

CONTRACT

Between

The Carlisle Teachers' Association

and

The School Committee

of the

Town of Carlisle, Massachusetts

July 1, 2019– June 30, 2022

**CONTRACT BETWEEN THE CARLISLE TEACHERS' ASSOCIATION
AND THE
SCHOOL COMMITTEE OF THE TOWN OF CARLISLE, MASSACHUSETTS
JULY 1, 2019 – JUNE 30, 2022**

Table of Contents

| | |
|---|-----------|
| Article I - RECOGNITION | 3 |
| Article II - GRIEVANCE PROCEDURE..... | 4 |
| Article III - RIGHTS AND PERSONNEL FILES | 5 |
| Article IV - EVALUATION | 6 |
| Article V - PROFESSIONAL TIME RESPONSIBILITIES | 7 |
| Article VI - PROFESSIONAL CONSULTATIONS | 10 |
| Article VII - MEMBER ASSIGNMENT | 11 |
| Article VIII - VACANCIES | 12 |
| Article IX - REDUCTION IN FORCE..... | 13 |
| Article X - PROFESSIONAL DEVELOPMENT AND EDUCATIONAL IMPROVEMENT | 14 |
| Article XI - FACILITIES | 18 |
| Article XII - USE OF SCHOOL FACILITIES..... | 19 |
| Article XIII - SUBSTITUTES AND AIDES..... | 20 |
| Article XIV - LEAVE OF ABSENCE WITH PAY..... | 21 |
| Article XV - SABBATICAL LEAVE..... | 24 |
| Article XVI - LEAVE OF ABSENCE WITHOUT PAY..... | 25 |
| Article XVII - PROCEDURE FOR PAYMENT OF SALARIES | 26 |
| Article XVIII - INSURANCE AND ANNUITY PLAN | 27 |
| Article XIX- SALARY POLICY FOR UNIT MEMBERS | 28 |
| Article XX - SUMMER EMPLOYMENT | 35 |
| Article XXI - EARLY RETIREMENT | 36 |
| Article XXII - ROLE OF UNIT MEMBERS | 37 |
| Article XXIII - CHILDREN OF UNIT MEMBERS..... | 38 |
| Article XXIV - TUTORING | 39 |
| Article XXV - EFFECTIVE DATE and DURATION | 40 |

Pursuant to the provisions of Chapter 150E of the General Laws of Massachusetts, this agreement is made as of July 1st, 2019 by the SCHOOL COMMITTEE OF THE TOWN OF CARLISLE (hereinafter sometimes referred to as the "Committee") and the CARLISLE TEACHERS' ASSOCIATION (hereinafter sometimes referred to as the "Association").

Preamble

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

- A. Under the law of Massachusetts, the Committee, elected by the citizens of Carlisle, has final responsibility for establishing the educational policies of the public schools of Carlisle;
- B. The Superintendent of the Carlisle Public Schools has responsibility for carrying out the policies so established and for overseeing the operation of the school system;
- C. The Administrators of the Carlisle Public Schools have responsibility for supporting the policies established by the Committee and those recommended by the Superintendent. They shall provide guidance for the members of this bargaining unit and encouragement of a climate conducive to excellent performance;
- D. The unit members of the Carlisle Public Schools below the administrative levels have the responsibility for providing in the classrooms of the school, education of the highest quality;
- E. Fulfillment of these respective responsibilities can be facilitated and supported by consultations and free exchanges of views and information among the Committee, the Superintendent, the Administration, and the members of this bargaining unit regarding the formulation and application of policies relating to wages, hours and other conditions of employment for the teaching staff;
- F. To give effect to these declarations, the parties hereto hereby agree as follows:

Article I - RECOGNITION

- A. Subject to the provisions of General Laws, Chapter 150E *et seq.* and applicable amendments or provisions of state laws now or hereafter in effect, the Committee recognizes the Association as the exclusive bargaining agent and representative of all unit members of the Carlisle Public Schools, including general educators, special educators, special service providers, specialists, and curriculum specialists (as defined in "Appendix", and referred to hereinafter as "unit members"), but expressly excluding the Superintendent, any principals and assistant principals, director of student services, school business manager, substitutes, aides and all other employees of the Carlisle Public Schools, for the purposes of collective bargaining with respect to all matters relating to "wages, hours or other conditions of employment" within the meaning of G.L. c. 150E.
- B. The Committee is a public body established under and with powers provided by the Statutes of the Commonwealth of Massachusetts and nothing in this Agreement shall be deemed to derogate from, or impair, any power, right or duty conferred upon the Committee or the Superintendent by statute or any rule or regulation of any agency of the Commonwealth except as specifically provided in G.L. c. 150E.

Subject only to the terms expressly set forth herein, as to every matter not specifically mentioned, or provided for in this Agreement, the Committee and the Superintendent retain all the powers, rights and duties that it has by law and may exercise the same at its discretion without any such exercise being made the subject of a grievance or arbitration proceeding hereunder.

- C. This Agreement incorporates the entire understanding of the parties during the term hereof, and neither party shall be required to negotiate with respect to any matter, whether or not covered by this Agreement, and whether or not within the knowledge or contemplation of either or both of the parties at the time they negotiated or signed this Agreement.
- D. The parties are agreed that the relations between them shall be governed by the terms of this Agreement only. No change or modifications of this Agreement shall be binding on either the Association or the Committee unless reduced to writing and executed by their respective duly authorized representatives.
- E. The Committee shall provide electronic copies of this agreement to all unit members within a reasonable time frame after execution. The Committee shall provide an electronic copy of this agreement to newly employed unit members.

Article II - GRIEVANCE PROCEDURE

- A. For the purpose of this Agreement, a grievance shall be defined as any complaint by a unit member that he/she has been subject to a violation, inequitable application or misinterpretation of a specific provision of this Agreement.
- B. The purpose of this grievance procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems, which may from time to time arise affecting the welfare or working conditions of the unit members. The parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
- C. A grievance must be presented within ten (10) school days of the time of the occurrence of the alleged grievance, or within ten (10) days of the time when the aggrieved party reasonably should have had knowledge of the alleged grievance and must be processed in accordance with the steps, time limit and conditions set forth below. A grievance not initiated within the time specified shall be deemed waived. It is the intention of the Association and the Committee that, during this ten (10) day period, efforts to be made to resolve the grievance informally, failure to appeal or submit to arbitration, as the case may be, a decision within the time limit specified shall mean that the grievance shall be deemed to have been settled on the basis of the decision last made and shall not be eligible for further appeal or arbitration, as the case may be. Failure to render a decision within the time limit specified shall mean that the appeal (or submission to arbitration, as the case may be) may be taken to the next step immediately. The above time limitations may be waived by mutual agreement of the parties.
- Step 1 The aggrieved party must present the grievance in writing to the Superintendent who shall render a decision in writing within ten (10) school days of receipt of the grievance during the school year and within three weeks during summer vacation. If the aggrieved party is not satisfied with such decision, the aggrieved party shall discuss the grievance with the Professional Procedures Committee of the Association (P.P.C.) and if, after such discussion he wishes to proceed, the aggrieved party (with a representative of the P.P.C. if he so desires) shall proceed in accordance with Step 2.
- Step 2 If the grievance is not resolved in Step 1, the aggrieved party and the P.P.C. shall, within ten (10) school days after the receipt of the decision of the Superintendent, notify the Superintendent and present the grievance in writing to the Committee. Within ten (10) school days thereafter, the Committee shall conduct a hearing on the grievance notifying all parties of the date, time and place thereof. A decision shall be rendered by the Committee in writing to all parties interested within ten (10) school days of that hearing. Should said hearing be conducted during the summer vacation period, said decision shall be rendered within two weeks of such hearing. Step 2 is not automatic, but rather depends upon whether the grievance is appropriate for presentation to the School Committee in light of the Education Reform Act of 1993.
- Step 3 If the decision of the Committee rendered in accordance with Step 2 is not acceptable to the Association, the Association may, within ten (10) days after receipt of the Committee's decision, submit the grievance for arbitration to the American Arbitration Association for disposition in accordance with the applicable rules of said Association. The arbitrator may interpret the provisions of the Contract using the law of the Commonwealth of Massachusetts and apply them to the circumstances of the grievance under consideration, but shall have no authority to add to, subtract from, or modify the provisions of this contract. The award and decision so made shall be final and binding upon the School Committee, the Carlisle Teachers' Association, and the aggrieved employee or employees, and shall be enforceable by a court of competent jurisdiction. All costs and expenses for the arbitrator shall be shared equally by the Committee and the Association.
- D. In any grievance involving more than one unit member, the P.P.C. shall initiate the grievance procedure at Step 1.
- E. No written communication, other document, or record relating to any grievance shall be filed in the personnel file maintained by the School Department of Carlisle for any unit member involved in presenting such grievance, unless such material in the absence of the grievance would properly be a part of the personnel file.

Article III - RIGHTS AND PERSONNEL FILES

- A. No unit member with professional teacher status shall be disciplined, suspended, dismissed, or reduced in rank without just cause.
- B. No unit member shall receive derogatory comments from any administrator regarding the member's performance in the presence of students or other unit members.
- C. Each unit member shall have an opportunity to discuss the evaluation report prepared by the Administration. After such discussion, the unit member shall sign the report for the purpose of acknowledging that he/she has read and discussed it, but the unit member's signature shall not necessarily indicate agreement with the contents of the report. If the unit member does not agree with any part of the evaluation, he/she may submit a statement of such disagreement and the reasons thereof to be kept in the same file with the evaluation in question.
- D. The entire evaluation report must be kept confidential, notwithstanding legal obligations, and submitted to the personnel file of the unit member.
- E. A unit member shall have the right, upon written request twenty-four hours in advance, to review the contents of his/her personnel file and copies of such contents thereof as concern his/her work or him/herself shall be furnished him/her upon request.
- F. No written material originating after hiring which reflects adversely upon a unit member's conduct, service, character or personality shall be placed in his/her personnel file unless the unit member has had an opportunity to review such material.
- G. Any serious complaints regarding a unit member made to any member of the Committee, or any administrator by any parent, student or other person will promptly be called to the attention of the unit member involved and such unit member shall have the right to respond, provided that the Superintendent or other appropriate administrator in the exercise of his/her discretion may have a discussion of the complaint with the complaining party prior to bringing the complaint and the name of the complainant to the attention of the unit member involved.

Article IV - EVALUATION

SEE APPENDIX A

Article V - PROFESSIONAL TIME RESPONSIBILITIES

A. Work Year

1. The work year of the unit members in no event shall be longer than the number of days the students are required by Massachusetts laws or regulations to be in attendance, except as specifically provided below.

The standard calendar shall include five System Professional Days for unit members during which school will not be in session for students. It is understood that of the five days, two shall be scheduled before school opens for administrative and team meetings. Of these two days, at least one full day is reserved for unit members to coordinate within and among teams and with specialists and special educators. Two System Professional Days shall be scheduled during the school year for the specific purpose of parent conferences, and one during the course of the school year for the specific purpose of working toward system goals.

A sixth System Professional Day for working toward system goals may be added, if agreed upon by the Association and the Administration when the calendar is formulated during the previous spring.

In addition, the work year for newly employed unit members shall commence no earlier than one week prior to the work year of other unit members. During that week, new unit members shall not be required to work for more than two days. The district may provide opportunities for newly employed unit members to attend district-mandated professional development courses and training such as Open Circle, EDCO Everyday Mathematics, Research for Better Teaching Understanding Teaching training, etc. at other points during the summer when they are being offered. The Carlisle Public Schools shall pay the cost of any such courses.

It is agreed that all unit members will have adequate notice of their particular close of school duties based upon their regular individual professional responsibilities. The professional activities in which unit members will be engaged during those work days when students are not in attendance shall be planned by the Administration, seeking ideas and suggestions from the staff. Unit members recognize their obligation to meet all other professional responsibilities related to the opening and closing of school.

On scheduled parent conference days, unit members have the option to schedule parent conferences in the afternoon and evening in lieu of normal work hours. The intent of this option is to provide flexibility for parents and unit members.

A school day is defined as any day when unit members and/or students are expected to be in attendance.

2. The calendar for each work year shall be prepared jointly by the Administration and the Carlisle Teachers' Association for approval of the Committee, subject to the following:
 - a. The calendar for the following school year shall be established by April 1. It is understood and agreed, however, if circumstances arise that cause a delay in the construction of the calendar, the CTA will be informed in writing of such delay and the cause thereof by March 15.
 - b. The calendar for students shall not begin earlier than the Monday before Labor Day.
 - c. The calendar shall include state and federal legal holidays.
 - d. The week containing Thanksgiving Day shall have one holiday half-day, which shall fall on the Wednesday before Thanksgiving.

