

***AGREEMENT***

***BETWEEN***

**MONTACHUSETT REGIONAL VOCATIONAL TECHNICAL  
SCHOOL DISTRICT**

**- and -**

**MONTACHUSETT REGIONAL TEACHERS' ASSOCIATION**

**9/1/17 thru 8/31/20**

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**PREAMBLE**

In entering this field of collective bargaining, it has been the intention of the parties by the consummation of this Agreement to continue their harmonious relations, to promote mutual cooperation and understanding, to formulate rules, to define and resolve the proper interest of the teachers in their rights of compensation and conditions under which they perform their duties, all with a goal to improving educational opportunities for the students enrolled in the Montachusett Regional Vocational Technical School District.

The parties acknowledge that the School Committee has complete authority, except as modified by this Agreement, over the policies and administration of the school which it exercises under law and that this vehicle of collective bargaining will continue to provide the teachers with an opportunity to bring their knowledge and experience to bear on matters of professional concern together with that of the Committee with a goal of assisting in solving the growing problems inherent in the advancement of education.

**ARTICLE I**  
**RECOGNITION**

Subject to any applicable provision of state or federal law or regulation now or hereafter in effect, the Committee recognizes the Association as the exclusive bargaining representative of employees in the following unit:

UNIT: All duly appointed, full-time, professional shop and day classroom teachers including guidance personnel, the Librarian, and the Social Worker.

BUT EXCLUDING: The Superintendent-Director, Assistant Director/Principal, Assistant Principal, Director of Student Support Services, Director of Academic Programs, Director of Vocational Programs, Coordinator of Cooperative Education and Placement, Assistant Director of Vocational Programs, Development Coordinator, Dean of Admissions, Communications Specialist, Business Manager, Dean of Students, School Nurse, Director of Technology, Coordinator of Post Graduate and Continuing Studies, Director of Facilities, substitute teachers, part-time and other employees of the Montachusett Regional Vocational Technical School District and all others not identified as included.

For the purpose of this Agreement, references herein to "teacher," "professional staff member," "staff member" and "employee" are synonymous and constitute references to members of the bargaining unit.

**ARTICLE II**  
**RIGHTS OF COMMITTEE**

The Committee is a public body established under, and with the power provided by, the statutes of the Commonwealth of Massachusetts. As the legislative body charged with the responsibility for the quality of education in, and the efficient and economical operation of, the Montachusett Regional School District, it is acknowledged that the Committee has the final responsibility of establishing the educational policies of the Montachusett Regional Vocational Technical School. As it relates to the enforcement of this agreement, any references herein to “District”, “School”, “School District”, “School System”, “Monty Tech” or “Montachusett Regional Vocational Technical School” are synonymous and shall constitute references to the school, not to the group of communities that comprise the district or to individual communities within the district.”

Nothing in this Agreement shall be deemed to derogate or impair the powers and responsibilities of the Committee under the statutes of the Commonwealth or the rules and regulations of any agencies of the Commonwealth. Except as expressly modified herein, said rights and powers include, but in no way are construed as limited to, the subjects mentioned in the table of contents of this Agreement.

As to every matter not expressly covered by this Agreement, and except as directly modified by a specific provision of this Agreement, the Committee retains exclusively to itself all rights and powers and responsibilities that it has or may hereafter be granted by law, and may exercise the same at its discretion without such exercise being made the subject of a grievance-arbitration proceeding.

**ARTICLE III**  
**GRIEVANCE PROCEDURE**

**Section A**

1. A "grievance" is hereby defined as a claim of misinterpretation or misapplication of a specific section of this contract to an individual teacher. The grievance shall be in writing setting forth the specific section of the contract misinterpreted or misapplied and the relief sought.
2. A "grievant" is the person or persons or the Association itself making the claim or complaint.
3. A "party in interest" is the person or persons and/or Association making the claim and filing the grievance and any person who might be required to take action in order to resolve the grievance.
4. The day after submittal of a grievance is day 1 for purposes of time limits.

### Section B - Purpose

1. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which may from time to time arise affecting the welfare or working conditions of bargaining unit and covered by this contract. Both parties agree that these proceedings will remain confidential throughout these proceedings (except by mutual agreement).
2. Nothing herein contained will be construed as limiting the right of any teacher having a grievance to discuss the matter informally with any appropriate member of the administration. Teachers shall be entitled at their request to the presence of MTA field staff beginning with Level Three.

### Section C - Procedure

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as maximum, and every effort should be made to expedite the process. However, the time limits specified may, except for the initial filing period, be extended by mutual agreement in writing. In the event a grievance is filed on or after June 1st, which, if left unresolved until the beginning of the following school year, could result in irreparable harm to a party in interest, the time limits set forth herein will be reduced so that the grievance procedure may be exhausted prior to the end of the school term or as soon thereafter as is practicable.

1. Level One - An aggrieved teacher and/or representative shall present the grievance in writing to his/her immediate supervisor or his/her supervisor not later than six (6) school days after the act or omission complained of or when the aggrieved teacher had knowledge or should have had knowledge of the act or omission. Failure to present a grievance within this time limit shall constitute a waiver of the right to file same. The grievance shall be orally discussed by the immediate supervisor or his/her supervisor, the aggrieved teacher and/or the representative of the Association Grievance Committee who shall attempt to settle it in three (3) school days.
2. Level Two -
  - (a) If not satisfied with the disposition of the grievance at Level One, or if no decision has been rendered, either immediately after the last mutually agreed upon time extension for same or within three (3) school days after the presentation of the grievance, whichever is longer, the aggrieved person may thereafter file the grievance with the Assistant Director/Principal within two (2) school days after the decision of the immediate supervisor or his/her supervisor at the end of the mutually agreed upon time extension, whichever is longer.
  - (b) The Assistant Director/Principal will meet with the aggrieved person and/or a representative of the Association within five (5) school days after receipt of the grievance in an effort to resolve it.
3. Level Three
  - (a) If not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within five (5) school days after the aggrieved person has first met with the

Assistant Director/Principal he/she may refer it to the Superintendent-Director or his/her designated representative within two (2) school days after either the decision of the Assistant Director/Principal or immediately upon expiration of the mutually agreed upon time extension, whichever is longer.

(b) The Superintendent-Director or his/her designated representative will meet with the aggrieved person and/or a representative of the Association within five (5) school days after receipt of the grievance in an effort to resolve it.

4. Level Four

(a) If not satisfied with the disposition of the grievance at Level Three, or if no decision has been rendered within five (5) school days after the aggrieved person has first met with the Superintendent-Director or his/her designated representative, the aggrieved person may refer it to the School Committee within five (5) school days after either a decision by the Superintendent-Director or his/her designated representative or immediately upon expiration of the mutually agreed upon time extension, whichever is longer.

(b) Within ten (10) school days after receiving the written grievance or at its next regular School Committee meeting, a subcommittee of the School Committee (herein referred to as the "Subcommittee") or the full Committee will meet with the aggrieved person and an Association representative, if the aggrieved person so desires, for the purpose of resolving the grievance. The ultimate decision on the grievance at this level, however, will be rendered by the full School Committee.

Section D - Miscellaneous

1. Any grievance not submitted to a higher step in the grievance procedure within the time limits provided above shall be deemed settled on the basis of the decision of the School Committee or applicable member of the administration of the Montachusett Regional School District in the last level in which the grievance was discussed and shall not thereafter be subject to further processing.
2. All documents and material related to the processing of grievances shall be filed separately from personnel files.
3. Whenever an aggrieved teacher contests a misinterpretation or misapplication of a specific section of the contract by an administrator above the level of immediate supervisor or his/her supervisor or by the School Committee, the immediate supervisor or his/her supervisor may refer the grievance to another level, if appropriate, in lieu of answering within three (3) school days. If the grievance is referred to another level, the applicable provisions for the level to which it is referred and any succeeding levels will apply.

**ARTICLE IV**  
**ARBITRATION**

**Section A**

In the event that the grievance had not been satisfactorily disposed of at Level Four, or in the event that no decision has been rendered within five (5) school days after the Level Four meeting, the Association may refer in writing within five (5) school days of the disposition under Level Four, the unsettled grievance to arbitration and shall advise the Superintendent-Director of this decision in writing at the same time. The arbitrators shall be selected by agreement between the parties. If the parties are unable to agree upon the arbitrator, the selection shall be made by the American Arbitration Association in accordance with its rules and regulations.

**Section B**

The arbitrator shall be without power or authority to add to, subtract from, or modify in any way the provisions of this contract.

**Section C**

The decision of the arbitrator shall be in writing setting forth his/her conclusion and the reasons therefore. This decision shall be binding as provided by law. The cost of arbitration shall be borne equally by the Committee and the Association.

**Section D**

The decision of the arbitrator shall rule only on the interpretation of the grievance as it applies to the contract.

**Section E**

No reprisals of any kind shall be taken by the School Committee or the administration against any party or representative in connection with use of the grievance process up to and including arbitration.

**ARTICLE V**  
**PAYROLL DEDUCTIONS**

**Section A**

The committee agrees to deduct from each teacher's salary a deduction for dues as authorized by each teacher individually and voluntarily and to transmit such monies deducted to the Treasurer of the Association (M.R.T.A.), 1050 Westminster Street, Fitchburg, Massachusetts, on a monthly basis. The Association agrees to submit to the Committee a written dues authorization card duly signed by each individual member authorizing this deduction prior to October 1. This authorization card shall be in accordance with the requirements of applicable law. Authorization cards may be withdrawn and no further dues shall be deducted provided the individual staff member gives the Business Manager notice sixty (60) days in advance in writing with a copy to the Association. Dues shall be deducted for MRTA, MTA, NEA, and MVA/AVA. The procedure for deductions shall be mutually agreed upon between the Association and the Business Manager.

Section B

Effective September 1, 1983 or thirty (30) days after employment, whichever is later, as a condition of employment, an agency service fee equal to that portion of Association dues used for collective bargaining and contract administration purposes shall be deducted from the salaries of members of the bargaining unit who are not members of the Association. Said fee shall be handled in the same manner as dues in Section A above. Said deduction shall be made and such fee required in accordance with Section 12 of Massachusetts General Laws, Chapter 150E and shall be made if a service fee authorization card has been duly signed by the bargaining unit member involved.

Section C

The Association agrees to indemnify and to hold the Committee harmless against any and all claims, demands, suits or other forms of liability that shall or may arise out of or by reason of any action taken by the Committee for the purpose of complying with the provisions of Section A or for the purpose of complying with the provisions of Section B in connection with the making of payroll deductions.

Section D

When authorized individually and voluntarily by a teacher, payroll deductions shall be arranged to permit the making of payments to a credit union or bank and to pay for the teacher's share of insurance benefits provided for in Article XVIII Insurance of this Agreement.

Section E

Nothing contained within this Article shall preclude payments made pursuant to this Article by means other than payroll deductions provided that the School Committee shall have no responsibility for collecting dues or fee assessments.

**ARTICLE VI**  
**SALARY**

Section A

The salaries of all persons covered by this Agreement are set forth in the Professional Salary Schedule (Appendix A) which is attached hereto and made a part hereof.

The Superintendent-Director shall determine where an individual is initially placed on the Professional Salary Schedule. The decision shall be based on an individual's background, education, and experience, and the overall needs of the District.

Individuals who feel they were not placed appropriately on the Professional Salary Schedule must file a grievance within sixty (60) days of hire. Otherwise, they will be deemed to have accepted the decision. At that point, the decision shall no longer be subject to a grievance.

Section B

1. All persons on the teacher salary schedule will be paid in twenty-six (26) consecutive equal installments. Payments shall be made by direct deposit to the bank or credit union of the employee's choice.



2. Upon written application made to the Superintendent-Director, within five (5) days of the first day of school, a teacher may choose to be paid the remainder of his/her salary in a lump sum in the last pay period in June.

#### Section C

The Superintendent-Director may withhold annual increments if a teacher's performance is rated Unsatisfactory. If a teacher is to have an increment withheld, he or she shall be so notified in writing before the end of the school year, preferably by April 15. Said teacher shall be given an opportunity to personally discuss with the Superintendent-Director or his/her designee the reasons therefore. Such meeting shall be scheduled no later than five (5) school days after notification. If not satisfied after any such discussion(s), said teacher may file a grievance in accordance with Article III directly with the School Committee at Level Four, not later than six (6) school days after said discussion.

#### Section D

The Superintendent-Director may, in his/her discretion, grant credit toward lateral movement on the salary schedule to nonacademic teachers for attendance and completion of MAVA or equivalent workshops held for professional improvement. The Superintendent-Director will determine at his/her discretion whether credit will be given for a particular workshop, and, if so, how much credit. All requests for credit must be submitted to the Superintendent-Director sufficiently in advance of the scheduled workshop to permit Committee review and action and must include, for a non-MAVA workshop, a brief written rationale for taking a non-MAVA workshop credit. The Superintendent-Director may, in his/her discretion grant credit toward lateral movement on the salary schedule to registered allied health professionals for professional improvement, including continuing education credits taken to maintain their licensure or registration when courses for such credits are taken during non-working time. Credit shall be given as provided by the Accredited Boards of Registration (15 CEU's = 1 credit). The Superintendent-Director's decision may be appealed to the School Committee.

#### Section E Longevity

For purposes of this Longevity section only, in computing "years of service", a bargaining unit member must have commenced employment on or before October 1 of his/her first year in order to get longevity credit for that year; otherwise that first year will not count as credit toward longevity. Approved leaves of absence shall not constitute an interruption of continuous years of service.

For purposes of this Longevity section only, "creditable service" shall mean time during which a teacher is required to hold membership in the Massachusetts Teachers Retirement System (MTRS) or Massachusetts State Retirement System and during which the teacher contributed to the MTRS or the Massachusetts State Retirement System.

*A. Regular Longevity Payments.* As of September 1 of any school year, bargaining unit members with completion of the number of creditable, continuous years of service to the Montachusett Regional Vocational Technical School District as indicated below shall receive annual longevity payments in accordance with the Longevity Payment Schedule.

Longevity payments shall be made on the first pay period of December of each year, with the amount of payment calculated based on the previous year completed. However, teachers who have submitted a notice that they intend to retire at the end of a regular school year will receive their longevity payment the first pay period in July after their final full school year of teaching.

Upon completion of 15-19 years: \$650  
Upon completion of 20-24 years: \$900  
Upon completion of 25-29 years: \$1,150  
Upon completion of 30 years or more: \$1,400

- B 1. A bargaining unit member with at least Fifteen (15) years of service completed at Monty Tech may elect longevity payments of \$5000 (for a total of \$15,000) in each of three consecutive years in addition to any applicable longevity pay provided for in Section A above,

In the event the bargaining unit member elects payment under Section B1 of this Article and his/her employment is terminated, for any reason, prior to completion of the three (3) year employment period referenced in said Section B1, such member shall receive a lump sum payment upon termination of the difference between \$15,000 and any amounts already collected by the member under said Section B1. In order to access the Enhanced Longevity Plan, the teacher shall have an accumulated sick leave balance of at least 100 days. However, for purposes of calculating the accumulated sick leave balance, sick days used for maternity or paternity leave, for leave that would be permissible under the Family and Medical Leave Act, or for leave while an employee is collecting short-term or long-term disability shall not be deducted from a teacher's total sick leave accumulation. Said calculation applies to this provision only.

The above longevity pay will be paid to a surviving spouse or other beneficiary in the event of death of the employee, provided application as referenced above had been made and provided the employee was eligible to receive the benefit referenced in Section B1 of this article at the time of death.

- B 2. Bargaining unit members must apply for payment on or before January 1 preceding the academic year in which they wish to begin collecting the Enhanced Longevity benefit. The bargaining unit member may apply during their 15<sup>th</sup> year of service but will not be able to collect payment until they have completed their 15 years of service. Payments shall be made on the first pay period of December.

- B 3.A teacher must apply to receive payments under Section B1 of this Article and immediate placement on a payment schedule is not guaranteed, since the District retains the right to set budget limits.

- B 4. In the event that the District determines, in its sole discretion, that an abnormally high number of members (in excess of 10) elect payment provided under Section B1 of this Article in a specific year and there are insufficient budgetary resources to support all such payments, the following sequence of events will take place:
- a. A request will go to all members who have elected this option seeking members willing to delay the start of this option to the next school year. Members will have five (5) school days to respond to this request.
  - b. If a budgetary problem still exists after voluntary delays are sought, members electing this option will start in order of seniority, with the most senior being placed first and the remainder placed at the top of the list for the next school year. It is understood that the School District will fund a minimum of ten (10) applicants, or all applicants who apply in any year, if said number of applicants is less than ten (10).
- B 5. No bargaining unit member will be denied immediate placement as provided in Section B1 of this Article for any reason other than specified in Section B3 or B4 of this Article.
- B 6. The Montachusett Regional Vocational Technical School District School Committee and the Montachusett Regional Teachers' Association will review this Article prior to the ratification of all subsequent contracts to increase/decrease or leave unchanged the longevity payment provided in Section B1 of this Article, however, consensus and separate agreement between the School Committee and the Teachers' Association is required for a change to become effective.

