

AGREEMENT
BETWEEN THE
HOPKINTON SCHOOL COMMITTEE
AND THE
HOPKINTON TEACHERS' ASSOCIATION
HOPKINTON, MASSACHUSETTS
SEPTEMBER 1, 2025
TO
AUGUST 31, 2028

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

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

SCOPE

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

PREAMBLE

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

- A. under the laws of Massachusetts, the Committee, elected by citizens of Hopkinton, has the responsibility for establishing the education policies of the public schools of Hopkinton;
- B. the Superintendent of Schools of Hopkinton (hereinafter referred to as the Superintendent) has responsibility for carrying out the policies so established;
- C. the teaching staff of the public schools of Hopkinton has the responsibility for providing education of the highest possible quality in the schools;

- D. fulfillment of these respective responsibilities can be facilitated and supported by consultations and free exchanges of views and information between the Committee, the Superintendent, and the teaching staff in the formulation and application of policies relating to wages, hours, and other conditions of employment for the teaching staff; and so, to give effect to these declarations, the following principles and procedures are hereby adopted.

ARTICLE I NEGOTIATION PROCEDURE

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

ARTICLE II PAYROLL DEDUCTIONS

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

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

- B. Each of the Associations named in Section A above must certify to the Committee in writing the current rate of its membership dues. Any Association which intends to change the rate of its membership dues must give the Committee thirty (30) calendar days' written notice prior to the effective date of such changes.
- C. The Committee will not be required to honor for any month's deduction, any authorization that is delivered to it later than one (1) week prior to the distribution of the payroll from which the deductions are to be made.
- D. No later than October 15th of each year, the Committee will provide the Association with a list of those employees who have voluntarily authorized the Committee to deduct dues for any of the Associations named in Section A above. The Committee will notify the Association monthly of any changes in said list.
- E. New employees will be notified in writing of all benefits and that the Collective Bargaining Agreement includes important information pertaining to their terms and conditions of employment.

ARTICLE III GRIEVANCE PROCEDURE

Definition:

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

A. GENERAL:

- 1. A grievance will be deemed waived unless it is submitted at the appropriate entry level within fifteen (15) school days after the aggrieved party knew or should have known of the event or condition on which it is based.
- 2. Failure at any level of this procedure to appeal the grievance to the next level within ten (10) school days of the receipt of the written response will be deemed to be a termination of the grievance. Time limits may, however, be extended by mutual agreement.
- 3. An employee will first take up the concern with his or her principal on an informal basis. The employee may bring a representative of the Association.

4. When an individual is involved in a matter considered to be in violation of the contract, nothing will prevent that individual from presenting a formal grievance.
5. Submission of a grievance and response made under the formal grievance procedure contained herein will be in writing.
6. During summer recess all days will be calendar days, excluding Saturday, Sunday, and holidays.
7. If a member of the bargaining unit is suspended or dismissed by the principal, any grievance shall be submitted at Level 1, 2 and 4. If a member of the bargaining unit is suspended or dismissed by the Superintendent, any grievance shall be submitted at Level 2 and 4.
8. A grievance that affects a group or class of teachers from a different building or department, or is of a general nature, may be submitted in writing by the Association to the Superintendent directly, and processing of such grievance shall commence at Level 2.

B. FORMAL GRIEVANCE PROCEDURE:

Level 1: The aggrieved individual and/or Association representative will file a grievance with the appropriate building principal within fifteen (15) school days as in A.1, above. The building principal will meet with the grievant in regard to the grievance and will respond in writing within five (5) school days. The grievance submitted in writing will identify the aggrieved person or persons, will indicate the provision of the agreement involved in the grievance, the time and place of the event or conditions constituting that the grievance existed, and a general statement of the grievance and redress sought.

Level 2: If the grievant is not satisfied with the disposition of the grievance at Level 1, or if no decision has been rendered within five (5) school days after the presentation of the grievance, said grievant and/or the Association representative may appeal to the Superintendent. Such appeal will be in writing, setting forth the details of the grievance as in Level 1. Within five (5) school days after the receipt of the written grievance by the Superintendent, or his/her/their designee, he/she/they will confer with the grievant and Association representative. The Superintendent will respond in writing to the grievant within ten (10) school days of conferring with the grievant and Association representative.

Level 3: If the grievant is not satisfied with the decision of the Superintendent, or his designee, or if no decision has been rendered within the time called for in Level 2, an appeal may be made to the Committee by the grievant. Such appeal will be in writing and set forth the details of the grievance in Level 1. The Committee will meet with the grievant in closed session within twenty (20) calendar days of the receipt of the grievance by the Committee. The Committee will respond to the grievant with a decision within fifteen (15) calendar days after the Committee meeting following the meeting with the grievant. Failure by the Committee to reply within this period will be construed as a decision favorable to the employee.

Level 4: If the grievant is not satisfied with the decisions of the Committee, the Association may, within twenty-five (25) school days thereafter, submit the grievance to arbitration as provided for in this agreement. Arbitration of disputes between the Committee and the Association will be conducted under the laws of the American Arbitration Association. The decision of the arbitrator will be binding on the parties. Expenses of such arbitration will be shared equally by the Committee and the Association. The arbitrator will be bound by the terms and conditions of the current contract. Further, the arbitrator will render his decision within thirty (30) calendar days from the date of the completion of the arbitration hearings. Preparation for and resolution of the grievance at the first three (3) levels will not interfere with the educational process; *i.e.*, scheduled classroom activities, unless mutually agreed. At Level 4 of the grievance, the President, Grievance Chairperson, and those whose participation is reasonably expected, will be excused with pay.

ARTICLE IV SALARIES

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

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

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

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

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

- C. Contingent on the warrant being signed, the Committee will make every effort to insure that salary payments occurring during a vacation period will be distributed on the last day of school prior to the commencement of the vacation period.
- D. Management reserves the right to institute a mandatory requirement for direct deposit of wages, and paperless/electronic pay advisements for direct deposits. Both the direct deposit and electronic notification systems referenced above may be implemented at the discretion of management, with no further bargaining obligation, however, members will be provided with at least two (2) weeks' notice of the conversion. Any employee experiencing difficulty accessing or printing a copy of his/her/their payroll information from the on-line system may seek assistance from the Human Resources Department.

ARTICLE V CLASS SIZE

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

ARTICLE VI TEACHER ASSIGNMENT

- A. Teachers will be notified in writing of their programs for the coming year, including the schools to which they will be assigned, the grades and/or subjects that they will teach, and any special or unusual classes that they will have, as soon as practicable and not later than the end of the school year, except in emergency situations. Notification of a change in room assignment will be given at least three (3) weeks prior to the opening of school except in an emergency situation.
- B. In order to assure that pupils are taught by teachers working within their areas of competence, teachers will not be assigned more than 20% of their instructional time outside the scope of their teaching licensure. No current teacher shall be displaced or reduced in schedule or force as a result of this clause.
- C. Teacher preference will be considered in changing grade assignment in the elementary schools and in subject assignments in the secondary schools; all such changes must be reviewed and approved by the Superintendent.
- D. In arranging schedules for teachers who are assigned to more than one school, an effort will be made to limit the amount of inter-school travel. Such teachers will be notified of any changes in their schedules as soon as practicable. Teachers who are assigned to more than one school in any one school day will receive twenty-eight and one-half cents (\$.285) per mile for all inter-school driving done by them in fulfillment of their assignment.
- E. In the event of any reassignment after the end of the school year, reassignment will be at the discretion of the Superintendent or his/her/their designee and all teachers directly affected by this assignment will be notified in writing within four (4) calendar days of the reassignment.
- F. The Committee will make materials and time available for teachers who are required to change classrooms and/or school buildings.
- G. Custodial assistance will be provided to actually move boxes and furniture when required in accordance with the above.
- H. All members of the bargaining unit shall receive their projected weekly schedules for the next school year on the last scheduled day of the school year. It is understood that said projected schedules may be changed due to unforeseen circumstances (*e.g.*, changes in enrollment and/or student needs).

ARTICLE VII VACANCIES AND PROMOTIONS

- A. Whenever any vacancy or new professional position under the scope of this contract is created during the school year and a decision is made to fill the position, it will be adequately publicized by the Superintendent or his/her/their designee by means of an electronic notice emailed to the HTA distribution list as far in advance of the appointment as possible. The Association President will receive a copy of the posting a minimum of five (5) school days in advance of the posting. Information pertaining to vacancies for new professional positions during the summer months will be sent by the Superintendent or his/her/their designee to those teachers requesting the information on the appropriate form and to the President of the Association and/or his/her/their designee, whose name and address shall be given in writing to the Superintendent or his/her/their designee. In both situations, the qualifications for the position, its duties, and the rate of compensation, will be clearly set forth. The qualifications set forth for a particular position will not be changed when such future vacancies occur, unless the Association has been notified in advance of such changes and the reasons therefore. No vacancy will be filled except on a temporary basis, within twelve (12) school days from the date the notice is posted in the schools or the giving of notification to the Association members.
- B. All teachers will be given adequate opportunity to make application for such positions and the Superintendent or his designee agrees to consider the professional background and attainments of all applicants. In filling such vacancies, consideration will be given to qualified teachers already employed by the school district and each applicant not selected will, upon written request, receive a written explanation from the Superintendent or his designee before the appointee assumes his/her/their position. Appointments not made within sixty (60) calendar days after the notice is posted in the schools will be re-posted per Paragraph A.
- C. During the period covering August 1 – October 1, Sections A and B shall be waived by mutual consent of the Superintendent or his/her/their designee and the Association President or his/her/their designee. However, the Administration will make every effort to carry out the intent of Section A and B during that time.
- D. Notice will be sent to the Association whenever any vacancy in a professional position within or outside the scope of this contract occurs, prior to filling the position. The Superintendent or his/her/their designee will notify the President of the Association and then will adequately publicize the position.
- E. Whenever a professional position is filled by the Superintendent or his/her/their designee, the Association President and/or his/her/their designee shall be so notified and given the name of the person appointed to the position.

ARTICLE VIII TEACHER EVALUATION

A. Teacher Evaluation

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

B. Personnel Records

1. Upon twenty-four (24) hours' written notice, teachers will have the right to review the contents of their personnel file in the presence of a designee of the Superintendent. A teacher will be entitled to have a representative of the Association accompany him/her/them during such review.
2. No material derogatory to a teacher's conduct, service, character, or personality will be placed in his/her/their personnel file unless the teacher has had an opportunity to review the material. The teacher will acknowledge that he/she/they has had the opportunity to review such material by affixing his/her/their signature to a copy to be filed with the express understanding that such signature in no way indicates agreement with the contents thereof. The teacher will also have the right to submit a written answer to such material and his/her/their answer shall be reviewed by the Superintendent and attached to the file copy.
3. An administrator to whom a written or substantial oral complaint against a teacher was made will, within two (2) days, except in unusual circumstances beyond the control of the administrator(s), give all information about the complaint to the teacher involved. No oral complaint shall be used to the disadvantage of a teacher unless substantiated through a fair and reasonable investigation.

ARTICLE IX TEACHER FACILITIES

Each school will have the following facilities:

- A. Space in each classroom in which teachers may safely store instructional materials and supplies.
- B. A teacher work area containing adequate equipment and supplies to aid in the preparation of instructional materials.

- C. An appropriately furnished room to be reserved for the exclusive use of the teachers as a faculty lounge. Said room will be in addition to the aforementioned teacher work area.
- D. A serviceable desk and chair for the teacher in each classroom.
- E. Well-lighted and clean teacher restrooms.
- F. A separate, private dining area for the exclusive use of the teachers, when practical and possible without substantial expenditure.
- G. An adequate portion of the parking lot at each school will be reserved for teacher parking.

ARTICLE X USE OF SCHOOL FACILITIES

- A. By the Association
 - 1. The Association will have the right to use school buildings without cost at reasonable times for meetings. The principal of the building in question will be notified in advance of the time and place of all such meetings.
 - 2. The Association will have the right to use the athletic facilities and equipment at the High School without cost one (1) evening each week when school is in session. The schedule and other related matters will be arranged in advance with the Superintendent. The Association agrees to relinquish or change the evening if the Superintendent deems it necessary to serve the best interest of the Town. In such case, every effort will be made to substitute a mutually agreeable alternative evening.
 - 3. Except as otherwise provided by insurance coverage in effect at the time, the Town of Hopkinton, its elected officials, officers, agents, and/or employees will not be liable to the Association or any individual for a tort resulting from the Association's use of school facilities pursuant to this Article.
- B. There will be one (1) bulletin board in each school building, which will be placed in the faculty lounge, for the purpose of displaying notices, circulars, and other Association material. Copies of all such material will be given to the building principal, but his/her/their advance approval will not be required.
- C. No teacher will be prevented from wearing pins or other identification of membership in the Association or any other teacher organization.

ARTICLE XI SICK LEAVE

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

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

2. Only those members working in the District prior to June 30, 2013 will be eligible for the sick leave schedule set forth above at Section A.1. Those members whose employment with the Committee begins on or after July 1, 2013, shall be awarded sick leave as follows: Each September 1st, members shall be granted fifteen (15) sick days per year, which shall be prorated for partial year employment. Said days may accumulate up to 200.
- B. For any one absence in excess of five (5) school days, a doctor’s written statement of inability to perform normal teaching duties may be requested by the Superintendent or his/her/their designee.
- C. Any person returning to work after an absence, due to illness, in excess of five (5) consecutive school days may be required by the Superintendent or his/her/their designee to obtain a written statement from a doctor that the absent person is capable of performing normal teaching duties.
- D. For any one year’s total absence creditable to sick leave in excess of ten (10) school days not covered under Section B, a doctor’s written verification of illness may be requested by the Superintendent or his/her/their designee to allow payment for such days.

- E. Continuous absence due to illness commencing in one school year or during the summer and continuing into the next school year will be compensated as follows: For members eligible for sick leave under Section A.1 above, on the basis of the number of days of eligibility for the contract year in which the absence began. For members eligible for sick leave under Section A.2 above, on the basis of the number of sick days accumulated as of the date the absence began.
- F. For those members eligible for sick leave under Section A.1 above, no sick leave accumulation will be allowed.

For those members eligible for sick leave under Section A.2 above, sick days may accumulate up to 200.
- G. Any teacher receiving compensation from long-term disability insurance shall have the Town's portion of such pay reduced to the extent that his/her/their income shall not exceed his/her/their contracted base salary.
- H. For those members eligible for sick leave under Section A.1 above, excepting the provisions of Paragraph E of this section, in no case will sick leave benefits extend beyond the number of days entitled at the outset of the cause of such leave.

