of students with disabilities and English language learners, as well as educator teams to review the list of

assessments for their specific content areas and to inform the identification and/or development of potential DDMs by making recommendations to the Working Group.

- (1st) Recruitment materials for classroom and caseload educators should indicate a preference for educators rated *proficient* or *exemplary* on Standards I and II during the most recent evaluation cycle.
- (2nd) Recruitment materials for school and district administrators should indicate a preference for administrators rated *proficient* or *exemplary* on Standard I during the most recent evaluation cycle.
- (c) Identifying at least two measures of student learning, growth, or achievement for each educator based on recommendations from educators with expertise in the content area as described in Section 22.B.ii.b. Additional District Determined Measures will be included per request of the educator(s).
- (d) Collecting feedback from educators and evaluators regarding the quality (e.g., alignment to curriculum, utility) of the selected DDMs.
  - (1st) Where feedback suggests modifications to the selected DDMs or the selection of different DDMs is necessary, the Working Group may convene a team of educators with expertise in the content area to make recommendations to the Working Group.
- (e) Participating in the continuous improvement of the district's DDMs.

### iii. DDM Selection Criteria

- (a) DDMs may consist of direct or indirect measures.
  - (1st) A *direct* measure assesses student growth in a specific content area or domain of social-emotional or behavioral learning over time.
    - (i) For all classroom educators, at least one measure in each year that will be used to determine an educator's Student Impact Rating must be a direct measure.
    - (ii) *Direct* measures include, but are not limited to, criterion referenced measures such as: formative, interim and unit pre- and post-assessments in specific subjects, assessments of growth based on performances and/or portfolios of student work judged against common scoring rubrics, and mid-year and end-of-course examinations.
  - (2nd) *Indirect* measures do not measure student growth in a specific content area or domain of social-emotional or behavioral learning but do measure the consequences of that learning.
    - (i) *Indirect* measures include, but are not limited to, changes in: promotion and graduation rates, attendance and tardiness rates, rigorous course-taking pattern rates, college course matriculation and course remediation rates, discipline referral and other behavior rates, and other measures of student engagement and progress.

- (b) DDMs must be comparable across grade or subject level district-wide.
- (c) DDMs must include consistent, transparent scoring processes that establish clear parameters for what constitutes *high, moderate*, and *low* student growth.
- (d) DDMs must be aligned to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant Frameworks.

### iv. Process for Selecting DDMs

- (a) The DDMs Working Group shall provide a written recommendation to the school committee and local association prior to the end of May which identifies at least two DDMs for each educator. The DDMs shall be use in combination with professional judgement, to determine each educator's ISL Rating.
- (b) The school committee and the local association shall ratify the DDM list or negotiate modifications. Ratification will proceed after agreement by the respective parties. In the event agreement is not reached by the school committee and the local association within a reasonable period of time, either party may file a petition for arbitration under G.L.c.71.sec 38.
- (c) Educators must be informed of the DDMs that will be used to determine their ISL Rating no later than ten school days after the start of the school year.
- (d) Districts shall arrange professional development for all educators, principals, and other evaluators that outlines the components of the Student Impact Rating and prepares educators to administer DDMs. In collaboration with the HTA, decisions on professional development topics may include, but not be limited to, an overview of DDMs and the Student Impact Rating, the district's DDM implementation and scoring plans, and the process for reviewing and confirming student rosters.

### C) Determining Educator Impact for Each DDM

- i. The evaluator will meet with the educator annually to discuss the educator's students' growth scores on each DDM for that school year. For each DDM, the evaluator will consult with the educator and then will determine whether in general, the educator's students demonstrated high, moderate, or low growth in comparison to the parameters the district has set for high, moderate, and low growth for the specific DDM. See Section 22.B.iii.c. Beginning in the 2015-2016 school year, the evaluator's determination will result in a designation of high, moderate, or low impact for the educator for each DDM. Based on this determination, consideration of potential contextual factors, with the goal of the continuous growth and development of the educator, then the evaluator may recommend that the educator continue using current instructional approaches, materials and/or pacing, or suggest modifications or changes to them.
- ii. Educators shall have an opportunity to review and confirm the roster of students whose scores will be used in the determination of their impact on student growth for each DDM.
  - (a) For full-year or fall semester courses, the DDM results from students who are not enrolled in the grade or course by October 1st or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth.

- (b) For spring semester courses, the DDM results from students who are not enrolled in the grade or course by the end of the fourth week of the semester or do not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth.
- (c) DDM results from students who are not present for instruction or education services for at least 90 percent of the allotted instructional or service time shall not be used in the determination of an educator's impact on student growth.
- D) Determining an Impact on Student Learning (ISL) Rating
  - i. The evaluator shall use his/her professional judgment to determine whether an educator is having a high, moderate, or low impact on student learning. The evaluator will consider the designations of impact (high, moderate, or low) from at least two measures (a statewide growth measure must be used as one measure, where available) for the 2015-2016 school year, with at least two years of data and thereafter, at least three years of such data and will apply professional judgment to those designations in order to establish trends and patterns in student learning, growth, and achievement, before determining the educator's Impact on Student Learning (ISL) Rating. The evaluator's professional judgment may include, but is not limited to, consideration of the educator's student population and specific learning context.
    - (a) A rating of *high* indicates that the educator's students demonstrated significantly higher than one year's growth relative to academic peers in the grade or subject.
    - (b) A rating of *moderate* indicates that the educator's students demonstrated one year's growth relative to academic peers in the grade or subject.
    - (c) A rating of *low* indicates that the educator's students demonstrated significantly lower than one year's student learning growth relative to academic peers in the grade or subject.
  - ii. The evaluator shall meet with the educator rated *low* to discuss the ISL Rating. The evaluator shall meet with the educator rated *moderate* or *high* to discuss the ISL Rating, if either the educator or the evaluator requests such a meeting.
- E) Intersection between the Summative Performance Rating and the ISL Rating
  - i. An educator's Summative Performance Rating is a rating of educator practice and remains independent from the educator's ISL Rating, which is a rating of impact on student learning, growth, and achievement.
    - (a) Rating of Overall Educator Performance: see section 2Y of the Teacher and Specialized Instructional Support Personnel Contract.
    - (b) Results from DDMs and the ISL Rating are used to inform the educator's Self-Assessment, to develop the professional practice goal(s) and/or the student learning goal(s) and the resulting Educator Plan.
    - (c) DDM results shall not be used, in whole or in part, in an educator's Rating of Overall Educator Performance to lower the performance rating on any of the four professional standards or on the overall performance rating.

- ii. Educators with PTS whose overall Summative Performance Rating is *exemplary* and after 2013-14 whose ISL Rating is *moderate* or *high* shall be recognized and rewarded with leadership roles, promotions, additional compensation, public commendation, or other acknowledgement as determined by the district through collective bargaining where applicable. See Section 21.C.
- iii. Educators with PTS whose overall Summative Performance Rating is *proficient* and whose ISL Rating is *moderate* or *high* may be eligible for additional roles, responsibilities, and compensation, as determined by the district through collective bargaining where applicable.
- iv. Educators with PTS whose overall Summative Performance Rating is exemplary or proficient and whose ISL Rating is moderate or high shall be placed on a two-year self-directed growth plan. See Section 17.A.
- v. Educators with PTS whose overall Summative Performance Rating is exemplary or proficient and whose ISL Rating is *low* shall be placed on a one-year self-directed growth plan. See Section 17.B.
  - (a) In such cases, the evaluator's supervisor shall discuss and review the Summative Performance Rating with the evaluator and the supervisor shall confirm or revise the educator's rating. In cases where the superintendent serves as the evaluator, the superintendent's decision on the rating shall not be subject to such review, provided, however, that nothing herein shall preclude the educator from seeking adjustment pursuant to the grievance/arbitration procedures in this agreement.
  - (b) The educator and the evaluator shall analyze the discrepancy between the Summative Performance Rating and ISL Rating to seek to determine the cause of the discrepancy.
  - (c) The Educator Plan may include a goal related to examining elements of practice that may be contributing to low impact.
- vi. Evaluators shall use evidence of educator performance and impact on student learning, growth, and achievement in the goal setting and educator plan development processes, based on the educator's self-assessment and other sources that the evaluator shares with the educator.

### F) DDM Implementation Schedule

- i. The district shall implement DDMs and collect the first year of Student Impact Rating data during the 2014-15 school year.
- ii. The district shall implement DDMs and collect the second year of Student Impact Rating data during the 2015-16 school year.
- iii. Initial Student Impact Ratings shall be determined based on trends and patterns following the 2015-16 school year.
- iv. The Superintendent or designee and HTA President will confer and communicate any potential changes to the implementation schedule.

### 23. Using Student feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using student feedback in Educator Evaluation by June 30, 2013. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

### 24. Using Staff feedback in Educator Evaluation

ESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation by June 30, 2013. Upon receiving this model contract language, direction and guidance, the parties agree to bargain with respect to this matter.

### 25. Transition from Existing Evaluation System

- A) The parties have agreed on a process for identifying the Educator Plan that each Educator will be placed on during the Educator's first year being evaluated under the new procedures, providing that Educators who have received ratings of unsatisfactory or satisfactory with concerns in the prior year will be placed on Directed Growth or Improvement Plans at the discretion of the Superintendent and/or Principal.
- B) The parties agree that to address the workload issue of Evaluators, all PTS Educators will be evenly divided by their last name to allow for 50 percent of all PTS educators in each school, and by department as appropriate at the high school, to be placed in each group. All PTS educators whose name falls within approximately the last fifty percent (50%) of the alphabet shall be placed on a 2-year Self-directed Growth plan effective September 1, 2013. All PTS educators whose last name falls within approximately the first fifty percent (50%) of the alphabet shall be on a 2-year Self-directed Growth Plan, effective September 1, 2014; however, said educators shall develop an Educator Plan during the 2013-2014 school year and work on self-assessment and goal setting, but will not be subject to observations under this Educator Evaluation System until the 2014-2015 school year.
- C) The provisions of this Article shall be effective July 1, 2013.

### 26. General Provisions

- A) Only Educators who are licensed may serve as primary evaluators of Educators.
- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching

- practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the superintendent.
- E) The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties.
- F) Violations of this article are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process.

### Appendix A:

### Forms for Hopkinton Public Schools' Educator Evaluation

### **Overview of Forms**

The forms included in this document are provided as tools to support educators and evaluators as they implement the new educator evaluation framework. For all of these forms, additional pages may be attached as needed. The Hopkinton Public Schools has also purchased Longleaf Solutions' Baseline Edge Software, which will also be used in the evaluation process. All educators will be offered training in the use of the Baseline Edge Software.

- Educator Tracking Sheet. This form is intended to be used to track the completion of each step throughout the educator's evaluation process. It will be completed by the educator in conjunction with his/her primary (and possibly supervising) evaluator.
- Self-Assessment Form. This form is intended to be used in support of Step 1: Self-Assessment, the educator's initial step of the cycle. The form can be used by individuals or teams; however, each individual will need to submit a self-assessment. Evaluators sign the form to indicate receipt. The form includes sections for the educator to complete an analysis of student learning, growth, and achievement and an assessment of practice against performance standards. Submission of this form will be noted and initialed on the Educator Tracking Sheet.
- Goal Setting Form. This form is intended to be used in support of Step 1: Self-Assessment and Step 2: Goal Setting and Plan Development. Individuals and teams may use this form to propose goals (a minimum of one student learning goal and one professional practice goal). The form should initially be submitted with the Self-Assessment Form with the box "Proposed Goals" checked. If the goals are approved as written, the evaluator will check the box "Final Goals" and include a copy of the form with the Educator Plan Form. If the goals undergo further refinement, edits may be made to the original, or the form may be rewritten. If the form is redone, the new form should have the box "Final Goals" checked and should then be attached to the Educator Plan Form. Submission of this form will be noted and initialed on the Educator Tracking Sheet.
- Educator Plan Form. This form is intended to be used in support of Step 2: Goal Setting and Plan Development. It will either be completed by the educator for a Self-Directed Growth Plan, by the educator and the evaluator together for a Directed Growth Plan and a Developing Educator Plan, and by the evaluator for an Improvement Plan. Completion and/or submission of this form will be noted and initialed on the Educator Tracking Sheet.
- Evaluator Record of Evidence Form. This form is intended to be used by the evaluator in gathering evidence of an educator's practice during Step 3: Implementation of the Plan. It will be completed by the evaluator and may be reviewed by the educator at any time.
- Educator Collection of Evidence Form. This form is intended to be used to support the educator in collecting evidence of his/her practice. It will be completed by the educator and shared with the evaluator prior to Formative Assessment/Evaluation and Summative

- Formative Assessment Report Form. This form is intended to be used in support of an educator's formative assessment (Step 4) at the mid-point of the evaluation cycle, at minimum; it can be used multiple times as Formative Assessment can be ongoing. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating "Progress toward Attaining Goals," "Performance on each Standard," or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. Educators sign off to indicate that they have received a copy of the report and may use the Educator Response Form to provide a written response. Completion of this form will be noted and initialed on the Educator Tracking Sheet.
- Formative Evaluation Report Form. This form is intended to be used in support of an educator's formative evaluation at the end of year one of a two-year Self-Directed Growth Plan. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating "Progress toward Attaining Goals," "Performance on each Standard," or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. At the point of Formative Evaluation, the overall rating is assumed to be the same as the prior summative evaluation unless evidence demonstrates a significant change in performance leading to a change in Overall Rating and, possibly, Educator Plan. If there is a change in rating, evaluators must provide comments on each of the four Standards briefly describing why the rating has changed, the evidence that led to a change in rating, and offering feedback for improvement (evaluators are encouraged to provide comments even if there is no change to ensure that educators have a clear sense of their progress and performance and receive feedback for improvement). Educators sign off to indicate that they have received a copy of the report and may use the Educator Response Form to provide a written response. Completion of this form will be noted and initialed on the Educator Tracking Sheet.
- Evaluation. This form applies to all Educator Plans. It will be completed by the evaluator. The evaluator must complete all sections, which are: "Attainment of Student Learning Goal(s)," "Attainment of Professional Practice Goal(s), "Rating on each Standard," "Overall Performance Rating," and "Plan Moving Forward." Evaluators must provide comments on the student learning goal(s), professional practice goal(s), each of the four Standards, and the overall rating briefly describing the level of attainment or performance rating, the evidence that led to the level of attainment/rating, and offering feedback for improvement. Educators sign off to indicate that they have received a copy of the report and may use the Educator Response Form to provide a written response. Completion of this form will be noted and initialed on the Educator Tracking Sheet.
- Educator Response Form. This form is intended to be used in support of the educator, should he/she want to have a formal response to any part of the evaluation process kept on record. It will be completed by the educator; the evaluator will sign to acknowledge receipt. If the form is submitted in response to the Formative Assessment/Evaluation or to the Summative Evaluation, receipt of the response will also be noted and initialed on the Educator Tracking Sheet.