Section F- Merit Pay

REMOVED

**ARTICLE VII**  
**TEACHER EVALUATION**

Section A

The parties recognize the importance of having an effective evaluation system. They agree that the primary purpose of such a system is to promote personal growth, improve professional practice, and increase student achievement.

Section B

Evaluation and observation of personnel is the responsibility of the Superintendent-Director and his/her designees. Performance standards and procedures for evaluations of teachers and other Association members are outlined in the following documents:

Appendix D – Educator Evaluation System and Procedures

Appendix E – Teacher Rubric

Appendix F – Specialized Instructional Support Personnel Rubric

Appendix G – Forms

Appendix H – Summary Charts

Evaluation procedures are outlined in Appendix D. Performance standards by which members of the Association will be evaluated are identified and described in Appendix E and Appendix F. Forms used in the evaluation process are included in Appendix G. Summary Charts outlining the evaluation process are included in Appendix H.

Copies of this Agreement shall be made available to all members of the Association.

### Section C

All observations by any means for purposes of evaluation of professional performance of a teacher will be conducted openly and with full knowledge of the teacher. This means that the administration will not secretly record a teacher's performance or conduct secret observations of a teacher's performance. It does not mean that classroom visits must be announced in advance or that evaluators must announce their presence upon entering a classroom.

### Section D

The Association recognizes the authority and responsibility of the Superintendent-Director and his/her designees for maintaining the highest possible level of professional performance by teachers, including therein the authority and responsibility of disciplining or reprimanding teachers for delinquency in professional performance. Said disciplining or reprimanding shall be done in private.

### Section E

A teacher with professional teacher status, pursuant to section forty-one of Massachusetts General Laws Chapter 71, shall not be dismissed except for inefficiency, incompetency, incapacity, conduct unbecoming a teacher, insubordination, or failure on the part of the teacher to satisfy teacher performance standards developed pursuant to section thirty-eight of Chapter 71, or other just cause.

### Section F

Teachers have the right, upon request, to review the contents of their personnel file. Upon a written request which expressly releases the Committee or its Agents from all liability for any unauthorized disclosure of confidential information, a teacher will be entitled to have a representative from the Association act as an observer during such review. Excluded from such reviews would be any "confidential" documents received prior to, or in the course of initial employment.

### Section G

No new material derogatory to the teacher's conduct, service, character, or personality will be placed in his/her personnel file unless the teacher has had an opportunity to review that material and an opportunity to affix his/her signature to the copy to be filed. It is expressly understood that a signature is required, the purpose of which is to document that the teacher has read and is aware of the contents of the material. If the teacher chooses, he/she may add a statement following his/her signature indicating either approval, disapproval, or no comment regarding the material. The teacher will have the

right to submit a written answer to such material and his/her answer shall be reviewed by the Superintendent-Director and attached to the file copy.

Nothing in this section shall limit the rights of the School District to add letters of reprimand or praise regarding the professional performance or conduct of a teacher.

#### Section H

The parties recognize that they will need to bargain further aspects of the evaluation system as additional elements of the model system are developed by the Massachusetts Department of Elementary and Secondary Education. The parties agree to meet to bargain over these issues, as required by law.

### **ARTICLE VIII** **SICK LEAVE**

#### Section A

Teachers shall be entitled to fifteen (15) days sick leave granted in the following manner:

1. Eight (8) days granted on the first official day of the school year and seven (7) additional days granted on January first of that school year.
2. First year teachers not reporting on the first day shall be entitled to all sick leave for the coming academic year pro-rated from the first day that they report to work, unless excused by the Superintendent-Director or his/her designee.
3. Unused sick leave will accumulate to one hundred eighty (180) days for staff hired after September 1, 1998.

#### Section B

Sick leave may accumulate without limit from year to year for those teachers employed prior to the school year beginning September 1998.

#### Section C

The School Committee may grant extended sick leave in its sole discretion with or without pay.

#### Section D

Accrued, available sick leave may be used for the purpose of illness or injury to the teacher. Up to five (5) accrued sick days per year may be used to care for an immediate family member or other person living in the household. An immediate family member shall include mother, father, wife, husband, son, daughter, step-son, step-daughter, mother-in-law and father-in-law. A doctor's certificate shall be required upon return from an absence exceeding five (5) consecutive days. The teacher must notify the designated representative of the Superintendent-Director on or before the first day of the absence due to illness or injury, and inform him/her as to the nature of the illness, and as to when the teacher expects to return to work. The teacher is expected to keep the designated representative of the Superintendent-Director reasonably

informed during such absence. Abuses of sick leave will be treated as individual disciplinary cases by the Superintendent-Director.

#### Section E

Any teacher who would like a printout showing the amount of their accrued sick time must make a request for this information no later than November 1 of each school year. The District will provide such information within thirty (30) days of the request.

#### Section F Family and Medical Leave

The District shall provide Family and Medical Leave in accordance with the Family and Medical Leave Act of 1993 (FMLA) and the District's FMLA Policy for eligible employees. Teachers may utilize accrued, available sick leave in accordance with the District's FMLA policy.

### **ARTICLE IX** **PERSONAL LEAVE**

#### Section A

It is recognized by all that absences by regular teachers from the classroom interrupt the educational process and must, therefore, be held to an absolute minimum.

#### Section B

In each school year, the teacher shall be entitled to three (3) days personal leave for only imperative personal business or legal obligations which cannot be conducted outside of school hours. Imperative personal business shall include the care of an immediate family member or an individual living within the household. Immediate family members shall include mother, father, wife, husband, son, daughter, step-son, step-daughter, or other individual living in the household. Requests for such leave must be made in writing to the Superintendent-Director as early as possible for his/her approval, but not less than three (3) school days before such absence occurs, except in emergencies. No request for personal leave will be submitted so as to extend a holiday or vacation period, nor shall personal leave be taken during the first two weeks or the last two weeks of the school year unless in an emergency. Personal leave days are not cumulative. The teacher shall be notified in writing of approval or denial not later than twenty-four (24) hours prior to the requested absence.

Personal leave days shall be taken only in half-day or whole day increments.

Notification must be given to an employee's supervisor for early releases, late arrivals, or partial time out of the building. Time out of the building will be accumulated to three and half (3.5) hours, at which time a half-day of personal time will be charged. The start time, for calculation purposes, is 7:35 a.m. If no personal time is available, early releases, late arrivals and partial absences out of the building will accumulate to a total of seven (7) hours, at which time a reduction in one full day of pay will be made.

If Early Release, Late Arrivals or Partial Time Out of Building is taken in three (3) hour to three and a half (3.5) hour increments at one time, one half of a personal day will be charged. Absences greater than three and a half (3.5) hours at one time will be charged a full personal day.

Employees who use any combination of personal or sick leave, totaling less than three (3) days will be compensated for those days at the rate of fifty (50%) percent of the individual's daily rate.

<u>Used Sick Days</u>	<u>Used Personal Days</u>	<u>Bought Back</u>
3	0	0
2.5	0	0.5
2	0	1
1.5	0	1.5
1	0	2
0	0	3
0	0.5	2.5
0	1	2
0	1.5	1.5
0	2	1
0	2.5	0.5
0	3	0
1	1	1
2	1	0
1	2	0

#### Section C

Nothing in this section shall preclude the Superintendent-Director from granting additional personal leave with or without pay for reasons which he/she deems urgent. In cases of personal leave without pay, deductions from salary will be made on the basis of the daily equivalent of the teacher's salary for each such day. The "daily equivalent" will be derived by dividing the teacher's salary on an annualized basis by one hundred eighty-three (183) days.

#### Section D

Leaves of absence with pay will be granted for purposes of the following special religious observances:

- a. Good Friday
- b. Rosh Hashanah (2 days)
- c. Yom Kipper (1 day)
- d. Eastern Orthodox Good Friday

#### Section E

Temporary leaves may be granted for time necessary for appearances in any legal proceeding connected with the teacher's employment or with the school system.

#### Section F - Extended Leaves of Absence

A leave of absence without pay for one academic year may be granted, upon request, to full-time staff members who have completed seven (7) continuous years of service in the system as full-time staff members.

- a. The Superintendent-Director may recommend such leave for the individual staff member concerned and the School Committee may approve such leave.
- b. No more than two (2) staff members may be out on a leave of absence at any one time under the terms of this Article.
- c. The Superintendent-Director's recommendation shall be based on the employee's total professional work performance at the School District (i.e., experience, attendance, evaluations, etc.).
- d. All benefits to which a staff member was entitled under the collective bargaining agreement will be restored to the staff member upon return to service, and the staff member will be placed on the applicable step of the salary schedule he/she attained when the leave commenced.
- e. Leave under this section shall not be taken more frequently than every seven (7) years provided that no other qualified applicants who have not had such leave are seeking said leave.
- f. A request for a leave of absence must cover one complete school year and shall not overlap school years.
- g. The seven (7) years referred to above shall be broken by sixty (60) days absence for any reason other than sick leave (i.e., sabbatical, extended maternity leave, etc.).
- h. Applications for leave under this section may not be filed until January 1 of any year and must be submitted by February 28 of that year.
- i. The provisions of this section are separate from the provisions of other sections of this Agreement under which leave is granted; e.g., Section G, FMLA Leave. However, if a staff member is granted a leave of absence pursuant to this section to begin immediately before or after or to run concurrently with any other leave, the total time of that staff member's absence will not exceed one academic year unless the Committee in its discretion specifically approves otherwise.
- j. Unused accumulated sick leave shall be restored to the teacher upon his or her return and he or she will be assigned to the same position that the teacher previously held at the time of the leave, if available, or as required by applicable statute. If the same position is not available, the teacher will be assigned to the most nearly equivalent position that is available for which the teacher is certified and qualified. The Superintendent-Director shall be the sole judge of the equivalency of the available position and the qualifications of the teacher.
- k. The Superintendent-Director may recommend a third extended leave of absence under this Article to the School Committee for its approval provided that emergency conditions or compelling reasons exist for granting said leave.

Section G - Maternity Leave/Military Leave/FMLA/Non-Discrimination

The School Committee will comply with Federal and State statutes in connection with



military leave, maternity leave, paternity leave, FMLA leave and unlawful discrimination.

Section H - Jury Duty

1. Teachers who serve jury duty shall be paid in accordance with Massachusetts law. If school is in session while a teacher serves jury duty, a teacher who serves as a juror shall be paid the difference between his/her regular salary and all payments received for jury service, exclusive of any travel allowances.

2. In order to receive pay from the District under Section 1, a staff member must present written proof acceptable to the Superintendent-Director or his/her designee that he/she tried to postpone his/her jury duty until school was not in session.

**ARTICLE X**  
**SABBATICAL LEAVE**

Section A

Any member of the full-time teaching staff who has served continuously in the Montachusett Regional Vocational Technical School for a period of at least six (6) full years may, upon recommendation of the Superintendent-Director, be granted sabbatical leave not exceeding one (1) year for advanced study in an area of particular advantage to the school system or for study in a Doctoral program.

Section B

A teacher on sabbatical leave shall receive compensation equal to the difference between his/her annual salary and the total amount or amounts of any grants or financial assistance he/she may have received from outside sources for the purposes of his/her sabbatical leave, provided, however, that in no event shall the amount of the salary to be paid to such teacher exceed one-half (1/2) the annual salary to which he/she would have been entitled had he/she remained in the school system that year. The term "grants or financial assistance" shall not include the cost of required tuition or book expense where such can be verified.

Section C

Requests for sabbatical leave must be submitted in writing to the Superintendent-Director by January 1 of the calendar year for which the request is made and approval or disapproval will be made in writing by April 1.

Section D

Before beginning the sabbatical leave, the teacher shall enter into contract to return to active service in the Montachusett Regional Vocational School District for a period of at least two (2) years after the expiration of such leave. A teacher who defaults in completing this service shall repay to the School District an amount equal to such proportion of salary received while on leave as the amount of service not actually rendered as agreed bears to the whole amount of service agreed to be rendered; provided, however, that the teacher shall be released from such payment if his/her failure to serve the two years as stipulated be due to his illness, disability, or death.

Section E

A teacher returning from sabbatical leave shall be placed on the step of the salary schedule he/she would have attained had he/she remained in the school system.

Section F

A member of the professional staff who has been given a sabbatical leave shall serve for an additional six (6) years before being eligible for a consideration for another sabbatical leave.

Section G

Not more than one member of the bargaining unit shall be on sabbatical leave at any one time.

**ARTICLE XI**  
**BEREAVEMENT LEAVE**

Members of the bargaining unit will be allowed up to four (4) consecutive work days (but not to extend beyond seven (7) calendar days from the date of death) of leave during the school year in any case of death in the immediate family. For purposes of this Article only, immediate family shall mean wife, husband, child, sibling, parent, parent-in-law, grandparent or any individual living within the household. The Principal may grant one (1) additional day for other deaths. In the event a request is denied by the Principal, an appeal for the bereavement day may be made to the Superintendent-Director. In the event of hardship caused by death in the immediate family, the Superintendent-Director may, upon request of an affected teacher, within his/her discretion, grant additional bereavement leave with or without pay.

**ARTICLE XII**  
**TEACHERS' LEGAL ASSISTANCE**

Section A

Teachers will immediately report in writing all cases of assault suffered by them in connection with their employment to the Superintendent-Director or his/her designee.

Section B

The teacher's report of assault will be forwarded to the School Committee.

Section C

The School Committee shall comply with the General Laws concerning Workers' Compensation and will notify the Massachusetts Teachers' Retirement Board as required by the General Laws, Chapter 32, Section 7, and will provide a copy of such notification to the teacher.

**ARTICLE XIII**  
**EDUCATIONAL DEVELOPMENT**

**Section A**

The Association shall appoint an Educational Development Committee which will consider the future development of curriculum, teaching methods, teaching materials, teaching facilities and all aspects of educational methodology intended to encourage improvement of the educational program. This committee will cooperate with the administration in the implementation of educational revisions and will periodically meet with the administration, except at meetings during budget sessions, and make recommendations to the Superintendent-Director. These recommendations will be submitted to the School Committee on a mutually agreed upon agenda.

**Section B**

The Superintendent-Director or designee will notify the Association of proposed changes in the faculty guide prior to approval by the School Committee.

**ARTICLE XIV**  
**CONDITIONS OF EMPLOYMENT**

**Section A**

The contract of an employee will not be terminated by the District nor shall a teacher be disciplined, except for cause and in accordance with the provisions of the Massachusetts General Laws.

The employer shall inform employees of their right to be represented by the Association before any disciplinary meeting or any meeting from which discipline may result.

**Section B**

Teachers, in conjunction with students and parents, will provide for conferences when necessary at mutually agreeable times.

**Section C**

The parties recognize that the duties of the professional teacher include participation in and attendance at school-oriented programs outside of normal teaching hours. While attendance at all school events may not be realistic or possible, the parties encourage active participation to the fullest extent possible.

As part of these professional responsibilities, teachers are required to attend staff meetings after school. The usual dates for such meetings are outlined in the Faculty Guide. These meetings may be called by the Superintendent-Director, Principal or other immediate supervisor. Agendas will be posted at least two (2) school days in advance of the meeting. At Faculty Meetings, the District may convey information, conduct discussions, deliver professional development, or conduct other business relevant to the school, all at the supervisor's discretion.

The Superintendent-Director and designees agree to meet with the Association leadership two times per year to discuss possible topics for after-school meetings, the effectiveness of such meetings, and the appropriate methods of delivery. The District agrees to issue Professional Development Points (PDPs) when professional development is delivered at such meetings.

In addition to these monthly meetings, attendance at the following afternoon/evening events is required:

- One (1) Career Awareness Night, not to exceed two (2) hours, for vocational teachers only.
- One (1) Back to School Night, not to exceed three (3) hours, for academic teachers only, not including related teachers.
- Two (2) Parent Conference Days/Nights for all vocational and academic teachers to hold conferences with parents in the afternoon and again in the evening. On these days, students will be released from school early. Teachers will be available to meet with parents from approximately 12 noon to 3 p.m. and again from approximately 6-8 p.m.
- One (1) Open House, not to exceed two (2) hours, for all vocational and academic teachers.

The parties urge all teachers to attend graduation.

#### Section D

The parties agree that Educators should engage in regular two-way communication with parents and guardians about student learning and performance.

To further this aim, the District agrees to annually provide Educators with professional development on how to utilize technology to improve communications with families in order to promote student achievement. The District specifically agrees to offer professional development to all Educators on how to use the District's database system.