- e. The winter vacation week shall be scheduled for the week in which Washington's Birthday is celebrated as a legal holiday, and the spring vacation week shall be scheduled for the week in which Patriot's Day is celebrated as a legal holiday. It is agreed, however, in the event an emergency arises which causes closing of school so that closing of the school year for the students would be unduly delayed (examples of such emergencies being excessive loss of school days due to severe weather conditions, breakdown of heating or other plant systems, fire), the loss of such school time may, with the consent of the unit members, be made up in whole or in part by shortening or eliminating either or both the spring and winter vacation weeks.
- f. Christmas vacation shall include December 24, 25 and January 1.
- g. The calendar shall include ten so-called Early Release Days, in which students shall be released from school at a time which is earlier than the regular time for dismissal of school and on which unit members shall have time to perform certain duties and activities including duties related to curriculum development and professional development. Every such early release day shall be counted as a full day toward the number of days established by law as the minimum number of days on which students are required to attend school.
- h. One afternoon per month shall be reserved for the exclusive use of Carlisle Teachers Association for the purpose of holding meetings.
- i. The Superintendent may call up to 3 staff meetings per year to be held after school, typically one hour in duration. Attendance by unit members will be required.

B. Work Day

- 1. Unit members are expected to be available during each day whenever necessary to discharge properly their professional responsibilities.
- 2. Preparation Time - All unit members, including specialists, shall have a minimum of 200 minutes per week, which shall be utilized as preparation time. At an individual unit member's discretion, such preparation periods may be utilized for activities involving students. General educators shall have a minimum of 260 minutes per week, which shall be utilized as preparation time. One period of this time shall be scheduled and designated as "Common Planning Time" for each grade level team and for Specialists. During this time, teams of unit members will work together and be available to administrators or coordinators as necessary.
- 3. Lunch Period - All unit members shall have a minimum of 30 minutes on full school days, including Early Release days, for a duty-free lunch period during the time in which the cafeteria is in normal operation for student lunches.
- 4. Teaching Time - for purposes of this Agreement, a class period shall be no longer than fifty-five minutes at all grade levels except as agreed upon for the purposes of block scheduling.
 - a. A Middle School general educator shall be assigned no more than five teaching and no more than a total of six teaching and supervisory class periods per day, calculated on a weekly average, or the equivalent number of minutes when warranted by the program, without his/her consent. Supervisory duties shall be considered a study hall, homeroom, or activity involving small groups of students.
 - b. Under no circumstances will the teaching and supervisory time assigned to Elementary general educators, or specialists exceed on a weekly average that established above for Middle School staff. The school department shall make its best efforts to ensure that no unit member shall work a schedule which includes both an early morning Middle School class (1st period in the 2018 – 2019 schedule) and a late afternoon Elementary School class (9th Period in the 2018 – 2019 schedule) on the same day.

- c. No Middle School general educator shall be required to teach any more than two subject areas in any one semester without his/her consent. For purposes of this Agreement, subject areas are mathematics, social studies, science, language arts, foreign language and computer science.
- d. No Middle School general educator shall be required to teach more than four separate class preparations per day without his/her consent. It is agreed that the teaching of two sections of any one grade in a day constitutes only one class preparation.
- e. Unit members not involved in the extended middle school schedule will attend a regular one-hour team meeting to be scheduled at the team's discretion. This time shall be reserved for the exclusive use of the grade level team members, including the special educator, to continue to work together on development of curriculum and any other grade level items as necessary. At the discretion of the grade level team, administration, coordinators, specialists and support personnel may be invited to attend these meetings.

Article VI - PROFESSIONAL CONSULTATIONS

In recognition of the professional standing of unit members and the fact that unit members' ideas and opinions are of significant value in developing the educational program offered by, as well as the efficient and economical operation of, the Carlisle Public Schools, it is agreed that:

- A. Not more frequently than once every two months (unless otherwise mutually agreed), the Committee and/or the Superintendent will upon request of the Association meet at a mutually agreeable place and time with the Association (and the Administration if requested by the Association or the Committee) to consult about matters of professional concern or interest to the unit members, the agenda to be submitted in writing by the Association at least one week prior to the consultation and the consultation to be limited to subjects on the agenda;
- B. The Association will upon request of the Committee and/or the Superintendent consult with the Committee about matters of concern and interest to it, with consultations to follow the same procedures as provided in (A) above;
- C. A grievance (as defined in this Agreement) shall not be a proper subject for such consultations;
- D. Such consultations are for the purpose of facilitating a free exchange of professional ideas, concerns and interests and they shall not be used for the purpose of collective bargaining negotiations. The participation by the Committee and/or the Superintendent or the Association in such consultations shall not be construed or interpreted in any way to alter, modify, change or limit the authority, rights and powers of the Committee and/or the Superintendent or the Association.
- E. A task force may be formed to explore conditions of learning and teaching in Carlisle.
- F. During the school year, The CTA President shall be allowed two hours per week for him/herself or his/her designee to conduct Association business.

Article VII - MEMBER ASSIGNMENT

- A. Unit members shall be informed in writing of their teaching assignment for the following school year within one week of final Town action on the school budget.
- B. New unit members who are hired for the ensuing school year shall be informed in writing of their assignments at the time of hiring after April 30, or 10 days after final action on the school budget if the position is potentially impacted by Town action, except as hereinafter provided. It is understood and agreed that in exceptional circumstances such assignments may be delayed.
- C. No changes shall be made in the assignment of any unit member without prior consultation with that unit member. Changes in assignment without approval of the unit member involved shall only be made when, in the judgment of the Administration, the best interest of the education program will be served.
- D. In the case of general educators, a teaching assignment shall be defined as the teaching of any one of the Elementary School grades pre-kindergarten through four or the teaching of a particular academic subject at the Middle School level. In the case of special subject unit member, a teaching assignment may include the teaching of a particular special subject at the Elementary School level, at the Middle School level, or at both the Elementary and Middle School levels.
- E. No unit member shall be required to teach a grade, a level, or a subject for which the unit member is not qualified according to the nature of the unit member's training or experience. No unit member who teaches any one of the Elementary grades pre-kindergarten through four shall be required to teach at the Middle School level. No unit member who teaches an academic subject at the Middle School level shall be required to teach at the Elementary School level.
- F. A unit member who desires a change in grade and/or subject assignment shall file a written statement of such desire with the Superintendent not later than March 1. The Superintendent shall answer such a request in writing not later than April 30, or 10 days after final action on the school budget if the position is potentially impacted by Town Meeting action. If the request is denied or cannot be acted upon definitively by April 30 and/or an assignment becomes available after that date, the unit member's written request shall be reconsidered automatically.
- G. Two unit members with professional status who desire to share a single position shall file a written statement of such desire with the Superintendent not later than March 1. The statement shall include the rationale and plan for the shared teaching assignment, including how the percentage of time shall be allocated (e.g. one unit member at 60% and the other 40%). The Superintendent shall answer such request in writing not later than April 30. Any accepted shared teaching arrangement should continue solely at the discretion of the Superintendent to be reviewed at least annually. Each unit member in a shared teaching assignment shall enjoy the benefits expressed elsewhere in this contract based upon the agreed percentage of participation.

Article VIII - VACANCIES

- A. Whenever any vacancy or new professional position occurs, it shall be publicized within a reasonable time by the Superintendent by means of a notice e-mailed to all unit members. Such notice shall clearly set forth the specifications, qualifications, and compensations of the position all to the extent then known. During summer months, notice will be given to the President of the Carlisle Teachers' Association or his/her designee, of any such vacancy and/or new professional position. A copy of every such notice shall be available to the Association upon request.
- B. All unit members will be given an opportunity to make application for such positions in writing with the Superintendent within a reasonable period following the posting of such notice, and the Superintendent agrees to give due weight to the professional background and attainments of all applicants.
- C. Preference in filling vacancies shall be given to unit members already in the Carlisle School System if their educational qualifications and experience for the position shall, in the judgment of the Administration, be substantially equal to those of any other applicants not already in the Carlisle School System. A teacher whose application is denied shall be informed of the reasons for this denial in writing. However, the exercise of judgment by the Administration in making such decision shall not constitute a grievance or be the subject of the grievance procedure set forth in Article II of this Agreement.
- D. Nothing in the Contract shall prevent the Superintendent from making acting appointments as provided in this Contract.
- E. Unit members hired to replace unit members who have permanently left the system shall be entitled to the full benefits of this Contract.

Article IX - REDUCTION IN FORCE

Reduction in Force shall mean the elimination or reduction of an existing position. In the event a reduction in force is to be implemented the following provisions shall apply:

- A. In the event a RIF occurs, the District will reduce unit members following this order:
1. Attrition, e.g., resignation, retirement, etc.
 2. Unit members without professional status, provided that there is an available unit member who is certified for that position.
 3. Voluntary transfer by a professional status unit member to a vacant position shall be made to avoid the termination of a professional status unit member due to a reduction in force or partial reduction in force, provided the voluntarily transferring unit member is certified for that position.
- B. If a unit member who has attained “professional teacher status” must be laid off or reduced, the order of layoffs for such members shall be determined based on the unit members’ qualifications, which shall mean job performance, as reflected in overall ratings on unit members evaluations, and the best interests of students in the school or district, and consistent with Massachusetts General Laws, Chapter 71, Section 42. Qualifications shall be based on job performance which shall mean the average of the unit members’ overall evaluation ratings on summative evaluations in the area of licensure targeted (A) over the last six school years, or (B) the school years equal to the number of years the least senior “professional teacher status” unit member in the area of licensure targeted has been teaching at Carlisle, whichever is less. No distinction shall be made between an overall performance rating of exemplary or proficient. In the event that unit members’ average evaluation ratings are no different from one another, a unit member’s length of service in the district shall serve as the tiebreaker in determining the unit member to be laid off. If seniority is equal, preference will go to the unit member with the highest earned degrees. If degrees are equal, earned credits beyond degrees up to Masters plus 60 credits shall be given preference.
- C. If a unit member who has attained “professional teacher status” is due to be laid off or reduced, the unit member may bump a unit member with less seniority in the Carlisle Public School System from another area of licensure only if the unit member is specifically qualified. Qualifications shall mean licensure and experience under that license of at least one school year in the Carlisle schools. If more than one unit member is qualified to fill a given position and such unit members are of equal seniority, the procedures outlined in Section B above shall be followed.
- D. In the event of layoff or reduction, the unit member affected shall be notified by June 15 of the year preceding the layoff.
- Layoff means an involuntary unpaid leave of absence to be granted by the District for a period extending from the date of layoff or reduction through the end of that school year, for one additional school year and to the opening day of the following school year, provided that said unit member has waived, in writing, subsequent to receipt of a notice of reduction-in-force or partial reduction-in-force, any present or future rights to a dismissal hearing s/he may have pursuant to M.G.L. c. 71, Sections 42 and 43A. See Waiver Form in Appendix C.
- E. Any unit member whose position may be eliminated due to the failure of the Carlisle Town Meeting to approve the recommended School Committee budget shall be notified of the possibility by June 15. Within seven days of Town Meeting action on the School Committee budget, such unit members shall be notified that:
1. Their positions have been eliminated due to the Town Meeting action or,
 2. Town Meeting action enables the School Committee to continue funding their positions.
- F. Recall shall be in reverse order of layoff or reduction for a period extending from the date of layoff or reduction through the end of that school year, for one additional school year and to the opening day of the following school year. Recall shall be by certified mail, and unit members so notified shall have 14 days to respond.

Article X - PROFESSIONAL DEVELOPMENT AND EDUCATIONAL IMPROVEMENT

A. Professional Development Reimbursement

The School Committee will place in the school budget \$40,000 for each school year to be used for professional development during such school year.

Each unit member shall be entitled to a portion of the budgeted sum equal to the total budgeted sum divided by the number of unit members.

The Committee shall reimburse this amount to defray the cost of tuition, college credits, and fees for professional development completed by Carlisle unit members at colleges, universities, professional training schools, conferences, workshops and summer courses with, where applicable, a grade sufficient for credit toward an advanced degree, subject to the following. Hotel rooms and/or comparable lodging and travel costs (which may include parking, reasonable meal costs, mileage, flight, taxi/shuttle and tolls) associated with professional development activities shall be reimbursable as part of the total individual allocation, provided that each unit member shall submit the Professional Development Approval and Reimbursement form for pre-approval, and shall include all budgeted requests for reimbursement up to the unit member's allotment.