### **Evaluation Tracking Sheet**



Educator—Name/1	itle:				
Primary Evaluator-	-Name/Title:				
Supervising Evalua	tor, if any—Name/Title/R	ole in	evaluation:		
School(s):					
Educator Plan:	Self-Directed Grov Developing Educa	vth Pla tor Pla	=	ected Growth I provement Plar	
Plan Duration:	2-Year	One-Y	ear 🗌 Les	ss than a year <sub>-</sub>	
Eva	luation Step		Date(s)	Educator Initials	Evaluator(s) Initials
Self-Assessment recei	ved by evaluator				
Educator Plan develop	ment completed				
☐ Formative Assessm ☐ Formative Evaluation	ent conference, if any 1 on conference, if any 2				
Formative Assessm Formative Evaluatio	ent Report completed				
Educator response, if a	ny, received by evaluator <sup>4</sup>				
Summative Evaluation	conference, if any				
Summative Evaluation F	Report completed				
Educator response, if ar	ny, received by evaluator				

<sup>&</sup>lt;sup>1</sup> As per the Massachusetts Model System for Educator Evaluation Contract Language, evaluation conferences are required for ratings of Needs Improvement and Unsatisfactory but conferences may be requested by either the educator or evaluator for any Educator Plan. The conference may occur before or after the Report is completed; the sequence in the above table does not denote required chronological order.

<sup>&</sup>lt;sup>2</sup> Formative Evaluation only occurs at the end of the first year of a two-year Self-Directed Growth Plan.

<sup>&</sup>lt;sup>3</sup> The educator's formative evaluation rating at the end of the first year of the two-year cycle shall be the same as the previous summative rating unless evidence demonstrates a significant change in performance. In such a case, the rating on the formative evaluation may change. Assigning ratings is optional during Formative Assessment.

<sup>&</sup>lt;sup>4</sup> An educator may provide written comments to the evaluator at any time using the Educator Response Form but 603 CMR 35.06 ensures that educators have an opportunity to respond to the Formative Assessment, Formative Evaluation, and Summative Evaluation in writing.

### **Self-Assessment Form**



Educator—Name/Title:
Primary Evaluator—Name/Title:
Supervising Evaluator, if any—Name/Title/Role in evaluation:
School(s):
Part 1: Analysis of Student Learning, Growth, and Achievement Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data.  603 CMR 35.06 (2)(a)1
Team, if applicable:
List Team Members below:



Educator—Name/Title:	
Part 2: Assessment of Practice Again Citing your district's performance rubric, briefly summar growth. Areas may target specific Standards, Indicators Elements within or across Standards. The form should 2 can also be used by teams in preparation for proposing 603 CMR 35.06	rize areas of strength and high-priority areas for s, or Elements, or span multiple Indicators or be individually submitted by educator, but Part ag team goals.
Team, if applicable:	
List Team Members below:	
Signature of Educator	Date
Signature of Evaluator	•
The eveluated almost an indicate at a transfer in the contract of the contract	

<sup>\*</sup> The evaluator's signature indicates that he or she has received a copy of the self-assessment form and the goal setting form with proposed goals. It does not denote approval of the goals.

### **Goal Setting Form**



Educator—Name/Title:	
Primary Evaluator—Name/Title:	
	e in evaluation:
School(s):	
Check all that apply¹: ☐ Proposed Goals ☐  A minimum of one student learning goal and on goals must be considered per 603 CMR 35.06 goals or revisions made to proposed goals during	e professional practice goal are required. <b>Team</b> 6(3)(b). Attach pages as needed for additional
Student Learning SMART Goal Check whether goal is individual or team; write team name if applicable	Professional Practice SMART Goal Check whether goal is individual or team; write team name if applicable
Team:	Individual Team:

**SMART:** S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked

<sup>&</sup>lt;sup>1</sup> If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.



Educator—Name/Title:		
Primary Evaluator—Name/Title:		
Supervising Evaluator, if any—Nam	ne/Title/Role in evaluation:	
School(s):		
	ted Growth Plan	
Plan Duration: 2-Year	One-Year Less than a y	/ear
Start Date:	End Date:	
Some activities may apply to the pur professional practice). Attach additio		student learning or
Student Learr  Describe actions the educ	ning Goal(s): Planned Activiti ator will take to attain the student learning dual and/or team. Attach additional page	ing goal/el
Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency

<sup>\*</sup>Additional detail may be attached if needed



Page 2 of 2

Educator—Name/Title:		
Describe actions the educate	actice Goal(s): Planned Activ or will take to attain the professional pra ual and/or team. Attach additional page	ctice goal(s)
Action	Supports/Resources from School/District <sup>1</sup>	Timeline or Frequency
in 603 CMR 35.00 and local Perform	p provide educators with feedback for p," is "aligned to statewide Standard ance Standards," and "is consistent CMR 35.06 (3)(d) and 603 CMR 35.06	Is and Indicators
Signature of Evaluator	Da	te
Signature of Educator	Da	te
As the evaluator retains final authority over good the signature of the educator indicates that he observed, indicating the evaluator's approval of the agreement with the goals. Regardless of agreeneducator's responsibility to attain the goals in the development provided through the state, district, CMR 35.06(4))	r she has received the Goal Setting Form with the goals. The educator's signature does not net nent with the final goals, signature indicates received and to participate in any trainings and process.	he "Final Goal" box cessarily denote ognition that "It is the

Must identify means for educator to receive feedback for improvement per 603 CMR 35.06(3)(d)

# **Evaluator Record of Evidence Form**



					Rubric Outline	IV. Professional Culture	☐ IV-A. Reflection	☐ IV-B. Professional Growth	☐ IV-C. Collaboration	☐ IV-D. Decision-making	☐ IV-E. Shared Responsibility	☐ IV-F. Professional Responsibilities
		valuation:		Duration:	or Effective Teaching Practice: as per 603 CMR 35.03 ctlon to ensure that sufficient evidence has be	III. Family & Community Engagement	☐ III-A. Engagement	☐ III-B. Collaboration	☐ III-C. Communication			
e.	vame/Title:	Supervising Evaluator, if any—Name/Title/Role in evaluation:		Educator Plan and Duration:	and Indicators for Effective Teaching Practice: Rubric Outline as per 603 CMR 35.03	II. Teaching All Students	☐ II-A. Instruction	☐ II-B. Learning Environment	☐ II-C. Cultural Proficiency	☐ II-D. Expectations		
Educator—Name/Title:	Primary Evaluator—Name/Title:	Supervising Evaluatc	School(s):	Academic Year:	Standards and The evaluat	I. Curriculum, Planning, & Assessment	☐ I-A. Curriculum and Planning	☐ I-B. Assessment	☐ I-C. Analysis			

<sup>\*</sup> The Rubric Outline is intended to be used for citing Standards and Indicators. Evaluators should review the full rubric for analysis of evidence and determination of ratings

## **Evaluator Record of Evidence Form**



Educator:

Evaluator:

Briefly record feedback given to educator (e.g., EX: recognized strong adjustment to practice, suggested teacher collaborate with team on backward curriculum mapping strengths recognized, suggestions for Feedback Provided improvement practice, including unannounced observations of practice of any duration" or other forms of evidence to support determining ratings on Standards as per 603 CMR 35.07. EX: unit plans were appropriately modified after analysis of benchmark Record notes "based on observations and artifacts of professional data to better reflect student performance at mid-point of semester Analysis of Evidence and Indicator(s) to which evidence is Standard(s) Indicator(s) Vote Standard(s) EX: LB (e.g., parent conference. Source of Evidence\* EX: unit plans, observation) benchmark data (Record date of collection, duration if applicable) EX: 11/8/11 Date

\*note if classroom observations are announced or unannounced

Evaluator Record of Evidence Form

### **Educator Collection of Evidence Form**



Educator—Name/Title:	
	tle/Role in evaluation:
School(s):	
Evidence pertains to (check all that apply  Fulfillment of professional responsibilities  Evidence of outreach to and ongoing eng  Progress toward attaining student learning  Progress toward attaining professional	and growth gagement with families g goal(s)
Summarize the evidence compiled	mary of Evidence I to be presented to evaluator with a brief analysis. ditional pages as needed
gnature of Educator	Date
gnature of Evaluator	Date
Attachment(s) included	

<sup>&</sup>lt;sup>1</sup> Per <u>603 CMR 35.07(1)(c)1</u>, "Evidence compiled and presented by the educator includ[es]: 1. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture; 2. Evidence of active outreach to and ongoing engagement with families." However, educator collection of evidence is not **limited** to these areas.

### **Formative Assessment Report Form**



Educator—Name/Title:		
	tle/Role in evaluation:	
School(s):		
Assessing¹: ☐ Progress toward attaining goals		☐ Both
Progress Towa Describe current level of progress and feed	rd Student Learning Goal(s)  Aback for improvement. Attach additional page	es as needed.
Progress Toward  Describe current level of pro	Professional Practice Goal(s) ogress. Attach additional pages as needed.	11,8,3,11
-4.		

<sup>&</sup>lt;sup>1</sup> As per <u>603 CMR 35.02</u> and <u>603 CMR 35.06(5)</u>, formative assessment shall mean the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both.

### **Formative Assessment Report Form**



Describe performance and feedba	nance on Each Standard ack for improvement. Attach additional pages as needed.
l: Curriculum, Planning, & Assessment	pages de needed.
li: Teaching Ali Students	
li: Family & Community Engagement	
V: Professional Culture	
The educator shall have the opportun	lity to respond in writing to the formative
	ity to respond in writing to the formative c) on the Educator Response Form.
The educator shall have the opportunassessment as per 603 CMR 35.06(5)(	c) on the Educator Response Form.
The educator shall have the opportunissessment as per 603 CMR 35.06(5)(	c) on the Educator Response Form.  Date Completed:
The educator shall have the opportunessessment as per 603 CMR 35.06(5)(	c) on the Educator Response Form.  Date Completed:
The educator shall have the opportunassessment as per 603 CMR 35.06(5)(6)(6)(6)(6)(6)(6)(6)(6)(6)(6)(6)(6)(6)	c) on the Educator Response Form.

### **Formative Evaluation Report Form**



* For educators on two-year Self-Directed Growth Plans at the end of Year One of the cycle
Educator—Name/Title:
Primary Evaluator—Name/Title:
Supervising Evaluator, if any—Name/Title/Role in evaluation:
School(s):
Assessing <sup>1</sup> :
☐ Progress toward attaining goals ☐ Performance on Standards ☐ Both
Progress Toward Student Learning Goal(s)  Attach additional pages as needed.
□ Did not meet □ Some progress □ Significant Progress □ Met □ Exceeded  Rationale, evidence, and feedback for improvement:
Progress Toward Professional Practice Goal(s)  Attach additional pages as needed.
□ Did not meet □ Some progress □ Significant Progress □ Met □ Exceeded  Rationale, evidence, and feedback for improvement:

<sup>&</sup>lt;sup>1</sup> As per <u>603 CMR 35.02</u> and <u>603 CMR 35.06(5)</u>, formative evaluation shall mean the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both.