All Educators will be required to maintain an online gradebook that reflects individual student performance on class assignment using the District's student database. This gradebook will be updated at least every two school weeks. The online gradebook for vocational related classes is optional but recommended.

The parties further agree that all Educators will distribute a course syllabus to parents. The syllabus will include a general overview of the course; topics covered; the teacher's classroom expectations, including expectations for student attendance and behavior; the teacher's grading policies; and the teacher's contact information.

The Association agrees to work with the Superintendent-Director to promote communication between Educators and their students' families.

#### Section E

Flu shots shall be provided at the school without cost for those members of the staff who wish them, provided that the Superintendent-Director is able to secure the services of a qualified physician, or school nurse, to administer such shots at the school.

#### Section F

No teacher shall be obliged to obtain his/her own substitute. In the event no substitute can be found it is understood that the Superintendent-Director or his designee, utilizing a pre-assigned rotation schedule, may assign teachers then having an administrative assigned period to class coverage. It is further understood that if it is necessary to utilize a teacher during his/her preparation and evaluation period, that such teacher shall not be required to surrender another preparation period within the next thirty (30) days. Teachers required to surrender a preparation period shall be compensated at a rate of pay of \$15.22 for school years 2014-2017.

#### Section G

Teachers may be asked to collect or transmit money, such as, but not limited to, money for uniforms, books and supplies, materials or equipment damaged by students. However, teachers will not be held liable for monies collected or transported, unless reasonable care was not taken. To the extent possible, teachers will be responsible for turning in all monies collected by the end of each business day to the designated school official.

#### Section H

There shall be no dress code for teachers; however, teachers will be expected to dress in conformity with socially acceptable standards and in conformance to safety codes. Teachers are expected to dress in a way that is a credit to the teaching profession. Teachers must ensure proper dress at all times. Teachers are a role model for students and their dress should reflect the professional role they fill. Vocational-Technical instructors shall dress in a manner reflective of the standards of their industry and in conformance with all safety and health codes. Academic instructors and office-based technical instructors shall dress in a manner reflective of the standards of professionals in an office setting. This does not preclude the opportunity of dress down days when appropriate.

The Committee shall supply laboratory coats or uniforms (coveralls) to staff members (in positions agreed upon by the Committee and the Association) who request coats or uniforms subject to the following conditions:

- a. In order to receive a uniform or coat, a staff member must request one in writing prior to the end of the first week of the school year.
- b. Staff members who request a uniform or coat are expected to wear the uniform or coat at appropriate times to the extent possible. Staff members who do not wear uniforms and coats will not be issued uniforms and coats in the future.
- c. Uniforms or coats will be supplied in duplicate once every three years.
- d. Coats and uniforms which are worn out or destroyed may be turned in on a one-time basis for a replacement uniform or coat.
- e. Staff members are not entitled to replacements if their uniforms are lost, stolen or negligently destroyed unless they replace such uniforms at their own expense or unless excused by the Superintendent-Director in writing.
- f. The Committee may utilize the service of a rental supply company if it chooses.

#### Section I

Employees covered by this Agreement who use their personal vehicles in the

performance of official school business may do so only with the prior written approval, or at the request of the Superintendent-Director. Such authorized employees using their personal vehicles for school-related reasons shall be reimbursed for such mileage at the current IRS rate.

## Section J REDUCTION IN STAFF AMONG TEACHERS IN THE BARGAINING UNIT

### I. General Statement of Policy

It is recognized that it may become necessary to eliminate certified staff positions in certain circumstances, such as a decrease in enrollment, a decrease in revenues, or for other reasons. It is hereby recognized that it is within the sole discretion of the School Committee to reduce the educational program and staff.

### II. Guidelines

When it becomes necessary to reduce the number of teachers, the Committee shall first determine and identify the area(s), position(s) or curriculum part(s), in which the reduction(s) shall take place. In determining the identity of teachers who shall thereafter be released, the following guidelines shall apply, except in unusual circumstances which the parties recognize may arise from time to time due to the character and needs of a vocational-technical institution.

1. Retirements, resignations, non-renewals and terminations among the teaching staff will first be reviewed to determine if the staff is reduced in sufficient number in this manner to avoid further release of teachers.
2. If additional teachers must be released, a review will be made of the performance and ability, as well as length of service as a member of the school's staff of the non-professional status teachers in the positions to be reduced, non-professional status teachers being those staff members duly elected by the Committee who have not yet received tenure under the General Laws.
3. Based upon the recommendation of the Superintendent-Director, and if in the judgment of the School Committee, compelling or specialized educational needs do not exist which require retention of a non-professional status teacher, teachers who have received professional status under the provisions of the General Laws shall not be released until all non-professional status teachers within the position(s) designated for reduction have first been released. If it becomes necessary to reduce the number of professional status teachers and if the performance and ability among professional status teachers in the area of reduction is substantially equivalent, the teacher having the longest length of service in the school system shall be given preference. However, where there is a difference in performance and ability as determined by the Committee, or where the Committee determines that specialized job requirements or needs exist, the more capable or skilled teacher shall be retained. Certification, academic degree status, and additional course (Graduate) credits shall also be considered where appropriate. Further, in cases of staff reduction caused by declining student enrollment, professional status teachers shall be permitted to

displace non-professional status teachers in other positions in the school, provided that they are qualified and certified to fill the position.

### III. Policy Provisions Not Applicable To Promotions

Nothing herein shall be construed or interpreted to require the promotion of a teacher to a position of higher rank, authority or compensation.

### IV. Notification

The School Committee shall provide written notice to the employee(s) to be affected by any reduction in staff stating the reasons for said reduction as far in advance of the effective date of the reduction as is feasible under the circumstances but not later than June 15 preceding the start of a school year.

### V. Benefits

- A. An employee who has been separated due to reduction in force (RIF) may continue to participate in any group insurance program for the recall period specified in VI below, provided he/she pays the full cost of the program and provided, further, that the provisions of the appropriate group policy permit such continuation.
- B. Upon return from reduction (recall), an employee shall be granted any sick-leave benefits he/she had accrued up to the point of his/her termination.

### VI. Recall

- A. Any employee terminated pursuant to this article shall have recall rights to any position which becomes vacant and for which he/she is qualified for a period of one (1) calendar year and two (2) years after ten (10) cumulative years of service from the effective date of termination.
- B. In the event of recall, the employee shall be placed on the salary schedule at the level he/she had attained at the time of termination, unless the position which the recalled teacher fills specifically pays a lesser compensation.
- C. No new employee shall be hired into the bargaining unit while any teacher qualified and certified to fill a vacancy possesses recall rights and wishes to fill said vacancy. The effective date of such qualification and certification will be determined in accordance with subdivision D below.
- D. If a teaching position within the bargaining unit becomes open during such period and a teacher on the reappointment list is certified and qualified to hold that position, then the teacher will be notified in writing by registered mail, sent to the teacher's last address appearing on Committee records, prior to the anticipated date of reemployment. Any teacher so notified must accept or reject any offer of appointment in writing within six (6) days after receipt of the notification and in no event later than eight (8) days after the notification is sent. If such teacher rejects any appointment offered or does not respond in writing within the eight-day period according to this procedure, the teacher's name will be removed from the possible reappointment list, and he/she shall forfeit all such recall rights. Teachers shall be recalled in their inverse order of termination, to positions for which they are certified and qualified, unless, in the judgment of the School Committee, compelling or specialized educational needs or skills are

present which justify departure from inverse recall. Such qualification and certification referred to in this section will be determined as of the effective date of the teacher's separation, provided that any teacher who obtains additional qualification(s) and certification(s) during the one-year period set forth in subdivision A above will be offered appointment in this new area if:

1. The teacher submits satisfactory proof of new qualification(s) and certification(s) to the Committee, and
  2. Every teacher who had certification and qualification for this position as of the effective date of his/her separation has rejected or failed to respond to an offer of appointment.
- E. During the period in which they are subject to recall, professional status teachers shall be given preference on the substitute list if they so request in writing.

#### Section K

Staff members involved in vocational programs outside of school facilities for educational purposes may be required to transport students. If such transportation occurs in vehicles that require 7D Licenses, staff members shall:

1. Not be required to pay for the cost of obtaining a 7D license for this purpose.
2. Not be required to drive vehicles that are larger than the present District-owned passenger vans (8 passengers or less).
3. Not be subject to dismissal solely because of the loss of their driver's license or because they are unable to drive due to a physical condition.
4. Be covered by the Committee's umbrella liability insurance policy.
5. Continue to receive their 30-minute duty-free lunch period.
6. Be reimbursed for the cost of a physical examination if required or, at the School Committee's option, take a physical examination by the School Committee's physician at no cost.
7. Comply with and be reimbursed for any education requirements established by the Commonwealth of Massachusetts to obtain and/or renew the 7D license.

The failure of a staff member to exert a reasonable effort to obtain and/or retain such a license shall be grounds for disciplinary action.

#### Section L – Safety and Health

The District shall provide a safe and healthful working environment. Employees shall not be subjected to unsafe or hazardous conditions in the course of their employment or be required to perform tasks that endanger their or their students' health, safety or well-being. The District and the Association shall form a Safety & Health Committee. It shall be comprised of members representing teachers, maintenance personnel, administration, students and others as deemed appropriate. The committee shall forward recommendations regarding Safety & Health issues to the Superintendent-Director.



Section M – Electronic Devices

Teachers will not be responsible for the Chromebooks or other electronic devices assigned by the District, unless damage or loss is caused by the Teacher's negligence.

**ARTICLE XV**  
**TEACHING HOURS AND LOAD**

Section A

When required, changes in the scheduling of the school day shall be made by the Superintendent-Director as he/she deems necessary in light of current conditions. Except in emergencies as determined by the Superintendent-Director, teachers will be consulted concerning any schedule changes in the school day.

Section B

No teacher will be required to teach outside the areas for which he or she is qualified by experience and professional training, as determined by the Superintendent-Director.

Section C

Each academic/special education teacher shall have one period each day for the preparation and evaluations of curricula, one period for work correlation, conferences, or assignments made by the Superintendent-Director or his/her designee and one period for assignments under the Common Learning Period (*one semester or week*) and teaching assignment (*one semester or week*).

Examples

Teacher	Instructional Periods		Prep Periods		Admin. Prep Periods		Common Learning Periods		Total	
	Week A	Week B	Week A	Week B	Week A	Week B	Week A	Week B	Week A	Week B
A	6	7	1	1	1	1	1	0	9	9
B 1 <sup>st</sup> Semester	7	7	1	1	1	1	0	0	9	9
B 2 <sup>nd</sup> Semester	6	6	1	1	1	1	1	1	9	9
C	7	6	1	1	1	1	0	1	9	9

During the term of this Agreement, each shop-related teacher will have one period or its equivalent per day for preparation as scheduled by the Superintendent-Director.

Within the bounds of good educational practice a reasonable effort will be made to schedule the preparation period for teachers with known Monty Tech coaching duties during the last period of the day.

#### Section D

The scheduled work day for professional staff members shall be from 7:45 a.m. to 2:40 p.m. Professional staff members shall report ten (10) minutes prior to start of and remain ten (10) minutes after their scheduled workday. The ten (10) minute period after school shall be waived on Fridays, days preceding holidays or vacations, or if otherwise excused by the Superintendent-Director.

1. Every subject area or shop for which there are three or more teachers must be covered by at least one teacher from that area or shop until 3:15 p.m. Monday, Wednesday and Thursday. In any event, every teacher must remain after school until 3:15 p.m., one of the three days, Monday, Wednesday or Thursday, to be available to students. Except as noted in Section 4 below, on other days teachers must remain until 2:50 p.m.
2. No two teachers from the same subject area or shop may stay on the same afternoon unless that subject area or shop is fully covered on the other two days of the week or unless permitted in writing by the Superintendent-Director.
3. For each school year, the Superintendent-Director or his/her designee will develop a schedule that conforms with these provisions. A copy of this schedule will be posted in each shop/classroom.
4. This section shall not apply to ancillary responsibilities such as bus duty or after-school teacher meetings such as on Tuesdays.

#### Section E

Pursuant to the provisions of Chapter 71, Section 80 of the General Laws of Massachusetts, all teachers shall be granted a thirty (30) minute duty-free lunch period each work day between the hours of 10:00 a.m. and 1:00 p.m.

#### Section F

While recognizing the broad spectrum of circumstances which may prevent the achievement of their goal, the Committee and the Association recognize that a teacher's primary responsibility is to teach and that the main focus of his/her energies and professional assignment should be in actual classroom/student instruction.

#### Section G

The District shall not require teachers to cover administrative detention halls.

#### Section H

With the exception of teachers new to the Montachusett Regional Vocational Technical School District, the work year of previously employed classroom teachers covered by this Agreement will begin no earlier than the school week containing August 25, and terminate no later than June 30th, and shall be one hundred eighty-eight (188) days, of which one hundred eighty (180) days will be scheduled teaching days, unless the Massachusetts Board of

Elementary and Secondary Education shall require greater time, five (5) days shall be scheduled for snow days or emergencies, and three (3) other days. The five (5) days scheduled for snow or emergencies, if not utilized for that purpose, shall be rescinded. The school year shall consist of one-hundred eighty-three (183) days. All references to the amount of school days shall reference this article and section.

#### Section I

On the day preceding Thanksgiving school shall be in session one-half (1/2) day.

#### Section J

Up to three (3) days for Professional Development shall be included in the Annual School Calendar. These professional days will be identified on the school calendar as approved by the School Committee and shall not occur during scheduled school year vacations. It is not the intent to schedule professional days on Saturdays, Sundays, evenings or holidays.

Teachers will be compensated \$150 per day. Teachers excused from participation by the Superintendent-Director will not be paid. In cases of unexcused absence, teachers will not be paid and in addition, a deduction from the teacher's salary will also be made at a rate of \$150 per day.

Professional Development days will include participation in industry sponsored programs as approved by the Superintendent-Director.

#### Section K

The parties agree that rigorous academic offerings are beneficial to students and that Advanced Placement (AP) courses are among those high-level courses that should be considered and , where appropriate, offered at Monty Tech.

Before deciding to offer a particular AP course, the district will meet with teachers in the affected academic department(s) and will solicit their advice and interest. Teachers may recommend the expansion, reduction, or termination of AP course offerings at any time. The district will offer training and professional development to all AP teaching staff requiring it.

The district agrees that teaching AP courses is voluntary and that it will not schedule such courses without first consulting with the affected teacher(s).

Teachers may not withdraw from a course that is already scheduled or discontinue teaching a course that is already in progress.

The district will provide information to students and parents to ensure that students are appropriately placed.

The school will not require teachers to hold after-school or Saturday sessions without a posting and additional compensation bargained with the Association.

Instructors of AP courses will not be granted special consideration regarding the

assigning of duties/assignments.

**ARTICLE XVI**  
**CLASS SIZE AND GUIDANCE COUNSELORS**

**Section A**

The parties recognize that the size of classes is an important factor in the quality of education afforded students, in the efficient and effective use of available space, personnel, and learning equipment and in achieving the goal of educational excellence.

**Section B**

1. The District shall attempt to maintain a student/counselor ratio no higher than two hundred fifty to one (250/1).
2. The Superintendent-Director or designee will make every reasonable effort to ensure that each counselor shall be provided with his/her own individual office.
- 3 A. The Superintendent-Director shall be entitled to require the attendance of Guidance Counselors for a period of up to twenty (20) school days beyond the scheduled school year though this shall not be construed as a guarantee thereof. The Superintendent-Director shall schedule such days after consultation with the Guidance Counselors. Guidance Counselors so employed shall be compensated at the daily rate of 1/183 of their regular annual salary.
- B. The Superintendent-Director, for Special Education purposes, shall be entitled to require the attendance of one (1) or more Special Education teachers for a combined total of ten (10) teacher days beyond the scheduled school year though this shall not be construed as a guarantee thereof. It is further understood that no one teacher will be required to attend more than two (2) of said days but may volunteer to exceed this number and shall be compensated at the daily rate of 1/183 for all days attended.

Such days will be offered on a voluntary basis to all Special Education staff. After consultation with the Special Education Staff, the Superintendent-Director will schedule such days at mutually agreed upon times and for mutually agreed upon duties. If necessary, an equitable distribution of days will be developed.

**ARTICLE XVII**  
**PERSONAL DEVELOPMENT AND EDUCATIONAL IMPROVEMENT**

**Section A – New Teacher Induction Program, Including Initial Orientation and Ongoing Mentoring**

1. The District is committed to providing all beginning educators and those who are new to the Monty Tech community with a comprehensive New Teacher Induction Program aimed at enhancing student learning by promoting the personal and professional growth of our educators. The program fosters

collegiality, encourages best practices, builds trust among educators, and creates a culture of support within our valued community of learners.