For those members eligible for sick leave under Section A.2 above, excepting the provisions of Paragraph E of this section in no case will sick leave benefits extend beyond the number of days accumulated at the outset of the cause of such leave.
- I. In all instances, the paid sick leave benefit will be pro-rated in cases of partial year's employment.
- J. For any member who was on an unpaid leave of absence for the entire school year prior, paid sick leave benefits will be awarded as in Section A.1 and Section A.2 only upon that member's return to work.
- K. The Hopkinton School Committee and Hopkinton Teachers' Association agree to establish a Sick Leave Bank effective at the start of the 2022-2023 school year subject to the following provisions, exclusively for Hopkinton Teacher Association, Unit A bargaining unit employees.
 - 1. Eligibility:
 - a. Effective upon the establishment of the Sick Leave Bank, any bargaining unit employee hired after June 30, 2013, and working or on approved leave of absence during the 2021-2022 school year shall be a Sick Leave Bank member unless the individual employee opts-out of participating in the sick bank by providing written notice to the Human Resources Office not later than October 1, 2022.

- b. Any bargaining unit employee whose first day of employment is after June 30, 2022, shall become a member of the Sick Leave Bank effective one (1) calendar year from the employee's date of hire unless the individual employee opts-out by providing written notice to the Human Resources Office prior to that date.
- c. Bargaining unit employees hired and working in the district prior to June 30, 2013, shall not be eligible to participate in the Sick Leave Bank.

2. Funding the Bank:

- a. **Initial Establishment:** Effective October 1, 2022, all Sick Leave Bank members, as defined above, will be assessed one (1) sick day from her/his/their accrued, but unused, sick time. Sick Leave Bank members may voluntarily elect to donate a second day by providing written notice to the Human Resources office by October 1, 2022.
- b. **Initial Bank Members:** Those employees who became Sick Leave Bank members upon initial establishment will be assessed one (1) additional day of accrued, but unused, sick leave on October 1, 2023, and October 1, 2024.
- c. **New Hires:**
 - i. Sick Leave Bank members hired after June 30, 2022, will be assessed one (1) sick day on October 1st of her/his/their second, third and fourth year of employment.
 - ii. Effective September 1, 2025, members hired after June 30, 2025 may voluntarily elect to donate a second day by providing written notice to the Human Resources office by October 1st of her/his/their second year of employment.
 - iii. For members hired after September 1 of any school year, she/he/they will be assessed the day(s) on October 1st in their second year of employment (if they started on the first day of school in year one) OR on their date of hire anniversary date in their second year of employment (if they started any time after October 1st in their first year); thereafter, on October 1 of their third and fourth year of employment.
 - iv. Members must have at least one (1) unused sick day in order to be eligible to join the Bank. Otherwise, the

member will be required to wait until the following October 1 to join the Bank.

- d. **Replenishment:** When the total number of sick days in the Sick Leave Bank drops below 300 days, then each member of the Sick Leave Bank shall be assessed one (1) day of accrued, but unused sick leave.
- e. Upon retirement, a Sick Leave Bank member may donate up to five (5) days of accrued, but unused, sick leave.
- f. The assessment of sick leave for part time employees will be prorated based upon their full-time equivalency status.

3. Sick Leave Bank Committee:

- a. The Sick Leave Bank will be overseen by the Sick Leave Bank Committee.
- b. The Sick Leave Bank Committee will consist of two (2) members appointed by the Superintendent and two (2) members appointed by the HTA.
- c. The Sick Leave Bank Committee will approve or deny requests for time made by members of the Sick Leave Bank.
- d. A request for time from the Sick Leave Bank shall be considered approved unless the request is denied by a simple majority of the Sick Leave Bank Committee.
- e. Convening of the Sick Leave Bank Committee may be in person, virtual or hybrid.
- f. In voting on a request made by a member of the Sick Leave Bank, the Sick Leave Bank Committee may consider if the request meets the criteria set forth in this Article and prior grants of time from the Sick Leave Bank to the member.
- g. Hopkinton Public Schools Human Resources will keep the Sick Leave Bank Committee apprised of the number of sick leave days in the bank.
- h. Requests for Sick Leave Bank time will be submitted to Human Resources. Human Resources will assist the Sick Leave Bank Committee in setting a date to convene and provide the Committee with needed documents.

4. Standard For Making A Request:
 - a. A request for time from the Sick Leave Bank must be accompanied by documentation from a health care provider that the Sick Leave Bank member is unable to work due to a medical condition and that the member is expected to recover and is likely to be able to return to work.
 - b. Authorization for leaves of absence require prior approval by the Superintendent or his/her/their designee. A request for time from the Sick Leave Bank is limited to a determination of whether Bank days should be granted and not whether the leave is appropriate.
 - c. Sick Leave Bank requests may not be made for family sick, child rearing, elder care or other leaves not related to the medical condition of the member.
 - d. A request for Sick Leave Bank leave may only be made if the Sick Leave Bank member has exhausted all of her/his/their accrued paid time off (i.e., personal, sick and/or comp time) or the health care provider's documentation indicates that the member's paid time off will be exhausted prior to her/his/their anticipated time to return to work.
 - e. A request for time from the Sick Leave Bank must be made within fifteen (15) calendar days from the date the member exhausts all paid time off.
5. Number of Days That May Be Granted:
 - a. Sick Leave Bank requests may be for up to a total of 180 teacher work days.
 - b. Time will be granted in increments of up to 30 days based upon the health care provider's estimated time of recovery.
6. No Appeals: All decisions of the Sick Leave Bank Committee are final and are not subject to the grievance and arbitration provisions of this collective bargaining agreement.
7. Annual Review: During the first three (3) years of the Bank, the Sick Bank Committee will reconvene in June of each year to review the implementation and use of the Bank and whether any revisions to the procedures set forth above are necessary. Any joint recommendations of the Committee will be brought to the Negotiation teams for review and negotiation.

ARTICLE XII TEMPORARY LEAVES OF ABSENCE

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

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

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

2. **Family Care Leave:**
 - a. Up to four (4) days leave of absence will be granted to care for a relative (see above definition). Such time will be charged against a member's sick time.
 - b. When a member needs more than the allotted four (4) family care days due to great hardship or a one-time event (e.g. caring for parent in hospice), the member may petition the Superintendent or his/her/their designee for up to five (5) additional family care days. Such additional time shall be charged against the member's sick time.

- c. Sick bank days cannot be used for this purpose.
 - d. Requests for additional days under subpart (b), above, will be handled on a case-by-case basis.
3. **Personal Leave:** A member shall have up to two (2) days leave with pay each year for the purpose of transacting or attending to personal, legal, business, household or family matters which require absence during school hours. It is the intention of the parties that leave under this Article shall be available for reasons of hardship or other pressing need and not merely for personal convenience. Whenever possible, forty-eight hours advance notice is required. Except in emergency situations or extenuating circumstances that are authorized by the Superintendent or his designee, no personal leave shall be allowed the work day before or the work day after a vacation period, a holiday occurring on a school day, or the first or the last week of the school year, or on any teacher Professional Day.
- a. Effective September 1, 2022, up to one (1) unused personal day remaining as of June 30th will be carried over automatically to the next school year for those members in Year Six (6) or later of employment, for a total of three (3) personal days to be available for use in any one school year.
 - b. Effective September 1, 2018, during a member's first five (5) years of employment in the District, unused personal days remaining as of June 30 will be converted to sick time.

Effective September 1, 2022, these members (ie., those in their first five (5) years of employment in the District) may instead request to carry over up to one (1) unused personal day to the next school year. Any remaining unused personal days will be converted to sick time as set forth above. Requests to carry over a personal day to the next school year under this subsection must be made in writing to the Human Resources office by June 1st of the preceding school year.
 - c. Requests to use a third personal day in a given school year must be accompanied by a reason and be within the purposes outlined above.
4. **Temporary Military Service:** A maximum of fifteen (15) days per school year for persons called into temporary active duty of any unit of the U.S. Reserves or the State National Guard, provided such obligations cannot be fulfilled on days when school is not in session. Teachers will be paid the difference between their regular pay and the pay which they receive from the State or Federal Government.

5. **Jury/Witness Duty:** In Massachusetts, members shall receive their full daily salary for the first three (3) days of juror/witness service. If required to serve beyond three (3) days, members will be paid the difference between their daily salary and the daily jury/witness stipend provided by the Commonwealth. If serving in another state, the state law concerning jury/witness duty will guide the salary requirements for that member's jury/witness duty. In no event will a member suffer a loss of compensation while serving jury/witness duty. Members shall be required to submit evidence of jury duty service.
- B. The deductions for absences not creditable to sick leave or temporary leave shall be equal to the annual salary divided by 183 days.

ARTICLE XIII EXTENDED LEAVES OF ABSENCE

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

Adoptive parents shall be entitled to utilize up to ten days of paid leave for adoption related travel, court appearances, appointments with social workers or adoption agencies or attendance at other meetings or processes required in connection with the adoption of a child. Adoptive parents shall

provide two weeks' notice of the intent to utilize paid leave under this section where practicable and will provide the Superintendent or his/her/their Designee with documentation, in a form acceptable to the Superintendent or his/her/their Designee, supporting the need for such leave. Such paid leave days shall be deducted from the employee's accrued sick time available under Article XI. If the employee has exhausted their sick time, such days shall be unpaid.

2. **MPLA Leave**

Upon completion of three months of full time service or the equivalent to a maximum of six months, employees shall be entitled to eight weeks of parental leave for birth, adoption, or placement of a child pursuant to a court order, pursuant to the Massachusetts Parental Leave Act (M.G.L. Ch. 149, Section 105D, also referred herein as "MPLA"). Eligible employees on an approved MPLA leave may utilize the Paid Parental Leave provisions of this Agreement, as set forth at subsection E, below. MPLA leave will be considered to also qualify as FMLA leave, and will run concurrently.

3. **FMLA Leave**

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

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

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

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

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

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

Eligible employees on an approved FMLA leave for the birth, adoption or placement of a child may utilize the Paid Parental Leave provisions of this Agreement, as set forth at Section E, below.

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

E. Paid Parental Leave Benefits

1. Eligibility for Paid Parental Leave Benefits

- a. The benefits set forth in this Section E are available to eligible employees on an approved MPLA or FMLA leave.
- b. To be eligible for paid parental leave benefits, the employee must be employed for a full calendar year (measured from date of hire—a term used by the District to refer to the first actual day of work—distinguished from date of offer letter or acceptance of offer) prior to the commencement of leave.
- c. In order to access this paid benefit for a subsequent parental leave, the employee needs to have returned from prior leave and worked a full calendar year (measured from the date the employee returned to work) prior to the commencement of the next leave.

2. Covered Events for Paid Parental Leave Benefits
 - a. Birth of a child;
 - b. Adoption of a child under the age of 5; and,
 - c. Fostering of a child under the age of 5 with the intent to adopt.
3. Access to Paid Leave
 - a. Amount of District paid leave/sick leave/unpaid leave:
 1. Up to eight (8) weeks of a District paid benefit;
 2. Followed by up to four (4) weeks from the employee's accrued sick time available under Article XI with documentation from the employee's health provider certifying that the employee is disabled from returning to work; otherwise such leave shall be unpaid.
 - b. Where both parents are employed by the Hopkinton Public Schools:
 1. The two employees shall share the District paid time of up to eight (8) weeks in total;
 2. However, where one employee is able to present documentation from the employee's health provider certifying that the employee is disabled from returning to work, that employee may access accrued sick time.
4. Timing of Leave to use Paid Benefit
 - a. Leave must be taken on a continuous basis and not intermittently;
 - b. The non-birth parent must commence leave no later than four (4) months from the date of birth/adoption;
 - c. Leave time is taken in terms of work weeks, not days. A week is a week, regardless of holidays;
 - d. When calculating the eight (8) or twelve (12) week period (MPLA/FMLA) under this section of the contract (ie., Article XIII, Section E), the full December, February, and April vacation weeks and the summer vacation period count toward the twelve (12) weeks and the leave period will not pause during those periods. This includes weeks where there is a weekday holiday (i.e.,

Thanksgiving week, Veteran’s Day, Memorial Day, etc.). Those weeks shall count as full weeks for the purposes of this provision.

5. Town Adoption of Massachusetts Paid Family Medical Leave Act (“PFMLA”) (M.G.L. c. 175M)

a. If the Town of Hopkinton adopts the PFML statute or state legislation is passed adopting PFML for municipalities and school districts, the School Committee and the HTA will impact bargain over the adoption of the statute. It is understood in such case, the benefit would be equal or greater to the negotiated benefits set forth above.

6. Implementation

a. The new parental leave benefits set forth at this Article XIII, Section E are applicable to births and adoptions occurring on or after September 1, 2025.

b. Births or adoptions occurring prior to September 1, 2025 are governed by the existing provisions set forth in the 2022-2025 Collective Bargaining Agreement.

F. Child Rearing Leave: An unpaid leave of absence for child rearing purposes: (A) shall be granted to any teacher who has served in a bargaining unit position for at least three (3) years and (B) may be granted to any teacher who has served in a bargaining unit position for at least one (1) year. Child rearing leaves shall be granted for up to one (1) school year’s duration. If the teacher has worked more than ninety (90) days of a year in which such leave is taken, he/she/they will continue on the salary schedule at the level that would have been achieved had the absence not occurred. The Paid Parental Leave benefits set forth at Section E, above, are not available for use during a Child Rearing Leave.

G. A leave of absence without pay or increment of up to one (1) year may be granted for the purpose of caring for a sick member of the teacher’s immediate family. Additional leave may be granted at the discretion of the Superintendent. Requests for such leave will be supported by verification from the health care provider that the employee’s presence is needed to care for the member of the immediate family.

H. The Superintendent may grant a leave of absence up to two (2) years without pay or increment to any teacher to campaign for, or to serve in, a public office.

- I. After five (5) years of continuous employment in a bargaining unit position in the Hopkinton School system, a teacher may be granted a leave of absence, without pay, for up to one (1) year for health reasons. Requests for such leave will be supported by appropriate medical evidence.
- J. Any professional status teacher whose personal illness extends beyond the period compensated will be granted a leave of absence without pay for such time as is necessary for sufficient recovery to return to work from such illness. A physician's statement may be required by the Superintendent or his/her/their designee. Any such leave for a teacher not on professional teacher status shall terminate with his/her/their contract.
- K. Other leaves of absence without pay may be granted by the Superintendent.
- L. All benefits to which a teacher was entitled at the time his/her/their leave of absence commenced will be restored to him/her/them upon his/her/their return and he/she/they will be assigned to the same position which he/she/they held at the time said leave commenced, if available or, if not, to a substantially equivalent position. Time taken as a leave of absence, except for those leaves that are designated as qualifying leave under the Family Medical Leave Act ("FMLA") or the Uniform Services Employment and Reemployment Rights Act ("USERRA"), will not count as time worked for the purpose of determining seniority.
- M. All requests for extensions or renewals of leaves will be applied for and granted in writing.
- N. Any teacher on leave must notify the Superintendent by March 1 of the school year in which the leave occurs of his/her/their decision to return for the start of the next school year or to resign. If leave begins on or after March 1, the teacher must notify the Superintendent within thirty (30) days of the outset of his/her/their leave of his/her/their decision to return for the start of the next school year or to resign. Failure to comply with this requirement will be considered as resignation from the school system.