By September 15th of each year, the School Business Manager will confirm the number of contracted unit members with the CTA Treasurer. The amount of professional development money per unit member for that year will be verified.

1. All courses, workshops, and conferences shall be approved in advance by the Superintendent and shall be relevant to the unit member's current assignment or currently-held certifications which are presently in use in the Carlisle Public Schools or are part of a degree program consistent with the unit member's professional goal in the Carlisle System; such approval shall not be withheld unreasonably. The Carlisle Public Schools will pay the cost of tuition and fees for district-mandated courses, workshops, conferences, or specialized training (such as Open Circle, Research for Better Teaching). This amount will be funded separately from professional development reimbursement funds.
2. Evidence of successful completion and proof of payment must be submitted prior to reimbursement.
3. Reimbursement shall be made within 30 days after all previous requirements have been met.
4. All requests for reimbursement for the current school year must be submitted by July 10. All requests for reimbursement must be submitted within 30 days of receipt either of a grade report or other evidence of successful completion.
5. If, after the July 10th deadline, the entire budgeted amount has not been expended, individual unit members whose professional development expenses have exceeded the amount to which they were entitled will be eligible to receive additional reimbursement. Such reimbursement will be an amount equal to the total amount of the unexpended funds in this account divided by the number of unit members eligible for such reimbursement, provided total individual reimbursement does not exceed the total amount spent by the unit member.

A list of all approved professional development reimbursements to include the unit members' names, amount requested, and amount reimbursed, will be compiled by the Carlisle School System for each fiscal year. The list will be given to the CTA Executive Board on December 1, March 1, and June 1.

6. If, after Section 6 above has been administered, there are still funds available in this Professional Development account, the remaining funds shall be made available for the Professional Improvement Program, designed to advance the Carlisle School system goals.

By July 15, the Carlisle School System will provide to the CTA Executive Board a final accounting of the disbursement of these funds.

7. All professional development, as defined in Section A of this Article X, initiated in the current school year but not completed before July 1 and all professional development beginning July 1 or later is eligible for full reimbursement of the allocated amounts from the Professional Development Fund of the following school year.

B. The Carlisle Professional Improvement Program

1. The Carlisle Professional Improvement Program is designed both to advance the system goals of the Carlisle Public Schools and to provide an opportunity for professional growth for unit members. The Program has a Faculty Development component (Carlisle College) and a Faculty Grants component (the Odden Pool). The Carlisle Professional Improvement Commission administers both components of the Program. The Carlisle Professional Improvement Commission (hereinafter referred to as the Commission) will be formed yearly to serve as the screening committee for all functions of the Carlisle Professional Improvement Program. It will be composed of two representatives of the Carlisle Teachers' Association and the Superintendent or her designee.

Responsibilities of the Carlisle Professional Improvement COMMISSION

- a. The Commission shall arrive at its decisions by consensus. It may designate a chair for purposes of organizing meetings and preparing agendas.
 - b. The Commission will meet at least once a month during the school year at an agreed upon time.
 - c. If no proposals need to be approved or credits awarded, a meeting need not be held.
 - d. The Commission will provide assistance in the development of course proposals.
 - e. The Commission will review proposals prior to each scheduled meeting.
 - f. The Commission will approve/disapprove all proposals and make recommendations when appropriate.
 - g. The Commission will review completed courses/projects, records of attendance and participant evaluations to determine credit.
2. The Carlisle Professional Improvement FACULTY DEVELOPMENT PROGRAM (Carlisle College) consists of a series of locally based courses offered by Carlisle unit members to Carlisle staff designed to give unit members an opportunity to further their professional development and earn credits for movement to the M+30 and M+60 lanes. Faculty development for earning credit for the M+30 and M+60 lanes may also include a cluster of other professional activities, for example, mentoring and publishing. The Commission shall make final judgment for credit value of activities associated with the Faculty Development Program.

Carlisle College Procedures

- a. Instructor Guidelines
 - (1) Courses shall involve substantial time, rigor and a final project or instructor-selected assessment instrument. The instructor may receive assistance in proposal development from the Commission.
 - (2) The instructor will submit the course proposal according to deadlines established by the Commission.

- (3) The course proposal must include a syllabus and an anticipated student product or means of demonstrating student proficiency.
- (4) Upon completion of the course, the instructor will submit to the Commission:
 - (a) Participant attendance records
 - (b) Participant evaluation sheets
 - (c) Completed course work and projects

b. Participant Guidelines

- (1) Unit members will submit a Registration Form to the Commission. Acceptance will be on a “first come, first served” basis. Space may be limited.
- (2) Staff may not receive credit for the same course twice.
- (3) Staff are expected to attend course sessions and to complete course work and projects.
- (4) Staff are responsible for keeping copies of their PDP certificates. The Administration shall also retain copies of the certificates.

c. Independent Activities Guidelines

- (1) Proposals for other unit members’ development activities must be pre-approved by the Commission if they are to be credited for lane advancement.
- (2) The proposer may receive assistance in proposal development from the Commission.
- (3) When the project or activity is completed, the proposer will return to the Commission for a review of completed work.

d. Credit Guidelines

- (1) Ten hours of contact class time earns one course credit (and 10 PDP’s). A similar ratio shall apply to independent projects.
- (2) Credits will be granted by the Commission upon successful completion of the course/project.
- (3) Instructors will receive double the approved course credits the first time a course is offered, but shall receive no additional credits toward the M+30 or M+60 lanes for subsequent offerings of the same or a substantially similar course.
- (4) Compensation for instructors may be in the form of course credits or Professional Improvement Grants (Odden Pool) funds, but not both.

3. The Carlisle Professional Improvement FACULTY GRANTS PROGRAM (The Odden Pool) will be funded by a sum of money allocated by the Carlisle School Committee.

| | |
|------------------------|----------|
| 2019-2020 School Year: | \$35,732 |
| 2020-2021 School Year: | \$35,732 |
| 2021-2022 School Year: | \$35,732 |

The intent of this program is to provide a financial incentive for a unit member or group of members to develop and carry out proposals designed to advance system goals. Such proposals must involve a time commitment on the part of the unit member or members well beyond the normal time and

tasks associated with carrying out normal professional responsibilities.

- a. The System Goals shall serve as the basis for the Commission's development of guidelines and awarding of funds.
- b. Members of the Commission are not eligible for the Faculty Grants Program.
- c. The Commission shall review the guidelines annually and amend them as needed.
- d. Compensation for unit members working on approved Odden Pool projects shall be at a rate of \$45 per hour, \$60 per hour for contact time with students.

4. Compensation for Commissioners

- a. Association members of the Commission shall be compensated, from the Faculty Grants funds, an amount equal to a Category III stipend.

C. Induction and Mentoring Program

1. The Carlisle Public Schools shall maintain a comprehensive mentoring program for new unit members in their first three years in Carlisle. Consistent with state law, each new unit member shall be assigned a Mentor. For experienced unit members new to Carlisle, for all unit members in their second or third year in Carlisle, and for those within the system asked to make a significant change in assignment a Guide shall be furnished.
2. The Professional Improvement Commission shall have oversight of the Mentor Program. The Professional Improvement Commission shall also oversee any Induction Program.
3. The Superintendent shall post available positions according to procedures outlined in Article VIII.
4. Time shall be provided at least once per term for the new teacher to observe other classes or personnel within his/her professional certification.
5. Mentors who fulfill the responsibilities shall receive compensation of a Category II stipend. Guides who fulfill the responsibilities shall receive compensation of a Category I stipend. Specific responsibilities, including submission of logs and attendance at meetings, shall be determined by the Professional Improvement Commission.
6. The Mentor Coordinator shall be compensated with a Category V stipend.

Article XI - FACILITIES

The Committee shall, to the extent possible within the limitations of the existing school buildings and facilities, provide the following teacher facilities:

- A. Each building will have:
 - 1. Space in which each unit member may safely and conveniently store instructional material and supplies;
 - 2. A unit member work and lunch room containing adequate equipment and supplies to aid in the preparation of instructional materials; and
 - 3. Separate well-lighted and clean teacher rest rooms for men and women.
- B. Adequate parking areas shall be reserved for unit member parking. The Committee shall use its best efforts to cause the parking areas to be plowed before unit members arrive at school in snowy weather; however, the unit members acknowledge that the plowing is accomplished by the Town of Carlisle Highway Department and not by the School Department.
- C. The School Committee shall use its best efforts to see that all pathways to and from school buildings shall be plowed before the beginning of the school day.
- D. During the school year, buildings shall be open to unit members from 6:30 am until 10:00 pm on Mondays through Thursdays when school is in session. During summer recess, a schedule shall be distributed showing when buildings are inaccessible to unit members owing to cleaning, construction or other reasons. For ten (10) working days immediately preceding the opening of school for students, buildings shall be accessible to unit members.
- E. In the event that a unit member's instructional space is to be moved for the coming school year, the Superintendent shall notify in writing the unit member concerned. If such notice cannot be given with a minimum of two calendar weeks remaining in the school year, the unit member will receive \$325.00 for the purpose of relocating his/her materials during non-school hours.
- F. The School Committee shall request that the School Building Committee make every effort to provide in its master planning process and design for building and renovation the dedication of appropriate space for use as a child-care center for the children of unit members in the Carlisle Public School system. Provisions for such a child-care center shall be the responsibility of the Carlisle Teachers Association.

The CSC recognizes the value that such a child-care center would represent for the school community, providing, as it would, opportunities for teacher-parents to have their young children close by and allowing these professionals to carry out tasks after school hours without the need to rush to pick up children cared for farther away.
- G. Any unit member using the facility for private purposes not authorized by the Superintendent, and/or for purposes that earn a unit member remuneration (i.e. tutoring) not otherwise part of his/her contractual position in the Carlisle Public Schools, will be charged a facility use fee according to the categories outlined in the Facility Use Procedure document.

Article XII - USE OF SCHOOL FACILITIES

- A. The Association shall have the right to use school buildings without cost for meetings and will apply for such use through the Administration.
- B. There shall be one bulletin board in each building, which will be placed in the faculty lounge for the purpose of displaying notices, circulars and other Association materials.
- C. The Association shall have access to unit members at their place of assignment after the students have been dismissed.
- D. The Association shall have the opportunity to make announcements of meetings and events at regularly scheduled faculty meetings.

Article XIII - SUBSTITUTES AND AIDES

Whenever possible, qualified substitutes will be hired in the event of the absence of a unit member.

Article XIV - LEAVE OF ABSENCE WITH PAY

A. Sick Leave

1. Each unit member who has completed one or more consecutive years of employment in the Carlisle Public Schools as of July 1, 2001 shall be guaranteed annually 75 days of available sick leave for his or her term of employment at the Carlisle Public Schools. For these unit members unused sick leave days may not be carried forward.

Unit members hired on or after July 1, 2001 will be awarded 15 available sick leave days for use during their first year of service, plus 15 days for each subsequent year, subject to the maximum cap of 75 available sick leave days. For these unit members, unused sick leave days may be carried forward and added to the 15 days awarded each year, until a cap of 75 days is reached. An accounting of available sick days shall be made available to each unit member at the beginning of each school year.

2. In addition, each unit member shall be guaranteed up to five family sick days annually in the event of serious illness requiring bedside care or household attention of the unit member's spouse, child, parent or member of the immediate household. These family sick days will not be cumulative from year to year. No unit member shall be entitled to any residual benefits in any form whatsoever from any sick leave days which are not taken during the course of the school year.
3. A medical certificate or other suitable evidence may be required in the discretion of the Administration for all absences exceeding five consecutive school days. For all absences exceeding 30 consecutive school days, the Superintendent shall require the unit member to submit to a medical examination which will be conducted by a reputable practitioner or medical firm selected by the Superintendent after consulting the CTA. Such examinations shall be repeated every 60 days. The Superintendent may deny continued payment for sick leave if the results of the examination indicate that a unit member may resume normal teaching duties. The School Committee will pay for such examinations. The Superintendent may waive these examinations upon demonstration of extraordinary circumstances. In cases where a unit member exceeds seven days cumulative sick leave in each of two consecutive school years, the Superintendent in his/her discretion, may require a medical certificate or other suitable evidence of illness after the seventh day of sick leave in the second year.
 - a. A Sick Leave Bank shall be available for use by unit members who have exhausted their own sick leave and have serious illness.
 - b. The Sick Leave Bank will annually include 300 days.
 - c. The initial grant of sick leave by the Sick Leave Bank Committee shall not exceed fifty (50) days. Upon completion of the fifty (50) day period, the period of entitlement may be extended by the Sick Leave Bank Committee upon demonstration of need by the applicant.
 - d. The Sick Leave Bank shall be administered by a Sick Leave Bank Committee consisting of three (3) members. One (1) member shall be designated by the Superintendent and two (2) by the Association. Decisions shall be made by majority vote.
 - e. The following criteria shall be used by the Sick Leave Bank Committee in administering the bank:
 - (1) Adequate medical evidence of serious illness
 - (2) Prior utilization of all eligible sick leave
 - (3) Length of service in the Carlisle School System
 - f. The decision of the Sick Leave Bank Committee with respect to eligibility and entitlement shall be final and not subject to grievance and arbitration procedures.