### Formative Evaluation Report Form



Educator—Name/Title:
☐ Evaluator is assigning same ratings as prior Summative Evaluation; no comments needed ☐ Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required
Rating on Each Standard
I: Curriculum, Planning, Unsatisfactory Needs Improvement Proficient Exemplary
Rationale, evidence, and feedback for improvement:
II: Teaching All
Students
The state of the s
Ill: Family/Community Engagement Unsatisfactory Needs Improvement Proficient Exemplary
Rationale, evidence, and feedback for improvement:
IV: Professional
Culture Unsatisfactory Needs Improvement Proficient Exemplary  Rationale, evidence, and feedback for improvement:
realistiale, evidence, and reedback for improvement:

### Formative Evaluation Report Form



	Overall Performa	nce Rating	
☐ Unsatisfactory			
•	☐ Needs Improvement	☐ Proficient	☐ Exemplary
<u> (ationale, evidence, a</u>	and feedback for improvemen	<u>t:</u>	
	Plan Moving Fo	atward.	
	Plan Moving Fo	rward	
Self-Directed Growth Plan		provement D	eveloping Educator
Growth Plan	☐ <b>Directed</b> ☐ imp Growth Plan Pla	provement D	lan
Growth Plan educator shall have	☐ Directed ☐ Imp	provement DP	lan
Growth Plan educator shall have	Directed Imp Growth Plan Pla	provement DP	lan
Growth Plan educator shall hav per 603 CMR 35.06(s	Directed Imp Growth Plan Pla	orovement D n P d in writing to the t nse Form.	ormative evaluatio

### Summative Evaluation Report Form



Educator—Name/Title:	
Primary Evaluator—Name/Title:	
Supervising Evaluator, if any—Name/Title/Role in evaluation:	
School(s):	
Current Plan:  Self-Directed Growth Plan Developing Educator Plan Improvement Plan	
Progress Toward Student Learning Goal(s)  Attach additional pages as needed.	
☐ Did not meet ☐ Some progress ☐ Significant Progress ☐ Met ☐ Exceeded	
Rationale, evidence, and feedback for improvement:	
	I
Progress Toward Professional Practice Goal(s)  Attach additional pages as needed.	
☐ Did not meet ☐ Some progress ☐ Significant Progress ☐ Met ☐ Exceeded	
Rationale, evidence, and feedback for improvement:	

### **Summative Evaluation Report Form**



	Rating on Each Standard
l: (	Curriculum, Planning,  Unsatisfactory  Needs improvement  Proficient  Exempla
R	ationale, evidence, and feedback for improvement:
_	Teaching All
	Students Unsatisfactory   Needs Improvement   Proficient   Exemplar
<u>≀a</u>	tionale, evidence, and feedback for improvement:
:	Family/Community
	Engagement Unsatisfactory   Needs Improvement   Proficient   Exemplary
<u>at</u>	ionale, evidence, and feedback for improvement:
	Professional
	Culture Unsatisfactory Needs Improvement Proficient Exemplary onale, evidence, and feedback for improvement:
	The second of improvenient.

### **Summative Evaluation Report Form**



فعيسي الأسارا	Overali Pe	erformance Rating	
☐ Unsatisfactory	☐ Needs Improve	ment	icient
Rationale, evidence,	and feedback for impr	ovement:	
	Plan Mo	ving Forward	
Self-Directed Growth Plan	Plan Mor	ving Forward  Improvement Plan	☐ Developing Educator
Growth Plan	☐ Directed Growth Plan	☐ Improvement Plan	Plan ————————————————————————————————————
Growth Plan	Directed	Improvement Plan  respond in writing	Plan
Growth Plan  ne educator shall ha raluation as per 603	Directed Growth Plan  we the opportunity to CMR 35.06(6) on the	Improvement Plan  respond in writing Educator Respons	Plan

\* Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report. Educators have the opportunity to respond to this report in writing and may use the Educator Report Form.

### **Educator Response Form**



Educator—Name/Title:	
Primary Evaluator—Name/Title:	
Supervising Evaluator, if any—Name/Title/Role in	
School(s):	
Response to: (check all that apply)  ☐ Educator Plan, including goals and activities ☐ Evaluator collection and/or analysis of evidence ☐ Formative Assessment or Evaluation Report ☐ Summative Evaluation Report ☐ Other:	
Educator Re Attach additional pag	sponse res as needed
gnature of Educator	Date
gnature of Evaluator	
Attachment(s) included	

### Setting SMART Goals<sup>1</sup>

Good goals help educators, schools, and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable, and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

This "SMART" Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

S = Specific and Strategic

M = Measurable

A = Action Oriented

R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

T = Timed and Tracked

Goals with an action plan and benchmarks that have these characteristics are "SMART."

A practical example some of us have experienced in our personal lives can make clear how this SMART goal framework can help turn hopes into actions that have results.

First, an example of not being "SMART" with goals: I will lose weight and get in condition.

Getting SMARTer: Between March 15 and Memorial Day, I will lose 10 pounds and be able to run 1 mile nonstop.

The hope is now a goal, that meets most of the SMART Framework criteria:

It's Specific and Strategic = 10 pounds, 1 mile

It's Measurable = pounds, miles

It's Action-oriented = lose, run

It's got the 3 Rs = weight loss and running distance

It's Timed = 10 weeks

**SMART enough:** To make the goal really "SMART," though, we need to add an action plan and benchmarks. They make sure the goal meets that final criteria, "Tracked." They also strengthen the other criteria, especially when the benchmarks include "process" benchmarks for tracking progress on the key actions and "outcome" benchmarks that track early evidence of change and/or progress toward the ultimate goal.

<sup>&</sup>lt;sup>1</sup> The SMART goal concept was introduced by G.T. Doran, A. Miller and J. Cunningham in *There's a S.M.A.R.T. way to write management's goals and objectives*, <u>Management Review</u> 70 (11), AMA Forum, pp. 35-36. *What Makes a Goal "SMART"*? also draws from the work of Ed Costa, Superintendent of Schools in Lenox; John D'Auria, Teachers 21; and Mike Gilbert, Northeast Field Director for MASC.

### **Key Actions**

- Reduce my daily calorie intake to fewer than 1,200 calories for each of 10 weeks.
- Walk 15 minutes per day; increase my time by 5 minutes per week for the next 4 weeks.
- Starting in week 5, run and walk in intervals for 30 minutes, increasing the proportion of time spent running instead of walking until I can run a mile, non-stop, by the end of week 10.

### Benchmarks:

- For process, maintaining a daily record of calorie intake and exercise
- For outcome, biweekly weight loss and running distance targets (e.g., After 2 wks: 2 lbs/0 miles; 4 wks: 4 lbs/0 miles; 6 wks: 6lbs/.2 mi; 8 wks: 8 lbs/.4 miles)

### S = Specific and Strategic

Goals need to be straightforward and clearly written, with sufficient specificity to determine whether or not they have been achieved. A goal is strategic when it serves an important purpose of the school or district as a whole and addresses something that is likely to have a big impact on our overall vision.

### M = Measurable

If we can't measure it, we can't manage it. What measures of quantity, quality, and/or impact will we use to determine that we've achieved the goal? And how will we measure progress along the way? Progress toward achieving the goal is typically measured through "benchmarks." Some benchmarks focus on the process: are we doing what we said we were going to do? Other benchmarks focus on the outcome: are we seeing early signs of progress toward the results?

### A = Action Oriented

Goals have active, not passive verbs. And the action steps attached to them tell us "who" is doing "what." Without clarity about what we're actually going to do to achieve the goal, a goal is only a hope with little chance of being achieved. Making clear the key actions required to achieve a goal helps everyone see how their part of the work is connected—to other parts of the work and to a larger purpose. Knowing that helps people stay focused and energized, rather than fragmented and uncertain.

### R = Rigorous, Realistic, and Results-Focused (the 3 Rs)

A goal is not an activity: a goal makes clear what will be different as a result of achieving the goal. A goal needs to describe a realistic, yet ambitious result. It needs to stretch the educator, team, school, or district toward improvement but not be out of reach. The focus and effort required to achieve a rigorous but realistic goal should be challenging but not exhausting. Goals set too high will discourage us, whereas goals set too low will leave us feeling "empty" when it is accomplished and won't serve our students well.

### T = Timed

A goal needs to have a deadline. Deadlines help all of us take action. For a goal to be accomplished, definite times need to be established when key actions will be completed and benchmarks achieved. Tracking the progress we're making on our action steps (process benchmarks) is essential: if we fall behind on doing something we said we were going to do, we'll need to accelerate the pace on something else. But tracking progress on process outcomes isn't enough. Our outcome benchmarks help us know whether we're on track to achieve our goal and/or whether we've reached our goal. Benchmarks give us a way to see our progress and celebrate it. They also give us information we need to make mid-course corrections.



# Hopkinton Public Schools Educator Evaluation

Appendix B: Rubric and Guide for Teachers

June 2013

This rubric and guide was adopted, in its entirety, from the *Model Rubric* as provided by: Massachusetts Department of Elementary and Secondary Education 75 Pleasant Street, Malden, MA 02148-4906 Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370 www.doe.mass.edu



## **Guide to Teacher Rubric**

CMR 35.02) - are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and Rubrics – defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) summative performance ratings on each Standard and overall. This appendix contains the ESE Model Teacher Rubric.

## Structure of the Teacher Rubric

- Standards: Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: Curriculum, Planning, and Assessment; Teaching All Students; Family and Community
- Indicators: Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: Cumiculum and Planning; Assessment; and Analysis.
  - Elements: The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback
- Descriptors: Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: Unsatisfactory, Needs Improvement, Proficient, or Exemplary.

### Use of the Teacher Rubric

This rubric describes teaching practice. It is intended to be used throughout the 5 step evaluation cycle for all teachers, including teachers of whole classrooms, small groups, individual students, or any combination of the above. The rubric is designed to be applicable to general education teachers from pre-K through Advanced Placement, as well as teachers with specialized classes or knowledge, including teachers of English Language Learners, and special education teachers; districts may also choose to use this rubric for educators in other roles such as specialists.

The responsibilities of teachers to whom this rubric will be applied may vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator's role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a

## Teacher Rubric At-A-Glance

Standard II: Teaching All Students Family and Community Engagement
Instruction Indicator  1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs
B. Collaboration Indicator     1. Safe Learning Environment     2. Collaborative Learning Environment     3. Student Motivation
C. Communication Indicator  1. Respects Differences 2. Maintains Respectful Environment 2. Culturally Proficient Communication

How to reference parts of the rubric:

Indicator terminology: under the "Teaching All Students" Standard (II), the "Instruction Indicator" (A) can be referred to as Indicator II-A

Element terminology: under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as Element II-A-2



### **Teacher Rubric**

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the leaming and growth of all students by providing highperformance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student and continuously refining learning objectives.

Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structu Indicator I-A.

	- 1				
tructured lessons with		Exemplary	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expend to support the students and expend the support to the students and expend the support the support the support to the support	experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element
	Desertion	Juaguola	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all	students to progress toward meeting intended outcomes.
	Needs Improvement	Down on when he was	subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning	appendings that enable some, but not all, students to move toward meeting intended outcomes.
measurable outcomes.	Unsatisfactory	Demonstrates limited knowledge of	the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	
	I-A. Elements	I-A-1.	Subject Matter Knowledge	Child and Adolescent Development	



### **Teacher Rubric**

		uction cills		ihly ig,	<b>_</b>
	Exemplary	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local	curricula. Is able to model this element.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend	model this element
Droftshirt		Designs units of instruction with measurable outcomes and challenging tasks requiring higherorder thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.		Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	
Needs Improvement		Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.		Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	
Unsatisfactory	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.		Description of the second of t	Students lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	
I-A. Elements	I-A-3.	Rigorous Standards- Based Unit Design	1.0.4	Well- Structured Lessons	



### **Teacher Rubric**

ident learning, growth, and	ture instruction.	Exemplary	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning.	progress toward achieving state/local standards. Is able to model this	Organizes and analyzes results from a comprehensive eveton of	assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or inclust the second identify and/or inclust the second identify and/or inclusions.	interventions and enhancements for individuals and groups of students and annountate modification.	lessons and units. Is able to model this element.
of assessments to measure stu	ng experiences and improve fu	Proficient	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each student's learning.	growth, and progress toward achieving state/local standards.	Organizes and analyzes results from a variety of assessments to	determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated	interventions and enhancements for students.	
Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced locations.	Unsatisfactory Neede Immunication		way auminister some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.		May organize and analyze some assessment results but only	modifies future instruction based on the findings.		
Assessment: Uses a variety of understanding to develop diff	Unsatisfactory	Administers only the assessments	required by the school and/or measures only point-in-time student achievement.		Makes few adjustments to practice based on formal and informal assessments.			
Indicator I-B.	I-B.	-B-1.	Variety of Assessment Methods		I-B-2. Adjustment to Practice			



### Teacher Rubric



### **Teacher Rubric**

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of

HYGHA	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce	this element.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work is able to model this	element.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and	behavioral expectations. Is able to model this element.
Proficient	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.		Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.		Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles,	needs, interests, and levels of readiness, including those of students with disabilities and English learners.
Needs Improvement	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately	low expectations for quality and effort.	oses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.		indy use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	
Unsatisfactory	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	Uses instructional practices that leave	most students uninvolved and/or passive participants.	Uses limited and/or inappropriate	practices to accommodate differences.	
II-A. Elements	II-A-1. Quality of Effort and Work	II-A-2.	Student Engagement	II-A-3.	Meeting Diverse Needs	