Members who are on leave will receive a reminder notice from the District. This notice will include the name and contact information for the HTA president and a reference to contact Human Resources and/or the HTA president if the member has any questions or concerns. This reminder notice will be copied to the HTA president.
- O. Members who are on a non-disability related unpaid leave of absence shall be offered continuance of health benefits through COBRA and shall be responsible for paying 102% of the cost of the monthly premium for health insurance, consistent with the policies and practices of the Town of Hopkinton.

ARTICLE XIV SABBATICAL LEAVE

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

ARTICLE XV

PROFESSIONAL DEVELOPMENT, EDUCATIONAL IMPROVEMENT, AND TUITION REIMBURSEMENT

- A. Any member of Unit A is eligible for tuition reimbursement and/or course credit provided:
1. His/Her/Their application has received the approval of the Superintendent or his/her/their designee prior to his/her/their taking the course (the Superintendent or his/her/their designee having sole authority to determine course approvals). If an application is disapproved, the employee will be advised in writing as to the reason for disapproval. In extenuating circumstances, the Superintendent or his/her/their designee, in his/her/their discretion may award credit for a course that has not been pre-approved. The decision of the Superintendent to deny credit shall not be grievable nor arbitrable.
 2. Courses are graduate-level courses taken from colleges and universities that are accredited by organizations recognized by the United States Department of Education, the Massachusetts Department of Elementary & Secondary Education or the Massachusetts Board of Higher Education. Undergraduate level courses may be approved at the discretion of the Superintendent or his/her/their designee.
 3. Online, self-paced graduate courses will only be reimbursed and course credit recognized for up to six (6) credits per year.
 4. Member has received a course grade of 'B' or better, or in the case of a Pass/Fail course, member has received a grade of 'Pass', as evidenced by an official grade report or transcript containing the member's full name, indication that the course is a graduate level course (unless specific approval for an undergraduate course has been granted under paragraph 2 above), the semester in which the course was successfully completed, the course grade, and the number of graduate credits received for the course.
 5. He/She/They is not receiving other tuition reimbursement of a nature and amount that, in the opinion of the Superintendent, would warrant disqualification.
- B. If the applicant is still employed by the Hopkinton school system as of the payment dates set forth below, following the successful completion of the course or courses, as defined in A above, there are two tuition reimbursement/course credit opportunities in each fiscal year; the first is by the last business day in July (deadline to submit is May 15th) and the second is by the last business day in November (deadline to submit is October 1st). Between these two dates each year, members have a maximum tuition reimbursement allotment of \$1000 (if PTS) or \$1250 (if pre-PTS), and a maximum reimbursement/course credit recognition for online, self-paced graduate courses of up to six (6) credits. In

order to receive tuition reimbursement and/or course credit toward a lane change, a complete, separate form for each pre-approved course must be submitted by May 15th (for July reimbursement), or by October 1st (for November reimbursement). Tuition reimbursement/course credit submissions made after the May 15th deadline will be processed for the November reimbursement, and tuition reimbursement/course credit submissions made after the October 1st deadline will be processed for the July reimbursement, in the following fiscal year.

- C. The Committee will pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by teachers who attend workshops, seminars, conferences or other professional improvement sessions at the request of and with the advance approval of the Superintendent or his/her/their designee. The Committee may pay the reasonable expenses (including fees, meals, lodging and/or transportation) incurred by teachers who attend workshops, seminars, conferences or other professional improvement sessions at the request of any member of Unit A with the advance approval of the Superintendent or his/her/their designee.
- D. For those members who are at Master's +60 on the salary scale, tuition reimbursement will be available as outlined in Section B, above, for graduate-level courses that were taken for PDPs only. In order to be eligible for such tuition reimbursement, members shall comply with the provisions of Section A.
- E. Tuition reimbursement in Section B above will be available to Related Services Providers ("RSP") for the purpose of earning CEUs. The primary pathway to CEUs is through the RSP's professional organization(s) which are offered through the District. To access this provision, all Article XV requirements regarding approval and reimbursement must be met, with the understanding that courses taken for the purpose of earning CEUs do not need to be at a graduate level.

ARTICLE XVI PROTECTION

- A. Teachers will immediately report all cases of assault suffered by them in connection with their employment to the Superintendent and the building principal in writing. This report will be forwarded to the Committee. The Superintendent or their designee will comply with any reasonable request from the teacher for information in its possession relating to the incident or the persons involved and will act in appropriate ways as liaison between the teacher, the police, and the courts.
- B. If civil proceedings are brought against a teacher alleging that he/she/they committed an unintentional assault in connection with his/her/their employment, the Committee will furnish legal counsel to defend him/her/them in such proceeding if he/she/they request such assistance and the teacher is eligible for

such assistance under the provisions of M.G.L. c. 258. Where legal counsel is provided by the Committee under the terms of this provision, the Committee will pay for such counsel, but will not be responsible for such counsel's actions, inactions, or performance.

- C. If any member of the bargaining unit is subpoenaed to testify or to attend court proceedings regarding a child custody suit or SpEd case involving a child in the Hopkinton Public Schools or any other school related business, the Committee shall provide legal consultation prior to the individual's court appearance. The individual will suffer no loss of pay as a result of his/her/their attendance at said proceedings. Said day will not be deducted from any other leave provision. This provision shall not apply to court or administrative proceedings resulting from the intentional actions of the teacher or actions outside the scope of employment.

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

ARTICLE XVII PERSONAL INJURY BENEFITS

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

ARTICLE XVIII INSURANCE AND ANNUITY PLAN

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

<u>Plan Type</u>	<u>Town Contribution</u>
<u>HMO</u>	
Individual	85.50%
2-Person	75.80%
Family	75.80%
<u>HMO Premium</u> (no new enrollments after 7/1/2011)	
Individual	85.50%
Family	75.80%
<u>PPO</u>	
Individual	50.00%
Family	50.00%
<u>Dental</u>	
Individual	0%
Family	0%
<u>Life</u> (Basic)	50.00%

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

ARTICLE XIX GENERAL

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

- D. If any provision or application of this agreement is contrary to law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law. All other provisions or applications will continue in full force and effect.
- E. All vouchers (except for those submitted under Article XV-A) for reimbursement are to be submitted to the Superintendent for payment within forty-five (45) calendar days of incurring the charges except that in the case of any cost incurred after May 15 of the fiscal year those vouchers must be submitted for payment prior to June 15 of the same fiscal year.
- F. In the event a reduction in force becomes necessary, such reduction shall be governed by the following:
1. Where possible, staff reductions will be accomplished through normal attrition.
 2. Teachers without professional status will be terminated prior to professional status teachers, provided a professional status teacher is currently licensed to hold the non-professional status teacher's position.
 3. For professional status teachers, staff reduction shall be conducted within targeted disciplines based on the teachers' job performance and the best interest of the students in the school or in the District. A targeted discipline, for the purpose of this section, is the discipline in which members are teaching and for which a reduction (layoff) is contemplated.

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

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

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

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

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

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

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

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

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

When vacancies occur, the Superintendent or his/her/their designee, shall notify, by electronic mail (email) to his/her/their last email address of record, the reduced employee with professional status to be recalled. Reduced employees shall be recalled to a position in inverse order of their RIF within their area(s) of licensure and qualifications.

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

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

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

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

6. The Parties agree that should M.G.L. 71, s. 42 as amended by St. 2012, c. 131, s.3 be repealed or otherwise changed, the language in this section may be reopened at the written request of either Party to renegotiate the affected provisions.
- G. No professional status teacher will be disciplined, reprimanded, reduced in rank or compensation, or deprived of any professional advantage without just cause.
- H. The Parties anticipate that during the life of the 2025-2028 Collective Bargaining Agreement a new school will be opened. The Parties agree to reopen the 2025-2028 Collective Bargaining Agreement for the sole purpose of negotiating over changes to the contract that may be necessary as a result of the new school building and grade reconfiguration.

ARTICLE XX TEACHING HOURS, TEACHING LOAD, AND WORK YEAR

A. 1. The starting and dismissal time for students are as follows:

Integrated Preschool	9:00 - 3:00
Marathon School	8:55 - 3:20
Elmwood School	8:55 - 3:20
Hopkins School	8:55 - 3:20
Middle School	7:55 - 2:25
High School	7:55 - 2:25

2. The school day for Pre-School, kindergarten and elementary classroom teachers will begin ten (10) minutes before the aforesaid starting times, and will end at a time not to exceed fifteen (15) minutes after dismissal, on days when duties have been assigned. The school day for Middle/High School teachers will begin five (5) minutes before the aforesaid starting time. Teachers may leave at the student dismissal time when all professional obligations have been met. Notwithstanding the above, teachers at the secondary level are expected to be available to students one (1) day a week in order to provide extra help. However, teachers may leave ten (10) minutes after student dismissal if no students arrive for extra help. The day designated for extra help shall be determined by the principal with input from Subject Matter Leaders/Curriculum Teacher Leaders and the individual teachers. Said starting and dismissal times are subject to modification by the Committee, provided, however, that no such modification will increase the length of the teachers' school day.

3. Personnel other than classroom teachers will work at their assigned tasks for at least the length of the regular teachers' school day. It is recognized, however, that the proper performance of their duties may, on occasion, require these persons to work longer than the normal school days. The exact daily schedule will be worked out on an individual basis.

4. On district-wide professional development days the hours for all staff shall be 8:00 a.m. to 2:00 p.m. with a thirty (30) minute lunch break. Any part-time member who is not ordinarily scheduled to work on the day of the week on which a Professional Day is scheduled, may be requested to participate in the Professional Day and will be compensated at his/her/their hourly rate of pay.

B. 1. The school year for teachers may start no earlier than the Monday before Labor Day, and end no later than June 30, provided that the student year begins no earlier than the Tuesday before Labor Day and the Friday before Labor Day is a non-work day. In no event shall the school year for teachers be more than three (3) days more than the number of days when pupils are required to be in attendance by state law. The School

Committee may add up to two (2) additional teacher work days to the aforementioned three (3) days and in such cases will compensate the teachers at their per diem base rate of pay. Notification of any additional days and the dates on which these days will occur will be provided on/or before March 30 of the previous year. The school year will include days when students are in attendance, orientation days at the beginning of school, conference days, and any other day on which teacher attendance is required.

2. a. i. School counselors will be compensated for up to five (5) days before the school year at the elementary level and for up to a total of ten (10) days before and/or after the school year at the Middle/High School level for work as required outside the regular school year. These additional days of work will be scheduled as required by and in consultation with the building principal. Payment will be at their per diem base rate of pay.
 - ii. School counselors at the High School level may utilize up to five (5) work days during the school year dedicated to the purpose of writing college letters of recommendation. These days will be scheduled as required by and in consultation with the building principal. On these letter writing days, the school counselor will be provided with an alternative work location within the district but outside of their assigned building.
 - b. The School Counselor Subject Matter Leader (SMLs) will be compensated for up to ten (10) days before the start of the school year and five (5) days after the end of the school year for work required outside the regular school year, as assigned by the Hopkinton High School principal. Payment will be at his/her/their per diem base rate of pay. The School Counselor SML is not eligible for the extra work or compensation set forth at Section B.2 (a) above.
3. The Superintendent may hire designated special education staff to work a 203 day school year. Members working a 203 day school year shall be compensated for those days worked in excess of the regular school year at their per diem rate. Partial days shall be compensated at the educator's pro-rated per diem rate for the hours worked. No special education staff member hired before July 1, 2005 will be required to work a longer work year than the regular teacher work year as outlined above in Article XX, Section B, Paragraph 1.

4. By the close of school in June, all staff will be provided with a draft copy of a calendar for the upcoming year that designates the dates for district, faculty, department and/or building-based meetings.
- C. Teachers at the elementary level shall have a duty-free lunch period of thirty (30) minutes. All other teachers shall have a duty-free lunch period of at least the length of a student lunch period. For those part-time teachers who work four (4) or more hours in a given day, this lunch period shall be prorated in proportion to the hours worked on such day.
- D. Definitions of Common Planning Time and Professional Learning Community

As used herein, the following terms shall be defined as set forth below:

1. Common Planning Time (“CPT”): regularly scheduled time for teachers to collaborate on planning, instruction and assessment, allowing for work across grade levels and content teams, and is inclusive of interventionists, special educators, and teachers of English learners.
2. Professional Learning Community (“PLC”): an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve; a never-ending process in which educators commit to working together to ensure higher levels of learning for every student.

E. **Elementary Level Teachers**

1. Team meetings involving classroom teachers who teach different subjects to the same group of students in grades 3, 4, and 5 shall be held once a month for a forty (40) minute period.
2. All elementary classroom teachers, including Related Arts teachers, will be guaranteed preparation time for an average of two hundred (200) minutes per full five (5) day week. Every elementary classroom and related arts teacher shall be provided with at least one (1) forty (40) minute period per day for classroom preparation with the exception of early release days which operate with a condensed thirty (30) minute period for classroom preparation.

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

3. Elementary classroom teachers will be provided with forty (40) minutes each week for a grade level planning period, in groups called PLCs (Professional Learning Communities). The topics of these PLCs will be mutually determined by the Curriculum Teacher Leaders (CTLs) and building administrator(s). PLCs will include a group of teachers from that grade level but not necessarily all teachers from a grade level. The focus of these meetings should be curriculum implementation and data-driven, research-based instructional strategies. As instructional leaders, administrators are welcome to attend PLCs whenever possible.
4. Elementary teachers will be available for:
 - a. Faculty meetings once a month for up to one (1) hour; and
 - b. Up to nine (9) building-based meetings (BBMs), as follows:
 - i. Eight (8) for up to sixty (60) minutes each, and
 - ii. One (1) for up to ninety (90) minutes, which will be used for parent conferences.

Every other month, the entire building-based meeting will be dedicated to PLCs. Building-based meetings will begin as soon as possible after student bus dismissal.

F. Secondary Level Teachers

1. Middle School

- a. Core academic subject area teachers of grades 6, 7, and 8 will not be assigned more than twenty-five (25) instructional periods nor more than thirty (30) student supervision periods per week.
- b. Middle School related arts teachers will not be assigned a combination of more than thirty (30) periods a week of instruction and supervision.
- c. Team meetings at the Middle School level shall take place three (3) periods in a six (6) day cycle. Said meetings will be forty (40) minutes in duration.
- d. All middle school classroom teachers, including Related Arts teachers, will be guaranteed preparation time equivalent to one (1) academic period per day with at least one (1) uninterrupted block of thirty (30) minutes time.