2. The New Teacher Induction Program encompasses a two-year cycle. It includes initial orientation and ongoing mentoring. All teachers in their first and second year of teaching within the District are required to participate.

3. At the discretion of the Superintendent-Director, a teacher new to Monty Tech, who has obtained professional status previously and can provide documentation that they completed a mentor program in another District within Massachusetts and holds a professional teacher license (“experienced teacher”), may be assigned a mentor for only one year to assist the experienced teacher to adjust to Monty Tech.

4. Teachers new to Monty Tech must attend a two-day orientation program conducted prior to the teacher work year.

5. All first-year teachers are required to attend scheduled monthly teacher Mentoring Meetings, after the school day. All first-and second-year teachers and their mentors must meet regularly, conduct or be part of observations, and submit a detailed reflections journal to the Induction Program Coordinator, documenting the hours of mentoring experience acquired. Experienced teachers are required to attend selected scheduled monthly teacher Mentoring Meetings, after the school day. Experienced teachers shall have a minimum of two (2) brief observations, 10-20 minutes in length, conducted by their mentor who will provide them feedback.

6. The purpose of mentoring is to provide guidance, resources, and support for teachers in their first years of teaching at Monty Tech. Mentoring activities are designed to help new teachers refine their instructional practice, understand their professional responsibilities, and positively affect student achievement. A mentor teacher will serve as a role model, counselor, teacher, coach and confidante. Mentoring assignments are voluntary. The Principal will determine the number of new teachers assigned to a mentor teacher.

7. For assisting teachers in their first year of teaching at Monty Tech, mentor teachers will be paid an annual stipend of \$2,450. For assisting teachers in their second year of teaching at Monty Tech, mentor teachers will be paid an annual stipend of \$1,750. For assisting experienced teachers in their first year of teaching at Monty Tech, mentor teachers will be paid an annual stipend of \$875.

8. Mentor teachers must undergo training as required by the District.

9. Mentor teachers are expected to participate in one day of the new teacher orientation program; schedule and facilitate regular meetings with the new teacher; develop an ongoing support team for the new teacher; and conduct confidential, non-evaluative classroom/shop observations.

10. It is understood that a majority of these activities will take place outside of the normal teacher work day. Mentor teachers will be expected to commit approximately 70 hours to assist teachers in their first year of teaching at Monty Tech and at least 50 hours to assist teachers in their second year of teaching at Monty Tech and at least 25 hours to assist “experienced teachers”.

11. The District will make every effort to ensure that mentors and teachers being mentored are provided with classroom coverage so they can take part in required in-school meetings and observations.

12. A New Teacher Induction Program Coordinator will oversee all aspects of the school’s Teacher Induction Program, including orientation, mentor training, and mentoring. The Coordinator will be paid an annual stipend of \$2,500. The Coordinator shall be a member of the Association, unless the Superintendent-Director or designee cannot find a suitable candidate to fill the position.

13. Additional requirements will be outlined in a New Teacher Induction Program Guide.

14. The District will post the positions of Mentor Teacher and Induction Program Coordinator annually.

#### Section B

Teachers shall be reimbursed for a maximum of six (6) credits per contract year (except as noted in #3 below) for courses taken in their educational fields provided:

1. That such courses are specific to an approved degree program, vocational licensure, or individual courses submitted to and approved by the Superintendent-Director prior to the beginning of any such course. The teacher shall be notified in writing of approval or denial as early as possible but not later than three working days prior to the close of registration for such course, provided the request is submitted at least six working days prior to the close of registration for such course and such request is accompanied with all appropriate backup material.
2. That such courses are taken at an accredited college or university or a recognized professional training school.
3. During an individual’s first five years of employment up to nine (9) credits per contract year may be taken to fulfill licensure requirements for vocational instructors or for the attainment of a master’s degree for academic instructors.
4. Further, six (6) earned credits shall be interpreted for vocationally approved teachers to be equal to one hundred fifty (150) hours of approved seminar/workshops or paid/non-paid new on-the-job experience.

Payment shall be made upon evidence of successful completion of the course with a minimum grade of C or Pass (in a Pass/Fail Course) for undergraduate courses and B or Pass (in a Pass/Fail Course) for graduate courses. Reimbursement shall be one hundred percent (100%) up to the current Fitchburg State University rate (Note: C in graduate course shall not be refunded).

Teachers shall be reimbursed for 50 percent of required out-of-pocket expenses actually incurred in conjunction with courses for which tuition refund is approved as above limited to required library fees, laboratory fees, and required course registration fees.

### Section C

1. Teachers attending conferences, workshops, seminars or other professional improvement sessions with prior written approval of the District shall receive 100 percent of the reasonable costs incurred thereby, including fees, lodging and/or transportation costs. However, teachers shall be required to substantiate such costs by appropriate documentation satisfactory to the District. In addition to submitting bills and receipts, teachers may be required to prepare a written report on the event or make a presentation on what was learned. No reimbursement shall be made for alcoholic beverages.
2. Teachers shall be required to seek approval to attend conferences, workshops, seminars or other professional improvement sessions. The teacher shall be notified in writing of approval or denial not later than the day prior to the event, provided that such request is made three (3) days prior to the conference, workshop, seminar or other professional improvement session.
3. The District shall reimburse travel at the Internal Revenue Service (IRS) rate.
4. The District shall make all reimbursements in accordance with its Travel Policy.

### Section D

Each Staff member shall be required to obtain three (3) earned credits, or approved professional development, within each five (5) year period, starting September, 2002, provided that such credits are earned pursuant to the completion of courses which satisfy the requirements of Section A1, A2 and A4 above or courses required for licensure. It is understood that additional courses may be required of any staff member receiving an Unsatisfactory rating in any of the four Standards on his/her performance evaluation. It is further understood that the requirement of a staff member to participate in specific course work as defined in this section must be agreed to by the Superintendent-Director.

### Section E

On the first day of any school year, teachers may be eligible for lateral movement on the Professional Salary Schedule. Lateral movement is movement from one column to another. Such movement is based upon a teacher's academic advancement.

Teachers must notify the Superintendent-Director in writing of the prospective change by December 1 for the following school year. The District will use the data provided as the basis for salary budgeting for the subsequent fiscal year.

Teachers failing to meet the December 1 deadline will forfeit such advancement until the following school year.

All teachers seeking a lateral move are responsible for submitting transcripts from an accredited college, university or professional training institute to the Office of the

Superintendent-Director by August 15<sup>th</sup> of the year in which the salary increase would become effective. The District may require the employee to submit an official transcript, at the employee's expense, if the written documentation initially submitted is deemed insufficient for any reason or its authenticity is called into question.

Lateral movement on the Professional Salary Schedule will be granted for courses taken in a teacher's field or courses that enhance a teacher's ability to serve students. Such course work is subject to the following restrictions:

- a) It must be approved by the Superintendent-Director or be part of a teacher's college degree program that is known to the District and has been approved in the teacher's Individual Professional Development Plan.
- b) It must be taken at an accredited college, university or professional training institute.
- c) It requires a minimum grade of "C" or "Pass" for undergraduate courses and "B" or "Pass" for graduate courses.

#### Section F

The School Committee shall offer all teachers the opportunity for professional development sufficient to meet state standards for re-licensure and at no cost to the teacher.

#### Section G

All fees required by the Commonwealth of Massachusetts to maintain or renew professional teaching licensure shall be paid in full by the School District, provided all activities (courses, PDPs, self-directed, etc.) used for re-licensure have been approved by the Superintendent-Director. The payment provided in this section shall be for recertification with DESE and shall not include any additional cost associated with maintaining or obtaining vocational licenses or certifications required to qualify for DESE certification, except as subject to the provisions of Article XVII Sections B and C.

#### Section H

Professional development shall be part of the evaluation process. Failure to meet the professional development requirements of the Massachusetts Department of Elementary and Secondary Education and/or the contract shall be cause for dismissal.

### **ARTICLE XVIII**

#### **INSURANCE**

#### Section A

The Committee, pursuant to Chapter 150 of the Acts of 1962, shall assume 3/4 of the cost of a life insurance policy. The value of the policy shall be equal to the base salary of the employee, rounded to the nearest thousand or \$50,000, whichever is less.

#### Section B

The Committee shall assume 3/4 of the Blue Cross/Blue Shield or other comparable insurance plan approved by the School Committee for coverage for employees, including master medical coverage approved by the Committee during 1974. The Committee shall assume 50% of the dental plan. The Committee shall assume 80% of the HMO Insurance plans for employees hired on or prior to July 1, 2008. For all new employees, hired after July 1, 2008, the Committee shall assume 75% of the HMO insurance plans.



Effective no later than 12/1/17, the following co-pays/deductibles will be in effect:

Deductible - \$250 Individual /\$750 Family  
Max Out of Pocket - \$2,000 Individual /\$4,000 Family  
PC -\$20/visit  
Specialist - \$35/visit  
In-Patient Hospitalization – \$500/admission  
Surgical Day - \$150/surgery  
Drugs - \$10/\$20/\$35  
          \$20/\$40/\$70  
ER - \$75

Section C

The Committee shall provide Workers' Compensation as specified in Chapter 152 of the General Laws.

Section D

The District shall pay \$43.00 of the premium on a \$1,000,000/\$3,000,000 professional liability policy for Allied Health Instructors who elect such coverage.

Section E

The District shall pay seventy-five (75%) percent of medical insurance for members retiring on or after September 1, 1998, with at least five (5) years of service to the District. The District shall pay fifty percent (50%) of medical insurance for members retiring with a hire date on or after July 1, 2017 with at least five (5) years of service to the District.

**ARTICLE XIX**  
**POSTING OF PROFESSIONAL POSITIONS**

Section A

Whenever any vacancy in a professional position which the Committee intends to fill occurs during the school year, it will be adequately publicized by the Superintendent-Director by means of a notice placed on the Association bulletin board and a copy of same sent to the President of the Association. Adequate publication shall mean that the notice of the vacancy shall be posted at least five (5) consecutive school days prior to the filling of the position. A second bulletin board will be placed in the school at a point other than the original Association bulletin board on which a notice will also be posted.

Section B

During the months of July and August, written notice of any such vacancy will be given to the Association President. (Teachers who wish individual notice may leave stamped, self-addressed envelopes with the Superintendent-Director.)

Section C

Notices of job vacancies shall set for the qualifications for the position, the job duties, and the rate of compensation.

Section D

When, in judgment of the Superintendent-Director, the qualifications of applicants for the publicized vacancy are equal, preference will be given to the teacher already employed by the District.

Section E

The qualifications set forth for a particular position shall not be changed when such future vacancy occurs unless the Association has been notified in advance of such change.

Section F

If the district chooses to use any form of electronic job posting system, including but not limited to School Spring, all details of the posting will be included in the electronic posting sent to the association via e-mail or other form of electronic communication the district utilizes. This does not replace the districts obligation to publicize the job in Section A of this article.

**ARTICLE XX**  
**CONTINUITY OF EMPLOYMENT**

The Montachusett Regional Teachers' Association agrees, pursuant to Chapter 150E, Section 9A of the General Laws of the Commonwealth of Massachusetts, that it shall be unlawful for any employee to engage in, induce, or encourage any strike, work stoppage, slowdown, or withholding of services by such employees.

**ARTICLE XXI**  
**ASSOCIATION PRIVILEGES**

Section A

The District shall grant one-half (1/2) school day once a year for two (2) delegates of the Association to attend the MTA annual convention without loss of salary or charge to sick or personal leave. At his/her discretion, the Superintendent-Director may grant permission for members to attend additional professional meetings.

Section B

The Association will have the privilege of using school buildings at reasonable times for business meetings provided such use places no additional financial cost on the School Committee. The regular procedure for application for use of school buildings, as required of other public groups in the community, must be followed; and subject to schedule availability, the Superintendent-Director and/or the Principal shall make arrangements for such Association use of school facilities.

Section C

The official agenda of School Committee meetings and copies of minutes of official Committee meetings will be made available at the office of the Superintendent-Director as soon as practicable.

Section D Association Business

The MRTA President or one representative (and testifying witnesses if necessary) and the aggrieved party called to participate in a grievance meeting, an arbitration meeting or a hearing before the Massachusetts Labor Relations Commission, shall be excused from his or her teaching duties for the purpose of attending said meeting or hearing without loss of pay.

Section E Information

The District shall make available to the Association, upon the written request to the Superintendent-Director and within a reasonable time thereafter, such statistics and information related to the collective bargaining unit in its possession as are necessary for the implementation of this Agreement. It is understood that this shall not require the District to compile information and statistics in the form requested unless already compiled in that form or to supply any information deemed by the District to be confidential and not a public record.

**ARTICLE XXII**  
**SUMMER WORKSHOPS AND EVENING SCHOOL**

Section A

All summer workshops and evening school will be voluntary.

Section B

When two or more teachers who have, in the judgment of the Superintendent-Director, substantially similar qualifications, are seeking positions on the evening school faculty and one of them is regularly employed on the day faculty and the other(s) on the night faculty of the Montachusett Regional Vocational Technical School, the teacher regularly employed on the day faculty shall be granted the position. The summer school rates shall be \$33.00 a hour for each of the three years of the contract 2017 – 2020. Evening school and after school rates shall be at the discretion of the Superintendent-Director.

Nothing herein contained shall be construed to require the appointment of day faculty members to evening school positions outside of academic and shop subjects taught during the regular school day.

**ARTICLE XXIII**  
**EFFECT OF AGREEMENT**

Section A

This Agreement contains the full and complete agreement between the Committee and the Association on all bargainable issues and supersedes all prior understandings, practices, procedures, and policies for the employees covered by this Agreement, whether oral or written.

Section B

The parties further acknowledge that, during the negotiations which resulted in this

Agreement, each had the unlimited right and opportunity to make demands with respect to any subject matter not removed by law from the area of collective bargaining, and that the understanding and agreements arrived at by the parties, after the exercise of that right and opportunity, are set forth in this Agreement. Therefore, the Committee and the Association, for the life of this Agreement, each voluntarily and unqualifiedly waives the right and each agrees that the other shall not be obligated to bargain collectively with respect to the subject matter not specifically referred to, or covered in, this Agreement even though such subject or matters may not have been within the knowledge or contemplations of either or both parties at the time that they negotiated or signed this Agreement.

### Section C

No provision of this Agreement shall be retroactive to the effective date unless otherwise specifically stated below:

1. Salary
2. Course reimbursement.

### Section D

If any provision of this Agreement or any application thereof shall be found contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect.

**ARTICLE XXIV**  
**DURATION**

The terms of this contract shall be in effect from September 1, 2017 through August 31, 2020, except as otherwise indicated. The contract, including Appendix "A" through Appendix "H" automatically renews itself for periods of one (1) year thereafter unless either party notifies the other in writing by September 15 of the academic year prior to expiration that it wishes to open negotiations.

IN WITNESS WHEREOF, the parties hereunto set their hands this day of

\_\_\_\_\_, 2017.  
MONTACHUSETT REGIONAL  
VOCATIONAL TECHNICAL SCHOOL  
DISTRICT COMMITTEE

MONTACHUSETT REGIONAL  
TEACHERS' ASSOCIATION

Chairperson

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## **SALARY SCHEDULE**

### Vocational Teacher

COLUMN I:	State licensure.
COLUMN II:	State licensure plus 15 credits.
COLUMN III:	State licensure plus 30 credits.
COLUMN IV:	State licensure plus 45 credits.
COLUMN V:	State licensure plus 60 credits.
COLUMN VI:	State licensure plus 90 credits.
COLUMN VII:	State licensure plus a bachelor's degree.
COLUMN VIII:	State licensure plus a master's degree.

### Academic Teacher

COLUMN I:	State licensure.
COLUMN II:	State licensure with a bachelor's degree plus 15 additional credits.
COLUMN III:	State licensure with a bachelor's degree plus 30 additional credits.
COLUMN IV:	State licensure with a master's degree or state licensure with a bachelor's degree plus 45 additional credits.
COLUMN V:	State licensure with a master's degree plus 15 additional credits.
COLUMN VI:	State licensure with a master's degree plus 30 additional credits.
COLUMN VII:	State licensure with a master's degree plus 45 additional credits.
COLUMN VIII:	State licensure with a master's degree plus a Certificate of Advanced Graduate Studies (CAGS).

### Notes

1. For vocational teachers, "state licensure" means preliminary, initial, or professional licensure from the Massachusetts Department of Elementary and Secondary Education which entitles the Educator to be employed in the field in which the Educator seeks employment or is currently employed.
2. For academic teachers, "state licensure" means preliminary, temporary, initial, or professional licensure from the Massachusetts Department of Elementary and Secondary Education which entitles the Educator to be employed in the field in which the Educator seeks employment or is currently employed.
3. The term "credits" denotes course work successfully completed at an accredited post-secondary institution and which appears on an transcript from that college, university, or advanced educational institution.
4. For vocational or academic teachers who have earned their way into Column VIII, add \$1,000 for each additional advanced degree or Certificate of Advanced Graduate Studies (CAGS) earned. These may include an additional master's degree, additional CAGS, Ph.D., Ed.D., Ed.S., Doctorate, or Juris Doctor.
5. For vocational or academic teachers in any Column, add \$1,500 for National Board Certification from the National Board for Professional Teaching Standards (NBPTS).