### **Teacher Rubric**

				_				
nt that motivates students to		Exemplary	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning 15 chief.	element	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this	practice.	Consistently supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning	grass, and monitor their own progress. Models these skills for colleagues.
aborative learning environmer	Proficient		uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.		Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers		Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks.	and challenge themselves to learn.
Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to	Needs Improvement	May create and maintain a cuto	physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.		Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Proplete come	that guide students to identify needs, ask for support, and challenge themselves to take academic risks.	
	Unsatisfactory	onment that cont student ate or student student stee or student sitive haviors that irning.			Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Directs all learning experiences	providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.	
Indicator II-B.	II-B. Elements	II-B-1.	Safe Learning Environment	ILR 2	Collaborative Learning Environment	II-B-3.	Student Motivation	



### **Teacher Rubric**

tities,			t in which their own are fore related to age,	2	rom ways that to the
rse backgrounds, ider		Exemplary	Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges, is able to	model this practice.	Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model
onment in which students' dive		Proficient	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.		Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.
creates and maintains an envir		Needs Improvement	Establishes an environment in which students generally demonstrate respect for individual differences		Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.
Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.	Uneatlefactory		Establishes an environment in which students demonstrate limited respect for individual differences.	Minimize or incorporate to activities	responds in inappropriate ways.
Indicator II-C.	ن ا = ا	Elements	II-C-1. Respects Differences	I-C-2	cfful nment



### **Teacher Rubric**

Indicator II-D	Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge acceptable.	ements lessons that set clear ar	nd high expectations and also n	ake knowledge screenikla
	tor all students.			
II-U. LIEMENTS	Unsatisfactory	Needs Improvement	Proficient	The state of the s
II-D-1. Clear	Does not make specific academic and behavior expectations clear to	May announce and post classroom academic and behavior rules and	Clearly communicates and	Clearly communicates and
Expectations	students.	consequences, but inconsistently or ineffectively enforces them.	standards for student work, effort, and behavior.	consistently enforces specific standards for student work, effort, and behavior so that most students are
C C C				able to describe them and take ownership of meeting them. Is able to model this alament
High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconsociations.	Effectively models and reinforces ways that students can master challenging material through	Effectively models and reinforces ways that students can consistently master challenging material through
		about innate ability.	enective emort, rather than having to depend on innate ability.	effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model
II-D-3.	Rarely adapts instruction, materials,	Occasionally adapts instruction,	Consistently adapts instruction	this element.
Knowledge	challenging material accessible to all students.	materials, and assessments to make challenging material accessible to all students.	materials, and assessments to make challenging material	individually and with colleagues, consistently adapts instruction, materials, and assessments to make
			including English learners and students with disabilities.	challenging material accessible to all students, including English learners and students with disabilities. Is able
				to model this element.



### **Teacher Rubric**

Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

families and sustains their active community. Is able to model this and appropriate participation in Successfully engages most the classroom and school Engagement: Welcomes and encourages every family to become active participants in the classroom and school Exemplary element. appropriately in the classroom Uses a variety of strategies to participate actively and support every family to and school community. **Proficient** Makes limited attempts to involve classroom activities, meetings, Needs Improvement families in school and/or and planning. classroom and school community Does not welcome families to or actively discourages their become participants in the Unsatisfactory participation. Indicator III-A. Parent/Family Engagement Elements III-A-1

ator III.	2 Collaboration: O. P. L.			
	o. collaboration: Collaborati	margary in B. Collaboration: Collaborates with families to create and implement strategies for enablements.	implement strategies for sun	
	and development both at home and	home and at school.		politing student learning
III-B. Elements	Unsatisfactory	Needs Improvement		
	3-1 40-00-0		Proficient	Exemplary
Learning Expectations	learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents student learning and behavior expectations. Is able to model this
	31			element.
Curriculum Support	parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	Regularly updates parents on curriculum throughout the year and suggests strategies for	Successfully prompts most families to use one or more of the strategies
			supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.



### **Teacher Rubric**

			<del></del>		
families about student		Exemplary	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this	element.	Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.
proficient communication with		rioncient	Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications from	dillies.	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values.
Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.	Needs Improvement		Kelies primarily on newsletters and other one-way media and usually responds promptly to communications from families.		may communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.
Communication: Engages in learning and performance.	Unsatisfactory	Rarely communicates with familia	except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Makes few attempts to respond to	different family cultural norms and/or responds inappropriately or disrespectfully.
Indicator III-C.	III-C. Elements	III-C-1.	Two-Way Communication	III-C-2.	Culturally Proficient Communication



### **Teacher Rubric**

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient,

and student learning. Is able to model well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, individually and with colleagues; and assessment and analysis of student learning data. Is able to model this element. effectiveness of lessons, units, and insights gained to improve practice Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as uses and shares with colleagues, monitor challenging, measurable Individually and with colleagues inferactions with students, both builds capacity to propose and goals based on thorough self-Exemplary Regularly reflects on the this element. effectiveness of lessons, units, and Proposes challenging, measurable individually and with colleagues, professional practice, team, and interactions with students, both student learning goals that are improve practice and student and uses insights gained to assessment and analysis of Regularly reflects on the based on thorough self-Proficient student learning data. and develop new approaches in order to improve teaching and learning. learning. and/or rarely uses insights to improve Proposes goals that are sometimes assessment and analysis of student lessons/ units and interactions with May reflect on the effectiveness of students but not with colleagues vague or easy to achieve and/or Needs Improvement bases goals on a limited selflearning data. practice. Demonstrates limited reflection on practice and/or use of insights gained to improve practice. Generally, participates passively in proposes goals that are vague or easy to reach. the goal-setting process and/or Unsatisfactory Indicator IV-A. IV-A. Elements Goal Setting Reflective Practice IV-A-1. IV-A-2.



### **Teacher Rubric**

	_	_			
s to improve quality of	ship roles.		Exemplary	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.	
ment and learning opportunitie	rerent instructional and leaders	Proficient		applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership	ics ponsibilities.
Professional Growth: Actively pursues professional development and learning opportunities to improve quality of	Unsatisfactory	Needs Improvement	Participates only in required	professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	
Professional Growth: Active practice or build the expertis	Unsatisfactory	A long and a long a long and a long a long and a long and a long and a long and a long and a long a	Participates in few, if any,	professional development and learning opportunities to improve practice and/or applies little new learning to practice.	
Indicator IV-B.	IV-B. Elements		IV-B-1.	Professional Learning and Growth	

			Exemplary	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention. Is able to model this element.	
	wide range of tasks.	Droffolost		Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate inferioration.	The chief miles william.
Indicator IV-C. Collaboration: Collaborates affectively with collection.	ancervely with coneagues on a	Needs Improvement		colleagues in ways that support productive team effort.  productive team effort.  productive team effort.  such work as developing standards-based units, exam student work, analyzing student work, analyzing student work.	
Collaboration: Collaborates	7-17-17-1	Unsaustactory	Rarely and/or ineffectively	collaborates with colleagues; conversations often lack focus on improving student learning.	
Indicator IV-C	IV-C. Flemente	3	IV-C-1.	Professional Collaboration	



### **Teacher Rubric**

	_	_		
ole in school improvement		Exemplary	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts, is able to	model this element.
in schoolwide decision making, and takes an active role in school improvement		Proficient	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	
nvolved in schoolwide decision	Nest	Needs Improvement	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	
Indicator IV-D. Decision-Making: Becomes involved in planning.	Unsatisfactory		Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	
Indicator IV-D	IV-D. Elements	2	Decision-Making	

	school.		Exemplary	Individually and with colleagues develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.
	ance of all students within the	Proficient		Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.
Indicator IV-E. Shared Responsibility: Shares responsibility for the north	Separation of the perform	Needs improvement	1.9 (2.1)	viviril and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.
Shared Responsibility: Share		Unsatisfactory	Rarely reinforces schookside	behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.
Indicator IV-E.	Shared Responsibility			



### **Teacher Rubric**

Proficient Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately. Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and	IV-F1UnsatisfactoryNeeds ImprovementNeeds ImprovementProficientExemplaryIV-F-1.Demonstrates poor judgment and/or masses or is late to assignments, makes errors in records, and/or misses paperworkSometimes demonstrates and discloses confidential student and/or makes errors in records.Demonstrates sound judgment and/or makes errors in records.Demonstrates sound judgment and acts appropriately to protect student confidentiality, honestly, honestly, fairness, and trustworthiness and acts appropriately to protect student confidentiality.Demonstrates sound judgment and oreflecting integrity, honestly, fairness, and trustworthiness and acts appropriately to protect student confidentiality.Demonstrates sound judgment and oreflect student confidentiality. In protect student confidentiality. In protects student confidentiality.IV-F-2.Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.Occasionally misses or is late to absent.Consistently fulfilis professional responsibilities; is consistently and reliable with deadlines; frequently late or absent.Consistently fulfilis professional responsibilities to high standards. Is able to model this element.
assignments; and is rarely late or absent from school.	
Proficient Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately. Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	dgment sety, iness and ontiality essional stently ih



# Hopkinton Public Schools Educator Evaluation

# Appendix C: Rubric and Guide for Specialized Instructional Support Personnel

June 2013

This rubric and guide, with minor adaptations, was adopted from the Model Rubric as provided by: Massachusetts Department of Elementary and Secondary Education 75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370 www.doe.mass.edu Rubrics – defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 CMR 35.02) - are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2)



# Guide to Specialized Instructional Support Personnel (SISP) Rubric

CMR 35.02) – are a critical component of the Massachusetts educator evaluation framework and are required for every educator. Rubrics are Rubrics – defined in the regulations as "scoring tool[s] that describe characteristics of practice or artifacts at different levels of performance" (603 develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) summative performance ratings on each Standard and overall. This appendix contains the ESE Model "SISP" Rubric

# Structure of the Specialized Instructional Support Personnel (SISP) Rubric

- Standards: Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: Curriculum, Planning, and Assessment; Teaching All Students; Family and Community
- Indicators: Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the SISP rubric. Cumiculum and Planning; Assessment; and Analysis.
  - Elements: The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements further break down the Indicators into more specific aspects of educator practice and provide an opportunity for evaluators to offer detailed feedback
- Descriptors: Performance descriptors are observable and measurable statements of educator actions and behaviors aligned to each element and serve as the basis for identifying the level of teaching or administrative performance in one of four categories: Unsatisfactory,

# Use of the Specialized Instructional Support Personnel (SISP) Rubric

This rubric describes practice that is common across educators in professional support roles such as school counselors, school psychologists, school nurses, and others defined in the recognition clause of the appropriate collective bargaining agreement. It is intended to be used throughout the 5 step evaluation cycle for educators who provide direct services such as education, therapy, counseling, assessment, and diagnosis to a caseload of students, as well as educators who may provide indirect support to students through consultation to and collaboration

The roles and responsibilities of educators to whom this rubric will be applied will vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator's role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during selfthat by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator



# Specialized Instructional Support Personnel (SISP) Rubric At-A-Glance

Standond I.			כופוכת
Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV:
A. Curriculum and Planning Indicator     1. Professional Knowledge     2. Child and Adolescent Development     3. Plan Development     4. Well-Structured Lessons     5. Subject Matter Knowledge	A. Instruction Indicator  1. Quality of Effort and Work  2. Student Engagement  3. Meeting Diverse Needs	A. Engagement Indicator  1. Parent/Family Engagement	A. Reflection Indicator  1. Reflective Practice  2. Goal Setting
B. Assessment Indicator 1. Variety of Assessment Methods 2. Adjustments to Practice	<ul> <li>B. Learning Environment Indicator</li> <li>1. Safe Learning Environment</li> <li>2. Collaborative Learning Environment</li> <li>3. Student Motivation</li> </ul>	B. Collaboration Indicator     1. Learning Expectations     2. Student Support	B. Professional Growth Indicator  1. Professional Learning and Growth
C. Analysis Indicator 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families	C. Cultural Proficiency Indicator  1. Respects Differences  2. Maintains Respectful Environment	C. Communication Indicator  1. Two-Way Communication 2. Culturally Proficient Communication	<ul><li>C. Collaboration Indicator</li><li>1. Professional Collaboration</li><li>2. Consultation</li></ul>
	D. Expectations Indicator  1. Clear Expectations  2. High Expectations  3. Access to Knowledge		D. Decision-Making Indicator 1. Decision-making
			E. Shared Responsibility Indicator 1. Shared Responsibility
Note: The SISP nibric is designed to bour also			F. Professional Responsibilities Indicator 1. Judgment 2. Reliability and Responsibility
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rubric is designed to have close alignment with the teacher rubric to emphasize commonalities across educators. Please see Appendix E addressing "Role-Specific Indicators" for additional guidance and samples of how to strategically supplement this rubric to further differentiate by role.

How to reference parts of the rubric:

Indicator terminology: under the "Teaching All Students", Standard (II), the" Instruction Indicator" (A) can be referred to as Indicator II-A **Element terminology:** under the Instruction Indicator (A), the Student Engagement Element (2) can be referred to as *Element II-A-2* 



# Specialized Instructional Support Personnel Rubric

Standard I: Curriculum, Planning, and Assessment. promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously

Curriculum and Planning: Has strong knowledge Indicator I-A.