4. The provisions herein regarding sick leave shall apply to unit members employed for less than a full year on a prorated basis.
5. Situations involving absences longer than the stated sick leave may be given special consideration by the Superintendent.

B. Parental Leave

The leave granted under these provisions is to be considered Family and Medical Leave Act leave. A female unit member is entitled to utilize and be paid her current salary for 40 school days of FMLA leave for the purpose of giving birth and recovery. A unit member is also entitled to utilize and be paid his or her current salary for 40 school days of FMLA leave for the purpose of adopting a child. If two members of the collective bargaining unit are part of the same household, no more than one member of the household may utilize this benefit for any one adoption. The unit member shall give at least two weeks notice to the Superintendent of the anticipated date of departure and of the intention to return. Upon returning to employment, the unit member shall be restored by the Superintendent to the previous position or to a similar position, with the same status, length of service credit, and seniority, which the unit member had upon leaving to take the leave of absence. In addition, the unit member shall have restored all of the benefits and rights to which the unit member was entitled upon taking the leave. Unit members giving birth or adopting during summer recess shall be entitled to parental leave calculated as follows: Forty weekdays shall be counted following the birth or adoption of the child. Those weekdays, which fall during school days, shall be paid. Any unit member will be granted non-birth parent leave. The following provisions shall apply to said leave:

1. Said unit member shall be entitled to ten (10) days of paid leave immediately following the date of birth of the child.
2. Said unit member shall give notice of the date of commencement of such leave as early as possible to the Superintendent.

C. Personal Business Leave and Bereavement Leave

1. Each unit member shall be entitled to a total of three days of leave with pay during each school year non-cumulative, which shall be only for personal business reasons or for other unusual and imperative reasons. Unit members must secure authorization for personal business leave in advance. Personal business leave will not be granted on the day or successive days immediately preceding or immediately following a holiday or vacation period, or on a Monday or Friday separated from a holiday or vacation period by a weekend; however, exceptions may be granted in emergencies.
2. Bereavement leave shall be granted by the Administration not to exceed three days per year non-cumulative. Such leave is to be granted without loss of pay in the event of the loss of the following: husband, wife, child, mother, father, brother, sister, grandparents, in-laws, or member of the immediate household. Any further bereavement leave shall be taken from personal business leave.
3. Exceptions to the foregoing rules relating to bereavement leave and personal business leave may be granted in special situations at the discretion of the Administration.

D. Leave for Religious Observances

Each unit member may be granted up to three days' absence from school duties without loss of salary for the observance of religious holidays not regularly included in the school holiday schedule. Advance notification to the individual's immediate supervisor is a prerequisite to the granting of leave for religious observances.

E. Professional Leave

1. Any unit member, upon application and permission of the Administration, may be granted leave not to exceed 5 days to attend conferences or meetings, or to visit schools for professional purposes. Professional leave will be scheduled to avoid days immediately adjacent to holidays and vacation periods or days separated from holidays and vacation periods by weekends. Only when conferences or meetings are set by others and not within the power of the applicant unit member to control will such application be considered.
2. Unit members may be granted additional leave not to exceed 3 days to work in teams or groups on curriculum or projects, or to attend conferences or meetings, or to visit schools for professional purposes, as approved by the Administration. In a year in which Middle School grade level teams are scheduled for at least three common planning periods (in addition to 200 minutes of individual planning time), Middle School grade level teams shall not be granted more than one such day when the entire grade level team is out of the classroom simultaneously. Individual team members may be granted the remaining professional leave days as part of other curriculum teams and subsets of grade level teams.

F. Legal Proceedings

Any unit member shall be given time necessary for appearance in any legal proceeding connected with the unit member's employment in which the unit member is not a party.

G. Service on Evaluating Committees

Any unit member chosen to be on an evaluating committee for Carlisle or another school system shall, at the discretion of the Administration, be granted leave with full pay for such time as may be required to accomplish the evaluation.

H. Unit members who are employed on less than a full-time basis shall participate in these provisions regarding leaves of absence with pay on a prorated basis, based on the percentage of their employment.

Article XV - SABBATICAL LEAVE

Sabbatical leave for approved study, research or travel, considered to be in the interests of the school system, may be granted unit members by the Superintendent after the unit members have served at least seven (7) consecutive years in the Carlisle Public Schools.

The granting of sabbatical leave shall be dependent upon the staff member's entering into a written agreement with the Superintendent that upon termination of such leave, he/she will return to service in the Carlisle Public Schools for a period equal to twice the length of such leave and that, in default of completing such service, he/she will refund to the Town an amount equal to such proportion of salary received by him/her while on leave as the amount of service not actually rendered as agreed bears to the whole amount of service agreed to be rendered. Sabbatical leave may be granted for a maximum of one year. It may be granted for less.

During a one year period of sabbatical leave, a member will receive one half of his/her regular base salary plus one half of any superior service awards granted, under any preceding contract, or full salary and superior service awards during one-half year periods of sabbatical leave. The period of leave will be considered a period of teaching for purposes of measuring teaching experience for salary determination. Sabbatical leave will not affect "professional teacher status" or other benefits earned as a unit member.

Sabbatical leave shall be granted to not more than one (1) unit member of the Carlisle Public Schools for any one period. Requests for sabbatical leave for the ensuing school year will be presented to the Superintendent of Schools in writing by 1 February of the previous school year. Requests will state the purpose of the leave and outline a plan of action for the period of leave. Upon request the applicant will file a detailed sabbatical leave plan including a statement of objectives and the procedures whereby these objectives are to be achieved.

Article XVI - LEAVE OF ABSENCE WITHOUT PAY

- A. The Family and Medical Leave Act of 1993, or FMLA for short. Upon receipt of an application, the Superintendent shall approve a maximum of twelve (12) weeks unpaid, job-protected leave each year for specified family and medical reasons consistent with the FMLA. For purposes of FMLA, the year is defined as the twelve consecutive months immediately preceding the requested leave date.
- B. A unit member who has attained “professional teacher status” shall be entitled to take a leave of absence, which may commence from the date of delivery of his/her child or from the date of adoption of the child, which may continue through, to the end of the school year. The unit member shall also be entitled to take a leave of absence for up to one additional school year thereafter; provided however, that the unit member notified the Superintendent by April 1 of his/her intent to take the additional year of leave. Upon returning to employment, the unit member shall be restored by the Superintendent to the previous position or to a similar position, with the same status, pay, length of service credit, and seniority, which the unit member had upon leaving to take the leave of absence. In addition, the unit member shall have restored all of the benefits and rights to which the unit member was entitled upon taking the leave; provided however, that the period of time during which the unit member was on leave of absence shall not be included in the computation of benefits.
- C. A unit member who has attained “professional teacher status”, upon application to the Superintendent by April 1, shall be entitled to take a leave of absence for one year for the purpose of exploring alternative careers. The unit member shall have the right to return to a position and shall have restored all of the benefits and rights to which the unit member was entitled upon taking the leave. Notification of intent to return must be received by the Superintendent prior to March 1. The Superintendent shall notify the unit member of the date of Town Meeting.
- D. A unit member on unpaid leave of absence shall have the right to continue in the district’s health and insurance plans by contributing one hundred percent of the cost of the premiums, provided that this practice is consistent with the terms of the Town’s health and insurance plan then in force.

Article XVII - PROCEDURE FOR PAYMENT OF SALARIES

Unit members shall be paid in twenty-six (26) equal bi-weekly installments commencing on the second Friday in September each year, or the nearest scheduled payday of the Town.

Unit members may receive July and August payments at the time of the final payment in June under the conditions listed below.

1. A written request for such payment is received by the Superintendent of Schools prior to May of the year involved.
2. Such payments are approved by the Superintendent of Schools.

Unit members who begin their services after the opening of the school year or terminate their services before the close of the school year will be paid for their total services a prorated part of their annual salary equal to the number of days of service rendered (including all professional in-service activities) divided by 185 and multiplied by the annual salary rate. This payment will be received on the scheduled pay day nearest to the day of termination of said contract.

Unit members who move into a new salary lane at mid-year (see Article XIX.A.1.b) will be paid a total annual salary equal to the sum of the initial step and lane placement plus the new step and lane placement, divided by 2. Paychecks after February 1 shall be adjusted to ensure that the total annual salary is paid over the remaining checks.

Article XVIII - INSURANCE AND ANNUITY PLAN

- A. The School Committee will pay the maximum percentage permitted by Town Meeting of any health insurance plan available to unit members.
- B. By request, made within the first 90 days of the school year, of the unit member concerned and his/her authorization for salary deduction, tax sheltered annuities are authorized by the School Committee to be purchased for a unit member of the professional staff. Arrangements may be made with the Superintendent of Schools.
- C. The School Committee shall bring before the Town Selectmen (and/or other Town Boards, as appropriate and necessary) a request to consider expanding the health insurance and benefits package available to unit member.

Article XIX- SALARY POLICY FOR UNIT MEMBERS

| FY20 | Step | B | M | M+30 | M+60 |
|-------------|-------------|----------|----------|-------------|-------------|
| 2.00%COLA | 1 | \$55,473 | \$61,293 | | |
| | 2 | \$57,691 | \$63,745 | \$68,879 | \$70,946 |
| | 3 | \$59,999 | \$66,294 | \$71,635 | \$73,784 |
| | 4 | \$62,400 | \$68,947 | \$74,500 | \$76,734 |
| | 5 | \$64,895 | \$71,704 | \$77,480 | \$79,804 |
| | 6 | \$67,491 | \$74,573 | \$80,579 | \$82,997 |
| | 7 | \$70,190 | \$77,555 | \$83,803 | \$86,316 |
| | 8 | \$72,998 | \$80,657 | \$87,154 | \$89,769 |
| | 9 | \$75,918 | \$83,883 | \$90,640 | \$93,360 |
| | 10 | \$78,955 | \$87,239 | \$94,266 | \$97,093 |
| | 11 | \$82,114 | \$90,729 | \$98,036 | \$100,978 |
| | 12 | \$85,397 | \$94,358 | \$101,958 | \$105,016 |
| | 13 | | | \$106,036 | \$109,217 |
| | 14 | | | \$110,277 | \$113,586 |
| | 15 | | | | \$118,128 |

| FY21 | Step | B | M | M+30 | M+60 |
|-------------|-------------|----------|----------|-------------|-------------|
| 2.00%COLA | 1 | \$56,582 | \$62,519 | | |
| | 2 | \$58,845 | \$65,020 | \$70,257 | \$72,365 |
| | 3 | \$61,199 | \$67,620 | \$73,068 | \$75,260 |
| | 4 | \$63,648 | \$70,326 | \$75,990 | \$78,269 |
| | 5 | \$66,193 | \$73,138 | \$79,030 | \$81,400 |
| | 6 | \$68,841 | \$76,064 | \$82,191 | \$84,657 |
| | 7 | \$71,594 | \$79,106 | \$85,479 | \$88,042 |
| | 8 | \$74,458 | \$82,270 | \$88,897 | \$91,564 |
| | 9 | \$77,436 | \$85,561 | \$92,453 | \$95,227 |
| | 10 | \$80,534 | \$88,984 | \$96,152 | \$99,035 |
| | 11 | \$83,756 | \$92,544 | \$99,997 | \$102,998 |
| | 12 | \$87,105 | \$96,245 | \$103,997 | \$107,116 |
| | 13 | | | \$108,157 | \$111,401 |
| | 14 | | | \$112,483 | \$115,858 |
| | 15 | | | | \$120,491 |

A. Salary Policy

1. Placement on Scales

- a. Initial Placement will be based on teaching experience determined to the nearest number of whole years of teaching experience in Carlisle or in other K-12 public or private schools. However, any teaching experience interrupted by a period of ten or more years of non-teaching need not be considered when establishing placement on scale.