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

- e. Middle School teachers will be available for:
 - i. Faculty meetings once a month for up to one (1) hour; and
 - ii. Up to nine (9) building-based meetings (BBMs), as follows:
 - Eight (8) for up to sixty (60) minutes each, and
 - One (1) for up to ninety (90) minutes, to be scheduled at the District's discretion.

Every other month, the entire building-based meeting will be dedicated to PLCs. Building-based meetings will begin as soon as possible after student bus dismissal.

 - iii. Department meetings once a month for up to one (1) hour.

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

2. **High School**

- a. Teachers of English, Mathematics, Social Studies, Languages, and Business Education in Grades 9-12 will not be assigned more than twenty-five (25) instructional periods nor more than a combination of twenty-nine (29) instructional and student supervision periods per seven-day cycle, one period of which is designated for common planning time, when possible.

Teachers of Science courses involving laboratory work in Grades 9-12 will not be assigned more than twenty-eight (28) instructional (including laboratory) periods, nor more than a combination of more than twenty-nine (29) instructional and student supervision periods per seven-day cycle, one period of which is designated for common planning time, when possible.

- b. High School teachers of Life Skills, Industrial Arts, and Physical Education will not be assigned a combination of more than thirty (30) periods a week of instruction and supervision.
- c. High School teachers will be available for:

- i. Faculty meetings once a month for up to one (1) hour; and
- ii. Up to nine (9) building-based meetings (BBMs), as follows:
 - Eight (8) for up to sixty (60) minutes each, and
 - One (1) for up to ninety (90) minutes, to be scheduled at the Principal's discretion.

Every other month, the entire building-based meeting will be dedicated to PLCs. Building-based meetings will begin as soon as possible after student bus dismissal.

- iii. Department meetings once a month for up to one (1) hour.
- e. When it is absolutely necessary for the schedule of a high school teacher to contain five (5) consecutive teaching periods, the principal will consider qualified volunteers before a teacher is assigned this schedule. The final decision as to assignment will be in the sole discretion of the Principal.

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

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

3. **Pre-School Teachers**

- a. Full-Time Pre-School teachers will be guaranteed preparation time for an average of 200 minutes per full five (5) day week. Said preparation time shall include forty (40) minutes daily or two twenty (20) minute blocks for classroom preparation, with the exception of early release days which will include one twenty (20) minute block. Preparation time will occur in blocks of no less than twenty (20) minutes.
- b. Building/District Meeting Time: Pre-School teachers will be available for:
 1. Faculty meetings once a month for up to one (1) hour; and

2. Up to nine (9) building-based meetings (BBMs), as follows:
 - i. Eight (8) for up to sixty (60) minutes each, and
 - ii. One (1) for up to ninety (90) minutes, which will be used for parent conferences.

Every other month, the entire building-based meeting will be dedicated to PLCs. Building-based meetings will begin as soon as possible after student bus dismissal.

- c. The Administration will make reasonable efforts to explore the rescheduling of the bus arrivals/departures in order to ease the scheduling of preparation time for teachers in the half-day Pre-School program.
 - d. Pre-School teachers shall have a duty free lunch period of thirty (30) minutes.
 - e. Pre-School classroom teachers will be provided with forty (40) minutes each week for a Grade Level Planning Period.
- G. Exception to the provision of Section C and D may be made only if the Superintendent or his/her/their designee determines that it is necessary to do so in the best interests of the educational process. The Association will be notified of each instance in which the Superintendent so determines. A disagreement over whether an exception is justified will be subject to the grievance procedure and will be instituted at Level 2 thereof.
- H. The Committee and the Association acknowledge that a teacher's primary responsibility is to teach and that his/her/their energies should be utilized to this end. Therefore, they agree that members of Unit A will not be required to perform the following duties:
1. Health services such as administering eye and ear examinations and weighing and measuring pupils
 2. Collecting money from students for non-educational purposes
 3. Duties which are custodial in nature, including but not limited to the washing of chalkboards and chalk trays, general sweeping and cleaning, the moving of heavy equipment from place to place, or the replacing of defective equipment. Teachers may be required, however, to observe reasonable practices of good room-keeping including but not limited to erasing chalkboards, maintaining tidy desks, counter cabinets, and shelves,

keeping floors free of paper and other litter, and demanding neat and orderly use of desks, lockers, and all school property by pupils.

4. The transportation of students.
 5. The parties agree that elementary teachers will not be required to supervise student lunchrooms, except under the following circumstances: if the number of aides is reduced because of resignations, or if an aide is absent and a replacement cannot be obtained, the administration may assign teachers to cafeteria duty; however volunteers will be sought before making an assignment. Said teachers who volunteer or are assigned in accordance with the above shall be compensated at the rate of \$10.00 for each time cafeteria duty is performed; that is, for each thirty (30) minute lunch period.
 6. The elementary and middle school faculty will be expected to develop recommendations regarding student placements. Normally, this will not include the identification of proposed teachers, except for extenuating circumstances. The administration, in its sole discretion, will determine and be responsible for all student assignments.
 7. If there is a need for Elementary staff to be utilized for afternoon bus supervision duty, it will be assigned on a fair and equitable rotating basis and, after the first ten (10) school days of the year, not to exceed fifteen (15) minutes after dismissal.
- I. In the event that preparation time cannot be scheduled for a specialist (i.e. art, music, physical education, and health), said specialist shall be entitled to a fifteen (15) minute break during the regularly scheduled work day.
 - J. All curriculum related committees formed by the Superintendent or his/her/their designee, with the exception of school councils, shall be compensated at the curriculum rate of pay, as set forth at Appendix A, for each meeting attended outside of contractual hours.
 - K. Special Education Providers
 1. Student Testing/Evaluation Tasks
 - a. For K-8 Moderate Special Educators, to the extent possible within the funding and staffing structures available, the District will make every effort to create schedules that present opportunities for blocks of time for the express purpose of evaluating students, both initial evaluations and reevaluations. When an evaluation is deemed necessary, the building principal will be made aware of (1) which educator has been assigned the task of evaluating the student

and (2) when the deadline for the evaluation falls. The educator is responsible for planning for the evaluation to be completed within the legal timelines.

- b. If a special educator believes that he/she/they will not be able to complete the evaluation within the 30-school-day testing period in accordance with 603 CMR 28.00 or other applicable federal or state law, the special educator will communicate that to the building principal not later than two weeks in advance of the testing deadline. The building principal or his/her/their designee will then work with the special educator to establish a schedule for special education testing to ensure the specific situation is resolved. Evaluation report writing is not included in this provision, and report writing is an expected use of preparation time.

2. MCAS ALT Portfolios

Due to the unique legal requirements of MCAS Alternative (MCAS ALT) portfolios, teachers in grades 3-10 who must submit portfolios to DESE for assessment may access any of the following:

- a. For every three MCAS ALT portfolios required of a teacher, that teacher will be permitted to work up to one full (or prorated accordingly) work day on a non-school day when the school building is open (e.g. Saturday, Sunday, or any non-school day prior to the deadline for MCAS ALT submissions) and be remunerated at the teacher's daily rate of pay. Mutually agreed-upon date(s) for this work must be predetermined with the building principal;
- b. Intensive special needs teachers may be excused from participation in up to three teacher-led BBMs during the course of the school year for the purpose of preparing MCAS ALT portfolios. Dates for this work must be mutually agreed-upon with the building principal prior to accessing this provision;
- c. Intensive special needs teachers may be excused from participation in a full-day field trip or released from their classroom on a school day when staffing ratios allow, for the purpose of preparing MCAS ALT portfolios. This will be permitted provided that the building principal determines that there would not be an impact on intensive special needs students' experiences in accessing and enjoying the field trip, or in accessing curriculum and in a safe classroom environment. Numbers (1) and (2) above should be used prior to seeking this provision.

In the event that DESE no longer requires the submission of MCAS ALT portfolios, this provision will sunset.

3. Progress Report Writing

Special Educators K-8 and related service providers, who do not owe any compensatory services, will be provided with one in-building work day at the end of each semester/trimester (2 days for K-5 teachers because there are two semesters and 3 days for 6-8 teachers because there are three trimesters) for the sole purpose of progress report writing. If semester scheduling changes at any grade level, the parties agree to meet to negotiate the impact of that change on this provision. Mutually agreed-upon date(s) for this work must be predetermined with the building principal and result in the least impact to student service delivery.

4. Time Prior to the Start of the Student School Year

All special educators and related service providers will be guaranteed two (2) hours of time on a professional development day scheduled prior to the start of the student school year. Intensive special education teachers will be guaranteed three (3) hours. Such time is intended to be used by special educators and related service providers for scheduling their students and familiarizing themselves with their students' IEPs.

ARTICLE XXI EARLY RELEASE AND EVENING MEETINGS

A. **Elementary Level:** Ten (10) early release days will be scheduled:

1. Three (3) parent conference days
2. Three (3) administrator-directed days
3. Four (4) days for common planning time, with teacher-directed agendas
4. a. Elementary release days for parent conferences are to be conducted from November 1 to the end of the first school week in December. Conferences that have to be rescheduled because of an emergency may go beyond the first week in December.
b. In addition to the three (3) elementary release days for parent conferences referenced at Section B.1, above, the building based meeting (see, Article XX, Section I.4) for November will be used for additional parent conference time by educators who participate in parent teacher conferences.

- c. Additionally, elementary educators who participate in parent teacher conferences will utilize one PLC meeting (see, Article XX, Section I.3) prior to conferences for planning purposes.
- B. **Secondary Level:** Four (4) release days will be scheduled so that secondary level teachers will be able to participate in professional development activities authorized by administrators.
- C. **Pre-School:** Ten (10) early release days will be scheduled:
 - 1. One (1) full day for Parent Teacher Conferences in February
 - 2. One (1) day shall be provided for teacher use
 - 3. Three (3) administrator-directed days
 - 4. Four (4) days for common planning time, with teacher-directed agendas

Pre-School parent conferences will be held in February during the school day and there will be no school for Pre-School students on that day. Progress reports will be issued in December, March and June.
- D. The administration, in its discretion, may schedule additional release days.
- E. **Evening Events:**

Teachers may be required to attend two (2) evening events per year. Such events will be scheduled by the building principal. Other preparation or conference time may be provided as needed. Teachers shall not be required to attend evening parental conferences.

For the 2025-2026 school year, as a pilot, the Fall evening event at each school (ie, Open House, Curriculum Night, Back to School night) will end no later than 8:00 p.m. Following these Fall evening events, the District will seek educator and parent feedback which shall be shared with the Association. A subcommittee, comprised of up to three (3) members designated by the Association President and three (3) members designated by the Superintendent shall meet prior to March 1, 2026 to review the feedback and make recommendations to the bargaining teams.
- F. Elementary school counselors, elementary Special Education teachers, elementary reading teachers, occupational and physical therapists, speech pathologists, BCBA and Technology Integration teachers will be required to attend one (1) open house at each of the school buildings to which they are assigned, not to exceed two (2) in any school year. Those individuals attending two (2) open

house meetings shall be provided with compensatory time equal to the amount of time spent at one (1) of the aforementioned meetings.

ARTICLE XXII CONTRACTUAL NOTIFICATIONS

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

ARTICLE XXIII PART-TIME PERSONNEL

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

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

DURATION

The provisions of this Agreement will be effective as of September 1, 2025 and will continue and remain in force and effective unless specific changes are made as provided in Article I until August 31, 2028.

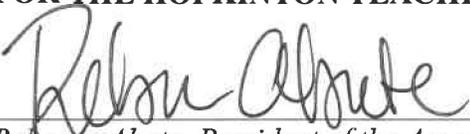
This agreement entered into this **20th** day of **June, 2025**.

FOR THE HOPKINTON SCHOOL COMMITTEE



Kyla McSweeney, School Committee Chair

FOR THE HOPKINTON TEACHERS' ASSOCIATION



Rebecca Abate, President of the Association

APPENDIX A SALARIES

A. Increments are to be granted as follows with increases becoming effective as of September 1:

1. A teacher entering the system at the minimum salary level will be granted an increment step upon the completion of the first year of service. Another increment step will be granted upon the completion of the second year of service.
2. Thereafter, when evidence of completion of an approved course has been submitted to the Superintendent or his/her/their designee, a step salary increase will be granted on the September following the submission of the evidence. A second step salary increase will be granted on the subsequent September without further course work.
3. Following attainment of either a Masters' degree or Masters' + 30, a step salary increase will be granted on the September following. A second step salary increase will be granted on the subsequent September without further course work.

B. An increment credit course is defined as follows:

1. A teacher holding no degree or with a Bachelor's degree must present three (3) semester hours of approved study.
2. A teacher holding a Masters' degree must present three (3) semester hours of approved study.
3. The intention to enroll in all increment credit courses must be submitted to the Superintendent or his/her/their designee prior to the October 1 of the school year in which the courses are to be taken. Approval of courses for increment credit and/or tuition reimbursement must be obtained from the Superintendent or his/her/their designee and the Committee prior to taking the course.
4. Step-rate increases are not automatic but are dependent upon continued satisfactory service.

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

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

C. Longevity Additions

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

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

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

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

Approved Leaves of Absence shall be included in continuous service.

An approved paid or unpaid leave of absence will not constitute a break in continuous service for the purposes of determining eligibility for longevity. With the exception of short-term maternity leave, a year in which approved paid or unpaid leaves of absence are granted will not be credited as a full year of service when calculating years of service under this longevity provision. Parent leave of up to 12 weeks, and if approved, an additional 45 days of child rearing leave occurring in the same school year, will be credited as time of service under this longevity provision.