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onal responsibility, has a good ns for support consisting of		Exemplary	Demonstrates mastery of professional content and its delivery by engaging all students in academic, behavioral, and social/emotional learning experiences, through the use of educational and/or clinical practices, that enable students to synthesize knowledge and skills. Is able to model this element.		Demonstrates expert knowledge of the developmental levels of individual students and students in the grade or subject more generally and uses this knowledge to differentiate and expand learning experiences, supports, and/or types of assistance, enabling all students to make significant progress toward meeting stated outcomes. Is	able to model this element.
subject matter and/or professicigns effective and rigorous pla	A Company	Proncient	Demonstrates sound knowledge and understanding of professional content and delivery by consistently engaging students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices that enable students to acquire knowledge and students.	The second of th	Demonstrates knowledge of students' developmental levels and the different ways these students learn or behave by providing differentiated learning experiences, support, and/or assistance that enable all students to progress toward meeting intended outcomes.	
grasp of child development and how students learn, and designs effective and/or professional responsibility, has a good well-structured lessons with measurable outcomes.	Needs Improvement	Demonstrates factual June 1945	the professional content and delivery and sometimes applies it to engage students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates general knowledge of	child and adolescent development but does not apply this knowledge when providing differentiated learning experiences, support, and/or assistance that would enable all students—as opposed to just someto move toward meeting intended outcomes.	
grasp of child development and how s well-structured lessons with measural	Unsatisfactory	Demonstrates limited professional	knowledge; relies heavily on outdated practices as opposed to current practices supported by research. Rarely engages students in academic, behavioral, and social/emotional learning experiences through the use of educational and/or clinical practices.	Demonstrates little or no knowledge of	child and adolescent development; typically develops one learning experience, and/or type of support or assistance for all students that does not adequately address intended outcomes.	
	I-A. Elements	I-A-1.	Professional Knowledge	I-A-2.	Child and Adolescent Development	



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	Exemplary	Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet	able to model this element.  Develops well-structured and highly engaging lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend	to every student's needs. Is able to model this element.  Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
	Proficient	Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.	Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.
Needs Improvement		Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.
Unsatisfactory		Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.
I-A. Elements		1-A-3 Plan Development <sup>1</sup>	I-A-4. Well- Structured Lessons	I-A-5. Subject Matter Knowledge

<sup>1</sup> "Plan" is used throughout this document to refer to a variety of plans, including but not limited to: lesson plans, unit plans, Individualized Education Programs (IEPs), Individualized Health Care Plans (IHCPs), Career Plans, and 504 Plans. The type of plan that an educator is responsible for depends on the educator being evaluated; both the educator and evaluator should understand and agree upon the definition relevant to the educator's role.



### for individuals and groups of students Organizes and analyzes results from Uses an integrated, comprehensive interventions, supports, or programs assessments to determine progress implement appropriate differentiated plans. Is able to model this element. measure student learning, growth, and development. Is able to model assessments where applicable, to Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and adjust practice and identify and/or informal and formal assessment frequently uses these findings to and appropriate modifications of toward intended outcomes and assessment system, including methods and common interim a comprehensive system of Exemplary understanding to develop differentiated and enhanced learning experiences and improve future instruction. this element. intended outcomes and uses these assessments and common interim assessments and/or collects data from a variety of assessments to assessments where applicable, Organizes and analyzes results findings to adjust practice and including informal and formal through a variety of methods, to measure student learning, growth, and/or development interventions, supports, and determine progress toward identify and/or implement appropriate differentiated Designs and administers Proficient programs for students. appropriate differentiated interventions, supports, and programs growth, or development, but uses a limited range of methods. assessments and/or collect some data to measure student learning, occasionally adjusts practice and May organize and analyze some Needs Improvement identifies and/or implements assessment results but only May design and administer for students. appropriate differentiated interventions, supports, and programs school and/or measures only point-in-Makes few adjustments to practice by collects only the data required by the Administers assessments and/or identifying and/or implementing based on formal and informal time student achievement or development. Unsatisfactory assessments. Indicator I-B. Adjustment to Assessment Elements Variety of Methods Practice <del>-B-1</del>



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	ly.	Exemplary	A land land	Individually and with colleagues, draws appropriate, actionable conclusions about more	and practices from a thorough analysis of a wide range of data that improve short- and long-term planning decisions. Is able to model	this element.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning confusions.	development. Is able to model this	Establishes early, constructive feedback loops with students and families that create a dialogue about student growth, progress, and improvement. Is able to model this element.
	, and shares them appropriate	Proficient		Individually and with colleagues, draws appropriate conclusions about programs, plans, and	practices from a thorough analysis of a wide range of data to improve student learning, growth, and development.		Regularly shares with appropriate colleagues (e.g., classroom teachers, administrators, and professional support personnel) conclusions about student progress and seeks feedback from them about practices that will support improved student learning and/or development.		Based on assessment results and/or other data, provides descriptive feedback and engages students and families in constructive conversation that focuses on student growth and improvement.
	sessments, draws conclusions, and shares them appropriately.		Draws conclusions from a limitod	analysis of data to inform student learning, growth, and development.			only occasionally shares with colleagues conclusions about student progress and/or seeks feedback from them about practices that will support improved student learning and/or development.		Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.
Indicator I-C. Analysis: Analyzes data from accommon		Unsatisfactory	Does not analyze data and/or draw	conclusions from data beyond completing minimal requirements.		Rarely shares with colleagues	conclusions about student progress and/or rarely seeks feedback from them about practices that will support improved student learning and/or development.		Provides little or no feedback on student growth or progress except through minimally required reporting or provides inappropriate feedback that does not support students to grow and improve.
Indicator I-C.	<u>'</u>	Elements		Analysis and Conclusions		I-C-2.	Sharing Conclusions With Colleagues		Sharing Conclusions With Students and Families

Note: At the Exemplary level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, assisting, and/or demonstrating. In this rubric,

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Standard II: Teaching All Students. Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels Instruction: Uses instructional and clinical practices that reflect high expectations regarding content and quality of effort Indicator II-A.

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o - 7 7	3	Exemplary	Consistently defines high expectations for student work and behavior and effectively supports students to set high expectations for each other to persevere and produce high-cupility work is also as to a set high expectations.	this element.	Consistently uses instructional and clinical practices that typically motivate and engage most students during the lesson, activity, or session, and during independent work. Is able to model this element.		Uses a varied repertoire of practices and/or supports to create structured opportunities for each student to meet or exceed expectations for growth and development. Is able to model	this element.
	Proficient		consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models	appropriate behaviors.	Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.		Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests,	those of students with disabilities and English learners.
	Needs Improvement	May state high expensions for	student work and behavior, but provides few exemplars and rubrics, or limited guided practice, and/or few other supports to help students know what is expected of them.		Uses instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.		May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	
or readiness.	Unsatisfactory	Establishes no or low expectations for	student work and behavior and/or offers few supports to help students know what is expected of them.	Uses instructional and which	practices that leave most students uninvolved and/or passive.	leas limited backers	practices and/or supports to accommodate differences.	
	II-A. Elements	II-A-1.	Quality of Effort and Work	II-A-2.	Student Engagement	II-A-3.	Meeting Diverse Needs	



### responses that create and maintain a Teaches and reinforces interpersonal, role-individually and collectively-in identify their strengths, interests, and Uses rituals, routines, and proactive that students seek out their peers as group, and communication skills so Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to preventing behaviors that interfere academic risks and play an active with learning. Is able to model this challenge themselves; set learning environment where students take needs; ask for support; take risks; Consistently supports students to resources. Is able to model this goals; and monitor their own progress. Is able to model this element. safe physical and intellectual Exemplary element. practice. experiences that guide students to appropriate responses that create students take academic risks and most behaviors that interfere with Develops students' interpersonal, and maintain a safe physical and group, and communication skills appropriate; take risks; and challenge themselves to succeed. identify their strengths, interests, and needs; ask for support when intellectual environment where students to learn in groups with and provides opportunities for Consistently creates learning Uses rituals, routines, and take academic risks, challenge themselves, and claim ownership of their learning. Proficient earning are prevented. diverse peers. Teaches some interpersonal, group, that guide students to identify needs, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning. Creates some learning experiences May create and maintain a safe inconsistently maintains rituals, provides some opportunities for students to work in groups. Needs Improvement ask for support, and challenge and communication skills and physical environment but themselves to take risks. Maintains a physical environment that is unsafe or does not support student behavior or respond to behaviors that interfere with students' learning. providing few, if any, opportunities for students to take risks or challenge ineffective rituals, routines, and/or communication skills or facilitate Directs all learning experiences, learning. Uses inappropriate or responses to reinforce positive student work in groups, or such Unsatisfactory Makes little effort to teach interpersonal, group, and attempts are ineffective. themselves. Indicator II-B. Safe Learning Environment Collaborative Environment Elements Motivation Learning Student II-B-1 H-B-2. II-B-2.



students respect and affirm their own languages, and identities in ways that same independently. Is able to model differences and similarities related to Establishes an environment in which strengths, and challenges. Is able to Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, lead students to be able to do the and others' differences and are supported to share and explore misunderstandings arising from background, identity, language, differences in backgrounds, appropriately to conflicts or Anticipates and responds Exemplary model this element. this element. for and affirm their own and others' differences related to background, practices that are likely to enable identity, language, strengths, and Consistently uses strategies and students to demonstrate respect misunderstandings arising from differences in backgrounds, appropriately to conflicts or Anticipates and responds languages, and identities. **Proficient** challenges. appropriately to some conflicts or misunderstandings but ignores and/or Establishes an environment in which respect for individual differences. students generally demonstrate Needs Improvement Anticipates and responds minimizes others. strengths, and challenges are respected. students demonstrate limited respect Establishes an environment in which Minimizes or ignores conflicts and/or responds in inappropriate ways. Unsatisfactory for individual differences. Indicator II-C. Respectful Environment Differences Elements Maintains Respects 년 -II-C-2.



Indicator II-D.		Expectations: Plans and implements lessons and/or supports that set clear and high expectations and also make knowledge, information, and/or supports that set clear and high expectations and also make	that set clear and high expect	ations and also make
II-D. Elements	Unsatisfactory	Needs Improvement	udents.	
II-D-1.	Does not make specific standards for	May work	Proficient	Exemplary
Clear	student work, effort, interactions, and behavior clear to students.	for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, interactions, and behavior so that most students are able to describe them and take ownership of meaning
II-D-2.	Gives up on some of the state			them. Is able to model this element
High Expectations	communicates that some cannot accomplish challenging goals	May tell students that a goal is challenging and that they need to work hard but does not model ways students can accomplish the goal through effective effort.	Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently accomplish challenging goals through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model
II-D-3.	Rarely adopte instruction			this element.
Access to Knowledge	plans, communication, and/or assessments to make assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.	Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities.
				is able to model this element.



Standard III: Family and Community Engagement. Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

families and sustains their active community. Is able to model this and appropriate participation in Successfully engages most the classroom and school Engagement: Welcomes and encourages every family to become active participants in the classroom and school Exemplary element. Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school **Proficient** community. Makes limited attempts to involve classroom activities, meetings, Needs Improvement families in school and/or and planning. classroom and school community Does not welcome families to or actively discourages their become participants in the Unsatisfactory participation. Indicator III-A. Parent/Family Engagement Elements III-A-11.

Note: At the Exemplary level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, assisting, and/or demonstrating. In this rubric,

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Regularly uses a two-way system that culture, and values. Is able to model learning, behavior, and wellness. Is Always communicates respectfully understanding and appreciation of supports frequent, proactive, and personalized communication with different families' home language, families about individual student with families and demonstrates Communication: Engages in regular, two-way, and culturally proficient communication with families about student able to model this element. Exemplary this element. communication with families about understanding of and sensitivity to Always communicates respectfully carefully to communications from wellness; responds promptly and different families' home language, with families and demonstrates student learning, behavior, and Regularly uses two-way **Proficient** culture, and values. families. Relies primarily on sharing general information and announcements with families through one-way media and May communicate respectfully and different families' home language, make efforts to take into account culture, and values, but does so demonstrate understanding and usually responds promptly to communications from families. Needs Improvement sensitivity to the differences. inconsistently or does not learning, behavior and wellness. rarely solicits or responds promptly to different family cultural norms and/or Rarely communicates with families except through required reports; Makes few attempts to respond to communications from families. responds inappropriately or Unsatisfactory disrespectfully. Indicator III-C. Communication Communication Elements Two-Wav Culturally Proficient II-C-1. III-C-2.



Standard IV: Professional Culture. Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and

well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, effectiveness of instruction, supports, individually and with colleagues; and and interactions with students, both goals based on thorough self-assessment and analysis of student insights gained to improve practice Reflection: Demonstrates the capacity to reflect on and improve the educator's own practice, using informal means as data. Is able to model this element. uses and shares with colleagues and student outcomes. Is able to monitor challenging, measurable Individually and with colleagues builds capacity to propose and Exemplary Regularly reflects on the model this element. with colleagues, and uses insights Proposes challenging, measurable professional practice, team, and gained to improve practice and students, both individually and supports, and interactions with student learning goals that are effectiveness of instruction, assessment and analysis of Regularly reflects on the based on thorough self-Proficient student outcomes. and develop new approaches in order to improve teaching and learning. student data. instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to easy to achieve and/or bases goals Proposes one goal that is vague or May reflect on the effectiveness of on a limited self-assessment and Needs Improvement analysis of student data. improve practice. practice and/or use of insights gained to improve practice. goals that are vague or easy to reach. Demonstrates limited reflection on Participates passively in the goalsetting process and/or proposes Unsatisfactory Indicator IV-A. IV-A. Elements Goal Setting Reflective Practice IV-A-1. IV-A-2.