Notwithstanding the following:

- (1) Military Service. Full credit on the base salary schedule will be allowed for each year of military service for unit members whose teaching service was interrupted thereby and half credit will be allowed for each year of military service for unit members whose teaching service was not interrupted thereby.
 - (2) Unusual Service. In situations where the foregoing stipulations do not apply reasonably, a unit member's experiences may be evaluated to determine the step applicable, such evaluation being presented to the Superintendent as part of a unit member's recommendation.
 - (3) At the discretion of the Superintendent, a unit member entering the system from elsewhere may be awarded a salary within three steps of the one normally applicable if experience were the only criterion considered.
- b. Placement on all scales will be on September 1st and February 1st of each school year, depending upon the satisfactory completion of the course and its proximity to either of these dates. Notification of intent to change lanes must be given by March 1 for placement on a new scale to take effect on September 1; notification must be given by October 1 for placement on a new scale to take effect on February 1.
 - c. Placement on Bachelor's and Master's scales is based on academic degrees. Evidence of degree status in the form of a transcript or other official statement from the college or university involved will be required of all unit members. Unit members who have earned a Bachelor's degree are eligible for salaries listed under that heading. Unit members who have earned a Master's degree from a college or university accredited by the New England Association of Colleges and Secondary Schools or similar agencies are eligible for salaries in the Master's degree column.
 - d. The Superintendent's approval of credits and equivalent credits submitted for consideration for placement on M+30 or M+60 scales will be made on the basis of their relevance to the unit member's current position or currently-held certifications which are presently in use in the Carlisle Public Schools, and potential worth in improving performance and in meeting needs as determined by the Superintendent.

2. Increments

- a. A unit member shall advance on the salary scale on the basis of the unit member's continued maintenance of satisfactory overall performance. It shall not be considered automatic for a unit member to advance from one increment to another on the salary scale or to move from one salary scale to another. The School Committee may upon recommendation of the Superintendent withhold an increment from a unit member or disallow the unit member from moving to a new salary scale if the School Committee determines that the unit member's overall performance is unsatisfactory.
- b. If a step increment is under consideration to be withheld, the unit member shall be informed prior to January 17 and shall be observed at least twice thereafter before the final evaluation. The unit member shall be given the opportunity to discuss his/her performance with the evaluator after each such observation.

- c. The unit member shall be informed of the results of the evaluation after each such observation.
 - d. If the unit member disagrees with the evaluation, he/she may file a grievance at step 2 of the Grievance Procedure under Article II. It is understood that this grievance may be carried through step 3 of the Grievance Procedure. A hearing before the School committee is not automatic, but rather depends upon whether the grievance is appropriate for presentation to the School Committee in light of the Education Reform Act of 1993.
 - e. If an increment is withheld from a unit member, it may be restored during the academic year in question based on the unit member's performance. The unit member may initiate the request to have the increment restored.
3. For the school year 2009-2010 through the 2015 – 2016 school year, there shall be three full days of school and two half days of school for Kindergarten teachers per week. The parties agree that Kindergarten teachers shall be compensated according to the agreed upon formula:

$$\text{F.T.E} = .65 + (.07 \times D \times Y) \text{ where } D = \text{number of full days and } Y = \text{part of the year}$$

$$\text{F.T.E} = .65 + (.07 \times 3 \times 1)$$

Therefore, the parties agree the F.T.E. for Kindergarten teachers shall be .86 beginning in the 2009-2010 school year.

Effective for the school year 2016-2017, all Kindergarten teachers shall be full-time employees (1.0).

*This language is no longer effective language since Kindergarten unit members are full-time bargaining unit members and are on the pay scale. This language is being kept in the contract in order to create a historical record.

[REMAINDER OF PAGE LEFT BLANK INTENTIONALLY]

B. Compensation for Additional Services

On an annual basis, in May, the Superintendent will post a list of anticipated stipend positions for the upcoming school year. All appointments are for one year only. The Association recognizes that whether to fill a stipend position and whom to select for a stipend position are at the sole discretion of the Superintendent, provided that unit members are given first consideration, followed by other Carlisle Public School staff.

1. If a unit member is requested to take on any of the following additional responsibilities, compensation will be granted over and above the unit member’s regular compensation as follows:
2. If a teacher is requested to take on any of the following additional responsibilities, compensation will be granted over and above the regular teaching salary as follows:

| | | | |
|-------------------|------------------|------------------|------------------|
| Category I | 2019-2020 | 2020-2021 | 2021-2022 |
| | \$791 | \$807 | \$825 |
| | Guide | | |

| | | | |
|--------------------|------------------|------------------|------------------|
| Category II | 2019-2020 | 2020-2021 | 2021-2022 |
| | \$1577 | \$1609 | \$1645 |
| | Math League** | Teacher Coach | |
| | Science Fair | Mentor | |
| | Scheduler* | Robotics Club | |

| | | | |
|---------------------|---|-----------------------|------------------|
| Category III | 2019-2020 | 2020-2021 | 2021-2022 |
| | \$2361 | \$2408 | \$2462 |
| | Student Council | Yearbook | Drama Club |
| | School Newspaper | Homework Club | |
| | Literary Journal | Commissioners | |
| | Lunch Duty | Video Club | |
| | Model UN | Early Act | |
| | CST(Child Study Team) | Junior Varsity Sports | |
| | Intramural (15 sessions); Intramural sports are prorated for fewer sessions | | |

| Category IV | 2019-2020 | 2020-2021 | 2021-2022 |
|--------------------|-------------------------|------------------|------------------|
| | \$3152 | \$3215 | \$3287 |
| | Band Director | Choral Director | |
| | Varsity Coaches: | | |
| | Girls Soccer | Boys Soccer | |
| | Field Hockey | Cross Country | |
| | Girls Basketball | Boys Basketball | |
| | Softball | Baseball | |

| Category V | 2019-2020 | 2020-2021 | 2021-2022 |
|-------------------|-------------------|--------------------|------------------|
| | \$3540 | \$3611 | \$3692 |
| | Athletic Director | Mentor Coordinator | |

3. Activities marked with one (1) asterisk require two advisors and each will earn the full stipend at Category II.
Activities marked with two (2) asterisks require two advisors and each will earn the full stipend at Category II. Should the activity run with only one advisor, his or her stipend will bump up to Category III.
4. Based on participation, the Superintendent will determine if an athletic activity will require additional varsity coaches.
5. Any unit member who receives a stipend for an activity which runs throughout the school year shall have the option of being paid one-half of the stipend at mid-year upon completion of an appropriate mid-year status report.
6. A Stipend Committee shall meet as needed to evaluate new clubs or activities and the appropriate placement in a category. The Committee shall include the Superintendent and representation from the Carlisle Teachers' Association.
7. Any unit member who wishes to start a new club or activity shall propose it to the Superintendent. If approved, the club or activity may start at any time in the school year for a six-month evaluation period without compensation. At the conclusion of the evaluation period, the new club or activity will be evaluated by the Stipend Committee.
8. A schedule for each activity will be established by the person (s) responsible for such activity and approved by the Administration prior to its commencement. Should only a portion of the schedule be completed, a corresponding portion of the compensation shall be paid in lieu of the full amount. Reduction in compensation will result only when substantial variances with the schedule occur.
9. A list of all approved compensation for additional professional services to include the unit members' names, assignment, and amount reimbursed will be compiled by the Carlisle Public School System for each fiscal year. The list will be given to the CTA Executive Board within one week of the end of the fiscal year.

- C. Unit members who participate in any approved overnight activity program such as Outdoor Education, 8th Grade Trip, and Band/Choral Trips shall be compensated \$100 per night.

- D. National Board for Professional Teaching Standards Certification
 - 1. Each year, a total of \$4000 will be allocated to be paid towards the application fee for National Board for Professional Teaching Standards Certification. \$2000 each shall be available if one or two unit members apply. A total of \$4000 shall be split evenly among applicants if up to four unit members apply. If more than four unit members apply in a one-year period, the four unit members with the most Carlisle seniority, will each receive \$1000. Unit members must notify the Administration of their intent to apply by a deadline of one month prior to the National Board for Professional Teaching Standards' deadline for application. Within two weeks after this deadline for notification of intent to apply, the Administration shall notify those unit members regarding the expected disbursement of the \$4000. Reimbursement shall be made within 30 days of actual application to the National Board for Professional Teaching Standards.

 - 2. Upon receiving National Board for Professional Teaching Standards or equivalent certification for other specialties, such as the National Association of School Psychologists certificate or the Certificate of Clinical Competence offered by the American Speech-Language-Hearing Association, a unit member's contracted salary shall be increased by \$1,000 per year for each of the next five years. If and when similar certifications become available, the CTA and CSC will examine whether they should be included under this plan.

Article XX - SUMMER EMPLOYMENT

- A. Summer Work: A unit member may be requested by the Administration to work for a period during the summer following the basic contract year (September 1 - June 30), the precise period of such employment to be determined by the Administration. Any unit member shall have the right to accept or refuse such summer employment.

The School Committee will place in the budget at least \$66,300 for each school year to be used to compensate unit members during the summer.

The School Committee and the Superintendent recognize the value of unit member input into plans for summer work and encourages unit members to submit written proposals for projects to be evaluated by the Administration. After all the proposals have been submitted, the unit members shall provide the Superintendent/Principal with their opinion as to the priorities for funding those proposals along with any proposed by the Administration. Monies for summer employment shall be spent by the Superintendent to fund those projects, which in his/her opinion lead to the accomplishment of school goals. Unit member generated projects shall constitute at least 50% of those projects to be funded in the aggregate.

Each unit member who works half-time or more (≥ 0.5 FTE) shall have the opportunity to be compensated for three (3) days of summer employment to be received by such unit members for the following contract year. Unit members contracted at less than half-time (< 0.5 FTE) shall have the opportunity to be compensated for two (2) summer days. Compensation for any unit member shall be \$325.00 per Diem. If a unit member-generated summer work proposal is rejected by the Administration, the unit member shall have the opportunity to submit an amended or alternative proposal within five working days.

New unit members hired to begin work in September are not eligible to submit proposals, but may be invited to participate in summer work performed by their new team. Such unit members will be paid for their summer work after September 1.

A list of all approved summer work to include the unit members' names, assignment, and amount reimbursed will be compiled by the Carlisle School System for each fiscal year. The list will be given to the CTA Executive Board by October 1.

- B. Summer School: In the event that the School District authorizes and establishes a summer school program, and posts positions, unit members may apply to fill open staff positions. Unit members will have priority to fill positions if they meet the criteria for the position. Unit members will be paid sixty dollars (\$60) an hour for student contact hours and forty-five dollars (\$45) an hour for lesson planning. Hours for student contact and lesson planning will be determined by administration and shall be advertised as part of the posted position.

Article XXI - EARLY RETIREMENT

- A. The intent of this Early Retirement Article is to provide a financial incentive for a unit member to retire earlier than his/her sixty-fifth birthday. Such incentive should provide benefit for the unit member and long-term financial saving to the school.
- B. Unit members eligible to participate in this program are those who:
1. have been under contract to the Carlisle Public Schools as a unit member for the preceding ten (10) years;
 2. will be eligible to retire pursuant to Massachusetts Retirement Law at the end of the second, or next school year after the year in which such declaration was made;
 3. will have attained at least their fifty-fifth birthday or at most their sixty-third birthday by the effective date of their retirement.

A period of sabbatical leave (see Article XIV) will be considered as a period of teaching for the purpose of determining length of service. Leaves of absence without pay (see Article XV) shall not constitute an interruption of service.

- C. For each of the remaining school years following the school year in which the declaration of intent is filed, the unit member shall have additional salary added to base salary at the following percentage of the base salary:

When notification is given two years prior to retirement:

| | |
|--|-----|
| First year of advance notification | 20% |
| Second year of advance notification | 15% |
| When notification is given one year prior to retirement: | 20% |

- D. A declaration of intent to participate in this program must be filed in writing to the Superintendent by September 15 of the school year prior to the school year in which additional salary payments are to commence. Failure to provide notice by September 15 will preclude participation in the program for the following year.
- E. A final decision to participate in this program must be filed in writing to the Superintendent by October 15 of the school year prior to the school year in which additional salary payments are to commence. Failure to declare final intent shall preclude participation in the early retirement program for the following year. In unusual circumstances, the School Committee may consider waiving this requirement.
- F. The intent to participate may be revoked upon showing of changed circumstances and/or personal hardship providing notification of such revocation is given by July 1st of the summer prior to the school year of retirement, i.e., one school year prior.