D. Bachelor Scale

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

E. Administrative Intern

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

F. Wages

Effective September 1, 2025

FY26	2% plus new step 14 (1%)							
Step	B	B+15	B+30	M	M+15	M+30	M+45	M+60
1	\$52,859	\$58,548	\$62,387	\$62,387	\$66,211	\$70,044	\$73,878	\$77,709
2	\$58,007	\$61,831	\$65,836	\$65,836	\$69,502	\$73,334	\$77,167	\$80,987
3	\$61,296	\$65,116	\$68,951	\$68,951	\$72,788	\$76,612	\$80,445	\$84,272
4	\$64,575	\$68,410	\$72,243	\$72,243	\$76,067	\$79,905	\$83,724	\$87,562
5	\$67,865	\$71,706	\$75,515	\$75,515	\$79,350	\$83,181	\$87,014	\$90,849
6	\$71,151	\$74,980	\$78,808	\$78,808	\$82,647	\$86,468	\$90,297	\$94,127
7	\$74,435	\$78,263	\$82,101	\$82,101	\$85,922	\$89,757	\$93,586	\$97,414
8	\$77,715	\$81,548	\$85,376	\$85,376	\$89,207	\$93,044	\$96,866	\$100,707
9	\$81,002	\$84,835	\$88,661	\$88,661	\$92,495	\$96,330	\$100,150	\$103,983
10	\$84,288	\$88,119	\$91,954	\$91,954	\$95,780	\$99,604	\$103,443	\$107,272
11	\$87,572	\$91,399	\$95,227	\$95,227	\$99,065	\$102,894	\$106,727	\$110,568
12	\$92,508	\$96,335	\$100,171	\$100,171	\$102,355	\$106,192	\$110,009	\$113,835
13				\$103,401	\$107,235	\$111,070	\$114,887	\$118,712
14				\$104,435	\$108,307	\$112,181	\$116,036	\$119,899

Effective September 1, 2026

FY27	2% plus new step 14 (2.25%) & 15 (3.25%)							
Step	B	B+15	B+30	M	M+15	M+30	M+45	M+60
1	\$53,917	\$59,719	\$63,635	\$63,635	\$67,535	\$71,445	\$75,355	\$79,263
2	\$59,168	\$63,068	\$67,153	\$67,153	\$70,892	\$74,801	\$78,710	\$82,607
3	\$62,522	\$66,418	\$70,330	\$70,330	\$74,244	\$78,144	\$82,054	\$85,958
4	\$65,867	\$69,779	\$73,687	\$73,687	\$77,588	\$81,503	\$85,398	\$89,313
5	\$69,222	\$73,140	\$77,025	\$77,025	\$80,937	\$84,845	\$88,754	\$92,666
6	\$72,574	\$76,480	\$80,384	\$80,384	\$84,299	\$88,198	\$92,102	\$96,009
7	\$75,923	\$79,828	\$83,743	\$83,743	\$87,640	\$91,552	\$95,458	\$99,362
8	\$79,269	\$83,179	\$87,084	\$87,084	\$90,991	\$94,905	\$98,804	\$102,721
9	\$82,622	\$86,532	\$90,435	\$90,435	\$94,345	\$98,256	\$102,153	\$106,063
10	\$85,973	\$89,881	\$93,793	\$93,793	\$97,696	\$101,596	\$105,512	\$109,418
11	\$89,324	\$93,227	\$97,132	\$97,132	\$101,047	\$104,951	\$108,861	\$112,779
12	\$94,358	\$98,262	\$102,175	\$102,175	\$104,402	\$108,316	\$112,209	\$116,112
13				\$105,470	\$109,379	\$113,291	\$117,184	\$121,086
14				\$107,843	\$111,840	\$115,840	\$119,821	\$123,810
15				\$111,347	\$115,475	\$119,605	\$123,715	\$127,834

Effective September 1, 2027

FY28	2.5% plus new step 14 & 15 (3%)							
Step	B	B+15	B+30	M	M+15	M+30	M+45	M+60
1	\$55,265	\$61,212	\$65,226	\$65,226	\$69,224	\$73,231	\$77,239	\$81,244
2	\$60,647	\$64,645	\$68,831	\$68,831	\$72,664	\$76,671	\$80,678	\$84,672
3	\$64,085	\$68,079	\$72,088	\$72,088	\$76,100	\$80,098	\$84,106	\$88,107
4	\$67,513	\$71,523	\$75,530	\$75,530	\$79,528	\$83,540	\$87,533	\$91,546
5	\$70,953	\$74,969	\$78,951	\$78,951	\$82,960	\$86,966	\$90,973	\$94,983
6	\$74,388	\$78,392	\$82,394	\$82,394	\$86,407	\$90,403	\$94,405	\$98,409
7	\$77,821	\$81,824	\$85,836	\$85,836	\$89,831	\$93,841	\$97,844	\$101,846
8	\$81,251	\$85,258	\$89,261	\$89,261	\$93,266	\$97,278	\$101,274	\$105,289
9	\$84,688	\$88,695	\$92,696	\$92,696	\$96,703	\$100,713	\$104,707	\$108,714
10	\$88,123	\$92,128	\$96,138	\$96,138	\$100,138	\$104,136	\$108,150	\$112,153
11	\$91,557	\$95,558	\$99,560	\$99,560	\$103,573	\$107,575	\$111,583	\$115,599
12	\$96,717	\$100,718	\$104,729	\$104,729	\$107,012	\$111,024	\$115,014	\$119,015
13				\$108,106	\$112,114	\$116,124	\$120,114	\$124,113
14				\$111,349	\$115,477	\$119,607	\$123,717	\$127,836
15				\$114,688	\$118,939	\$123,193	\$127,427	\$131,669

G. Curriculum work will be compensated at the rate of \$32.00 per hour.

APPENDIX B ALL OTHER

A. 1. Extracurricular activities

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

Effective September 1, 2025

Level 1: Competitive Extracurriculars

High School	Business Professionals Club Advisor	\$2,525
High School	Debate Team Advisor	\$1,515
High School	Math Competition Advisor	\$1,515
High School	Invention Convention Advisor	\$2,525
High School	Mock Trial Advisor	\$1,515
High School	Model UN Club Advisor	\$1,515
High School	Quiz Show Advisor	\$1,515
High School	Robotics Club Advisor	\$2,525

High School	Robotics Club Assistant Advisor	\$1,010
High School	Science Fair Assistant (3)	\$1,010
High School	Science Fair Coordinator	\$2,525
High School	Science Olympiad Advisor	\$1,515
High School	Speech Club Advisor	\$1,515
High School	Ultimate Frisbee Club Advisor	\$1,010
Middle School	Math Counts Advisor	\$1,010
Middle School	Robotics Club Advisor	\$2,525

Level 2: Student Interest Clubs

High School	Active Minds Club Advisor	\$556
High School	Art Club Advisor	\$556
High School	Arts Magazine Advisor	\$556
High School	Be Free Club Advisor	\$556
High School	Best Buddies Advisor	\$1,010
High School	Book Club Advisor	\$556
High School	Chess Club Advisor	\$556
High School	Chinese Club Advisor	\$556
High School	Clay Club Advisor	\$556
High School	Community Service Club Advisor	\$556
High School	Creative Writing Club Advisor	\$556
High School	Diversity Club Advisor	\$556
High School	Environmental Club Advisor	\$556
High School	Fashion Club Advisor	\$556
High School	Fishing Club	\$556
High School	Fitness Club Advisor	\$556
High School	French Club Advisor	\$556
High School	Game Club Advisor	\$556
High School	Gay Straight Alliance Club Advisor	\$556
High School	Girls that Code Club Advisor	\$556
High School	Habitat for Humanity Advisor	\$556
High School	Happy Hillers Club Advisor	\$556
High School	Hillers Helping Hands Club Advisor	\$556
High School	History Club Advisor	\$556
High School	Investment Club Advisor	\$556
High School	Key Club Advisor	\$556
High School	Magic: The Gathering Club Advisor	\$556
High School	Make a Wish Club Advisor	\$556

High School	Red Cross Club Advisor	\$556
High School	SADD Club Advisor	\$556
High School	Sailing Club Advisor	\$556
High School	Sign Language Club Advisor	\$556
High School	Skate Park Club Advisor	\$556
High School	Spanish Club Advisor	\$556
High School	Spartan Club Advisor	\$556
High School	STEM Club Advisor	\$556
High School	STOP Club Advisor	\$556
High School	Swift Coding Club Advisor	\$556
High School	Vision & Senior Care (VSC) Advisor	\$556
Middle School	Best Buddies Advisor	\$1,010
Middle School	Debate Club Advisor	\$556
Middle School	Diversity Club Advisor	\$556
Middle School	Dungeons & Dragons Club Advisor	\$556
Middle School	Gay-Straight Alliance Club Advisor	\$556
Middle School	Girls' Empowerment Club Advisor	\$556
Middle School	Golf Club Advisor	\$556
Middle School	History Club Advisor	\$556
Middle School	Magic: The Gathering Club Advisor	\$556
Middle School	Pottermore (Harry Potter) Club Advisor	\$556
Middle School	Recycling/Green Club Advisor	\$556
Middle School	Running Club Advisor	\$556
Middle School	Science Fair Advisor	\$556
Middle School	Unified Bocce (2)	\$556
Middle School	Unified Basketball (2)	\$556
Middle School	Word Masters Advisor	\$556
Middle School	Writing Club Advisor	\$556

High School	Photography Club Advisor	\$556
High School	Mind and Brain Club Advisor	\$556

Middle School	Yoga Club Advisor	\$556
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Level 3: Student Production

High School	Band Director	\$3,535
High School	Choral Director	\$2,020
High School	Fall Musical-Stage Director	\$4,545
High School	Fall Musical-Choreographer	\$1,010
High School	Fall Musical-Music Director	\$3,030
High School	Fall Musical-Orchestra Director	\$2,020
High School	HHS-TV Club Advisor	\$556
High School	Honors Exhibition Advisor	\$556
High School	Jazz Club Advisor	\$1,515
High School	Jazz Ensemble Advisor	\$2,525
High School	Literary Magazine Advisor	\$1,010
High School	Men's Chorus Advisor	\$1,010
High School	Newspaper Advisor	\$1,010
High School	Noteworthy Club Advisor	\$1,010
High School	Spring Production Advisor	\$1,515
High School	Stagecraft Club Advisor	\$1,515

High School	Winter Production Advisor	\$2,525
High School	Yearbook Club Advisor (2)	\$2,525
Middle School	A Cappella Club Advisor	\$1,515
Middle School	Art Club Advisor	\$556
Middle School	Chamber Chorus Advisor	\$1,515
Middle School	Community Service Club Advisor	\$1,010
Middle School	Drama Club Advisor	\$556
Middle School	Fall Production Advisor	\$1,515
Middle School	HMS Herald Advisor	\$556
Middle School	HMS-TV Club Advisor	\$556
Middle School	Jazz Ensemble Advisor	\$1,263
Middle School	Spring Musical-Choreographer	\$1,010
Middle School	Spring Musical-Stage Director	\$3,030
Middle School	Spring Musical-Music Director	\$1,515
Middle School	Talent/Variety Show Coordinator	\$758
Middle School	Yearbook Advisor	\$1,010

Level 4: Elementary Student Interest Clubs

Elementary	Environmental Club Advisor: Elmwood	\$177
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Level A: Instructional Supervision & Leadership

District	Art Department SML (K-12)	\$5,555
District	World Language Department SML (K-12)	\$5,555
District	Counseling Department SML (9-12)	\$5,555
District	Mentors*	\$1,200
District	Music Department SML (K-12)	\$5,555
District	Technology/Engineering SML (K-12)	\$5,555
District	Wellness Department SML (K-12)	\$5,555
High School	Advanced Placement (AP) Coordinator	\$2,020
High School	MCAS Curricular Coordinator	\$1,515
High School	PSAT/PreACT Proctor(s)-Extended Test Time	\$328
High School	PSAT/PreACT Proctor(s)-Standard Test Time	\$253
High School	PSAT/PreACT Test Coordinator	\$758

High School	SpEd Team Chair	\$5,050
High School	Subject Matter Leaders (6)	\$5,555
Middle School	Curriculum Teacher Leader (5)	\$3,030
Middle School	SpEd Team Chair	\$5,050
Middle School	Team Leader-Academic (9)	\$4,040
Middle School	Team Leader-Related Arts (1)	\$4,040
Elementary	Bridges Program Facilitator: Elmwood (2)	\$177
Elementary	Curriculum Teacher Leader (up to 24)	\$3,030
Elementary	SpEd Team Chair (.5 FTE) (3)	\$2,525
Elementary	SpEd Out-of-District Coordinator	\$3,500
Preschool	Pre-School Coordinator	\$3,535
Preschool	SpEd Team Chair (.5 FTE)	\$2,525

*Mentor's Use of Personal Leave Days: In addition to the compensation set forth above, one (1) of their annual personal leave days shall be exempt from any requirement to provide a reason for using such day. Further, the restrictions set forth in Article XII, Section A.3 relative to the use of personal leave on the work day before or the work day after a vacation period, a holiday occurring on a school day, or the first or last week of the school year, or on any teacher Professional Day shall not apply to this one day.

Level B: Supervisory Duties & Coordinators

High School	Event Manager/ Game Administrator	\$4,545
High School	Fitness Center Coordinator	\$5,050
High School	Fitness Center Coordinator-Morning	\$253
High School	International Student Coordinator	\$2,525
High School	Open Gym Supervisor	\$1,010
High School	Parking Lot Supervisor	\$2,525
High School	Senior Project Advisor/Coordinator	\$2,525
High School	Student Ambassador Coordinator	\$2,525
Middle School	8 th Grade Celebration Advisor	\$758

Middle School	Homework Club Advisor, Afternoon	\$5,050
Middle School	Homework Club Advisor, Morning Grade 8	\$1,010
Middle School	Homework Club Advisor, Morning Grade 7	\$1,010
Middle School	Homework Club Advisor, Morning Grade 6	\$1,010
Middle School	Intramurals Director	\$1,515
Middle School	Bus Lot Supervisor	\$2,020
Middle School	Middle School Trip Coordinator	\$556
Middle School	Nature's Classroom Coordinator	\$556
Middle School	Tournament Director	\$556

Level C: Student Group Administration

High School	Class Advisor-Senior Class	\$3,030
High School	Class Advisor-Junior Class	\$2,525
High School	Class Advisor-Sophomore Class	\$2,020
High School	Class Advisor-Freshman Class	\$2,020
High School	National Art Honor Society Advisor	\$556
High School	National Honor Society Advisor	\$1,010
High School	National Tri-M Music Honor Society Advisor	\$556

High School	Peer Leader Advisor	\$1,010
High School	Peer Tutoring Advisor	\$556
High School	Student Council Advisor	\$2,525
High School	UNITE Advisor (2)	\$1,515
Middle School	Ignite Advisor (3)	\$1,515
Middle School	Student Council Advisor	\$2,500

Level D: Hourly/Overnight Support

High School	Chaperone: Domestic Overnight Event	\$75.75/ night
High School	Fall Musical-Piano Musician	\$30.30/hr
High School	Fall Musical-Pit Musician	\$25.25/hr
Middle School	Chaperone: Domestic Overnight Event	\$75.75/ night

Middle School	Spring Musical-Piano Musician	\$30.30/hr
Middle School	Spring Musical-Pit Musician	\$25.25/hr
Elementary	Piano Accompanist	\$25.25/hr