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	s to improve quality of	ship roles.		Exemplary	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership. Is able to model this element.
Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.		Droficiont		Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	
V pursues professional develor	and experience to assume diff	ise and experience to assume dif	Needs Improvement		rancepares only in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.
· Professional Growth: Activel	practice or build the expertis	12000	Olisausiaciory	Participates in few if any	professional development and learning opportunities to improve practice and/or applies little new learning to practice.
Indicator IV-B		IV-B. Elemente		IV-B-1.	Professional Learning and Growth

	Г				
			Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and	school level. Is able to model this element.	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.
	wide range of tasks.	Proficient	Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the		Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.
effectively with collegence on a	a de la concagues on a	Needs Improvement	Does not consistently collaborate with colleagues in ways that support productive team effort.		Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.
Indicator IV-C. Collaboration: Collaborates effectively with collegenes on a wide and a second secon	Incatiofactor	ras on		Regularly provides incorporation	advice; does not provide advice and advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.
Indicator IV-C	IV-C. Elements		IV-C-1. Professional Collaboration	IV-C-2.	Consultation



Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement Indicator IV-D.

		T			
					school improvement efforts. Is able to model this element.
		Proficient		Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	
		Needs Improvement		way participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	
D	Unsatisfactory	Unsatisfactory		making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	
	IV-D. Elements		IV-D-1.	Decision-Making	

	school.	Exemplary	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.				
	ance of all students within the	Proficient	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.				
Indicator IV-E. Shared Responsibility: Shares responsibility for the new formation of the same of the	Needs Improvement		Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.				
Shared Responsibility: Share	Unsatisfactory	Rarely reinforces echoolaids	behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.				
Indicator IV-E.	IV-E. Elements	IV-E-1.	Shared Responsibility				



	tently.	Exemplary		Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.		Consistently fulfills all professional responsibilities to high standards. Is able to model this element.	
	Institute the second se	Proficient		Demonstrates sound judgment reflecting integrity, honesty, ac fairness, and trustworthiness and co protects student confidentiality ab appropriately.			absent from school.
and entire	s cuite alla reliable, and met	Needs Improvement		questionable judgment and/or inadvertently shares confidential information.		Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	
Professional Responsibilities		Olisausiactory	Demonstrates poor judoment and/or	discloses confidential student information inappropriately.		requently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	
Indicator IV-F.	IV-F. Elemente		IV-F-1.	Judgment	\frac{1}{2}	Reliability & Responsibility	

What follows are examples identified by the Parties as categories of evidence\*. Evidence collected by educators or evaluators is in no way limited to the examples provided in this appendix.

### **Examples from Possible Categories of Evidence**

### Practice:

- 1. Unannounced observations of practice.
- 2. Announced observations of practice.
- 3. Examination of educator work products.
- 4. Examination of student work samples.
- 5. Observations of interactions and contributions to grade level or content area teams.
- 6. Observations of interaction and contributions to school or districts committees.
- 7. Observations of interaction and contributions to professional development activities.

### **Learning**:

- 1. MCAS Student Growth Percentile (SGP) data
- 2. District-determined measures of student learning outcomes
- 3. Measures of student progress and/or achievement toward student learning goals
- 4. Other measure(s) discussed by the educator and evaluator may include but not be limited to individual, grade level and/or content area teams, or whole school metrics such as;
  - a. Grading patterns
  - b. Course taking patterns for guidance counselors
  - c. Promotion, retention and/or graduation rates
  - d. Behavioral reports appropriate to the educator's role.
  - e. Performance on Advance Placement, SAT, PSAT, ACT, ASVAB and other standardized measures

### Engagement / Professional Culture:

- 1. Teachers and SISP Educators:
  - a. Evidence of active outreach and on-going engagement with families.
  - b. Participation in parent-teacher conferences.
  - c. Participation in IEP or 504 Plan conferences.
  - d. Communications with parents/caregivers via phone calls, meetings, email, etc.
  - e. Notification to parents/caregivers about student successes and/or areas of concern.
  - f. Assistance to parents/caregivers about homework or other guidance in assisting their child(ren).
  - g. Other evidence of impact or actions taken appropriate to the role and responsibility of the educator.

- 2. Educators may use any combination of the following as evidence of their contributions to professional culture:
  - Evidence of fulfillment of professional responsibilities and growth, such as: self-assessment, peer collaboration, professional development linked to goals and educator plans; contributions to the school community and professional culture.
  - b. Participating actively in grade level or subject teams.
  - c. Conducting model lessons within the classroom.
  - d. Producing materials, lessons or activities resulting from district/school professional development.
  - e. Developing curriculum materials.
  - f. Creating/leading a parent engagement program.
  - g. Serving on a school or district committee.
  - h. Attending professional association conferences and meetings.
  - i. Serving in a leadership capacity for professional organizations.
  - j. Serving on DESE advisory committees.
  - k. Supervising a student teacher or administrative intern.
  - Advising student groups.
  - m. Providing professional development programs.
  - n. Other evidence of impact or actions taken appropriate to the role and responsibility of the educator.

### ADDITIONAL EXAMPLES OF EVIDENCE BY STANDARD: TEACHERS

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

- Unit subject matter content and/or skills
- Lesson or Unit Plan Goals
- Standards-based units of instruction
- Lesson Plans
- Measureable outcomes for students
- Teacher-developed assessments
- Examples of assessments used
- Scoring guides/rubrics
- Student work samples
- Student data analysis
- Lessons/units amended based on data analysis
- Team-developed instructional work product

- Analysis of student learning needs
- Grade level or subject team collaboration
- Tiered/differentiated lessons/units
- Tiered/differentiated assessments
- Methods for engaging all students
- Posted behavioral norms
- Photographs of instructional space
- Videotapes of student engagement
- Homework assignments
- Communications to students about work
- Grading practices

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

- Unit subject matter content and/or skills
- Lesson or Unit Plan Goals
- Standards-based units of instruction
- Lesson Plans
- Measureable outcomes for students
- Teacher-developed assessments
- Examples of assessments used
- Scoring guides/rubrics
- Student work samples
- Student data analysis
- Lessons/units amended based on data analysis
- Team-developed instructional work product

- Analysis of student learning needs
- Grade level or subject team collaboration
- · Tiered/differentiated lessons/units
- Tiered/differentiated assessments
- Methods for engaging all students
- Posted behavioral norms
- Photographs of instructional space
- Videotapes of student engagement
- Homework assignments
- Communications to students about work
- Grading practices

Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

- Outreach activities to families
- Parent-teacher conference participation
- RTI, IEP or 504 Plan conference participation
- Communication with families via phone calls, emails, meetings
- Assistance to families about homework
- Notification to families about student performance/behavior
- · Feedback from parents/families
- College/financial aid program development

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

- Professional development program/graduate work completion
- PD program/course work products
- Grade or subject team participation
- Model lesson/counseling session educator
- Curriculum development examples
- Parent engagement program development
- School or district committee service

- Student teacher supervisor
- Mentor/Instructional Coach
- Professional development program leader
- Instructional Coach -school activity advisor/coach
- Behavioral referrals
- Paper work completion
- Attendance rate

### ADDITIONAL EXAMPLES OF EVIDENCE BY STANDARD: <u>SPECIALIZED</u> INSTRUCTIONAL SUPPORT PERSONNEL

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

- Treatment Plan
- Lesson or Treatment Plan Goals
- Lesson Plans
- Developmental benchmarks
- Measureable outcomes for students
- Educator-developed assessments
- Examples of assessments used
- Scoring guides/rubrics
- Student work samples
- Student data analysis
- Lessons/units amended based on data analysis
- Team-developed instructional work product

- Analysis of student learning needs
- Grade level or subject team collaboration
- Tiered/differentiated lessons/units
- Tiered/differentiated assessments
- Methods for engaging all students
- Posted behavioral norms
- Photographs of instructional / treatment space
- Videotapes of student engagement
- Homework assignments
- Communications to students about work
- Grading practices

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

- Lesson or Treatment Plan Goals
- Lesson Plans
- · Developmental benchmarks
- Measureable outcomes for students
- Educator-developed assessments
- Examples of assessments used
- Scoring guides/rubrics
- Student work samples
- Student data analysis
- Lessons/units amended based on data analysis
- Team-developed instructional work products

- Analysis of student learning needs
- Grade level or subject team collaboration
- Tiered/differentiated lessons/units
- Tiered/differentiated assessments
- Methods for engaging all students
- Posted behavioral norms
- Photographs of instructional / treatment space
- Videotapes of student engagement
- Homework assignments
- Communications to students about work
- Grading practices

Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

- Outreach activities to families
- Parent-teacher conference participation
- RTI, IEP or 504 Plan conference participation
- Communication with families via phone calls, emails, meetings
- Assistance to families about homework
- Notification to families about student performance/behavior
- · Feedback from parents/families
- College/financial aid program development

**Standard IV: Professional Culture.** The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

- Professional development program/graduate work completion
- PD program/course work products
- Grade or subject team participation
- Model lesson/counseling session educator
- Curriculum development examples
- Parent engagement program development
- School or district committee service

- Student teacher supervisor
- Mentor/Instructional Coach
- · Professional development program leader
- Instructional Coach -school activity advisor/coach
- Behavioral referrals
- Paper work completion
- Attendance rate

Appendix E:
Forms for Hopkinton Public Schools' Educator Evaluation: Baseline Edge Forms

## Classroom Teacher (PTS) T Year - Combined Goal Setting & Educator Plan Form

**Show Scored Only:** 

NO

## Hopkinton Public Schools - Educator Evaluation Form

## Goal Setting and Educator Plan **Educator Name Evaluator Name** School(s) **Educator Plan: Educator Plan** Select Developing Self-Directed Plan **Directed Growth** Improvement Plan Educator Plan Duration: **Plan Duration** Select 2-Year 1-Year Less than a year

### Goals

### Select all that apply:

Student Learning SMART Goal: Select whether goal is individual or team; write team name if applicable.

Select

**Proposed Goals** 

Final Goals

### **Goal 1: Student Learning**

Action	Supports	Timeline	
Select			
Individual			
Team			
Team Name			
Goal 2: Student Learning			
_			
Goal 2 Student Learning	SMART Goal (S = Specific and Strateg	ic; M = Measurable; A = Action Oriente	d; R =
Goal 2 Student Learning			d; R =
Goal 2 Student Learning Rigorous, realistic, and R	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks	d)	d; R =
Goal 2 Student Learning Rigorous, realistic, and R	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks	d)	d; R =
Goal 2 Student Learning Rigorous, realistic, and R	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks	d)	d; R =
Goal 2 Student Learning Rigorous, realistic, and R	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks	d)	d; R =
Goal 2 Student Learning Rigorous, realistic, and R	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks	d)	d; R =
Goal 2 Student Learning Rigorous, realistic, and R Action	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks	d)	d; R =
Goal 2 Student Learning Rigorous, realistic, and R Action	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks	d)	d; R =
Goal 2 Student Learning Rigorous, realistic, and R Action Select	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks	d)	d; R =
Goal 2 Student Learning Rigorous, realistic, and R Action  Select Individual Team	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks	d)	d; R =
Goal 2 Student Learning Rigorous, realistic, and R	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks	d)	d; R =
Goal 2 Student Learning Rigorous, realistic, and R Action  Select Individual Team	SMART Goal (S = Specific and Strates esults-Focused; T = Timed and Tracks Supports	d)	d; R =

Goal 3 Professional Practice SMART Goal (S = Specific and Strategic; M = Measurable; A = Action Oriented; R = Rigorous, realistic, and Results-Focused; T = Timed and Tracked)

Action	Supports	l'imeline	
Select			
Individual			
Team			
Team Name			
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Goal 4: Professional Pra			
Goal 4: Professional Pra			
Goal 4 Professional Prac		rategic; M = Measurable; A = Action Orient ed)	ed; R =
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Goal 4 Professional Prac Rigorous, realistic, and R	ctice SMART Goal (S = Specific and St Results-Focused; T = Timed and Track	ed)	ed; R =
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Goal 4 Professional Prace Rigorous, realistic, and Reserved.  Action  Select  Individual	ctice SMART Goal (S = Specific and St Results-Focused; T = Timed and Track	ed)	ed; R =
Goal 4 Professional Prac Rigorous, realistic, and R Action	ctice SMART Goal (S = Specific and St Results-Focused; T = Timed and Track	ed)	ed; R=
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Goal 4 Professional Practice Rigorous, realistic, and Research Action  Select Individual Team	ctice SMART Goal (S = Specific and St Results-Focused; T = Timed and Track	ed)	ed; R =
Goal 4 Professional Practice Rigorous, realistic, and Research Action  Select Individual Team	ctice SMART Goal (S = Specific and St Results-Focused; T = Timed and Track	ed)	ed; R =

## Form Owner Signature

DIGITALLY SIGN

## Evaluator Response

Signature

DIGITALLY SIGN

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## Classroom Teacher (PTS) 2 Year (15-17) - Combined Goal Setting & Educator Plan Form

Show Scored Only:

NO

## Hopkinton Public Schools - Educator Evaluation Form

ducator Name				
valuator Name				
chool(s)				
ducator Plan:				
Educator Plan				
Select	Developing Educator	Self-Directed Plan	Directed Growth	Improvement Plan
ian Duration:				
Plan Duration				
Select	2-Year	1-Year	Le	ess than a year

## Goals

### Select all that apply:

Student Learning SMART Goal: Select whether goal is individual or team; write team name if applicable.