A unit member, because of unusual personal hardship during the school year previous to retirement, may request the Committee to consider revocation. While not obligated to grant such revocation, the Committee will consider such requests.

Upon any such revocation, the unit member agrees to repay any additional amount received pursuant to this article plus interest over a period of time that does not exceed the period over which it was paid. Interest will be calculated on the outstanding balance due to be repaid at the end of each month using 1/12 of the prime interest rate charged by the Bank of America at the time of revocation. A unit member who has revoked participation shall not thereafter be eligible for benefits under this article.

Article XXII - ROLE OF UNIT MEMBERS

- A. It is the intent of this agreement that the direct instruction of students in the Carlisle Public Schools shall be the responsibility of the unit members below the administrative level employed by the Carlisle School Committee.
- B. The Association will be notified if any work previously performed by a unit member is intended to be sub-contracted or assigned to a person not included in this agreement. Upon request of the Association the Administration will meet with representatives of the Association to review any such situation. In no way does any such notification or review constitute a waiver of the Association's right to file a grievance outlined in Article II of this agreement.
- C. If instructional aides, paraprofessionals, volunteers, consultants, or any other non-professionals are to be involved in the delivery of educational services, such involvement should generally be under the direct supervision of the unit members below the administrative level of the Carlisle Public Schools. The Association shall be notified of any situation in which the Administration determines that this is not possible. Upon request of the Association the Administration will meet with representatives of the Association to review any such situation. In no way does any such notification or review constitute a waiver of the Association's right to file a grievance outlined in Article II of this agreement.
- D. Unit members will make every effort to make appropriate notification for absences according to the procedures of the Carlisle Public Schools and otherwise act in a manner consistent with the safety and well being of the students and in keeping with the policies of the Carlisle Public Schools

Article XXIII - CHILDREN OF UNIT MEMBERS

- A. Upon recommendation of the Superintendent and approval of the School Committee, children of unit members may attend the Carlisle Public Schools without charge. Except in the event of extraordinary circumstances, notification shall be submitted to the Superintendent by April 1. The Superintendent's recommendation shall not be unreasonably withheld and shall be based on an assessment of anticipated class size.
- B. It is the intent of the Association and the Committee that the enrollment of unit member's children should not cause the Carlisle School System to incur unusual, significant additional expenses. Since children in day or residential placements do not attend public schools, this policy does not apply to such children of unit members.
- C. Once a child is admitted into the Carlisle Public Schools the child will be allowed to remain in the system through the 8th Grade provided the status outlined in (B) does not change and the unit member remains in the employ of the Carlisle Public Schools.

Article XXIV - TUTORING

From time to time there is a need for students to receive extra instructional support outside of school hours. When this occurs, administration may seek a tutor for a student. Unit members will be given priority for tutoring positions. Unit members will be paid sixty dollars (\$60) an hour for student contact and forty-five (45) an hour for lesson planning. Hours for student contact and lesson planning will be determined by administration and shall be advertised as part of the posted position.

For the avoidance of doubt, the language in this article dealing with tutoring is subject to the procedures regarding vacancies in Article VIII.

Article XXV - EFFECTIVE DATE and DURATION

This contract shall become effective as of July 1, 2019 and shall terminate on June 30, 2022.

TOWN OF CARLISLE SCHOOL COMMITTEE

Dated: January 8, 2020

By: Christine M Lear
Christine Lear, Carlisle School Committee Chair

CARLISLE TEACHERS' ASSOCIATION

Dated: January 8, 2020

By: Linda Vanaria
Linda Vanaria, Carlisle Teachers' Association President

DEFINITIONS

Unit Members

General Educator - Classroom teacher PK-5 or Middle School subject area Team Member

Special Educator - Elementary Special Educator, Middle School Special Education Team Member, or therapist

Special Service Provider - Nurse, Guidance, Psychologist

Specialist - Teacher of special subjects (e.g. physical education, library, music, art, foreign language, etc.)

Curriculum Specialist - Professional faculty member with system-wide responsibility in specific areas. (e.g. Technology, Systems Thinking, etc.)

Teacher: An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d). Teachers may include, for example, classroom teachers, librarians, school psychologist, or school nurses (in appendix under evaluations)

APPENDIX A

CARLISLE EVALUATION PROCEDURE

1. Purpose of Educator Evaluation

This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.15E; and the Educator Evaluation regulations, 603 CMR 35.00 at seq.;

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,
- ii. To provide a record of facts and assessments for personnel decisions;

The Carlisle Public School purposes of evaluation are to support and promote teacher excellence and improvement through collaboration, mentoring, and professional development.

2. Definitions

Artifacts of Professional Practice: Educator developed work products, which may include photography, videotaping or audio taping and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.

Caseload Educator: Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, school psychologists, speech and language pathologists, and some reading specialists and special education teachers.

Classroom Teacher: Educators who teach preK-8, whole classes, and teachers of special subjects such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.

Categories of Evidence: Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, and additional evidence relevant to one or more Standards of Effective Teaching Practice.

District-determined Measures: Measures of student learning, growth and achievement related to the Massachusetts Curriculum Frameworks, Common Core State Standards, or other relevant frame-works, 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. Administration, teachers by department and grade level teams will collaboratively generate measure of student growth.

Educator(s): Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.

Educator Plan: The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:

- **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year for an Educator without Professional Teacher Status (PTS) or for an Educator with Professional Teacher Status who has been assigned a position which requires the use of a different educator license. The educator shall be evaluated at least annually.
- **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.

- For educators whose impact on student learning is either moderate or high, the Educator Plan may be for up to two years.
- For Educators whose impact on student learning is low, the Educator plan shall be for one year. The Plan shall include a goal related to examining elements of practice that may be contributing to low impact.
- **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. There shall be a summative evaluation at the end of the period determined by the plan and if the educator does not receive a proficient rating he or she shall be rated unsatisfactory and shall be placed on an improvement plan.
- **Improvement Plan** shall mean a plan developed by the Evaluator for a realistic time period sufficient to achieve the goals outlined in the Improvement Plan, but not less than 30 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.

DESE: The Massachusetts Department of Elementary and Secondary Education.

Evaluation: The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").

Evaluator: Any person designated by a superintendent who has primary or supervisory responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.

Notification: The Educator shall be notified in writing of his/her Evaluator at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.

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.

Experienced Educator: An educator with Professional Teacher Status (PTS).

Family: Includes students' parents, legal guardians, foster parents, or primary caregivers.

Formative Assessment: The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.

Formative Evaluation: An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.

Goal: A specific, actionable, and measurable area of 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 a team of Educators, departments, or other groups of Educators who have the same role. Team goals can be developed by grade level or subject area teams.

Measurable: That which can be classified or estimated in relation to a scale, rubric, or standards.

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.

Observation: A data gathering process specifically undertaken pursuant to this agreement that includes notes and judgments made during one or more classroom visits(s) of at least ten (10) minutes in duration by the Evaluator. An observation shall occur in person. All observations will be done openly and with knowledge of the Educator. Classroom observations conducted pursuant to this article must result in feedback to the Educator using the agreed upon protocols.

Parties: The Association and the Committee are the parties to this agreement.

Performance Rating: Describes the Educators performance on each performance standard, and the overall evaluation. There shall be four performance ratings:

- Exemplary: the Educator’s performance consistently and significantly exceeds the requirements of a standard and 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 the overall evaluation.
- Needs Improvement: the Educator’s performance on a standard or the overall evaluation is below the requirements of a standard or the overall evaluation but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
- Unsatisfactory: the Educator’s performance on a standard or the overall evaluation has not significantly improved following a rating of needs improvement, or the Educator’s performance is consistently below the requirements of a standard or the overall evaluation and is considered inadequate, or both.

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.

Professional Teacher Status: PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.

Rating of Educator Impact on Student Learning: A rating of high, moderate, or low based on trends and patterns of student learning, growth and achievement.

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 Learning Goal(s)

Rubric: In rating educators on Performance Standards for the purpose of formative assessments, formative evaluations, or summative evaluations, a rubric must be used. The rubric is a scoring tool used to judge the educator's practice at the four levels of performance. The rubric consists of:

- Standards and Indicators of Effective Teaching Practice: Defined in 603.CMR 35.03. These standards and indicators are used in the rubrics incorporated into this evaluation system.
- Descriptors: define the individual elements of each of the indicators under the standards.
- Benchmarks: describe the acceptable demonstration of knowledge, skill or behavior necessary to achieve that performance rating. For each indicator, there are four benchmarks — one describing performance at each performance rating: Exemplary, Proficient, Needs Improvement and Unsatisfactory.

Self-Assessment: The evaluation cycle shall include self-assessment addressing Performance Standards. The educator shall provide such information, in the form of self-assessment, by October 7th to the evaluator at the point of goal setting and plan development. Evaluators shall use evidence of educator performance and impact on student learning, growth and achievement to set the goal with the educator, based on the educator's self-assessment and other sources that the evaluator shares with the educator.

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. The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a summative evaluation rating. To be rated Proficient overall, an educator shall, at a minimum, have been rated Proficient on the Curriculum, Planning and Assessment and the Teaching All Students standards for teachers. Evaluations used to determine the educator overall performance rating and the rating on each of the four standards may inform personnel decisions such as reassignments, transfers, PTS or dismissal pursuant to Massachusetts general laws.

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.

Teacher: An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d.). Teachers may include, for example, classroom teachers, librarians, school psychologist, or school nurses.

Trends in student learning: At least two years of data from the locally bargained 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:
 - Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks, Common Core State Standards or other relevant frameworks and are comparable within grades or subjects in a school;
 - Statewide growth measure(s) where available, including the MCAS Student Growth Percentile.
 - 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.

- 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 shall be determined by the Educator and the Evaluator. The measures shall be based on the Educator’s role and responsibility.
- B. Observations and artifacts of practice including:
- Unannounced observations of practice
 - Announced observations practice
 - Examination of Educator work products
 - Examination of student work products
- C. Evidence relevant to one or more Performance Standards, including but not limited to:
- Evidence compiled and presented by the Educator, including:
 - Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - Evidence of active outreach to and engagement with families;
 - Student and Staff Feedback – see #23-24, below.

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. Rubrics are attached to this agreement.

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 DESE.
- B. Any Educator hired for the 2013-14 school year or after, and who has not previously completed such an activity, shall complete a professional learning activity about self-assessment and goal—setting within three months of the date of hire.

6. Evaluation Cycle: Annual Orientation

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. Provide District and School goals and priorities, as well as professional development opportunities related to those goals and priorities.

7. Evaluation Cycle: Self-Assessment

A. Completing the Self-Assessment

i. The evaluation cycle begins with the Educator completing and submitting to the Evaluator a self-assessment by October 7th or within four weeks of the start of his/her employment at the school.

ii. The self-assessment includes:

- * An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
- * An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.
- * Proposed goals to pursue:
 - * At least one goal directly related to improving the Educator's own professional practice.
 - * At least one goal directly related to 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.

ii. For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 1st (or within four weeks of the Educator's first day of employment if the Educator begins employment after September 15th) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals, which must include the 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 propose 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 as directed by the Evaluator. 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.

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 the Evaluator shares with the Educator. The process for determining the Educator's impact on student learning, growth and achievement will be determined after ESE issues guidance on this matter. See #22, below.

Evaluators and Educators shall consider team goals. The evaluator retains authority over goals to be included in an educator's plan.

- C. Educator Plan Development Meetings shall be conducted as follows:
- Educators may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet during the summer hiatus.
 - For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 28th or within six weeks of the start of their assignment.
 - 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.
 - For educators with PTS with ratings Proficient and Exemplary, the professional practice goal may be team goals. In addition, these educators may include professional practice goals that address enhancing skills that enable the educator to share proficient practices with colleagues or develop leadership skills.
- D. The Evaluator approves the Educator Plan by October 28th. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. 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

- The Educator shall have at least one announced observation during each school year, using the protocol described in section 11C, below.
- The Educator shall have a minimum of two (2) unannounced observations during each 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 every year. At any time the Educator can request additional observations of either type.
- B) The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of the Plan which must include at least two announced observations and four unannounced observations. At any time the Educator can request additional observations of either type.
- C) The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan, which must include both unannounced and announced observations. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one year, shall there be fewer than two 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. At any time the Educator can request additional observations of either type.

11. Observations

Observations required by the Educator Plan should be completed by the dates indicated in the chart in section 20.