## PROFESSIONAL SALARY SCHEDULE 2017-2018

Vocational	Licensure	Licensure + 15	Licensure + 30	Licensure + 45	Licensure + 60	Licensure + 90	BS	Masters
Academic	BS	BS + 15	BS + 30	Masters or BS + 45	M + 15	M + 30	M + 30	CAGS
Column	I	II	III	IV	V	VI	VII	VIII
Step								
1	47,966	49,253	50,530	51,810	52,447	53,403	54,366	56,284
2	49,879	51,163	52,439	53,726	54,360	55,313	56,280	58,198
3	51,790	53,076	54,352	55,632	56,270	57,228	58,192	60,110
4	56,114	57,399	58,676	59,964	60,597	61,555	62,521	65,208
5	58,524	59,802	61,082	62,361	63,002	63,961	64,924	66,846
6	60,433	61,717	62,995	64,275	64,915	65,875	66,835	68,756
7	62,837	64,122	65,400	66,681	67,318	68,278	69,243	71,162
8	64,754	66,032	67,314	68,593	69,232	70,188	71,152	73,072
9	67,152	68,435	69,715	70,996	71,633	72,595	73,554	75,475
10	69,066	70,344	71,625	72,904	73,545	74,504	75,467	77,385
11	71,470	72,754	74,031	75,316	75,951	76,909	77,874	79,792
12	73,375	74,660	75,935	77,224	77,858	78,815	79,782	81,701
13	75,792	77,070	78,349	79,630	80,269	81,228	82,192	84,112
14	79,619	80,900	82,178	83,462	84,101	85,062	86,023	87,940
15	81,531	82,807	84,085	85,364	86,662	87,624	88,585	90,506
16					88,569	89,528	90,495	92,412

The Superintendent-Director may annually appoint Department Liaisons with a stipend of: \$ 2,650

The Superintendent-Director may annually appoint Department Liaisons for the following  
trade areas Automotive Technology, Auto Body/Collision Repair, Cosmetology , Culinary Arts  
and Electrical with a stipend of: \$ 3,150



## PROFESSIONAL SALARY SCHEDULE 2018-2019

Vocational	Licensure	Licensure + 15	Licensure + 30	Licensure + 45	Licensure + 60	Licensure + 90	BS	Masters
Academic	BS	BS + 15	BS + 30	Masters or BS + 45	M + 15	M + 30	M + 30	CAGS
Column								
Step	I	II	III	IV	V	VI	VII	VIII
1	48,686	49,991	51,288	52,587	53,233	54,204	55,182	57,129
2	50,627	51,931	53,226	54,532	55,176	56,143	57,124	59,071
3	52,567	53,872	55,167	56,467	57,114	58,086	59,065	61,011
4	56,956	58,260	59,556	60,863	61,506	62,478	63,459	66,186
5	59,401	60,699	61,998	63,297	63,947	64,920	65,898	67,849
6	61,340	62,642	63,940	65,239	65,888	66,863	67,837	69,787
7	63,780	65,083	66,381	67,681	68,327	69,302	70,281	72,229
8	65,725	67,023	68,323	69,622	70,271	71,241	72,220	74,168
9	68,159	69,462	70,760	72,061	72,708	73,684	74,658	76,607
10	70,102	71,399	72,700	73,998	74,648	75,622	76,599	78,546
11	72,542	73,845	75,142	76,445	77,090	78,063	79,042	80,989
12	74,476	75,779	77,074	78,383	79,026	79,997	80,978	82,926
13	76,928	78,226	79,524	80,825	81,473	82,446	83,425	85,374
14	80,813	82,114	83,410	84,714	85,362	86,337	87,313	89,259
15	82,754	84,049	85,346	86,645	87,962	88,939	89,914	91,864
16					89,897	90,871	91,852	93,798

The Superintendent-Director may annually appoint Department Liaisons with a stipend of: \$ 2,650

The Superintendent-Director may annually appoint Department Liaisons for the following  
trade areas Automotive Technology, Auto Body/Collision Repair, Cosmetology , Culinary Arts  
and Electrical with a stipend of: \$ 3,150

## PROFESSIONAL SALARY SCHEDULE 2019-2020

Vocational	Licensure	Licensure + 15	Licensure + 30	Licensure + 45	Licensure + 60	Licensure + 90	BS	Masters
Academic	BS	BS + 15	BS + 30	Masters or BS + 45	M + 15	M + 30	M + 30	CAGS
Column								
Step	I	II	III	IV	V	VI	VII	VIII
1	49,416	50,741	52,057	53,376	54,032	55,018	56,010	57,986
2	51,386	52,710	54,024	55,350	56,003	56,985	57,981	59,957
3	53,356	54,680	55,995	57,314	57,971	58,958	59,951	61,927
4	57,810	59,134	60,449	61,776	62,429	63,415	64,411	67,179
5	60,292	61,609	62,928	64,246	64,906	65,894	66,886	68,866
6	62,260	63,582	64,899	66,218	66,877	67,866	68,855	70,834
7	64,736	66,060	67,377	68,697	69,352	70,341	71,336	73,313
8	66,711	68,028	69,348	70,666	71,325	72,310	73,303	75,281
9	69,182	70,504	71,822	73,142	73,799	74,790	75,778	77,757
10	71,153	72,470	73,790	75,108	75,768	76,756	77,748	79,724
11	73,630	74,953	76,269	77,592	78,247	79,234	80,228	82,204
12	75,593	76,916	78,230	79,558	80,211	81,197	82,193	84,170
13	78,082	79,399	80,717	82,037	82,695	83,683	84,676	86,654
14	82,025	83,346	84,661	85,985	86,642	87,633	88,623	90,598
15	83,995	85,310	86,627	87,944	89,282	90,273	91,263	93,242
16					91,246	92,234	93,230	95,205

The Superintendent-Director may annually appoint Department Liaisons with a stipend of: \$ 2,650

The Superintendent-Director may annually appoint Department Liaisons for the following  
trade areas Automotive Technology, Auto Body/Collision Repair, Cosmetology , Culinary Arts  
and Electrical with a stipend of: \$ 3,150

**COACHING SALARIES**  
2017-2018

Appendix B1

At the time of hire, coaches will be placed on the salary schedule by the Superintendent-Director, who will consider recommendations regarding their compensation from the Principal and Athletic Director.

1-4	5-9	10-14	15-19	20-24
(A)	(B)	(C)	(D)	(E)

**Fall**

Football	(Head)	(V)	5,727	6,167	6,692	7,311	7,926
Football	(Assistant)	(V)	3,702	4,227	4,755	5,288	5,902
Football	(Assistant)	(V)	3,702	4,227	4,755	5,288	5,902
Football	(Assistant)	(JV)	3,702	4,227	4,755	5,288	5,902
Football	(Assistant)	(JV)	3,348	3,966	4,491	4,931	5,370
Football	(Assistant)	(F)	3,348	3,966	4,491	4,931	5,370
Boys Soccer		(V)	3,702	4,227	4,755	5,288	5,902
Soccer		(JV)	2,819	3,260	3,702	4,227	4,755
Girls Soccer		(V)	3,702	4,227	4,755	5,288	5,902
Girls Soccer		(JV)	2,819	3,260	3,702	4,227	4,755
X-Country	(Head)	(BV)	2,819	3,260	3,702	4,227	4,755
X-Country	(Assistant)		2,202	2,641	3,083	3,522	3,966
Field Hockey	(Head)	(V)	3,702	4,227	4,755	5,288	5,902
Field Hockey		(JV)	2,819	3,260	3,702	4,227	4,755
Girls Volleyball	(Freshment)		2,202	2,641	3,083	3,522	3,966
Girls Volleyball			3,702	4,227	4,755	5,288	5,902
Girls Volleyball		(JV)	2,819	3,260	3,702	4,227	4,755
Golf			2,819	3,260	3,702	4,227	4,755
Golf	(Assistant)		2,202	2,641	3,083	3,522	3,966
Cheering		(V)	2,071	2,465	2,863	3,083	3,522
Cheering		(JV)	1,675	2,026	2,461	2,641	2,995

**Winter**

Boys Basketball		(V)	4,491	5,288	5,680	6,122	6,518
Boys Basketball		(JV)	3,348	3,966	4,491	4,931	5,370
Boys Basketball		(F)	2,819	3,260	3,702	4,227	4,755
Girls Basketball		(V)	4,491	5,288	5,680	6,122	6,518
Girls Basketball		(JV)	3,348	3,966	4,491	4,931	5,370
Girls Basketball		(F)	2,819	3,260	3,702	4,227	4,755
Indoor Track & Field	(Head)		4,491	5,288	5,680	6,122	6,518
Indoor Track & Field	(Assistant)		3,348	3,966	4,491	4,931	5,370
Ice Hockey	(Head)		3,702	4,227	4,755	5,288	5,902
Ice Hockey	(Assistant)		2,641	3,172	3,609	4,051	4,491
Wrestling	(Head)		4,491	5,288	5,680	6,122	6,518
Wrestling	(Assistant)		3,348	3,966	4,491	4,931	5,370
Cheering		(V)	2,071	2,465	2,863	3,083	3,522
Cheering		(JV)	1,675	2,026	2,461	2,641	2,995

**Spring**

Baseball		(V)	4,051	4,579	5,108	5,636	6,167
Baseball		(JV)	2,819	3,260	3,702	4,227	4,755
Baseball		(F)	2,202	2,641	3,083	3,522	3,966
Softball		(V)	4,051	4,579	5,108	5,636	6,167
Softball		(JV)	2,819	3,260	3,702	4,227	4,755
Boys Lacrosse		(V)	4,051	4,579	5,108	5,636	6,167
Boys Lacrosse		(JV)	2,819	3,260	3,702	4,227	4,755
Track & Field	(Head)		3,702	4,227	4,755	5,288	5,902
Track & Field	(Assistant)		2,819	3,702	3,702	4,227	4,755
Track & Field	(Assistant)		2,819	3,702	3,702	4,227	4,755
Girls Track & Field			3,702	4,227	4,755	5,288	5,902
Boys Volleyball			3,702	4,227	4,755	5,288	5,902
Boys Volleyball		(JV)	2,819	3,260	3,702	4,227	4,755
Tennis			2,819	3,260	3,702	4,227	4,755

Athletic Director	8,105	8,809	9,335	9,954	25,000
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**COACHING SALARIES**  
2018-2019

Appendix B2

At the time of hire, coaches will be placed on the salary schedule by the Superintendent-Director, who will consider recommendations regarding their compensation from the Principal and Athletic Director.

1-4 (A)	5-9 (B)	10-14 (C)	15-19 (D)	20-24 (E)
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**Fall**

Football	(Head)	(V)	5,727	6,167	6,692	7,311	7,926
Football	(Assistant)	(V)	3,702	4,227	4,755	5,288	5,902
Football	(Assistant)	(V)	3,702	4,227	4,755	5,288	5,902
Football	(Assistant)	(JV)	3,702	4,227	4,755	5,288	5,902
Football	(Assistant)	(JV)	3,348	3,966	4,491	4,931	5,370
Football	(Assistant)	(F)	3,348	3,966	4,491	4,931	5,370
Boys Soccer		(V)	3,702	4,227	4,755	5,288	5,902
Soccer		(JV)	2,819	3,260	3,702	4,227	4,755
Girls Soccer		(V)	3,702	4,227	4,755	5,288	5,902
Girls Soccer		(JV)	2,819	3,260	3,702	4,227	4,755
X-Country	(Head)	(BV)	2,819	3,260	3,702	4,227	4,755
X-Country	(Assistant)		2,202	2,641	3,083	3,522	3,966
Field Hockey	(Head)	(V)	3,702	4,227	4,755	5,288	5,902
Field Hockey		(JV)	2,819	3,260	3,702	4,227	4,755
Girls Volleyball	(Freshment)		2,202	2,641	3,083	3,522	3,966
Girls Volleyball			3,702	4,227	4,755	5,288	5,902
Girls Volleyball		(JV)	2,819	3,260	3,702	4,227	4,755
Golf			2,819	3,260	3,702	4,227	4,755
Golf	(Assistant)		2,202	2,641	3,083	3,522	3,966
Cheering		(V)	2,071	2,465	2,863	3,083	3,522
Cheering		(JV)	1,675	2,026	2,461	2,641	2,995

**Winter**

Boys Basketball		(V)	4,491	5,288	5,680	6,122	6,518
Boys Basketball		(JV)	3,348	3,966	4,491	4,931	5,370
Boys Basketball		(F)	2,819	3,260	3,702	4,227	4,755
Girls Basketball		(V)	4,491	5,288	5,680	6,122	6,518
Girls Basketball		(JV)	3,348	3,966	4,491	4,931	5,370
Girls Basketball		(F)	2,819	3,260	3,702	4,227	4,755
Indoor Track & Field	(Head)		4,491	5,288	5,680	6,122	6,518
Indoor Track & Field	(Assistant)		3,348	3,966	4,491	4,931	5,370
Ice Hockey	(Head)		3,702	4,227	4,755	5,288	5,902
Ice Hockey	(Assistant)		2,641	3,172	3,609	4,051	4,491
Wrestling	(Head)		4,491	5,288	5,680	6,122	6,518
Wrestling	(Assistant)		3,348	3,966	4,491	4,931	5,370
Cheering		(V)	2,071	2,465	2,863	3,083	3,522
Cheering		(JV)	1,675	2,026	2,461	2,641	2,995

**Spring**

Baseball		(V)	4,051	4,579	5,108	5,636	6,167
Baseball		(JV)	2,819	3,260	3,702	4,227	4,755
Baseball		(F)	2,202	2,641	3,083	3,522	3,966
Softball		(V)	4,051	4,579	5,108	5,636	6,167
Softball		(JV)	2,819	3,260	3,702	4,227	4,755
Boys Lacrosse		(V)	4,051	4,579	5,108	5,636	6,167
Boys Lacrosse		(JV)	2,819	3,260	3,702	4,227	4,755
Track & Field	(Head)		3,702	4,227	4,755	5,288	5,902
Track & Field	(Assistant)		2,819	3,702	3,702	4,227	4,755
Track & Field	(Assistant)		2,819	3,702	3,702	4,227	4,755
Girls Track & Field			3,702	4,227	4,755	5,288	5,902
Boys Volleyball			3,702	4,227	4,755	5,288	5,902
Boys Volleyball		(JV)	2,819	3,260	3,702	4,227	4,755
Tennis			2,819	3,260	3,702	4,227	4,755

Athletic Director			8,105	8,809	9,335	9,954	25,000
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**COACHING SALARIES**  
2019-2020

Appendix B3

At the time of hire, coaches will be placed on the salary schedule by the Superintendent-Director, who will consider recommendations regarding their compensation from the Principal and Athletic Director.