Select

**Proposed Goals** 

**Final Goals** 

**Goal 1: Student Learning** 

Action		
ACTON	Supports	Timeline
Select		
Individual		
Team		
Team Name		
Goal 2: Student Learning	<u> </u>	
		jic; M = Measurable; A = Action Oriented; R =
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Relect Individual Team	Supports	ed)

Goal 1 Student Learning SMART Goal (S = Specific and Strategic; M = Measurable; A = Action Oriented; R =

Goal 3 Professional Practice SMART Goal (S = Specific and Strategic; M = Measurable; A = Action Oriented; R = Rigorous, realistic, and Results-Focused; T = Timed and Tracked)

	Supports	Timeline	
Select			
individual			
Team			
Team Name			
<b>Goal 4: Professional Prac</b>	ctice		
			•
Rigorous, realistic, and R	esuits-Focused; T = Timed and Track	_	ed; R =
Goal 4 Professional Prac Rigorous, realistic, and R Action	tice SMART Goal (S = Specific and Stresults-Focused; T = Timed and Track	rategic; M = Measurable; A = Action Oriented) Timeline	ed; R =
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Rigorous, realistic, and R Action  Select Individual Team	esuits-Focused; T = Timed and Track	ed)	ed; R =

## Form Owner Signature

DIGITALLY SIGN

## Evaluator Response

Signature

DIGITALLY SIGN

is form may be used for announced or unannounced observations  Educator Name/Title:  Evaluator Name/Title:  School(s):  Observation Date:  Intended Observation Focus:  Written Feedback to Educator Should Follow the Following Criteria: 1. Submitted to educator within 3 to 5 days of observation (Unannounced Observation) or 5 days of Post Observation Meeting (Announced Observation) 2. Specific, direct, and related to the performance standards 3. Statement about the clarity of goals 3. Contain suggestions for improvement 4. Describe aspects of the lesson that were effective 5. Cite evidence of student learning connected to teacher behavior (claims and evidence format  Servation Evidence  What did the educator and students say and do?	Classroom Tea Standard Shor	acher (Non-PTS) Tyear - Observation Collection Tool:
Educator Name/Title:  Evaluator Name/Title:  Evaluator Name/Title:  School(s):  Observation Date:  Untended Observation Focus:  Written Feedback to Educator Should Follow the Following Criteria: 1. Submitted to educator within 3 to 5 days of observation (Unannounced Observation) 2. Specific, direct, and related to the performance standards 3. Statement about the clarity of goals 3. Contain suggestions for improvement 4. Describe aspects of the lesson that were effective 5. Cite evidence of student learning connected to teacher behavior (claims and evidence format  Servation Evidence  What did the educator and students say and do?  Aligned Indicator	how Scored Only:	NO
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Written Feedback to Educator Should Follow the Following Criteria: 1. Submitted to educator within 3 to 5 days of observation (Unannounced Observation) or 5 days of Post Observation Meeting (Announced Observation) 2. Specific, direct, and related to the performance standards 3. Statement about the clarity of goals 3. Contain suggestions for improvement 4. Describe aspects of the lesson that were effective 5. Cite evidence of student learning connected to teacher behavior (claims and evidence format  Servation Evidence  What did the educator and students say and do?  Aligned Indicator	Intended Observation	n Facus
What did the educator and students say and do?  Aligned Indicator	Written Feedback to observation (Unann Specific, direct, and suggestions for imp	Educator Should Follow the Following Criteria: 1. Submitted to educator within 3 to 5 days of ounced Observation) or 5 days of Post Observation Meeting (Announced Observation) 2. related to the performance standards 3. Statement about the clarity of goals 3. Contain rovement 4. Describe aspects of the lesson that were effective 5. Cite evidence of student
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Aligned Indicator	servation Evid	dencé
	What did the educato	or and students say and do?
	Aligned Indicator	
reedback to the Educator	Feedback to the Educ	ator

### Standards and Indicators for Effective Teaching Practice

#### **Rubric Outline**

I. Curriculum, Planning, and Assessment
I-A. Curriculum and Planning I-B. Assessment I-C.
Analysis

II. Teaching All Students

II-A. Instruction II-B. Learning Environment II-C.

**Cultural Proficiency II-D. Expectations** 

III. Family and Community Engagement III-B. Collaboration III-C.

Communication

IV. Professional Culture IV-A. Reflection IV-B. Professional Growth IV-C.

Collaboration IV-D. Decision-Making IV-E. Shared

Responsibility IV-F. Professional Responsibilities

## Form Owner Signature

**Signature** 

DIGITALLY SIGN

## Educator Response

Signature

Classroom Teacher (PTS) 2 Year (15-17) - Observation Collection Tool: Standard Short
Show Scored Only: NO
Observation Form
his form may be used for announced or unannounced observations
Educator Name/Title:
Evaluator Name/Title:
School(s):
Observation Date:
Observation Location:
Intended Observation Focus:
Written Feedback to Educator Should Follow the Following Criteria: 1. Submitted to educator within 3 to 5 days of observation (Unannounced Observation) or 5 days of Post Observation Meeting (Announced Observation) 2. Specific, direct, and related to the performance standards 3. Statement about the clarity of goals 3. Contain suggestions for improvement 4. Describe aspects of the lesson that were effective 5. Cite evidence of student learning connected to teacher behavior (claims and evidence format
bservation Evidence
What did the educator and students say and do?
Aligned Indicator
Feedback to the Educator

## Standards and Indicators for Effective Teaching Practice

#### **Rubric Outline**

I. Curriculum, Planning, and Assessment

I-A. Curriculum and Planning I-B. Assessment I-C.

**Analysis** 

II. Teaching All Students

II-A. Instruction II-B. Learning Environment II-C.

**Cultural Proficiency II-D. Expectations** 

III. Family and Community Engagement

III-A. Engagement III-B. Collaboration III-C.

Communication

IV. Professional Culture

IV-A. Reflection IV-B. Professional Growth IV-C. Collaboration IV-D. Decision-Making IV-E. Shared Responsibility IV-F. Professional Responsibilities

## Form Owner Signature

**Signature** 

DIGITALLY SIGN

## Educator Response

Signature

## Classroom Teacher (Non-PTS) 1 Year - Observation Collection Tool: Standard Long

Show	Scored	Only
SHOW	<b>JUNI GU</b>	UIIIV.

NO

### Observation - Teacher

opkinton Public Schools	
Educator Name:	
Evaluator Name:	
Location of Observation:	
Date of Observation:	
Time of Observation:	
Observation Notes:	

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningfu student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A-1. Subject Matter Knowledge	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it require by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.

### I-A-2. Child and Adolescent Development

I-A-2. Child and Adolescent Development	Unsatisfactory	Needs improvement	Proficient	Exemplary
Select	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teachers own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to

### I-A-3. RigorousStandards-Based Unit Design

I-A-3. Rigorous Standards-Based Unit Design	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Offic Design				

#### Select

Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.

Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.

Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.

Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higherorder thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula, is able to model this element.

### I-A-4.Well-Structured Lessons

I-A-4. Well- Structured Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well- structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well- structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every students needs. Is able to model this element.

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

I-B-1. Variety of Assessment Methods

I-B-1. Variety of Assessment Methods	Unsatisfactory	Needs improvement	Proficient	Exemplary
Select	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each students learning, growth, and progress toward achieving state/local standards	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.

### I-B-2.Adjustment to Practice

I-B-2. Adjustment to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. I able to model this element.

# Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

### I-C-1. Analysis and Conclusions

I-C-1. Analysis and Conclusions	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve shortand long-term instructional decisions. Is able to model this element.

### I-C-2.Sharing Conclusions With Colleagues

I-C-2. Sharing Conclusions With Colleagues	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.

### **I-C-3. Sharing Conclusions With Students**

I-C-3. Sharing Conclusions With Students	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives.	Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.

### Comments:

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

### II-A-1. Quality of Effort and Work

II-A-1. Quality of Effort and Work	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and

students know what is expected of them; may establish inappropriately low expectations for quality and effort. practice.

produce high-quality work. Is able to model this element.

### **II-A-2.Student Engagement**

II-A-2. Student Engagement	Unsatisfactory	Needs improvement	Proficient	Exemplary
Select	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.

### **II-A-3.Meeting Diverse Needs**

II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take

# academic risks, challenge themselves, and claim ownership of their learning.

### **II-B-1.Safe Learning Environment**

II-B-1. Safe Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active roleindividually and collectivelyin preventing behaviors that interfere with learning. Is able to model this element.

### **II-B-2.** Collaborative Learning Environment

II-B-2. Collaborative Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Makes little effort to teach interpersonal, group, and communication skilis or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.

### **II-B-3.Student Motivation**

II-B-3. Student Motivation	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Directs all learning	Creates some	Consistently creates	Consistently

experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.

learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks. learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn. supports students to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.

# Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students diverse backgrounds, identities, strengths, and challenges are respected.

### **II-C-1.Respects Differences**

II-C-1. Respects Differences	Unsatisfactory	Needs improvement	Proficient	Exemplary
Select	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others differences related to background, identity, language, strengths, and challenges.	Establishes an environment in which students respect and affirm their own and others differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.

### II-C-2. Maintains Respectful Environment

II-C-2. Maintains Respectful Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Minimizes or ignores conflicts and/or	Anticipates and responds	Anticipates and responds	Anticipates and responds

responds in inappropriate ways.	appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.	appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities in ways that lead students to be able to do the same independently. Is able to model this practice.
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# Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

### **II-D-1.Clear Expectations**

II-D-1. Clear Expectations	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.

### **II-D-2.High Expectations**

II-D-2. High Expectations	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Gives up on some	May tell students	Effectively models	Effectively models
	students or	that the subject or	and reinforces ways	and reinforces ways
	communicates that	assignment is	that students can	that students can
	some cannot	challenging and that	master challenging	consistently master
	master challenging	they need to work	material through	challenging material

material.

hard but does little to counteract student misconceptions about innate ability. effective effort, rather than having to depend on innate ability. through effective effort. Successfully challenges students misconceptions about innate ability. Is able to model this element.

### II-D-3.Access to Knowledge

II-D-3. Access to Knowledge	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

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Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.

### **III-A-1.Parent/Family Engagement**

III-A-1. Parent/Family Engagement	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Does not welcome	Makes limited	Uses a variety of	Successfully

families to become participants in the classroom and school community or actively discourages their participation. attempts to involve families in school and/or classroom activities, meetings, and planning. strategies to support every family to participate actively and appropriately in the classroom and school community. engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

### **III-B-1.Learning Expectations**

III-B-1 Learning Expectations	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.

### **III-B-2.Curriculum Support**

III-B-2. Curriculum Support	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely, if ever, communicates with parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.

# Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

### III-C-1.Two-Way Communication

III-C-1. Two-Way Communication	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	Regularly uses two- way communication with families about student performance and learning and responds promptly and carefully to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.

### III-C-2.Culturally Proficient Communication

III-C-2. Culturally Proficient Communication	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families home language, culture, and values.	Always communicates respectfully with families and demonstrates understanding and appreciation of different families home language, culture, and values. Is able to model this element.

### Comments:

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educators own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

### **IV-A-1.Reflective Practice**

IV-A-1. Reflective Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects or the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.

### **IV-A-2.Goal Setting**

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IV-A-2. Goal Setting	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self- assessment and analysis of student learning data.	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

### IV-B-1. Professional Learning and Growth

IV-B-1. Professional Learning and Growth	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.

# Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks

### **IV-C-1.Professional Collaboration**

IV-C-1. Professional Collaboration	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student performance, and

performance, and planning appropriate intervention. planning appropriate intervention. Is able to model this element.

## Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

### IV-D-1. Decision-Making

IV-D-1. Decision- Making	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	I In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

# Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

### **IV-E-1.Shared Responsibility**

IV-E-1. Shared Responsibility	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and	Individually and with colleaguesdevelops strategies and actions that contribute to the learning and productive behavior of all students at the

sharing responsibility for meeting their needs. makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. contributes to their learning by sharing responsibility for meeting their needs. school. Is able to model this element.

## Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

### IV-F-1.Judgment

IV-F-1. Judgment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.