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

- A. Walkthroughs, Learning Walks, Instructional Rounds and other like procedures by another name (herein called “walkthroughs”) are intended to gauge the overall climate, culture and instruction within a school, program or department, and entail walking into multiple classrooms, usually for less than ten (10) minutes each. Observations from walkthroughs summarize the aggregate climate, culture and instruction and are used to talk about observed patterns and trends across classrooms. The Educator will expect to get feedback from the Evaluator if the Evaluator observed any issue of concern.
- B. Unannounced Observations: All unannounced observations shall be conducted according to the following:
 - * The evaluator shall observe the educator for a minimum of ten (10) minutes.
 - * The Educator will be provided with written feedback from the Evaluator within 5 school days of the observation. The written targeted and specific feedback shall be delivered to the Educator in person, placed in the Educator’s mailbox or via TeachPoint. If either the Educator or the Evaluator requests a meeting to discuss the observation, such a meeting will take place within 5 school days. The Educator will always have the opportunity to write a response to an observation.
 - * Two or more consecutive observations resulting in one or more standards judged to be unsatisfactory or needs improvement must be followed by at least one announced observation of at least 30 minutes in duration within 20 school days. The educator shall be given a written document that summarizes the issues, the action(s) to be taken to correct it, and a timeframe for the subsequent observation to demonstrate the completion of such action(s).
- C. Announced Observations

All non-PTS on Developing Educator Plans will have announced observations.

- i. The Evaluator and Educator 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. The observation shall be at least thirty minutes in duration.
- ii. Within 5 school days of the scheduled observation, the Evaluator and Educator shall meet for a pre-observation conference. The Educator shall inform the Evaluator as to the content of the lesson, student conference, IEP plan or activity.
- iii. 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.
- iv. Within 5 school days of the receipt 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.

v. The Evaluator shall provide the Educator with written feedback within 10 school days of the post conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:

- Describe the basis for the Evaluator's judgment.
- Describe actions the Educator should take to improve his/her performance.
- Identify support and/or resources the Educator may use in his/her improvement.
- State that the Educator is responsible for addressing the need for improvement.

vi. The Educator may request a meeting to discuss the written feedback or may opt to just sign the observation feedback.

vii. The Educator may request an additional observer for an additional observation.

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 give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice.
- B. Formative Assessment may be ongoing throughout the evaluation cycle but typically takes places mid-cycle when a Formative Assessment report is completed for an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 13, below.
- C. The Formative Assessment report provides written feedback and ratings to the Educator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both
- D. No less than two weeks before the due date for the Formative Assessment report, which due date shall be collaboratively agreed upon by the Educator and the Evaluator, 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, or delivered to the Educator's school mailbox or through TeachPoint.
- G. The Educator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report. The signature does not indicate agreement or disagreement with its contents.
- H. The Educator may reply in writing to the Formative Assessment report within 10 school days of receiving the report. The Educator's reply shall be attached to the report.

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 no later than June 9th 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 of 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 later than April 15th, 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 or by delivery to the educator’s school mailbox or through TeachPoint.
- E. Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before and/or after completion of the Formative Evaluation Report.
- F. The Educator may reply in writing to the Formative Evaluation report within 10 school days of receiving the report. The Educator’s reply shall be attached to the report.
- G. The Educator shall sign the Formative Evaluation report 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.

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 June 9th.
- 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 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.
- D. To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.
- E. No later than April 15th, 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.

- F. The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- G. The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face or to the Educator's school mailbox or through TeachPoint no later than June 9th.
- H. The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 9th.
- I. The Evaluator shall meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 10th.
- J. 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.
- K. The Educator shall sign the final Summative Evaluation report within five school days of receiving the report. The signature indicates that the Educator received the Summative Evaluation report. The signature does not indicate agreement or disagreement with its contents.
- L. The Educator shall have the right to respond in writing to the summative evaluation, which shall become part of the final Summative Evaluation report.
- M. A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file

15. Educator Plans – General Information

- 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 of 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 that 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

The Developing Educator Plan is for all Educators without PTS. The Educator shall be evaluated at least annually.

17. Educator Plans: Self-Directed Growth Plan

The Educator whose overall rating is proficient or exemplary will have at least one unannounced observation per year.

A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and after 2014-2015 whose impact on student learning is moderate or high, when available. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.

A One-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary, and after 2014-2015 whose impact on student learning is low, when available. 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

The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan. The plan will include at least two announced observations: one before December 15th, and at least four unannounced observations.

The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.

The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan.

For an Educator on a Directed Growth Plan whose overall summative performance rating is at least proficient, the Evaluator will place the Educator on a Self—Directed Growth Plan for the next Evaluation Cycle.

For an Educator on a Directed Growth Plan whose overall summative 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

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

The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan, which must include both unannounced and announced observations. The Educator will have at least four (4) total unannounced observations. The Educator will have at least two (2) announced observations. For improvement Plans of six months or fewer, there must be no less than one announced and two unannounced observations though the specifics of the plan will be included within the plan, the Educator should expect at least 1 announced and 2 unannounced observations per month.

The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 school days and no more than one school year. The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.

An Educator on an Improvement Plan shall be assigned an Evaluator. The Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.

The Improvement Plan shall define the problems(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.

The Improvement Plan process shall include:

- 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.
- The Educator may request that a representative of the Association attend the meeting(s).
- If the Educator consents, the Association will be informed that an Educator has been placed on an Improvement Plan.

The Improvement Plan shall:

- Define the improvement goals directly related to the performance standard(s), indicator/(s), element(s) and/or student learning outcomes that must be improved;
- Describe the activities and work products the Educator must complete as a means of improving performance;
- Describe the assistance/resources, be it financial or otherwise, that the district will make available to the Educator;
- Articulate the measurable outcomes that will be accepted as evidence of improvement;
- Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicators(s);
- Identify the individuals assigned to assist the Educator which must include minimally the Evaluator; and,
- Include the signatures of the Educator and Evaluator.

A copy of the signed Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Improvement Plan. The signature does not indicate agreement or disagreement with its contents.

Decision on the Educator's status at the conclusion of the Improvement Plan:

All determinations below must be made no later than ten (10) days after town meeting. One of three decisions must be made at the conclusion of the Improvement Plan:

- 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.
- If the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
- If the Evaluator determines that the Educator is not making substantial progress toward proficiency, and the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

20. Timelines

- Activities need to be completed by the following dates:

| Activity | Non PTS | PTS Two-Year Plan | PTS One-Year Plan |
|--|--|--------------------------|--------------------------|
| Self Assessment Submitted and Accepted (through Teach Point) | October 7 | October 7 | October 7 |
| SMART Goals Submitted and Approved (through Teach Point) | October 15 | October 15 | October 15 |
| Educator Plan Submission | October 20 | October 20 | October 20 |
| Educator Plan Meeting | October 28 | October 28 | October 28 |
| Educator Submits Evidence (focus on standard 1 and 2) | Ongoing | Ongoing | Ongoing |
| Unannounced Observations | • 2 by January 13 • 2 more by May 5 | May 5 | May 5 |
| Announced Observation | May 5 | NA | NA |
| Formative Assessment (Report and Meeting) | February 3 | June 9 | February 3 |
| Evidence Due | April 15 | April 15 | April 15 |
| Summative (Report and Meeting) | June 9 | End of 2014-2015 | June 9 |

[Note – 21-26 were cut and pasted from DESE]

21. Career Advancement (entire section removed)

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 by July 15, 2012. Upon receiving this model contract language and guidance, the parties agree to bargain with respect to this matter, provided that educators will not be assessed using student data until the measures are identified and data is available for three years.

23. Using Student feedback in Educator Evaluation

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

24. Using Staff feedback in Educator Evaluation

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

25. Transition from Existing Evaluation System

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.

26. General Provisions

- A) 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.
- B) 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 superintendent or school committee. 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 an evaluation subcommittee, which shall review the evaluation processes and procedures annually through the first two years of implementation and recommend adjustments to the parties. Upon ratification by the bargaining unit and approval by the School Committee, the new proposed evaluation process, including rubrics and forms, will be implemented during the 2013-2014 school year. Throughout the school year, the evaluation subcommittee will meet to gather information in November, February, May and June. This information will be used to make minor changes to the following:
 - Timeline
 - Form format
 - Rubric elements
 - Observation length and number

The subcommittee will consist of the superintendent, elementary principal, CTA president and vice president. Any changes must be ratified by the bargaining unit and approved by the school committee and be in keeping with the DESE regulations.

- D) Violations of this article are subject to the grievance and arbitration procedures.

25. Transition from Existing Evaluation System

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.

26. General Provisions

- A) 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.
- B) 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 superintendent or school committee. 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 an evaluation subcommittee, which shall review the evaluation processes and procedures annually through the first two years of implementation and recommend adjustments to the parties. Upon ratification by the bargaining unit and approval by the School Committee, the new proposed evaluation process, including rubrics and forms, will be implemented during the 2013-2014 school year. Throughout the school year, the evaluation subcommittee will meet to gather information in November, February, May and June. This information will be used to make minor changes to the following:
 - Timeline
 - Form format
 - Rubric elements
 - Observation length and number

The subcommittee will consist of the superintendent, elementary principal, CTA president and vice president. Any changes must be ratified by the bargaining unit and approved by the school committee and be in keeping with the DESE regulations.

- D) Violations of this article are subject to the grievance and arbitration procedures.

EVIDENCE SUCH AS THAT LISTED BELOW:

MUST BE USED TO JUDGE EDUCATOR'S PRACTICE

- Self-assessment
- Unannounced observations
- Announced observations
- Educator work products
- Teacher and school meetings
- School, district committees
- Professional development participation and products

RESULTING IN FORMATIVE & SUMMATIVE RATINGS

- Professional Practice Goal
- Standard 1: Curriculum, Planning and Assessment OR Instructional Leadership
- Standard 2: Teaching All Students OR Management & Operations
- Standard 3: Family and Community Engagement
- Standard 4: Professional Culture
- Student Learning Goal

STUDENT LEARNING

- Student learning goals determined by educators and school
- Student work samples
- District, school, classroom based assessments
- Student portfolio, program, performance data

ENGAGEMENT

- Self-Assessment
- School/Home communications
- School-community communications
- Student survey (2013)*
- Staff survey (2013)*
- Family engagement
- Professional development
- Required by regulations

A All educators will have an Educator Plan, the type and length determined by the overall summative rating and trends; performs in quality hearing conferences. All Educator Plans must have a professional practice goal and a student learning goal.

B At least 2-year trends using multiple measures of student learning outcomes will be noted on High, Moderate or Low. Guidance from DISE related to this element of the evaluator framework is expected in July 2012. Implementation by Sept. 2013.

Developing Educator Plan

- Educators write out PPS or administrators in first 2 years
- PPS educators in a substantially new position
- One-year plan
- Same elements as the experienced educator plans

TYPE AND LENGTH OF EDUCATOR PLAN FOR EXPERIENCED EDUCATORS*

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--|--|--|---|---|
| ONE YEAR SELF-DIRECTED PLAN | <ul style="list-style-type: none"> • Goals determined by evaluator with educator input, but must address areas of low performance and/or low outcomes. • Plan activities designed by evaluator with educator input, but must focus on improving identified areas of underperformance related to the four standards, student learning outcomes, or both. • Formative assessment at least mid cycle through the plan. • Summative evaluation at end of Plan. If sufficient progress is made educator is rated Proficient. If progress is insufficient, educator is rated Unsatisfactory. | <ul style="list-style-type: none"> • Goals determined by evaluator with educator input and must address areas of low performance and/or low outcomes. • Plan activities designed by evaluator with educator input and must focus on improving identified areas of underperformance related to the four standards, student learning outcomes, or both. • Formative assessment at least mid cycle through the plan. • Summative evaluation at end of Plan. If sufficient progress is made educator is rated Proficient. If progress is insufficient, educator is rated Unsatisfactory. | <ul style="list-style-type: none"> • Goals set by educator with evaluator approval • Plan activities if a primary implementer with colleagues, which could include peer observation if requested. • Formative evaluation at end of Year 1. • Summative evaluation at end of Year 2. | <ul style="list-style-type: none"> • Goals set by educator with evaluator approval • Plan activities if a primary implementer with colleagues, which could include peer observation if requested. • Formative evaluation at end of Year 1. • Summative evaluation at end of Year 2. |
| TWO-YEAR SELF-DIRECTED PLAN | | | | |
| DIRECTED PLAN – UP TO ONE YEAR | | | | |
| UP TO 12-MONTH IMPROVEMENT PLAN | | | | |

TRENDS OF MULTIPLE MEASURES OF STUDENT LEARNING OUTCOMES.†

- Multiple measures must include at least
- District-determined pre/post assessment comparable across grades and subjects – may be district-developed or district-adopted.
- MCAS Student Growth Percentile, and NIEBA gain scores if applicable.