1-4 (A)	5-9 (B)	10-14 (C)	15-19 (D)	20-24 (E)
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**Fall**

Football	(Head)	(V)	5,727	6,167	6,692	7,311	7,926
Football	(Assistant)	(V)	3,702	4,227	4,755	5,288	5,902
Football	(Assistant)	(V)	3,702	4,227	4,755	5,288	5,902
Football	(Assistant)	(JV)	3,702	4,227	4,755	5,288	5,902
Football	(Assistant)	(JV)	3,348	3,966	4,491	4,931	5,370
Football	(Assistant)	(F)	3,348	3,966	4,491	4,931	5,370
Boys Soccer		(V)	3,702	4,227	4,755	5,288	5,902
Soccer		(JV)	2,819	3,260	3,702	4,227	4,755
Girls Soccer		(V)	3,702	4,227	4,755	5,288	5,902
Girls Soccer		(JV)	2,819	3,260	3,702	4,227	4,755
X-Country	(Head)	(BV)	2,819	3,260	3,702	4,227	4,755
X-Country	(Assistant)		2,202	2,641	3,083	3,522	3,966
Field Hockey	(Head)	(V)	3,702	4,227	4,755	5,288	5,902
Field Hockey		(JV)	2,819	3,260	3,702	4,227	4,755
Girls Volleyball	(Freshment)		2,202	2,641	3,083	3,522	3,966
Girls Volleyball			3,702	4,227	4,755	5,288	5,902
Girls Volleyball		(JV)	2,819	3,260	3,702	4,227	4,755
Golf			2,819	3,260	3,702	4,227	4,755
Golf	(Assistant)		2,202	2,641	3,083	3,522	3,966
Cheering		(V)	2,071	2,465	2,863	3,083	3,522
Cheering		(JV)	1,675	2,026	2,461	2,641	2,995

**Winter**

Boys Basketball		(V)	4,491	5,288	5,680	6,122	6,518
Boys Basketball		(JV)	3,348	3,966	4,491	4,931	5,370
Boys Basketball		(F)	2,819	3,260	3,702	4,227	4,755
Girls Basketball		(V)	4,491	5,288	5,680	6,122	6,518
Girls Basketball		(JV)	3,348	3,966	4,491	4,931	5,370
Girls Basketball		(F)	2,819	3,260	3,702	4,227	4,755
Indoor Track & Field	(Head)		4,491	5,288	5,680	6,122	6,518
Indoor Track & Field	(Assistant)		3,348	3,966	4,491	4,931	5,370
Ice Hockey	(Head)		3,702	4,227	4,755	5,288	5,902
Ice Hockey	(Assistant)		2,641	3,172	3,609	4,051	4,491
Wrestling	(Head)		4,491	5,288	5,680	6,122	6,518
Wrestling	(Assistant)		3,348	3,966	4,491	4,931	5,370
Cheering		(V)	2,071	2,465	2,863	3,083	3,522
Cheering		(JV)	1,675	2,026	2,461	2,641	2,995

**Spring**

Baseball		(V)	4,051	4,579	5,108	5,636	6,167
Baseball		(JV)	2,819	3,260	3,702	4,227	4,755
Baseball		(F)	2,202	2,641	3,083	3,522	3,966
Softball		(V)	4,051	4,579	5,108	5,636	6,167
Softball		(JV)	2,819	3,260	3,702	4,227	4,755
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Track & Field	(Assistant)		2,819	3,702	3,702	4,227	4,755
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Girls Track & Field			3,702	4,227	4,755	5,288	5,902
Boys Volleyball			3,702	4,227	4,755	5,288	5,902
Boys Volleyball		(JV)	2,819	3,260	3,702	4,227	4,755
Tennis			2,819	3,260	3,702	4,227	4,755

Athletic Director			8,105	8,809	9,335	9,954	25,000
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**Extra-Curricular Activities**

		<b>2017-2018</b>
Yearbook	Advisor	2,663
	Assistant	1,788
	1/2 Assistant	894
Student Council	Advisor	2,180
Student Advisory to Sch Comm		1,596
Senior Class	Co - Advisors	2,077
Junior Class	Co - Advisors	1,884
Sophomore Class	Co - Advisors	1,596
Freshman Class	Co - Advisors	1,596
Anime Club		1,596
Fish and Game Club	Co-Advisors	1,596
Friends of Rachel		2,040
Leo Club		1,596
SkillsUSA	Co - Advisors (3)	5,202
Student Activity & Student Fund Treasurer		3,837
National Honor Society		1,668
Robotics	Co - Advisors	2,393
Drama Club Advisor/Producer		3,641
Production Director		3,121
Musical Director/Accompanist		1,821
Set Design/Construction		1,821
Other Assistant (If Needed)		520

Procedure for initiating new activities.

- 1 A written proposal must be submitted to the Principal by the prospective advisor(s), outlining the need for the club/activity, the benefit to students, the number of hours and types of activities to be undertaken by the club/activity, and the compensation requested by the advisor(s), if any.
- 2 The Principal will review the proposal and may ask the prospective advisor(s) for additional information.
- 3 Once the Principal is satisfied that the proposal is complete, consistent with district goals, and meets the needs of students, the Principal will arrange a meeting with the prospective advisor(s), a representative designated by the President of the Montachusett Regional Teachers' Association, and the School Business Manager to discuss the feasibility of the proposal, as well as the compensation, if any, to be paid to the Club or Activity Advisor.
- 4 The Principal will notify the Superintendent-Director of the decision.
- 5 The Superintendent-Director will notify the School Committee.

Extra-Curricular Activities		2018-2019
Yearbook	Advisor	2,663
	Assistant	1,788
	1/2 Assistant	894
Student Council	Advisor	2,180
Student Advisory to Sch Comm		1,596
Senior Class	Co - Advisors	2,077
Junior Class	Co - Advisors	1,884
Sophomore Class	Co - Advisors	1,596
Freshman Class	Co - Advisors	1,596
SkillsUSA	Co - Advisors (3)	5,202
Anime Club		1,596
Fish and Game Club	Co-Advisors	1,596
Friends of Rachel		2,040
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Student Activity & Student Fund Treasurer		3,837
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- 5 The Superintendent-Director will notify the School Committee.

**Extra-Curricular Activities**

		<b>2019-2020</b>
Yearbook	Advisor	2,663
	Assistant	1,788
	1/2 Assistant	894
Student Council	Advisor	2,180
Student Advisory to Sch Comm		1,596
Senior Class	Co - Advisors	2,077
Junior Class	Co - Advisors	1,884
Sophomore Class	Co - Advisors	1,596
Freshman Class	Co - Advisors	1,596
Anime Club		1,596
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- 3 Once the Principal is satisfied that the proposal is complete, consistent with district goals, and meets the needs of students, the Principal will arrange a meeting with the prospective advisor(s), a representative designated by the President of the Montachusett Regional Teachers' Association, and the School Business Manager to discuss the feasibility of the proposal, as well as the compensation, if any, to be paid to the Club or Activity Advisor.
- 4 The Principal will notify the Superintendent-Director of the decision.
- 5 The Superintendent-Director will notify the School Committee.



# Appendix D

## **Educator Evaluation System and Procedures**

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(7)	Page 8	Evaluation Cycle: Self-Assessment
(8)	Page 9	Evaluation Cycle: Goal Setting and Educator Plan Development
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(10)	Page 10	Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS
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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:
  - i) 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);
  - ii) To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
  - iii) 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.
- B) **Caseload Educator:** 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 some reading specialists and special education teachers.
- C) **Classroom teacher:** Educators who teach pre-K-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
- 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).
- E) **\*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.
- F) **\*Educator(s):** Inclusive term that applies to all classroom teachers and caseload Educators, unless otherwise noted.

- G) **\*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.
  - ii) **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 for at least a time period sufficient to achieve the goals outlines in the improvement plan, but at least 90 school 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.
- I) **\*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”).
- J) **\*Evaluator:** Any person defined in Section 26(A) designated by a Superintendent who has primary responsibility for observation 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 and shall be the person responsible for developing the Educator Plan, supervising the Educator’s progress through formative assessments, and evaluating the Educator’s progress toward attaining the Educator Plan goals.
  - ii) **Notification:** The Educator shall be notified in writing of his/her primary Evaluator 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.
- O) **\*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.
- P) **\*Goal:** A specific, actionable, and measurable area of 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 MEPA 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) **New Assignment:** An Educator with PTS shall be considered in a new assignment when teaching under a different license.
- T) **\*Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visit(s) of any duration but not less than 10 minutes by the Evaluator and may include examination of artifacts of practice including student work. An observation will occur in person. The parties agree to bargain the protocols of video observations should both parties wish to adopt such practice. 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. Teachers at worksites shall be evaluated by the same standards as all other teachers.
- U) **Parties:** The Association and the Committee are parties to this Agreement.
- V) **\*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.
- W) **\*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.
- X) **\*Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- Y) **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.
- Z) **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)
- AA) **\*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:
  - i) 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
- BB) **\*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.

- CC) **\*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.
- DD) **\*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.
- EE) **\*Trends in student learning:** 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.

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:
  - i) 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;
  - ii) 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 Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least two years of data is required.
  - 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 set by the district should be based on the Educator's role and responsibility.
- B) Judgments based on observations and artifacts of practice including:
  - i) Unannounced observations of practice.
  - 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 :
  - (a) 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);
- iii) 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 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.
- B) By November 1<sup>st</sup> of the first year of this Agreement, all Educators shall complete a professional learning activity about 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 complete such a professional learning activity about self-assessment and goal-setting within three 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. The Superintendent or designee will work with the Association and the joint labor-management committee (see Section 26, D) to determine the most effective means of providing this training.

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:
  - i) 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**

- i) The evaluation cycle begins with the Educator completing and submitting to the Primary Evaluator a self-assessment by October 15<sup>th</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 assessment data and copies of the school and/or district goals.
- 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:**

- 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. See Sections 15-19 for more on Educator Plans.
- 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 parties agree to bargain over the impact of this regulatory requirement (see Section 22) after guidance has been issued by ESE.
- C) Educator Plan Development Meetings shall be conducted as follows:
  - i) 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 November 1<sup>st</sup> of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
  - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by November 1<sup>st</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 15<sup>th</sup>. 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.

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. **If following the first observation of the academic year, the Educator and Evaluator agree that the Educator continues to be rated proficient or exemplary, then the Educator will not be required to submit a Formative Evidence Binder that year.**
- 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 in consultation with the Educator, 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 30<sup>th</sup>. Observations required by the Educator Plan should be completed by May 15<sup>th</sup>. The Evaluator may conduct additional observations after this date. Observations will not take place on the school day prior to a holiday.

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

A) Unannounced Observations

- i) Unannounced observations may be in the form of partial or full-period classroom visitations **in the assigned classroom or area where class is being instructed (ie – library and/or computer lab)**
- ii) 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.
- iii) 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

- i) 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.
  - (b) 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 or activity. 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.
- (c) 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.
- (d) 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.

## 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 place 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 two weeks 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 attach a response and/or rebuttal to the Formative Assessment report within 10 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.
- I) 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 near the end 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.
- C) No less than two weeks 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 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 also provide to the Evaluator additional evidence of the Educator's performance against the four Performance Standards.
- D) The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. 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 attach a response and/or rebuttal to the Formative Assessment report within 10 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 15<sup>th</sup>.
- 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 Practices and have been rated proficient in either the Family and Community Engagement Standard or the Professional Culture Standard.
- G) 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 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 also provide to the Evaluator additional evidence of the Educator's performance against the four Performance Standards.
- H) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- I) 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 10<sup>th</sup>.

- L) 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>. 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 attach a response and/or rebuttal to the Formative Assessment report which shall become part of the final Summative Evaluation report within ten (10) school days of receiving the report.
- O) 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:
  - i) At least one goal related to improvement of practice tied to one or more Performance Standards;
  - ii) At least one goal for the improvement the 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 90 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 an Evaluator (see definitions). The Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.
- 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 will be informed of their right to representation in accordance with Article III Section E of the collective bargaining Agreement.
  - iii) The Association President or designee will be informed when an Educator is placed on an Improvement Plan but will disclose that fact only to the Educator. The Educator will decide whether to accept any offer of assistance from the Association in connection with the Improvement Plan or evaluation process.
- G) The Improvement Plan shall:
  - i) Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
  - ii) 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;
  - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
  - v) 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 Evaluator; and,
  - vii) Include the signatures of the Educator and 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, but no later than 20 school days of notification to the Educator that the Educator is being placed on an Improvement Plan. The signature does not indicate agreement or disagreement with its contents.
- I) 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, 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.



## Evaluation Timelines

	For Teachers on 2-Year Self-Directed Growth Plans – YEAR 1	For Teachers on 2-Year Self-Directed Growth Plans – YEAR 2	For Teachers on All Other Plans
<b>Activity:</b>	<b>Completed By:</b>	<b>Completed By:</b>	<b>Completed By:</b>
Superintendent, Principal or designee meets with Evaluators and Educators to explain evaluation process	*September 15 <sup>th</sup>	*September 15 <sup>th</sup>	*September 15 <sup>th</sup>
Evaluator meets with Educators in teams or individually to assist in self- assessment and review SMART Goals	*October 15 <sup>th</sup>	*October 15 <sup>th</sup>	*October 15 <sup>th</sup>
<b>Educator submits 3-in-1 Goal Setting Form</b>	<b>*October 31<sup>st</sup></b>	<b>*October 31<sup>st</sup></b>	<b>*October 31<sup>st</sup></b>
Evaluator should complete first observation of each Educator	*December 1 <sup>st</sup>	*December 1 <sup>st</sup>	*December 1 <sup>st</sup>
<b>Educator submits Formative evidence binder</b>	<b>Last day before April break</b>		<b>January 15<sup>th</sup></b>
Evaluator should complete mid-cycle Formative Assessment Reports	*June 1 <sup>st</sup>		Last day before February vacation
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	Friday before the last day of school		*March 1st
<b>Educator submits Summative evidence binder</b>		<b>Last day before April vacation</b>	<b>Last day before April vacation</b>
Evaluator completes Summative Evaluation Report		3 <sup>rd</sup> Friday in May	3 <sup>rd</sup> Friday in May
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory		*June 1 <sup>st</sup>	*June 1 <sup>st</sup>
Evaluator holds Summative Assessment Meetings if requested by either Evaluator or Educator		Friday before the last day of school	Friday before the last day of school
Educator signs Summative Evaluation Report and adds a response and/or rebuttal, if any within 10 school days of receipt or meeting		Friday before the last day of school	Friday before the last day of school

Based on weather (snow days), timelines may be adjusted. All changes to the above calendar will be agreed upon by the district's Joint Labor Management Team. **\*Please note: In the case of a school cancelation, holiday, or weekend this date shall move to the following day that the school is in session.**

20.

A) **Educators on Plans of Less than One Year:**

- i) 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<sup>st</sup>. 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, public commendation or other acknowledgement as determined by the district through collective bargaining where applicable.

22. **Rating Impact on Student Learning Growth:**

ESE will provide model contract language and guidance on rating Educator impact on student learning growth based on state and district-determined measures of student learning. Upon receiving this model contract language and guidance, the parties agree to bargain with respect to this matter.

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<sup>th</sup>, 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 Administrator Evaluation:**

ESE will provide model contract language, direction and guidance on using staff feedback in Administrator Evaluation by June 30<sup>th</sup>, 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 may agree that 50% or more of Educators in the district will be evaluated under the new procedures at the outset of this Agreement, and 50% or fewer will be evaluated under the former evaluation procedures for the first year of implementation of the new procedures in this Agreement.
- B) The parties shall agree 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 its equivalent in the prior year will be placed on Directed Growth or Improvement Plans at the sole discretion of the Superintendent.

- C) The parties agree that to address the workload issue of Evaluators, during the first evaluation cycle under this Agreement in every school or department, the names of the Educators who are being placed on Self-directed Growth Plans shall be literally or figuratively “put into a hat.” The first fifty (50) percent drawn shall be on a 1-year Self-directed Growth Plan and the second fifty (50) percent shall be on a 2-year Plan.
- B) The existing evaluation system will remain in effect until the provisions set forth in this Article are implemented. The relevant timeframe for adopting and implementing new systems is set forth in 603 CMR 35.11(1).

**26. General Provisions:**

- A) Only licensed administrators trained in the evaluation process and serving in the following positions may serve as Primary Evaluators: Superintendent-Director, Principal, Director of Vocational Programs, Coordinator of Cooperative Education and Placement, Director of Academic Programs, and Director of Student Support Services. The administration will make every effort to assign Primary Evaluators whose experience and background most closely matches the needs of the Educator and the District.
- 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.
- C) 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.
- D) 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. When the evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall issue if there was substantial compliance.

# **Appendix E**

## **Teacher Rubric**

## Guide to Teacher Rubric

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) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and 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 Engagement*; and *Professional Culture*.
- **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: *Curriculum 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 that serves as a roadmap for improvement.
- **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 throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

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## Teacher Rubric At-A-Glance

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<b>A. Curriculum and Planning Indicator</b> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Rigorous Standards-Based Unit Design 4. Well-Structured Lessons  <b>B. Assessment Indicator</b> 1. Variety of Assessment Methods 2. Adjustments to Practice  <b>C. Analysis Indicator</b> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students	<b>A. Instruction Indicator</b> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs  <b>B. Learning Environment Indicator</b> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation  <b>C. Cultural Proficiency Indicator</b> 1. Respects Differences 2. Maintains Respectful Environment  <b>D. Expectations Indicator</b> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge	<b>A. Engagement Indicator</b> 1. Parent/Family Engagement  <b>B. Collaboration Indicator</b> 1. Learning Expectations 2. Curriculum Support  <b>C. Communication Indicator</b> 1. Two-Way Communication 2. Culturally Proficient Communication	<b>A. Reflection Indicator</b> 1. Reflective Practice 2. Goal Setting  <b>B. Professional Growth Indicator</b> 1. Professional Learning and Growth  <b>C. Collaboration Indicator</b> 1. Professional Collaboration  <b>D. Decision-Making Indicator</b> 1. Decision-making  <b>E. Shared Responsibility Indicator</b> 1. Shared Responsibility  <b>F. Professional Responsibilities Indicator</b> 1. Judgment 2. Reliability and Responsibility

*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*

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

**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.*

<b>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.</b>				
<b>I-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-A-1. Subject Matter Knowledge	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.	<b>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.</b>	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	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.	<b>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.</b>	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 expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards- Based Unit Design	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.	<b>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.</b>	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.
I-A-4. Well- Structured Lessons	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.	<b>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.</b>	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 student's needs. Is able to model this element.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."



## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

<b>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.</b>				
<b>I-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-B-1. Variety of Assessment Methods	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.	<b>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.</b>	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	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.	<b>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.</b>	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 element.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	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.	<b>Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning.</b>	Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve short- and long-term instructional decisions. Is able to model this element.
I-C-2. Sharing Conclusions With Colleagues	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.	<b>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.</b>	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	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.	<b>Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance.</b>	Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice:

### 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.*

<b>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.</b>				
<b>II-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-A-1. Quality of Effort and Work	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 students know what is expected of them; may establish inappropriately low expectations for quality and effort.	<b>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.</b>	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	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.	<b>Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.</b>	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	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.	<b>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.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

<b>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.</b>				
<b>II-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-B-1. Safe Learning Environment	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.	<b>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.</b>	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. Is able to model this element.
II-B-2. Collaborative Learning Environment	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.	<b>Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</b>	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	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take academic risks.	<b>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.</b>	Consistently 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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

<b>Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</b>				
<b>II-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences	<b>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.</b>	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	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	<b>Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</b>	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 this practice.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

<b>Indicator II-D. Expectations: Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.</b>				
<b>II-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-D-1. Clear Expectations	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.	<b>Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.</b>	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	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 misconceptions about innate ability.	<b>Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.</b>	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	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.	<b>Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: 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.*

Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.				
III-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Parent/Family Engagement	Actively discourages feedback and/or interactions with families.	Displays limited evidence of providing opportunities for families to provide feedback.	<p>The teacher is constructive and cooperative in interactions with parents and receptive to their contributions. Provides opportunities for families to provide feedback.</p> <p>Examples of current practices include but are not limited to: Sending home a course syllabus; participating in parents' night, career awareness night, open house, tour day, and other required events; attending TEAM meetings (IEP/504), when possible; responding to emails/phone calls; and scheduling conferences when needed.</p>	<p>The teacher actively seeks out engagement from families, frequently provides such opportunities, and is constructive and cooperative in all interactions with families. Is able to model this element.</p> <p>Examples of exemplary practices include but are not limited to: Initiating phone calls and emails; consistently using computer/online capabilities such as X2; sending home quarterly updates regarding classroom activities; requiring a parent's signature on a course syllabus; conducting parent survey(s) allowing parents an opportunity to provide feedback; promoting attendance at parent conferences, open house, and career awareness night; and promoting attendance at extra-curricular activities such as athletic events, plays, or student competitions.</p>

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

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. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	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.	<p>Consistently provides parents with clear, user-friendly information about expectations for student learning and behavior.</p> <p>Examples of current practices include but are not limited to: Developing and sending home a course syllabus, written in clear, user-friendly language, which includes expectations for student learning and behavior.</p>	<p>Successfully provides information to parents about the teacher's student learning and behavior expectations. Is able to model this element.</p> <p>Examples of exemplary practices include but are not limited to: Designing and providing a weekly syllabus that includes mastery objectives written in language that is easy to understand; requiring a parent's signature on a course syllabus; and developing a personal or department website for the teacher's courses or vocational program.</p>

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."



## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-2. Curriculum Support	Does not inform parents about ways to support children at home or at school.	Sends home only a list of extra help days and a tutoring schedule. Makes minimal efforts to provide clarification of assignments and projects.	<p>Consistently provides parents with clear, user-friendly information about assignments and projects. Encourages students to share with parents and makes material available to parents.</p> <p>Examples of current practices include but are not limited to: Developing and sending home written materials that include information about upcoming assignments and projects; providing students with a copy of assignments with clear grading expectations; and providing students with grading rubrics to share with their parents.</p>	<p>Successfully provides parents with methods to support their child at home and promotes opportunities offered here at school. Is able to model this element.</p> <p>Examples of exemplary practices include but are not limited to: Designing and providing a weekly syllabus that includes mastery objectives written in language that is easy to understand; requiring a parent's signature on a course syllabus or other materials; developing a website for the teacher's courses or vocational program; leading a study group; and directly contacting parents to advise them of strategies to improve student learning.</p>

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Never communicates with families; never responds to communications from families.	Rarely communicates with families about student performance; rarely responds to communications from families.	<p>Communicates with families about student performance through report cards, progress reports, and required parent conferences. The teacher is constructive and cooperative in interactions with parents and is receptive to their contributions.</p> <p>Examples of current practices include but are not limited to: Developing and distributing/posting a course syllabus that includes teacher contact information; submitting timely progress reports and report cards; participating in parents' night, career awareness night, open house, tour day, and other required events; completing educational assessments (SPED, 504); attending TEAM meetings (IEP/504), when possible; responding to emails/phone calls; and offering extra help sessions.</p>	<p>Initiates regular communication with families to support improved student performance, is constructive and cooperative in interactions with parents, and is receptive to their contributions. Is able to model this element.</p> <p>Examples of exemplary practices include but are not limited to: Initiating phone calls and emails; consistently using computer/online capabilities such as X2; offering daily extra help sessions; sending home quarterly updates regarding classroom activities; and presenting best practices to colleagues or community members.</p>

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-2. Culturally Proficient Communication	Makes no effort to understand or respond to different family cultural norms and/or responds inappropriately or disrespectfully to people from different cultures.	Rarely makes an effort to understand and respond to different family cultural norms. May not demonstrate understanding and/or sensitivity to the differences. Does not seek out school resources to assist with cultural barriers.	<p>Consistently makes an effort to understand and respond to different family cultural norms and demonstrates understanding and/or sensitivity to the differences. Seeks out school resources to assist with cultural barriers.</p> <p>Examples of current practices include but are not limited to: Consulting guidance counselors, the nurse, special education teachers, the English Language Education Coordinator or Director, the Director of Student Support Services, or the Principal.</p>	<p>Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.</p> <p>Examples of exemplary practices include but are not limited to: Seeking out resources to translate the course syllabus and other communications into the student's home language; seeking out professional assistance from school resources; and reaching out to the community to broaden the educator's understanding and to inform his/her practice.</p>

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

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

<b>Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's 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.</b>				
<b>IV-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-A-1. Reflective Practice	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.	<b>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.</b>	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	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.	<b>Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

<b>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.</b>				
<b>IV-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-B-1. Professional Learning and Growth	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.	<b>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.</b>	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.

<b>Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.</b>				
<b>IV-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-C-1. Professional Collaboration	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.	<b>Consistently and effectively collaborates with colleagues in such work as developing standards-based units, examining student work, analyzing student performance, and planning appropriate intervention.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

<b>Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.</b>				
<b>IV-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-D-1. Decision-Making	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.	<b>Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</b>	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.

<b>Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.</b>				
<b>IV-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	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.	<b>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.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Teacher Rubric

<b>Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.</b>				
<b>IV-F. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	<b>Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.</b>	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	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.	<b>Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</b>	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

**Appendix F**  
**Specialized Instructional Support**  
**Personnel Rubric**

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# Guide to Specialized Instructional Support Personnel (SISP) Rubric

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) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and 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 Engagement*; and *Professional Culture*.
- **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: *Curriculum 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 that serves as a roadmap for improvement.
- **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 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 with teachers, administrators, and other colleagues.

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 components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self-assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is

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

that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence on every Indicator to support a rating for each Standard.

Standard I: Curriculum, Planning, and Assessment	Standard II: Teaching All Students	Standard III: Family and Community Engagement	Standard IV: Professional Culture
<b>A. Curriculum and Planning Indicator</b> <ol style="list-style-type: none"> <li>Professional Knowledge</li> <li>Child and Adolescent Development</li> <li>Plan Development</li> <li>Well-Structured Lessons</li> </ol>	<b>A. Instruction Indicator</b> <ol style="list-style-type: none"> <li>Quality of Effort and Work</li> <li>Student Engagement</li> <li>Meeting Diverse Needs</li> </ol>	<b>A. Engagement Indicator</b> <ol style="list-style-type: none"> <li>Parent/Family Engagement</li> </ol>	<b>A. Reflection Indicator</b> <ol style="list-style-type: none"> <li>Reflective Practice</li> <li>Goal Setting</li> </ol>
<b>B. Assessment Indicator</b> <ol style="list-style-type: none"> <li>Variety of Assessment Methods</li> <li>Adjustments to Practice</li> </ol>	<b>B. Learning Environment Indicator</b> <ol style="list-style-type: none"> <li>Safe Learning Environment</li> <li>Collaborative Learning Environment</li> <li>Student Motivation</li> </ol>	<b>B. Collaboration Indicator</b> <ol style="list-style-type: none"> <li>Learning Expectations</li> <li>Student Support</li> </ol>	<b>B. Professional Growth Indicator</b> <ol style="list-style-type: none"> <li>Professional Learning and Growth</li> </ol>
<b>C. Analysis Indicator</b> <ol style="list-style-type: none"> <li>Analysis and Conclusions</li> <li>Sharing Conclusions With Colleagues</li> <li>Sharing Conclusions With Students and Families</li> </ol>	<b>C. Cultural Proficiency Indicator</b> <ol style="list-style-type: none"> <li>Respects Differences</li> <li>Maintains Respectful Environment</li> </ol>	<b>C. Communication Indicator</b> <ol style="list-style-type: none"> <li>Two-Way Communication</li> <li>Culturally Proficient Communication</li> </ol>	<b>C. Collaboration Indicator</b> <ol style="list-style-type: none"> <li>Professional Collaboration</li> <li>Consultation</li> </ol>
	<b>D. Expectations Indicator</b> <ol style="list-style-type: none"> <li>Clear Expectations</li> <li>High Expectations</li> <li>Access to Knowledge</li> </ol>		<b>D. Decision-Making Indicator</b> <ol style="list-style-type: none"> <li>Decision-making</li> </ol>
			<b>E. Shared Responsibility Indicator</b> <ol style="list-style-type: none"> <li>Shared Responsibility</li> </ol>
			<b>F. Professional Responsibilities Indicator</b> <ol style="list-style-type: none"> <li>Judgment</li> <li>Reliability and Responsibility</li> </ol>

*Note: The SISP 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.*

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

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*



## Standards and Indicators of Effective Teaching Practice: 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 refining learning objectives.*

<b>Indicator I-A. Curriculum and Planning: Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.</b>				
<b>I-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-A-1. Professional Knowledge	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 factual knowledge of 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.	<b>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 skills.</b>	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.
I-A-2. Child and Adolescent Development	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.	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 some—to move toward meeting intended outcomes.	<b>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.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”

## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1-A-3 Plan Development <sup>1</sup>	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 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.	<b>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.</b>	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 all goals or objectives of the plan. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.	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.	<b>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 grouping.</b>	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.

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<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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

<b>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.</b>				
<b>I-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
I-B-1. Variety of Assessment Methods	Administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement or development.	May design and administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods.	<b>Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.</b>	Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.	<b>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, supports, and programs for students.</b>	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, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not analyze data and/or draw conclusions from data beyond completing minimal requirements.	Draws conclusions from a limited analysis of data to inform student learning, growth, and development.	<b>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.</b>	Individually and with colleagues, draws appropriate, actionable conclusions about programs, plans, 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.
I-C-2. Sharing Conclusions With Colleagues	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.	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.	<b>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.</b>	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 and/or development. Is able to model this element.
I-C-3. Sharing Conclusions With Students and Families	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.	Provides some feedback about student growth or progress beyond required reports but rarely shares strategies for students to grow and improve.	<b>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.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice:

### Specialized Instructional Support Personnel Rubric

**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.*

<b>Indicator II-A. Instruction: Uses instructional and clinical 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.</b>				
<b>II-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-A-1. Quality of Effort and Work	Establishes no or low expectations for student work and behavior and/or offers few supports to help students know what is expected of them.	May state high expectations 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.	<b>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.</b>	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-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional and/or clinical practices that leave most students uninvolved and/or passive.	Uses instructional and/or clinical practices that motivate and engage some students but leave others uninvolved and/or passive.	<b>Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session.</b>	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.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices and/or supports to accommodate differences.	May use some appropriate practices and/or supports to accommodate differences, but fails to address an adequate range of differences.	<b>Uses appropriate practices, including tiered instruction, scaffolds, and other supports, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."



## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

<b>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.</b>				
<b>II-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-B-1. Safe Learning Environment	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.	<b>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.</b>	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. Is able to model this element.
II-B-2. Collaborative Learning Environment	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.	<b>Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.</b>	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-2. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	<b>Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.</b>	Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

<b>Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</b>				
<b>II-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-C-1. Respects Differences	Establishes an environment in which students demonstrate limited respect for individual differences.	Establishes an environment in which students generally demonstrate respect for individual differences.	<b>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.</b>	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 element.
II-C-2. Maintains Respectful Environment	Minimizes or ignores conflicts and/or responds in inappropriate ways.	Anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	<b>Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities.</b>	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 this element.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

<b>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 accessible for all students.</b>				
<b>II-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
II-D-1. Clear Expectations	Does not make specific standards for student work, effort, interactions, and behavior clear to students.	May communicate specific standards for student work, effort, interactions, and behavior, but inconsistently or ineffectively enforces them.	<b>Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.</b>	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 meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or 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. .	<b>Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability.</b>	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 this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, services, plans, communication, and/or 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.	<b>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.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice:

### Specialized Instructional Support Personnel Rubric

**Standard III: Family and Community Engagement.** *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. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. Parent/Family Engagement	Actively discourages feedback and/or interactions with families.	Displays limited evidence of providing opportunities for families to provide feedback.	<p>The teacher is constructive and cooperative in interactions with parents and receptive to their contributions. Provides opportunities for families to provide feedback.</p> <p>Examples of current practices include but are not limited to: Sending home a course syllabus; participating in parents' night, career awareness night, open house, tour day, and other required events; attending TEAM meetings (IEP/504), when possible; responding to emails/phone calls; and scheduling conferences when needed.</p>	<p>The teacher actively seeks out engagement from families, frequently provides such opportunities, and is constructive and cooperative in all interactions with families. Is able to model this element.</p> <p>Examples of exemplary practices include but are not limited to: Initiating phone calls and emails; consistently using computer/online capabilities such as X2; sending home quarterly updates regarding classroom activities; requiring a parent's signature on a course syllabus; conducting parent survey(s) allowing parents an opportunity to provide feedback; promoting attendance at parent conferences, open house, and career awareness night; and promoting attendance at extra-curricular activities such as athletic events, plays, or student competitions.</p>

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

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	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.	<p>Consistently provides parents with clear, user-friendly information about expectations for student learning and behavior.</p> <p>Examples of current practices include but are not limited to: Developing and sending home a course syllabus, written in clear, user-friendly language, which includes expectations for student learning and behavior.</p>	<p>Successfully provides information to parents about the teacher's student learning and behavior expectations. Is able to model this element.</p> <p>Examples of exemplary practices include but are not limited to: Designing and providing a weekly syllabus that includes mastery objectives written in language that is easy to understand; requiring a parent's signature on a course syllabus; and developing a personal or department website for the teacher's courses or vocational program.</p>
III-B-2. Student Support	Does not inform parents about ways to support children at home or at school.	Sends home only a list of extra help days and a tutoring schedule. Makes minimal efforts to provide clarification of assignments and projects.	<p>Consistently provides parents with clear, user-friendly information about assignments and projects. Encourages students to share with parents and makes material available to parents.</p> <p>Examples of current practices include but are not limited to: Developing and sending home written materials that include information about upcoming assignments and projects; providing students with a copy of assignments with clear grading expectations; and providing students with grading rubrics to share with their parents.</p>	<p>Successfully provides parents with methods to support their child at home and promotes opportunities offered here at school. Is able to model this element.</p> <p>Examples of exemplary practices include but are not limited to: Designing and providing a weekly syllabus that includes mastery objectives written in language that is easy to understand; requiring a parent's signature on a course syllabus or other materials; developing a website for the teacher's courses or vocational program; leading a study group; and directly contacting parents to advise them of strategies to improve student learning.</p>

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning, behavior and wellness.				
III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Two-Way Communication	Never communicates with families; never responds to communications from families.	Rarely communicates with families about student performance; rarely responds to communications from families.	<p>Communicates with families about student performance through report cards, progress reports, and required parent conferences. The teacher is constructive and cooperative in interactions with parents and is receptive to their contributions.</p> <p>Examples of current practices include but are not limited to: Developing and distributing/posting a course syllabus that includes teacher contact information; submitting timely progress reports and report cards; participating in parents' night, career awareness night, open house, tour day, and other required events; completing educational assessments (SPED, 504); attending TEAM meetings (IEP/504), when possible; responding to emails/phone calls; and offering extra help sessions.</p>	<p>Initiates regular communication with families to support improved student performance, is constructive and cooperative in interactions with parents, and is receptive to their contributions. Is able to model this element.</p> <p>Examples of exemplary practices include but are not limited to: Initiating phone calls and emails; consistently using computer/online capabilities such as X2; offering daily extra help sessions; sending home quarterly updates regarding classroom activities; and presenting best practices to colleagues or community members.</p>

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-2. Culturally Proficient Communication	Makes no effort to understand or respond to different family cultural norms and/or responds inappropriately or disrespectfully to people from different cultures.	Rarely makes an effort to understand and respond to different family cultural norms. May not demonstrate understanding and/or sensitivity to the differences. Does not seek out school resources to assist with cultural barriers.	<p>Consistently makes an effort to understand and respond to different family cultural norms and demonstrates understanding and/or sensitivity to the differences. Seeks out school resources to assist with cultural barriers.</p> <p>Examples of current practices include but are not limited to: Consulting guidance counselors, the nurse, special education teachers, the English Language Education Coordinator or Director, the Director of Student Support Services, or the Principal.</p>	<p>Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element.</p> <p>Examples of exemplary practices include but are not limited to: Seeking out resources to translate the course syllabus and other communications into the student's home language; seeking out professional assistance from school resources; and reaching out to the community to broaden the educator's understanding and to inform his/her practice.</p>

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice:

### Specialized Instructional Support Personnel Rubric

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

<b>Indicator IV-A. Reflection: Demonstrates the capacity to reflect on and improve the educator's 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.</b>				
<b>IV-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of instruction, supports, and interactions with students but not with colleagues and/or rarely uses insights gained to improve practice.	<b>Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student outcomes.</b>	Regularly reflects on the effectiveness of instruction, supports, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student outcomes. Is able to model this element.
IV-A-2. Goal Setting	Participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes one goal that is vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student data.	<b>Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student data.</b>	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."



## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

<b>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.</b>				
<b>IV-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-B-1. Professional Learning and Growth	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 and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	<b>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.</b>	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.

<b>Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.</b>				
<b>IV-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that support productive team effort.	<b>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 classroom or school level.</b>	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.
IV-C-2. Consultation	Regularly provides inappropriate 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.	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.	<b>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.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

<b>Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.</b>				
<b>IV-D. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-D-1. Decision-Making	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.	<b>Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.</b>	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.

<b>Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.</b>				
<b>IV-E. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	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.	<b>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.</b>	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.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## Standards and Indicators of Effective Teaching Practice: Specialized Instructional Support Personnel Rubric

<b>Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.</b>				
<b>IV-F. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
IV-F-1. Judgment	Demonstrates poor judgment and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information.	<b>Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately.</b>	Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element.
IV-F-2. Reliability & Responsibility	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.	<b>Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school.</b>	Consistently fulfills all professional responsibilities to high standards. Is able to model this element.

**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, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

## **Evaluation Timelines**

# Appendix G



	<b>For Teachers on 2-Year Self-Directed Growth Plans – YEAR 1</b>	<b>For Teachers on 2-Year Self-Directed Growth Plans – YEAR 2</b>	<b>For Teachers on All Other Plans</b>
<b>Activity:</b>	<b>Completed By:</b>	<b>Completed By:</b>	<b>Completed By:</b>
Superintendent, Principal or designee meets with Evaluators and Educators to explain evaluation process	*September 15 <sup>th</sup>	*September 15 <sup>th</sup>	*September 15 <sup>th</sup>
Evaluator meets with Educators in teams or individually to assist in self- assessment and review SMART Goals	*October 15 <sup>th</sup>	*October 15 <sup>th</sup>	*October 15 <sup>th</sup>
<b>Educator submits 3-in-1 Goal Setting Form</b>	<b>*October 31<sup>st</sup></b>	<b>*October 31<sup>st</sup></b>	<b>*October 31<sup>st</sup></b>
Evaluator should complete first observation of each Educator	*December 1 <sup>st</sup>	*December 1 <sup>st</sup>	*December 1 <sup>st</sup>
<b>Educator submits Formative evidence binder</b>	<b>Last day before April break</b>		<b>January 15<sup>th</sup></b>
Evaluator should complete mid-cycle Formative Assessment Reports	*June 1 <sup>st</sup>		Last day before February vacation
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	Friday before the last day of school		*March 1st
<b>Educator submits Summative evidence binder</b>		<b>Last day before April vacation</b>	<b>Last day before April vacation</b>
Evaluator completes Summative Evaluation Report		3 <sup>rd</sup> Friday in May	3 <sup>rd</sup> Friday in May
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory		*June 1 <sup>st</sup>	*June 1 <sup>st</sup>
Evaluator holds Summative Assessment Meetings if requested by either Evaluator or Educator		Friday before the last day of school	Friday before the last day of school
Educator signs Summative Evaluation Report and adds a response and/or rebuttal, if any within 10 school days of receipt or meeting		Friday before the last day of school	Friday before the last day of school

## 3-in-1 Goal Setting Form

Name:  
School:  
Subject:  
Grade:

Author:  
Date:  
  
Share: Off

**Self-Assessment: Briefly summarize areas of strength and/or high-priority concerns for your students.**

### Standard 1: 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.

One (1) Strength and One (1) Concern:

Note: Please include data/ evidence used to support these strengths/ concerns (e.g. reference current curriculum standards/ frameworks, MCAS data, results from pre-, mid-, post-assessments, annual trends in academic performance, etc.).

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### 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.

One (1) Strength and One (1) Concern:

Note: Please include data/ evidence used to support these strengths/ concerns (e.g. reference current curriculum standards/ frameworks, MCAS data, results from pre-, mid-, post-assessments, annual trends in academic performance, etc.).

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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

One (1) Strength and One (1) Concern:

Note: Please cite the District's performance rubric, to support one area of strength and one high-priority area of growth for your professional practice. Areas may target specific Standards, Indicators, or Elements in the agreed upon rubric.

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**Standard IV: Professional Culture**

The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

One (1) Strength and One (1) Concern:

Note: Please cite the District's performance rubric, to support one area of strength and one high-priority area of growth for your professional practice. Areas may target specific Standards, Indicators, or Elements in the agreed upon rubric.

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**Student Learning SMART Goal**

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

Individual Goal

Team Goal

## Student Learning Goal

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## Proposed Action Steps & Timeline

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### Professional Practice SMART Goal

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

Individual Goal

Team Goal

### Professional Practice Goal

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## Proposed Action Steps & Timeline

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### For Evaluator

Evaluator may indicate approval of goals by writing "APPROVE". If goal needs refinement, evaluator may indicate changes required here.

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### For Evaluator:

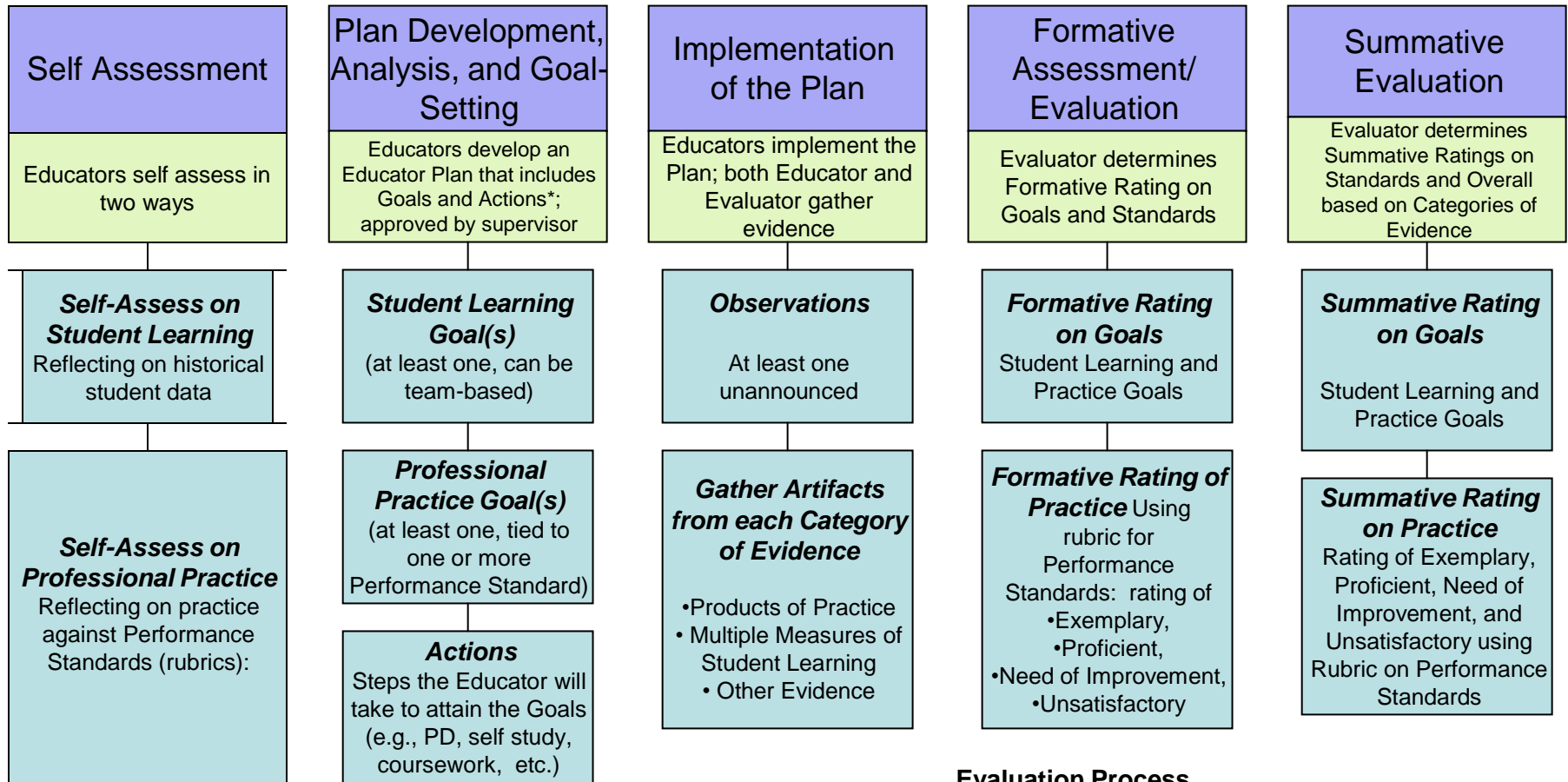
Sign

# **Appendix H**

## **Educator & Support Personnel**

**DESE Evaluation Summary Chart DESE Annual  
Cycle Summary Chart DESE Two year Cycle  
Summary Chart**

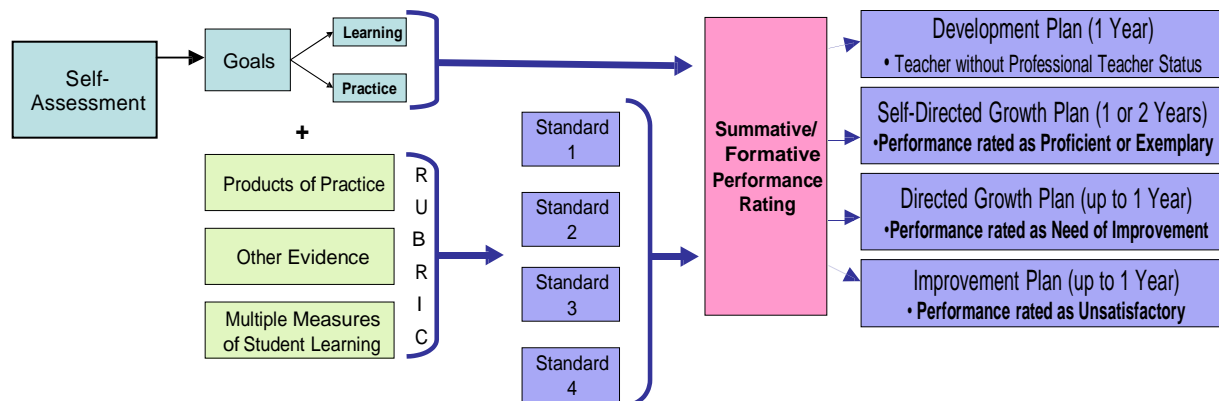
# Educator Evaluation Summary



## Performance Standards

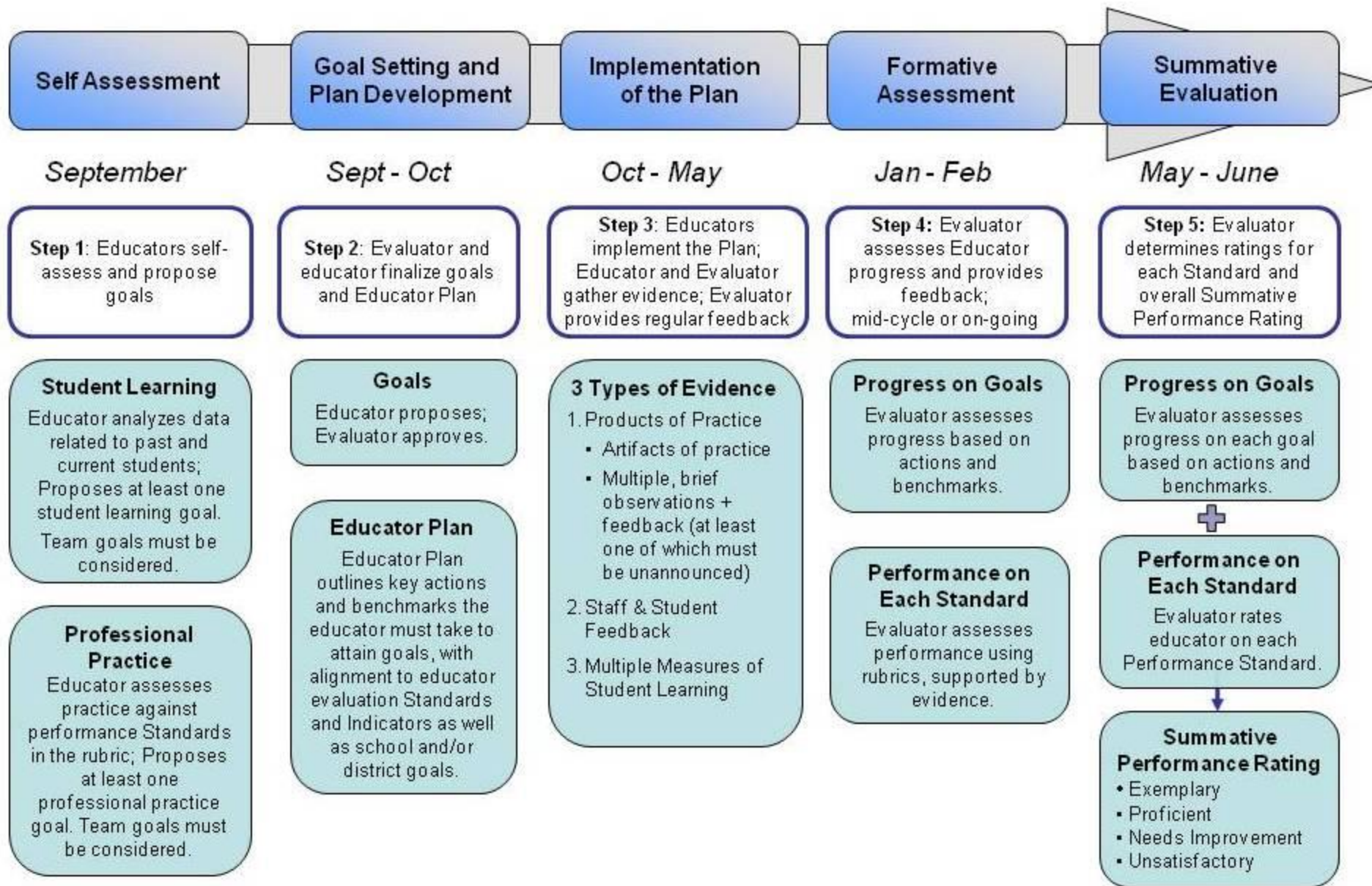
Principals & other Administrators	Teachers
<ul style="list-style-type: none"> <li>- *Instructional Leadership</li> <li>- Management and Operations</li> <li>-Family &amp; Community Partnerships</li> <li>-Professional Culture</li> </ul>	<ul style="list-style-type: none"> <li>- *Curriculum, Planning &amp; Assessment</li> <li>- *Teaching All Students</li> <li>- Family &amp; Community Engagement</li> <li>- Professional Culture</li> </ul>

## Evaluation Process



# Educator Evaluation: Annual Cycle

## Struggling Educators and Educators without Professional Teacher Status





# Educator Evaluation: 2-Year Cycle

## Proficient and Exemplary Educators with Professional Teacher Status