### IV-F-2. Reliability & Responsibility

IV-F-2. Reliability & Responsibility	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

#### Comments:

Signature		
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Educator Respo	nse	
Signature		

Classroom Teacher (PTS) 2 Year (T5-T7) - Observ Standard Long	ation Collection 1001:
Show Scored Only: NO	
Observation - Teacher	
opkinton Public Schools	
Educator Name:	
Evaluator Name:	
Location of Observation:	
Date of Observation:	
Time of Observation:	
Observation Notes:	

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningf student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objective

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

I-A-1. Subject Matter Knowledge	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.

### I-A-2. Child and Adolescent Development

I-A-2. Child and Adolescent Development	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn.  Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teachers own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

### I-A-3. RigorousStandards-Based Unit Design

I-A-3. Rigorous Standards-Based Unit Design	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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#### Select

Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.

Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.

Designs units of instruction with measurable outcomes and challenging tasks requiring higherorder thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.

Designs integrated units of instruction with measurable. accessible outcomes and challenging tasks requiring higherorder thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.

### I-A-4.Well-Structured Lessons

I-A-4. Well- Structured Lessons	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well- structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well- structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every students needs. Is able to model this element.

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.

PD-1. Variety of Assessment Methods

I-B-1. Variety of Assessment Methods	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Designs and administers a variety of informal and formal methods and assessments, including common interim assessments, to measure each students learning, growth, and progress toward achieving state/local standards	Uses an integrated, comprehensive system of informal and formal assessments, including common interim assessments, to measure student learning, growth, and progress toward achieving state/local standards. Is able to model this element.

### I-B-2.Adjustment to Practice

I-B-2. Adjustment to Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Makes few adjustments to practice based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this

# Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.

### I-C-1. Analysis and Conclusions

I-C-1. Analysis and Conclusions	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve shortand long-term instructional decisions. Is able to model this element.

I-C-2.Snaring Conciu	sions With Colleagues			
I-C-2. Sharing Conclusions With Colleagues	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element.

#### 1-C-3.3Harring Concrusions with Students

Select  Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support  Provides some feedback about assessment results, performance provides descriptive feedback loops with students and regular feedback and engages students families that create a dialogue about performance, performance, conversation that feedback that does not support  Provides some feedback about assessment results, constructive feedback loops with students and engages students and families in a dialogue about performance, performance, performance, imappropriate toward objectives. focuses on how improvement. Is able to model this	I-C-3. Sharing Conclusions With Students	Unsatisfactory	Needs Improvement	Proficient	Exemplary
students to improve improve their element. their performance. performance.	Select	feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve	feedback about performance beyond grades but rarely shares strategies for students to improve their performance	assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their	constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is

#### Comments:

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

#### II-A-1. Quality of Effort and Work

II-A-1. Quality of Effort and Work	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and

is expected of them; may establish inappropriately low expectations for quality and effort. practice.

produce my rquality work. Is able to model this element.

#### **II-A-2.Student Engagement**

II-A-2. Student Engagement	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and home work. Is able to model this element.

#### **II-A-3.Meeting Diverse Needs**

II-A-3. Meeting Diverse Needs	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

### academic <mark>risks, challenge themselves, and claim o</mark>wnership of their learning.

#### II-B-1.Safe Learning Environment

II-B-1. Safe Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active roleindividually and collectivelyin preventing behaviors that interfere with learning. Is able to model this element.

#### II-B-2.Collaborative Learning Environment

II-B-2. Collaborative Learning Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.

#### **II-B-3.Student Motivation**

II-B-3. Student Motivation	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Directs all learning	Creates some	Consistently creates	Consistently

providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.

that guide students to identify needs, ask for support, and challenge themselves to take academic risks. that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take academic risks; and challenge themselves to learn. to identify strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Models these skills for colleagues.

# Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students diverse backgrounds, identities, strengths, and challenges are respected.

#### **II-C-1.Respects Differences**

II-C-1. Respects Differences	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences	Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others differences related to background, identity, language, strengths, and challenges.	Establishes an environment in which students respect and affirm their own and others differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice.

#### II-C-2. Maintains Respectful Environment

II-C-2. Maintains Respectful Environment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Minimizes or ignores conflicts and/or	Anticipates and responds	Anticipates and responds	Anticipates and responds

practice.

## Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

#### **II-D-1.Clear Expectations**

II-D-1. Clear Expectations	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.

#### **II-D-2.High Expectations**

II-D-2. High Expectations	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Gives up on some students or communicates that some cannot master challenging	May tell students that the subject or assignment is challenging and that they need to work	Effectively models and reinforces ways that students can master challenging material through	Effectively models and reinforces ways that students can consistently master challenging material

to counteract rather than having student to depend on innate misconceptions ability.

about innate ability.

g effort. Successfully challenges students misconceptions about innate ability. Is able to model this element.

#### II-D-3.Access to Knowledge

II-D-3. Access to Knowledge	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

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Standard III: Family and Community Engagement. The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.

#### **III-A-1.Parent/Family Engagement**

III-A-1. Unsatisfactory Needs Improvement Proficient Exemplary
Parent/Family
Engagement

Salart Noes not welcome Makes limited

Makee limited I lees a variety of

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participants in the classroom and school community or actively discourages their participation.

attempts to involve families in school and/or classroom activities, meetings, and planning. strategies to support every family to participate actively and appropriately in the classroom and school community. engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

#### **III-B-1.Learning Expectations**

III-B-1. Learning Expectations	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Does not inform parents about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides parents with clear, user-friendly expectations for student learning and behavior.	Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.

#### III-B-2.Curriculum Support

III-B-2. Curriculum Support	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely, if ever, communicates with parents on ways to support children at home or at school.	Sends home occasional suggestions on how parents can support children at home or at school.	Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element.

# Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

#### III-C-1.Two-Way Communication

III-C-1. Two-Way Communication	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies primarily on newsletters and other one-way media and usually responds promptly to communications from families.	Regularly uses two- way communication with families about student performance and learning and responds promptly and carefully to communications from families.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Is able to model this element.

#### III-C-2. Culturally Proficient Communication

III-C-2. Culturally Proficient Communication	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	May communicate respectfully and make efforts to take into account different families home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.	Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families home language, culture, and values.	Always communicates respectfully with families and demonstrates understanding and appreciation of different families home language, culture, and values. Is able to model this element.

#### Comments:

Standard IV: Professional Culture. The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educators own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

#### **IV-A-1.Reflective Practice**

IV-A-1. Reflective Practice	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students but not with colleagues and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element.

#### **IV-A-2.Goal Setting**

IV-A-2. Goal Setting	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self- assessment and analysis of student learning data.	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element.

Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

#### **IV-B-1.Professional Learning and Growth**

IV-B-1. Professional Learning and Growth	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element.

### Indicator I<mark>V-C. Collaboration: Collaborates effectively with colleagues on a</mark> wide range **of tasks**

#### **IV-C-1.Professional Collaboration**

IV-C-1. Professional Collaboration	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work,	Supports colleagues to collaborate in areas such as developing standards-based units, examining student work, analyzing student

performance, and planning appropriate intervention.

pianning appropriate intervention. Is able to model this element.

## Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

#### IV-D-1. Decision-Making

IV-D-1. Decision- Making	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	I In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.

## Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.

#### **IV-E-1. Shared Responsibility**

IV-E-1, Shared Responsibility	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and	Individually and with colleaguesdevelops strategies and actions that contribute to the learning and productive behavior of all students at the

responsibility for meeting their needs.

contribution to their learning by inconsistently sharing responsibility for meeting their needs. learning by sharing responsibility for meeting their needs.

model this element.

## Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.

#### IV-F-1.Judgment

IV-F-1. Judgment	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.

#### IV-F-2. Reliability & Responsibility

IV-F-2. Reliability & Responsibility	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Select	Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent.	Occasionally misses or is late to assignments, completes work late, and/or makes errors in records.	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

#### Comments:

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School:				
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		Osing Physical Movement
		Effectively Addressing Problem Behaviors
		Appropriate Pacing
	П	Setting Classroom Expectations
		Building/ Reinforcing Student-Adult Relationships
		Using Praise/ Recognition
		Proximity Awareness
		Lesson Planned and Structured to Support Student Learning
	T	Other
	Co	mments on Engagement Strategies:
S	tru	actional Practices Used to Help Students Interact with Content

Check
dentifying Similarities and Differences
Summarizing and Note Taking
Homework and Review
Nonlinguistic Representations. Visual Cues/ Manipulatives
Cooperative Learning/Interpersonal Work
Hypothesis/ Predictions
Activating Background Knowledge
Technology Infusion
Identifying Critical Information
Examining Errors in Reasoning
☐ Using Academic Games
Debate/ Friendly Controversy
Setting Objectives/ Providing Feedback
☐ Academic Writing
☐ Higher Order Thinking and Questioning
Use of Questions, Prompts, and Cues to Scaffold Learning
Inquiry, Role-Playing, and Experiential Learning Activities
Educational Organizers
☐ Differentiation to Meet Student Needs
☐ Practice
Modeling Thinking
Other
Frequency of "Checks for Understanding" (formative assessm

Comments on the use of Instructional Practices:

## Student Instructional Mode

How are students engaging in instruction?

## Teacher Instructional Mode

What is the teacher doing to deliver instruction?
Whole Class Direct Instruction
Small Group Direct Instruction
Individual Instruction
☐ Lecture
Facilitating/ Providing Feedback
Leading Discussion
Test/ Quiz
At Desk/ Computer
Attending to Misc. Needs
Monitoring Student Transitions
Circulating
☐ Not in Room
General Comments for the Teacher:
Evaluator Signature
Teacher Reflection: Please enter your comments on the evaluation.
Teacher Signature (indicates receipt)

Signature		
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Educator Respon	se	
Signature		

Classroom 16 Walkthrough	eacher (PIS) 2 Year (15-17) - Observation Collection	1001:
how Scored Only:	NO	
Classroom W	Valkthrough	
lucator Evalu	uation: Classroom Walkthrough	
Name:		
Oshook		
School:		
Evaluator:		
Date:		
sson/ Activit	ty Objective	
What is the "easily of	discernible" topic, skill, or concept that is the learning goal of the lesson or activity?	
all horse Employee	powers I awal	
udent Engag	ement Level	
Engagement define	ed as: "students attending to the instructional activities occurring in class."	U
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J Using Physical Movement
Effectively Addressing Problem Behaviors
The Appropriate Pacing
Setting Classroom Expectations
Building/ Reinforcing Student-Adult Relationships
☐ Using Praise/ Recognition
☐ Proximity Awareness
Lesson Planned and Structured to Support Student Learning
Other Other
Comments on Engagement Strategies:
tructional Practices Used to Help Students Interact with Content

Check
Identifying Similarities and Differences
Summarizing and Note Taking
☐ Homework and Review
Nonlinguistic Representations. Visual Cues/ Manipulatives
Cooperative Learning/ Interpersonal Work
Hypothesis/ Predictions
Activating Background Knowledge
☐ Technology Infusion
Identifying Critical Information
Examining Errors in Reasoning
☐ Using Academic Games
Debate/ Friendly Controversy
Setting Objectives/ Providing Feedback
☐ Academic Writing
Higher Order Thinking and Questioning
Use of Questions, Prompts, and Cues to Scaffold Learning
Inquiry, Role-Playing, and Experiential Learning Activities
Educational Organizers
Differentiation to Meet Student Needs
☐ Practice
Modeling Thinking
☐ Other
Frequency of "Checks for Understanding" (formative assessment):

Comments on the use of Instructional Practices:

## Student Instructional Mode

How are students engaging in instruction?

## Teacher Instructional Mode

What is the teacher doing to deliver instruction?	
Whole Class Direct Instruction	
Small Group Direct Instruction	
Individual Instruction	
☐ Lecture	
Facilitating/ Providing Feedback	
Leading Discussion	
☐ Video	
Test/ Quiz	
T At Desk/ Computer	
Attending to Misc. Needs	
Monitoring Student Transitions	
☐ Circulating	
Not in Room	
General Comments for the Teacher:	
Evaluator Signature	
Teacher Reflection: Please enter your comments on the evaluation.	
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Teacher Signature (indicates receipt)	

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Educator Res	sponse			
Signature				





Cathy MacLeod, Ed.D. Superintendent of Schools

Telephone: 508-417-9360 Fax: 508-497-9833

cmacleod@hopk inton.k12.ma.us

September 24th, 2014

Dear Educators,

Superintendent Cathy MacLeod and Assistant Superintendent Bob Berlo met with Hopkinton Teachers' Association President Daniel Mazur and Vice-President John Parker to discuss the due dates for submission of Educator Goals and the Educator Evaluation Plan.

It was agreed, with the support of the HTA Board, to combine the *Goal Setting Form* with the action steps of the *Educator Plan Form* to create one new form. This new form is entitled *Educator Plan and Goal Setting Form* and is accessible through Baseline Edge. The new form is intended for teachers with Professional Status in year one of their two-year self-directed growth plan and teachers with non-professional teacher status and will be our new form going forward.

The deadline for submission of proposed goals with action steps on this new form has been changed to October 15<sup>th</sup>. The goals alone are no longer due by October 1<sup>st</sup>. This will streamline the process for both educators and evaluators given that the goals and action steps of the Educator Plan Form were on different templates, with different due dates.

Sincerely,

Cathy MacLeod

Dan Mazu