Effective September 1, 2027

Level 1: Competitive Extracurriculars

High School	Business Professionals Club Advisor	\$2,576
High School	Debate Team Advisor	\$1,545
High School	Math Competition Advisor	\$1,545
High School	Invention Convention Advisor	\$2,576
High School	Mock Trial Advisor	\$1,545
High School	Model UN Club Advisor	\$1,545
High School	Quiz Show Advisor	\$1,545
High School	Robotics Club Advisor	\$2,576

High School	Robotics Club Assistant Advisor	\$1,030
High School	Science Fair Assistant (3)	\$1,030
High School	Science Fair Coordinator	\$2,576
High School	Science Olympiad Advisor	\$1,545
High School	Speech Club Advisor	\$1,545
High School	Ultimate Frisbee Club Advisor	\$1,030
Middle School	Math Counts Advisor	\$1,030
Middle School	Robotics Club Advisor	\$2,576

Level 2: Student Interest Clubs

High School	Active Minds Club Advisor	\$567
High School	Art Club Advisor	\$567
High School	Arts Magazine Advisor	\$567
High School	Be Free Club Advisor	\$567
High School	Best Buddies Advisor	\$1,030
High School	Book Club Advisor	\$567
High School	Chess Club Advisor	\$567
High School	Chinese Club Advisor	\$567
High School	Clay Club Advisor	\$567
High School	Community Service Club Advisor	\$567
High School	Creative Writing Club Advisor	\$567
High School	Diversity Club Advisor	\$567
High School	Environmental Club Advisor	\$567
High School	Fashion Club Advisor	\$567
High School	Fishing Club	\$567
High School	Fitness Club Advisor	\$567
High School	French Club Advisor	\$567
High School	Game Club Advisor	\$567
High School	Gay Straight Alliance Club Advisor	\$567
High School	Girls that Code Club Advisor	\$567
High School	Habitat for Humanity Advisor	\$567
High School	Happy Hillers Club Advisor	\$567
High School	Hillers Helping Hands Club Advisor	\$567
High School	History Club Advisor	\$567
High School	Investment Club Advisor	\$567
High School	Key Club Advisor	\$567
High School	Magic: The Gathering Club Advisor	\$567
High School	Make a Wish Club Advisor	\$567
High School	Photography Club Advisor	\$567
High School	Mind and Brain Club Advisor	\$567

High School	Red Cross Club Advisor	\$567
High School	SADD Club Advisor	\$567
High School	Sailing Club Advisor	\$567
High School	Sign Language Club Advisor	\$567
High School	Skate Park Club Advisor	\$567
High School	Spanish Club Advisor	\$567
High School	Spartan Club Advisor	\$567
High School	STEM Club Advisor	\$567
High School	STOP Club Advisor	\$567
High School	Swift Coding Club Advisor	\$567
High School	Vision & Senior Care (VSC) Advisor	\$567
Middle School	Best Buddies Advisor	\$1,030
Middle School	Debate Club Advisor	\$567
Middle School	Diversity Club Advisor	\$567
Middle School	Dungeons & Dragons Club Advisor	\$567
Middle School	Gay-Straight Alliance Club Advisor	\$567
Middle School	Girls' Empowerment Club Advisor	\$567
Middle School	Golf Club Advisor	\$567
Middle School	History Club Advisor	\$567
Middle School	Magic: The Gathering Club Advisor	\$567
Middle School	Pottermore (Harry Potter) Club Advisor	\$567
Middle School	Recycling/Green Club Advisor	\$567
Middle School	Running Club Advisor	\$567
Middle School	Science Fair Advisor	\$567
Middle School	Unified Bocce (2)	\$567
Middle School	Unified Basketball (2)	\$567
Middle School	Word Masters Advisor	\$567
Middle School	Writing Club Advisor	\$567
Middle School	Yoga Club Advisor	\$567

Level 3: Student Production

High School	Band Director	\$3,606
High School	Choral Director	\$2,060
High School	Fall Musical-Stage Director	\$4,636
High School	Fall Musical-Choreographer	\$1,030
High School	Fall Musical-Music Director	\$3,091
High School	Fall Musical-Orchestra Director	\$2,060
High School	HHS-TV Club Advisor	\$567
High School	Honors Exhibition Advisor	\$567
High School	Jazz Club Advisor	\$1,545
High School	Jazz Ensemble Advisor	\$2,576
High School	Literary Magazine Advisor	\$1,030
High School	Men's Chorus Advisor	\$1,030
High School	Newspaper Advisor	\$1,030
High School	Noteworthy Club Advisor	\$1,030
High School	Spring Production Advisor	\$1,545
High School	Stagecraft Club Advisor	\$1,545

High School	Winter Production Advisor	\$2,576
High School	Yearbook Club Advisor (2)	\$2,576
Middle School	A Cappella Club Advisor	\$1,545
Middle School	Art Club Advisor	\$567
Middle School	Chamber Chorus Advisor	\$1,545
Middle School	Community Service Club Advisor	\$1,030
Middle School	Drama Club Advisor	\$567
Middle School	Fall Production Advisor	\$1,545
Middle School	HMS Herald Advisor	\$567
Middle School	HMS-TV Club Advisor	\$567
Middle School	Jazz Ensemble Advisor	\$1,288
Middle School	Spring Musical-Choreographer	\$1,030
Middle School	Spring Musical-Stage Director	\$3,091
Middle School	Spring Musical-Music Director	\$1,545
Middle School	Talent/Variety Show Coordinator	\$773
Middle School	Yearbook Advisor	\$1,030

Level 4: Elementary Student Interest Clubs

Elementary	Environmental Club Advisor: Elmwood	\$181
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Level A: Instructional Supervision & Leadership

District	Art Department SML (K-12)	\$5,660
District	World Language Department SML (K-12)	\$5,660
District	Counseling Department SML (9-12)	\$5,660
District	Mentors*	\$1,224
District	Music Department SML (K-12)	\$5,660
District	Technology/Engineering SML (K-12)	\$5,660
District	Wellness Department SML (K-12)	\$5,660
High School	Advanced Placement (AP) Coordinator	\$2,060
High School	MCAS Curricular Coordinator	\$1,555
High School	PSAT/PreACT Proctor(s)-Extended Test Time	\$335
High School	PSAT/PreACT Proctor(s)-Standard Test Time	\$258
High School	PSAT/PreACT Test Coordinator	\$773

High School	SpEd Team Chair	\$5,151
High School	Subject Matter Leaders (6)	\$5,660
Middle School	Curriculum Teacher Leader (5)	\$3,091
Middle School	SpEd Team Chair	\$5,151
Middle School	Team Leader-Academic (9)	\$4,121
Middle School	Team Leader-Related Arts (1)	\$4,121
Elementary	Bridges Program Facilitator: Elmwood (2)	\$181
Elementary	Curriculum Teacher Leader (up to 24)	\$3,091
Elementary	SpEd Team Chair (.5 FTE) (3)	\$2,576
Elementary	SpEd Out-of-District Coordinator	\$3,570
Preschool	Pre-School Coordinator	\$3,606
Preschool	SpEd Team Chair (.5 FTE)	\$2,576

*Mentor’s Use of Personal Leave Days: In addition to the compensation set forth above, one (1) of their annual personal leave days shall be exempt from any requirement to provide a reason for using such day. Further, the restrictions set forth in Article XII, Section A.3 relative to the use of personal leave on the work day before or the work day after a vacation period, a holiday occurring on a school day, or the first or last week of the school year, or on any teacher Professional Day shall not apply to this one day.

Level B: Supervisory Duties & Coordinators

High School	Event Manager/ Game Administrator	\$4,636
High School	Fitness Center Coordinator	\$5,151
High School	Fitness Center Coordinator/ Morning	\$258
High School	International Student Coordinator	\$2,576
High School	Open Gym Supervisor	\$1,030
High School	Parking Lot Supervisor	\$2,576
High School	Senior Project Advisor/Coordinator	\$2,576
High School	Student Ambassador Coordinator	\$2,576
Middle School	8 th Grade Celebration Advisor	\$773

Middle School	Homework Club Advisor, Afternoon	\$5,151
Middle School	Homework Club Advisor, Morning Grade 8	\$1,030
Middle School	Homework Club Advisor, Morning Grade 7	\$1,030
Middle School	Homework Club Advisor, Morning Grade 6	\$1,030
Middle School	Intramurals Director	\$1,545
Middle School	Bus Lot Supervisor	\$2,060
Middle School	Middle School Trip Coordinator	\$567
Middle School	Nature’s Classroom Coordinator	\$567
Middle School	Tournament Director	\$567

Level C: Student Group Administration

High School	Class Advisor-Senior Class	\$3,030
High School	Class Advisor-Junior Class	\$2,525
High School	Class Advisor-Sophomore Class	\$2,020
High School	Class Advisor-Freshman Class	\$2,020
High School	National Art Honor Society Advisor	\$556
High School	National Honor Society Advisor	\$1,010
High School	National Tri-M Music Honor Society Advisor	\$556

High School	Peer Leader Advisor	\$1,010
High School	Peer Tutoring Advisor	\$556
High School	Student Council Advisor	\$2,525
High School	UNITE Advisor (2)	\$1,515
Middle School	Ignite Advisor (3)	\$1,515
Middle School	Student Council Advisor	\$2,500

Level D: Hourly/Overnight Support

High School	Chaperone: Domestic Overnight Event	\$75.75/night
High School	Fall Musical-Piano Musician	\$30.30/hr
High School	Fall Musical-Pit Musician	\$25.25/hr
Middle School	Chaperone: Domestic Overnight Event	\$75.75/night

Middle School	Spring Musical-Piano Musician	\$30.30/hr
Middle School	Spring Musical-Pit Musician	\$25.25/hr
Elementary	Piano Accompanist	\$25.25/hr

Athletic Event Staff

Season/Sport	Tickets	Score	30 Sec Clock	Announce	Admin
Fall:					
Varsity Football	\$51			\$51	\$66
Varsity Football - Thanksgiving	\$106			\$76	\$98
Varsity Field Hockey (with JV)	\$51	\$40			\$66
Varsity Field Hockey alone	\$51	\$40			\$66
Varsity Volleyball	\$51	\$40			\$66
Varsity Boys' Soccer (with JV or Girls Soccer)	\$51	\$40			\$66
Varsity Boys Soccer alone	\$51	\$40			\$66
Varsity Girls' Soccer (with JV or Boys Soccer)	\$51	\$40			\$66
Varsity Girls Soccer alone	\$51	\$40			\$66
Winter:					
Varsity Boys' Basketball	\$51	\$40	\$40		\$66
Junior Varsity Boys' Basketball		\$30	\$30		
Freshman Boys' Basketball		\$30	\$30		
Varsity Boys Basketball alone	\$51	\$40	\$40		\$66
Varsity Girls' Basketball	\$51	\$40	\$40		\$66
Junior Varsity Girls' Basketball		\$30	\$30		
Freshman Girls' Basketball		\$30	\$30		
Varsity Girls Basketball alone	\$51	\$40	\$40		\$66
Varsity Ice Hockey	\$51				\$66
Varsity Swimming					\$66
Varsity Boys' Winter Track (includes Girls Track)	\$51				
Varsity Wrestling	\$51				\$66
8 th Grade Boys' Basketball		\$30			
8 th Grade Girls' Basketball		\$30			
Spring:					
Varsity Baseball					\$66
Varsity Softball					\$66
Varsity Boys' Lacrosse (with JV)	\$51	\$40		\$61	\$66
Varsity Boys Lacrosse alone	\$51	\$40		\$40	\$66
Varsity Girls' Lacrosse (with JV)	\$51	\$40		\$61	\$66
Varsity Girls Lacrosse alone	\$51	\$40		\$40	\$66
Other:					

Season/Sport	Tickets	Score	30 Sec Clock	Announce	Admin
Holidays and Sundays					1.5X
Bus Chaperone					\$66
Tournament Games					\$81

2. Athletic Coaches

The salary for coaching of athletes will be as follows:

Units	0	1	2	3	4	5
7	\$3,386	\$3,724	\$4,063	\$4,401	\$4,740	\$5,079
8	\$3,869	\$4,256	\$4,643	\$5,030	\$5,417	\$5,804
9	\$4,353	\$4,788	\$5,224	\$5,659	\$6,094	\$6,530
10	\$4,837	\$5,320	\$5,804	\$6,288	\$6,771	\$7,255
11	\$5,320	\$5,852	\$6,384	\$6,917	\$7,449	\$7,981
12	\$5,804	\$6,384	\$6,965	\$7,545	\$8,126	\$8,706
13	\$6,288	\$6,917	\$7,545	\$8,174	\$8,803	\$9,432
14	\$6,771	\$7,449	\$8,126	\$8,803	\$9,480	\$10,157
15	\$7,255	\$7,981	\$8,706	\$9,432	\$10,157	\$10,883

HIGH SCHOOL

Sport	Units	Season
Varsity Football Head	15	Fall
Varsity Football Asst (3)	9	Fall
Junior Varsity Football Coach	9	Fall
Junior Varsity Football Asst	8	Fall
Freshman Football	7	Fall
Cheerleading Football	8	Fall
Boys' Cross Country Coach	11	Fall
Boys' Cross Country Assistant	7	Fall
Girls' Cross Country Coach	11	Fall
Girls' Cross Country Assistant	7	Fall
Varsity Field Hockey	13	Fall
Junior Varsity Field Hockey	8	Fall
Freshman Field Hockey	7	Fall
Varsity Volleyball	12	Fall
Junior Varsity Volleyball	8	Fall
Freshman Volleyball	7	Fall
Varsity Boys' Soccer	13	Fall
Junior Varsity Boys' Soccer	8	Fall
Freshman Boys' Soccer	7	Fall
Varsity Girls' Soccer	13	Fall
Junior Varsity Girls' Soccer	8	Fall
Freshman Girls' Soccer	7	Fall
Varsity Golf Coach	9	Fall
Junior Varsity Golf Coach	7	Fall
Unified Basketball Coach (2)	7	Fall
Alpine Ski Coach	9	Winter
Alpine Ski Assistant	7	Winter
Varsity Boys' Basketball	14	Winter
Junior Varsity Boys' Basketball	9	Winter
Freshman Boys' Basketball	8	Winter
Varsity Girls' Basketball	14	Winter
Junior Varsity Girls' Basketball	9	Winter
Freshman Girls' Basketball	8	Winter