IMPLEMENTATION TIMELINE

- Feb 2011-12 All 94 Level 4 schools and identified "early adopter" districts
- Feb 2012-13 All Race to the Top districts
- Feb 2013-14 All other districts



center for education policy and practice

www.mnstateed.org/cepp



Original by J. Leola Terry

©2011, Minnesota State Teacher Association

APPENDIX B



Massachusetts Model System for Educator Evaluation

Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher

Appendix C. Teacher Rubric

January 2012

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

Guide to Teacher Rubric

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.

1. 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*.

2. 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.



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 |
|--|--|---|---|
| <p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> Subject Matter Knowledge Child and Adolescent Development Rigorous Standards-Based Unit Design Well-Structured Lessons <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> Variety of Assessment Methods Adjustments to Practice <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> Analysis and Conclusions Sharing Conclusions With Colleagues Sharing Conclusions With Students | <p>A. Instruction Indicator</p> <ol style="list-style-type: none"> Quality of Effort and Work Student Engagement Meeting Diverse Needs <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> Safe Learning Environment Collaborative Learning Environment Student Motivation <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> Respects Differences Maintains Respectful Environment <p>D. Expectations Indicator</p> <ol style="list-style-type: none"> Clear Expectations High Expectations Access to Knowledge | <p>A. Engagement Indicator</p> <ol style="list-style-type: none"> Parent/Family Engagement <p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> Learning Expectations Curriculum Support <p>C. Communication Indicator</p> <ol style="list-style-type: none"> Two-Way Communication Culturally Proficient Communication | <p>A. Reflection Indicator</p> <ol style="list-style-type: none"> Reflective Practice Goal Setting <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> Professional Learning and Growth <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> Professional Collaboration <p>D. Decision-Making Indicator</p> <ol style="list-style-type: none"> Decision-making <p>E. Shared Responsibility Indicator</p> <ol style="list-style-type: none"> Shared Responsibility <p>F. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> Judgment 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*

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 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.*

| 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. | | Proficient | Exemplary |
|---|---|--|--|
| I-A. Elements | Unsatisfactory | Needs Improvement | Proficient |
| 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. | 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. | 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

| | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|---|--|---|---|--|
| <p>I-A. Elements</p> <p>I-A-3. Rigorous Standards-Based Unit Design</p> | <p>Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, and/or lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>I-A-4. Well-Structured Lessons</p> | <p>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.</p> | <p>Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</p> | <p>Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.</p> | <p>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.</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 I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction. | | | | |
|---|---|---|---|--|
| I-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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. | 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. | 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. | Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. | Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this 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. | Individually and with colleagues, draws appropriate conclusions from a thorough analysis of a wide range of assessment data to improve student learning. | Individually and with colleagues, draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data that improve 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. | Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning. | Establishes and implements a schedule and plan for regularly sharing with all appropriate colleagues conclusions and insights about student progress. Seeks and applies feedback from them about practices that will support improved student learning. Is able to model this element. |
| I-C-3. Sharing Conclusions With Students | Provides little or no feedback on student performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance. | Provides some feedback about performance beyond grades but rarely shares strategies for students to improve their performance toward objectives. | Based on assessment results, provides descriptive feedback and engages students and families in constructive conversation that focuses on how students can improve their performance. | Establishes early, constructive feedback loops with students and families that create a dialogue about performance, progress, and improvement. Is able to model this element. |

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.*

| Indicator II-A. Instruction: Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. | | | | |
|--|---|---|---|---|
| II-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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 state 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. | Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice. | Consistently 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. | Consistently uses instructional practices that are likely to motivate and engage most students during the lesson. | Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and homework. 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. | Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners. | Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element. |

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 II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning. | | | | |
|---|--|---|---|---|
| II-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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. | Uses rituals, routines, and appropriate 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. | 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. | Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers. | Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice. |
| II-B-3. Student Motivation | 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. | 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. | 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

| Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. | | | | |
|---|--|--|--|---|
| II-C. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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 | Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges. | Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this practice. |
| II-C-2. Maintains Respectful Environment | 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. | Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities. | 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

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

| II-D. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|-----------------------------|--|--|---|--|
| 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. | Clearly communicates and consistently enforces specific standards for student work, effort, and behavior. | Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element. |
| II-D-2. High Expectations | 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. | Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability. | 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. | Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. | Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element. |

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 | Does not welcome families to become participants in the classroom and school community or actively discourages their participation. | Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning. | Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community. | Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element. |

| Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school. | | | | |
|--|--|--|--|---|
| III-B. 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. | Consistently provides parents with clear, user-friendly expectations for student learning and behavior. | Successfully conveys to most parents student learning and behavior expectations. Is able to model this element. |
| III-B-2. Curriculum Support | Rarely, if ever, communicates with parents on ways to support children at home or at school. | Sends home occasional suggestions on how parents can support children at home or at school. | Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptations for students with disabilities or limited English proficiency. | Successfully prompts most families to use one or more of the strategies suggested for supporting learning at school and home and seeks out evidence of their impact. Is able to model this element. |

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

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.*

| 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. | | | | |
|--|--|--|--|---|
| IV-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. | Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues, insights gained to improve practice and student learning. Is able to model this element. |
| IV-A-2. Goal Setting | Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach. | Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data. | Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data. | Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student learning data. Is able to model this element. |

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 IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. | | | | |
|---|--|--|--|--|
| IV-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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. | Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities. | Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction and leadership. Is able to model this element. |

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

| Indicator IV-D. Decision-Making: Becomes involved in school wide decision-making, and takes an active role in school improvement planning. | | | | |
|---|--|---|--|---|
| IV-D. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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. | Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level. | In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element. |

| Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school. | | | | |
|--|---|---|--|--|
| IV-E. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| IV-E-1. Shared Responsibility | Rarely reinforces school wide 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 school wide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. | Within and beyond the classroom, consistently reinforces school wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs. | 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

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

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."



Massachusetts Model System for Educator Evaluation

Part III: Guide to Rubrics and Model Rubrics for Superintendent, Administrator, and Teacher

Appendix D. Specialized Instructional Support Personnel Rubric

March 2012

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

Guide to 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 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.

Specialized Instructional Support Personnel (SISP) 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 |
|--|---|---|--|
| <p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Professional Knowledge 2. Child and Adolescent Development 3. Plan Development 4. Well-Structured Lessons <p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice <p>C. Analysis Indicator</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students and Families | <p>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs <p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation <p>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment <p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge | <p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Parent/Family Engagement <p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Student Support <p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication | <p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting <p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration 2. Consultation <p>D. Decision-Making Indicator</p> <ol style="list-style-type: none"> 1. Decision-making <p>E. Shared Responsibility Indicator</p> <ol style="list-style-type: none"> 1. Shared Responsibility <p>F. Professional Responsibilities Indicator</p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility |

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.

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.*

| 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. | | | | | |
|---|---|--|---|--|--|
| I-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary | |
| 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. | 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. | 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. | 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. | 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 ¹ | 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. | Develops or contributes to the timely development of 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. | 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. | Develops well-structured lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, resources, materials, and grouping. | 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. |

¹ "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

| Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction. | | | | |
|---|---|---|---|--|
| I-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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. | 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. | 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. | 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. | 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. | 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. | 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. | 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. | 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. | 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. | 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.*

| 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. | | | | |
|---|---|--|---|---|
| II-A. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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. | Consistently defines high expectations for student work and behavior, and the perseverance and effort required to produce it; often provides exemplars, rubrics, or guided practice, and/or models appropriate behaviors. | Consistently 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. | Consistently uses instructional and clinical practices that are likely to motivate and engage most students during the lesson, activity, or session. | 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. | 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. | 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

| Indicator II-B. Learning Environment: Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning. | | | | |
|---|--|---|---|---|
| II-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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. | Uses rituals, routines, and appropriate 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. | 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. | Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers. | Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice. |
| II-B-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. | 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. | 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

| Indicator II-C. Cultural Proficiency: Actively creates and maintains an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected. | | | | |
|---|--|--|--|--|
| II-C. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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. | Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges. | Establishes an environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths, and challenges. Is able to model this 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. | Anticipates and responds appropriately to conflicts or misunderstandings arising from differences in backgrounds, languages, and identities. | 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

| 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. | | | | |
|---|--|--|--|--|
| II-D. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| 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. | Clearly communicates and consistently enforces specific standards for student work, effort, and behavior. | Clearly communicates and consistently enforces specific standards for student work, effort, interactions, and behavior so that most students are able to describe them and take ownership of 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. . | Effectively models and reinforces ways that students can set and accomplish challenging goals through effective effort, rather than having to depend on innate ability. | Effectively models and reinforces ways that students can consistently accomplish challenging goals through effective effort. Successfully challenges students' misconceptions about innate ability. Is able to model 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. | Consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/ supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. | Individually and with colleagues, consistently adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility, including English learners and students with disabilities. Is able to model this element. |

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 | Does not welcome families to become participants in the classroom and school community or actively discourages their participation. | Makes limited attempts to involve families in school and/or classroom activities, meetings, and planning. | Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community. | Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element. |

| Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school. | | | | |
|--|--|---|--|---|
| III-B. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
| III-B-1. Learning Expectations | Does not inform parents about learning, behavior, and/or wellness expectations. | Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year. | Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness. | Successfully conveys to most parents clear, user-friendly student learning, behavior, and wellness expectations. Is able to model this element. |
| III-B-2. Student Support | Rarely, if ever, communicates with parents on ways to support learning and development at home or at school. | Sends home occasional suggestions on how parents can support learning and development at home or at school. | Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home. | Regularly communicates with parents to share and/or identify strategies for supporting learning and development at school and home, successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. 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 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 | Rarely communicates with families except through required reports; rarely solicits or responds promptly to communications from families. | Relies primarily on sharing general information and announcements with families through one-way media and usually responds promptly to communications from families. | Regularly uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families. | Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about individual student learning, behavior, and wellness. Is able to model this element. |
| III-C-2. Culturally Proficient Communication | Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully. | May communicate respectfully and make efforts to take into account different families' home language, culture, and values, but does so inconsistently or does not demonstrate understanding and sensitivity to the differences. | Always communicates respectfully with families and demonstrates understanding of and sensitivity to different families' home language, culture, and values. | Always communicates respectfully with families and demonstrates understanding and appreciation of different families' home language, culture, and values. Is able to model this element. |

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.*

| 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. | | | |
|--|---|---|---|
| IV-A. Elements | Unsatisfactory | Needs Improvement | Proficient |
| 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. | 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. | Proposes challenging, measurable professional practice, team, and student learning goals that are 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

| Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles. | | | |
|---|--|---|--|
| IV-B. Elements | Unsatisfactory | Needs Improvement | Proficient |
| 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. | 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. |
| | | | Exemplary Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership. Is able to model this element. |

| Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks. | | | |
|--|---|---|--|
| IV-C. Elements | Unsatisfactory | Needs Improvement | Proficient |
| 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. | Proficient Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level. |
| 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. | Exemplary Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element. Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element. |

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

| IV-D. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|-------------------------|--|---|--|---|
| 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. | Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level. | In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element. |

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

| IV-E. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|-------------------------------|---|---|--|---|
| IV-E-1. Shared Responsibility | Rarely reinforces school wide 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 school wide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs. | Within and beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs. | 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

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

| IV-F. Elements | Unsatisfactory | Needs Improvement | Proficient | Exemplary |
|--------------------------------------|---|---|---|--|
| IV-F-1. Judgment | Demonstrates poor judgment and/or discloses confidential student information inappropriately. | Sometimes demonstrates questionable judgment and/or inadvertently shares confidential information. | Demonstrates sound judgment reflecting integrity, honesty, fairness, and trustworthiness and protects student confidentiality appropriately. | Demonstrates sound judgment and acts appropriately to protect student confidentiality, rights and safety. Is able to model this element. |
| IV-F-2. Reliability & Responsibility | Frequently misses or is late to assignments, makes errors in records, and/or misses paperwork deadlines; frequently late or absent. | Occasionally misses or is late to assignments, completes work late, and/or makes errors in records. | Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork, duties, and assignments; and is rarely late or absent from school. | Consistently fulfills all professional responsibilities to high standards. Is able to model this element. |

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."