Sport	Units	Season
Cheerleading Basketball	8	Winter
Varsity Ice Hockey	12	Winter
Junior Varsity Ice Hockey	7	Winter
Varsity Swimming Assistant	12	Winter
Varsity Swimming Assistant	8	Winter
Diving/Swimming Assistant	7	Winter
Varsity Boys' Winter Track	12	Winter
Boys' Winter Track Assistant (2)	9	Winter
Varsity Girls' Winter Track	12	Winter
Girls' Winter Track Assistant (2)	9	Winter
Varsity Wrestling Head	11	Winter
Wrestling Assistant	7	Winter
Varsity Baseball	13	Spring
Junior Varsity Baseball	8	Spring
Freshman Baseball	7	Spring
Varsity Softball	13	Spring
Junior Varsity Softball	8	Spring
Freshman Softball	7	Spring
Varsity Girls' Spring Track Head	12	Spring
Girls' Spring Track Assistant (2)	9	Spring
Varsity Boys' Spring Track Head	12	Spring
Boys; Spring Track Assistant (2)	9	Spring
Varsity Boys' Tennis	9	Spring
Varsity Girls' Tennis	9	Spring
Junior Varsity Boys' Tennis	7	Spring
Junior Varsity Girls' Tennis	7	Spring
Varsity Boys' Lacrosse	13	Spring
Junior Varsity Boys' Lacrosse	8	Spring
Varsity Girls' Lacrosse	13	Spring
Junior Varsity Girls' Lacrosse	8	Spring
Unified Track Coach (2)	7	Spring
Equipment Manager	8	All Season

MIDDLE SCHOOL

Sport	Units	Season
Girls' & Boys' Cross Country (3)	7	Fall
Field Hockey	7	Fall
8 th Grade Boys' Soccer	7	Fall
8 th Grade Girls' Soccer	7	Fall
8 th Grade Volleyball	7	Fall
MS Football Head Coach	9	Fall

Sport	Units	Season
MS Football Assistant (2)	7	Fall
8 th Grade Boys' Basketball	8	Winter
8 th Grade Girls' Basketball	8	Winter
Wrestling	7	Winter
8 th Grade Boys' Baseball	7	Spring
8 th Grade Girls' Softball	7	Spring
Boys' & Girls' Spring Track (3)	7	Spring

- a. Coaches' salaries will be determined on a zero (0) to five (5) step basis. Steps will be granted on the recommendation of the Superintendent and School Principal.
 - b. Members of Unit A who officiate at athletic events scheduled through the Director of Athletics shall be compensated at the rate of \$20.00 per event.
3. The Committee may create a new position and set the salary for the first year only. If that position exists the following year, the salary will be negotiated by the Association and the Committee.
 4. If there are any substantial changes in the duties of any existing position under the contract, the Committee will negotiate with the Association regarding possible modification in the salary for such position.
 5. Assignments outside of the contracted number of school days, with the exception of summer curriculum work, will be compensated as follows:

The teachers' contracted base salary, excluding other stipends, divided by 183; this quotient to be divided by 6.58. The resultant quotient to be the rate of hourly pay.

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

7. Retirement Notification

- a. Upon written notice of intent to retire, a teacher who has, or will have, at least twenty (20) years' service in Hopkinton on the effective retirement date will receive a \$2500 compensation payment in each of the two (2) school years following the notification referenced in paragraph b., below.
- b. Written notice must be received by the Superintendent no later than 28 months prior to the effective date of retirement. Payment will become effective at the end of the following school year.
- c. The notice of intent to retire is considered irrevocable. However, in the event of unforeseen circumstances, the member may make a request to rescind his/her/their intent to retire. Such a request should be made, in writing, to the Superintendent. The decision to accept a member's request to rescind his/her/their retirement lies solely with the Superintendent.
- d. If the Superintendent agrees to accept the request to rescind the intent to retire, the teacher must repay all funds paid out under this provision.

8. The hourly rate for intramurals will be \$20.00 per hour.

9. The stipend payments set forth at Sections 1 and 2 will be pro-rated for less than a full year/season of work.

10. Any qualified teacher who provides tutoring services to a student at the bequest of, and under the direction and supervision of an administrator of the Hopkinton Public School district, will be compensated at a rate equal to 60% of their current hourly rate, not to be lower than \$40/hour. Said tutoring must occur outside the teacher's regular work hours. Said wages will be paid in the teacher's regular paycheck.

11. The parties agree to form a joint study committee comprised of an equal number of representatives designated by the Superintendent and the Association President to review and bring forward recommendations on stipended positions to the negotiating teams for consideration during their negotiations for a successor collective bargaining agreement for the period commencing September 1, 2028.

B. Subject Matter Leaders:

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

All SMLs will have a teacher work load of .4 FTE and the remaining .6 FTE will be dedicated to SML duties and responsibilities.

2. The SML will work three (3) days in addition to the teacher contractual work year, at a per diem rate (for a total contract year of 186 days) with the exact days to be determined by the Superintendent or his/her/their designee. At the request of the Superintendent or his/her/their designee and with the agreement of the SML, the SML may work up to one (1) additional summer day, in either a full or half day increments) and shall be paid for such work at a per diem rate. SML positions will be posted and appointed for a two (2) year duration. The Superintendent or his/her/their designee will, where reasonably possible, make appointment notifications by May 15th.
3. Training in the Educator Evaluation System will be provided to the SMLs.
4. The Parties will continue to discuss the role, responsibilities, and working conditions of the Counseling Department Head/Coordinator under the new Educator Evaluation System.
5. The Association and the Committee will meet to continue to negotiate over the development of a blended rubric to be used in the supervision and evaluation of the SML.
6. The District will continue its practice regarding obtaining substitutes; however in the absence of a substitute, SMLs will cover classes of teachers in their department for no more than three (3) consecutive school days, not to exceed five (5) days per month.
7. The School Counselor Subject Matter Leader will be compensated for additional work days, outside the regular school year, as set forth in Article XX, Section B, Paragraph 2 a.

SALARY SCHEDULE

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



HOPKINTON PUBLIC SCHOOLS

HOPKINTON SCHOOL COMMITTEE
OFFICE OF THE SUPERINTENDENT

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

January 22, 1980

Mr. Michael Fleming, President
Hopkinton Teachers' Association
Hayden Row
Hopkinton, MA 01748

Dear Mr. Fleming:

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

Sincerely,

HOPKINTON SCHOOL COMMITTEE
NEGOTIATING TEAM

Frederick White

Richard Davis

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

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

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

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

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

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

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

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

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

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

HOPKINTON SCHOOL COMMITTEE

HOPKINTON TEACHERS ASSOCIATION

By: _____
John E. Phelan, Ed.D.
Its Superintendent

By: _____
Tim Kearnan
Its President

SUBJECT MATTER LEADER SIDE LETTER

**HOPKINTON SCHOOL COMMITTEE
AND
HOPKINTON TEACHERS ASSOCIATION**

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

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

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

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

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

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

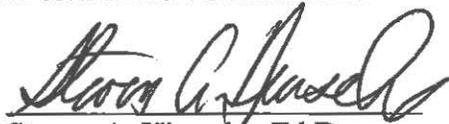
The job descriptions for these positions are attached hereto as Exhibit A (SML/High School) and B (SML/District), respectively.

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

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

HOPKINTON SCHOOL COMMITTEE

By:



Steven A. Hiersche, Ed.D.
Its Superintendent

HOPKINTON TEACHERS' ASSOCIATION

By:

Daniel Mazur
Its President

**SIDE LETTER OF AGREEMENT
HOPKINTON SCHOOL COMMITTEE
AND
HOPKINTON TEACHERS' ASSOCIATION**

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

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

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

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

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

- 1) SSPs are non-evaluative; unless, a teacher elects to use the plan as evidence to support specific elements and / or goals.
- 2) There will be no repercussions to teachers if a strategy used as part of the SSP is unsuccessful.
- 3) On SSP documents, teachers may choose to write strategies used with selected students to improve performance and modify strategies when identified strategies appear ineffective.
- 4) Teachers are not required to write Student Success Plans. The SSP documents are teacher OR administrator created and maintained and driven through collaboration between the teacher and building administrators.
- 5) Teachers have discretion in terms of formatting of the SSP document.
- 6) The District, with teacher input, will identify priority students for which SSPs should be created, monitored, or adjusted.
- 7) The administration will work with teachers to find designated meeting times to work on SSP plans. Teachers will not be required to work on SSPs outside these designated times provided by the District.
- 8) Teachers are encouraged to work in *teams* to create SSP documents.
- 9) Teachers (*teams*) will identify one to three instructional strategies per student based on current assessments.
- 10) As part of the collaborative process, consideration will be given by the District to provide additional support for teachers that have a large number of students deemed as a priority (as measured by assessment data) including a possible reallocation of resources.
- 11) There will be an effort to equitably assign the SSP caseload.
- 12) These SSP provisions shall be reviewed and may be adjusted through bargaining with the District and the Association as needed.
- 13) Evaluation & feedback from teachers as to the use, implementation, success, and problems with SSPs will be collected.
- 14) The purpose of SSPs will be clearly and consistently communicated to all staff by the District. There will be fidelity to the process. Implementation will be consistent at each level (elementary, middle, high school).
- 15) The terms of this Side Letter of Agreement will be incorporated into the Parties' Collective Bargaining Agreement, unless otherwise agreed in writing.

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

HOPKINTON SCHOOL COMMITTEE



Cathy MacLeod, Ed.D.
Its Superintendent

By:

HOPKINTON TEACHERS' ASSOCIATION

Daniel Mazur,
Its President



Hopkinton Public Schools

Educator Evaluation Process and Procedures

Teacher & Specialized Instructional Support Personnel (SISP) Evaluation System

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

Effective July 1, 2013

Revised September 1, 2025

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1) Purpose of Educator Evaluation

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

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

- A) ***Artifacts of Professional Practice:** Products of an Educator's work and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards. Potential artifacts may include, but will not be limited to, those listed in Appendix D.
- B) **Classroom teacher:** Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education.
- C) **Categories of Evidence:** Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice; and additional evidence relevant to one
- D) ***Educator(s):** Inclusive term that applies to all classroom teachers and Specialized Instructional Support Personnel, unless otherwise noted.
- E) ***Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:

- i) **Developing Educator Plan** shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator, for an Educator with PTS in a new assignment.
 - ii) **Self-Directed Growth Plan** shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
 - iii) **Directed Growth Plan** shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated needs improvement.
 - iv) **Improvement Plan** shall mean a plan developed by the Evaluator of at least 30 calendar days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator's unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include activities during the summer preceding the next school year.
- F) ***ESE:** The Massachusetts Department of Elementary and Secondary Education.
- G) ***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").
- H) ***Evaluator:** Any person designated by a superintendent who has primary or supervisory responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one primary Evaluator at any one time responsible for determining performance ratings.
- i) **Primary Evaluator** shall be the person who determines the Educator's performance ratings and evaluation.
 - ii) **Supervising Evaluator** shall be the person responsible for developing the Educator Plan, supervising the Educator's progress through formative assessments, evaluating the Educator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator or his/her designee.

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

- iii) **Notification:** The Educator shall be notified in writing of his/her primary Evaluator and supervising Evaluator, if any, at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.
- I) **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.
- J) ***Experienced Educator:** An educator with Professional Teacher Status (PTS).
- K) ***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.
- L) ***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.
- M) ***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.
- N) ***Goal:** A specific, actionable, and measurable area of growth or improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the same role.
- O) ***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.
- P) *** Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) by the Evaluator and may include examination of artifacts of practice including student work. The duration of an observation will be a minimum of five (5) minutes for an unannounced observation and a minimum of five (5) minutes and maximum of no more than one classroom period/block, but not to exceed ninety (90) minutes, for an announced observation. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out

these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article.

- Q) **Parties:** The parties to this agreement are the Hopkinton School Committee and the Hopkinton Teachers Association.
- R) ***Performance Rating:** Describes the Educator's performance on each performance standard and overall. There shall be four performance ratings:
- Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard or overall. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.
 - Proficient: the Educator's performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - Needs Improvement: the Educator's performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.
 - Unsatisfactory: the Educator's performance on a standard or overall has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.
- S) ***Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00. The parties may agree to limit standards and indicators to those set forth in 603 CMR 35.03.
- T) ***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
- U) **Rating of Overall Educator Performance:** The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:
- i) Standard 1: Curriculum, Planning and Assessment
 - ii) Standard 2: Teaching All Students
 - iii) Standard 3: Family and Community Engagement
 - iv) Standard 4: Professional Culture
 - v) Attainment of Professional Practice Goal(s)
 - vi) Attainment of Student Learning Goal(s)

- V) ***Rubric:** A scoring tool that describes characteristics of practice or artifacts at different levels of performance. The rubrics for Standards and Indicators of Effective Teaching Practice are used to rate Educators on Performance Standards, these rubrics consists of:
 - i) Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
 - ii) Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
 - iii) Elements: Defines the individual components under each indicator
 - iv) Descriptors: Describes practice at four levels of performance for each element

- W) **Specialized Instructional Support Personnel:** Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, guidance counselors, speech and language pathologists, and reading specialists and special education teachers.

- X) ***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.

- Y) ***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.

- Z) ***Teacher:** An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, guidance counselors, or school nurses.

3) Evidence Used In Evaluation

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

- A) Multiple measures of student learning, growth, and achievement, which shall include:
 - i) Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
 - ii) 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.
 - iii) For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement set by the district. The measures should be based on the Educator's role and responsibility. The parties agree to bargain over the district-determined measures to the extent provided by law.

- B) Judgments based on observations and artifacts of practice including:
 - i) Unannounced observations of practice of at least five (5) minutes in duration.
 - ii) Announced observation(s) for non-PTS Educators in their first year of practice in a school, Educators on Improvement Plans, and as determined by the Evaluator
 - iii) Examination of Educator work products.
 - iv) Examination of student work samples.
- C) Evidence relevant to one or more Performance Standards, including but not limited to :
 - i) Evidence compiled and presented by the Educator, including :
 - (a) Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - (b) Evidence of active outreach to and engagement with families;
 - ii) Evidence of progress towards professional practice goal(s);
 - iii) Evidence of progress toward student learning outcomes goal(s).
 - iv) Any other relevant evidence from any source that the Evaluator shares with the Educator. Other relevant evidence could include information provided by other administrators such as the superintendent.

4) Rubric

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

5) Evaluation Cycle: Training

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

6) Evaluation Cycle: Annual Orientation

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

7) Evaluation Cycle: Self-Assessment

- A) Completing the Self-Assessment
- i) The evaluation cycle begins with the Educator completing and submitting to the Primary or Supervising Evaluator a self-assessment by October 1st (with the exception of Year 1 of the implementation of the New Evaluation System, which will be November 1st) or within four weeks of the start of their employment at the school.
 - ii) The self-assessment includes:
 - (a) An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
 - (b) An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.
 - (c) Proposed goals to pursue:
 - (1st) At least one goal directly related to improving the Educator's own professional practice.
 - (2nd) At least one goal directed related to improving student learning.
- B) Proposing the goals
- i) Educators must consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings. Prior to the goal setting process, school and/or district leaders will provide educators with copies of the school and/or district goals. School and district goals are available on the district website.
 - ii) For Educators in their first year of practice, the Evaluator or his/her designee will meet with each Educator by October 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 induction

and mentoring activities.

- iii) Unless the Evaluator indicates that an Educator in his/her second or third years of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may address shared grade level or subject area team goals.
- iv) For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.
- v) For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals.

8) Evaluation Cycle: Goal Setting and Development of the Educator Plan (See sections 15-19 below for more details on educator plans)

- A) Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the similar roles and/or responsibilities.
- B) To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator.
- C) Educator Plan Development Meetings shall be conducted as follows:
 - i) Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet following the last contractual day of a school year and the first contractual day following a summer break.
 - ii) For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15th or within six weeks of the start of their assignment in that school
 - iii) The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s)

that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.

- D) The Evaluator completes the Educator Plan by November 1st. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

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

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

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

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

11) Observations

The Evaluator's first observation of the Educator should take place by November 15 for Educators on a one-year plan and December 15 for Educators on a two-year plan. Observations required by the Educator Plan should be completed by May 15th. The Evaluator may conduct additional observations after this date.

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

A) Unannounced Observations

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

B) Announced Observations

- i) All non-PTS Educators in their first year in the school, PTS Educators on Improvement Plans and other educators at the discretion of the evaluator shall have at least one Announced Observation.
 - (a) The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation. In the event of an impending deadline related to the evaluation system or contractual deadlines, the Evaluator will provide three possible observation times over more than one day from which to select a mutually agreed upon time.
 - (b) Announced observations shall be for a minimum duration of five (5) minutes and no more than a class period/block, but not to exceed ninety (90) minutes.
 - (c) Within 5 school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance
 - (1st) The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan, activity, or other relevant information. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
 - (2nd) The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The

observation will be rescheduled with the Educator as soon as reasonably practical.

- (d) Within 5 school days of the observation, the Evaluator and Educator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible, however the Evaluator will work with the Educator to try to select a mutually agreed upon date and time.
- (e) The Evaluator shall provide the Educator with written feedback within 5 school days of the post-observation conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - (1st) Describe the basis for the Evaluator's judgment.
 - (2nd) Describe actions the Educator should take to improve his/her performance.
 - (3rd) Identify support and/or resources the Educator may use in his/her improvement.
 - (4th) State that the Educator is responsible for addressing the need for improvement (Refer to sections 15-19 below).

12) Evaluation Cycle: Formative Assessment

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

evaluator additional evidence of the educator's performances against the four Performance Standards.

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

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

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

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

14) Evaluation Cycle: Summative Evaluation

- A) The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by May 15th.
- B) The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C) The professional judgment of the primary evaluator shall determine the overall summative rating that the Educator receives.
- D) 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.
- E) 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.
- F) No less than four weeks before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator will have provided to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals.
- G) The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- H) The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, by email or to the Educator's school mailbox or home no later than May 15th.
- I) The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st.

- J) The Evaluator may meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 10th.
- K) 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.
- L) The Educator shall sign the final Summative Evaluation report by June 15th or within 5 school days of receipt. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- M) The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.
- N) A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

15) Educator Plans – General

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

16) Educator Plans: Developing Educator Plan

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

B) The Educator shall be evaluated at least annually.

17) Educator Plans: Self-Directed Growth Plan

A) A Two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary.

18) Educator Plans: Directed Growth Plan

A) A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.

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

C) The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than May 15th.

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

E) For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.

19) Educator Plans: Improvement Plan

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

B) The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 school days and no more than one school year. In the case of an Educator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.

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

D) An Educator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Supervising Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The primary evaluator may be the Supervising Evaluator.

- E) The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.
- F) The Improvement Plan process shall include:
 - i) Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
 - ii) The Educator may request that a representative of the Hopkinton Teachers' Association attend the meeting(s).
 - iii) If the Educator consents, the Hopkinton Teachers' Association will be informed that an Educator has been placed on an Improvement Plan.
- G) The Improvement Plan shall:
 - i) Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
 - ii) Describe the activities and work products the Educator must complete as a means of improving performance;
 - iii) Describe the assistance that the district will make available to the Educator;
 - iv) Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - v) Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s);
 - vi) Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator; and,
 - vii) Include the signatures of the Educator and Supervising Evaluator.
- H) A copy of the signed Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- I) Decision on the Educator's status at the conclusion of the Improvement Plan.
 - i) All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:
 - (a) If the Evaluator determines that the Educator has improved his/her practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.

- (b) In those cases where the Educator was placed on an Improvement Plan as a result of his/her summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.
- (c) In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency as outlined in 19G above, the Evaluator shall recommend to the superintendent that the Educator be dismissed.
- (d) If the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

20) Career Advancement

- A) In order to attain Professional Teacher Status, the Educator should achieve ratings of proficient or exemplary on each Performance Standard and overall. A principal considering making an employment decision that would lead to PTS for any Educator who has not been rated proficient or exemplary on each performance standard and overall on the most recent evaluation shall confer with the superintendent by May 1. The principal's decision is subject to review and approval by the superintendent.
- B) In order to qualify to apply for a teacher leader position, the Educator must have had a Summative Evaluation performance rating of proficient or exemplary for at least the previous two years.

21) General Provisions

- A) Only Educators who are licensed may serve as primary evaluators of Educators.
- B) Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that s/he must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C) The superintendent shall insure that Evaluators have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by ESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- D) Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The

Evaluator may attend any such meeting at the discretion of the superintendent.

- E) Violations of this article are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process.

Appendix A:
Educator Evaluation Timelines



HOPKINTON PUBLIC SCHOOLS

Educator Evaluation Timeline

Pre-Professional Status Educators and Other 1-Year Plans		
ACTIVITY	RESPONSIBLE	COMPLETED BY
Superintendent, principal or designee meets with evaluators and educators to explain the evaluation process	Superintendent or Principal	September 15
Evaluator meets with first-year educators to assist in self-assessment and goal-setting process	Evaluator and Educator	October 1 (or within 4 weeks from date of hire if hired after September 15)
Educator submits Self-Assessment	Educator	October 1 (or within 4 weeks from date of hire)
Educator submits Educator Plan (including proposed goals and action steps)	Educator	October 15 (or within 6 weeks of assignment to a school if assigned after September 15)
Evaluator approves and signs Educator Plan	Evaluator	November 1
Educator signs approved Educator Plan	Educator	Within 5 days of receipt
Evaluator completes first observation of each Educator	Evaluator	November 15
Educator submits evidence for Formative Assessment	Educator	January 5 (or 4 weeks before Formative Assessment Report date established by Evaluator)
Evaluator completes mid-cycle Formative Assessment	Evaluator	February 1
Evaluator holds Formative Assessment Meeting if requested by either Evaluator or Educator	Evaluator and Educator	February 15
Educator submits evidence for Summative Evaluation	Educator	April 20 (or 4 weeks prior to Formative or Summative Evaluation Report; date established by evaluator)
Required observations completed (additional observations may be conducted after this date)	Evaluator	May 15

Pre-Professional Status Educators and Other 1-Year Plans

ACTIVITY	RESPONSIBLE	COMPLETED BY
Evaluator completes Summative Evaluation Report	Evaluator	May 15
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	Evaluator and Educator	June 1
Evaluator meets with Educators whose ratings are Proficient or Exemplary at request of Evaluator or Educator	Evaluator and Educator	June 10
Educator signs Summative Evaluation Report and adds response, if any, within 5 school days of receipt	Educator	June 15 (or within 5 days of receipt)

Professional Status Educators on Two Year Plans

ACTIVITY	RESPONSIBLE	COMPLETED BY	
		Year 1	Year 2
Superintendent, principal or designee meets with evaluators and educators to explain the evaluation process	Superintendent or Principal	September 15	
Educator submits self-assessment	Educator	October 1 (or within 4 weeks from date of hire)	
Educator submits Educator Plan (including proposed goals and action steps)	Evaluator and Educator	October 15 (or within 6 weeks of assignment to a school if assigned after September 15)	
Evaluator approves Educator Plan	Evaluator	November 1	
Educator signs the approved Educator Plan	Educator	Within 5 days of receipt	
Evaluator completes unannounced observation(s)	Evaluator	Any time during the 2-year evaluation cycle	
Educator submits evidence for Formative Assessment	Educator	May 1 (or 4 weeks before Formative Assessment Report date established by Evaluator)	
Evaluator completes Formative Evaluation Report	Evaluator	June 1	
Evaluator holds Formative Assessment Meeting if requested by either Evaluator or Educator	Evaluator and Educator	June 1	
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	Evaluator and Educator	June 1	
Evaluator meets with Educators whose ratings are Proficient or Exemplary at request of Evaluator or Educator	Evaluator and Educator	June 10	

Professional Status Educators on Two Year Plans

ACTIVITY	RESPONSIBLE	COMPLETED BY	
		Year 1	Year 2
Educator submits evidence for Formative Assessment	Educator	January 5 (or 4 weeks before Formative Assessment Report date established by Evaluator)	
Educator submits evidence for Summative Evaluation	Educator	April 20 (or 4 weeks prior to Formative or Summative Evaluation Report; date established by evaluator)	
Required observations completed (additional observations may be conducted after this date)	Evaluator		May 15
Evaluator completes Summative Evaluation Report	Evaluator		May 15
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	Evaluator and Educator		June 10
Evaluator meets with Educators whose ratings are Proficient or Exemplary at request of Evaluator or Educator	Evaluator and Educator		June 10
Evaluator and Educator sign Summative Evaluation Report	Evaluator		June 15

Plans of Less Than One Year

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

Appendix B:

Forms for Hopkinton Public Schools' Educator Evaluation

Overview of Forms

The forms included in this document are provided as tools to support educators and evaluators. The Hopkinton Public Schools uses PowerSchool Perform for the purpose of educator evaluation. All educators will be offered training in the use of the PowerSchool Perform software.

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

- **Formative Assessment Report Form.** This form is intended to be used in support of an educator’s formative assessment (Step 4) at the mid-point of the evaluation cycle, at minimum; it can be used multiple times as Formative Assessment can be ongoing. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating “Progress toward Attaining Goals,” “Performance on each Standard,” or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Formative Evaluation Report Form.** This form is intended to be used in support of an educator’s formative evaluation at the end of year one of a two-year *Self-Directed Growth Plan*. It will be completed by the evaluator. Evaluators are not required to assess both progress toward goals and performance on Standards; they will check off whether they are evaluating “Progress toward Attaining Goals,” “Performance on each Standard,” or both. Evaluators will provide a brief narrative of progress that includes feedback for improvement. At the point of Formative Evaluation, the overall rating is assumed to be the same as the prior summative evaluation unless evidence demonstrates a significant change in performance leading to a change in Overall Rating and, possibly, Educator Plan. If there is a change in rating, evaluators must provide comments on each of the four Standards briefly describing *why* the rating has changed, the *evidence* that led to a change in rating, and offering *feedback for improvement* (evaluators are encouraged to provide comments even if there is no change to ensure that educators have a clear sense of their progress and performance and receive feedback for improvement). Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Summative Evaluation Report Form.** This form is intended to be used for Step 5: Summative Evaluation. This form applies to all Educator Plans. It will be completed by the evaluator. The evaluator must complete all sections, which are: “Attainment of Student Learning Goal(s),” “Attainment of Professional Practice Goal(s),” “Rating on each Standard,” “Overall Performance Rating,” and “Plan Moving Forward.” Evaluators must provide comments on the student learning goal(s), professional practice goal(s), each of the four Standards, and the overall rating briefly describing the level of attainment or performance rating, the *evidence* that led to the level of attainment/rating, and offering *feedback for improvement*. Educators sign off to indicate that they have received a copy of the report and may use the **Educator Response Form** to provide a written response. Completion of this form will be noted and initialed on the **Educator Tracking Sheet**.
- **Educator Response Form.** This form is intended to be used in support of the educator, should he/she want to have a formal response to any part of the evaluation process kept on record. It will be completed by the educator; the evaluator will sign to acknowledge receipt. If the form is submitted in response to the Formative Assessment/Evaluation or to the Summative Evaluation, receipt of the response will also be noted and initialed on the **Educator Tracking Sheet**.

Evaluation Tracking Sheet



Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Educator Plan: Self-Directed Growth Plan Directed Growth Plan
 Developing Educator Plan Improvement Plan

Plan Duration: 2-Year One-Year Less than a year _____

Evaluation Step	Date(s)	Educator Initials	Evaluator(s) Initials
Self-Assessment received by evaluator			
Educator Plan development completed			
<input type="checkbox"/> Formative Assessment conference, if any ¹ <input type="checkbox"/> Formative Evaluation conference, if any ²			
<input type="checkbox"/> Formative Assessment Report completed <input type="checkbox"/> Formative Evaluation Report completed ³			
Educator response, if any, received by evaluator ⁴			
Summative Evaluation conference, if any			
Summative Evaluation Report completed			
Educator response, if any, received by evaluator			

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

² Formative Evaluation only occurs at the end of the first year of a **two-year Self-Directed Growth Plan**.

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

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

Self-Assessment Form



Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Part 1: Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data.

[603 CMR 35.06 \(2\)\(a\)1](#)

Team, if applicable: _____

List Team Members below:

Self-Assessment Form



Educator—Name/Title: _____

Part 2: Assessment of Practice Against Performance Standards
Citing your district's performance rubric, briefly summarize areas of strength and high-priority areas for growth. Areas may target specific Standards, Indicators, or Elements, or span multiple Indicators or Elements within or across Standards. The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals.
[603 CMR 35.06 \(2\)\(a\)2](#)

Team, if applicable: _____

List Team Members below:

_____	_____
_____	_____
_____	_____

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

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

Goal Setting Form



Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Check all that apply¹: Proposed Goals Final Goals Date: _____

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered** per [603 CMR 35.06\(3\)\(b\)](#). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

Student Learning SMART Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice SMART Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<input type="checkbox"/> Individual <input type="checkbox"/> Team: _____ 	<input type="checkbox"/> Individual <input type="checkbox"/> Team: _____

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

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

Educator Plan Form



Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Educator Plan: Self-Directed Growth Plan Directed Growth Plan
 Developing Educator Plan Improvement Plan*

Plan Duration: 2-Year One-Year Less than a year _____

Start Date: _____ End Date: _____

Goal Setting Form with final goals is attached to the Educator Plan.

Some activities may apply to the pursuit of multiple goals or types of goals (student learning or professional practice). Attach additional pages as necessary.

Student Learning Goal(s): Planned Activities <i>Describe actions the educator will take to attain the student learning goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i>		
Action	Supports/Resources from School/District ¹	Timeline or Frequency

*Additional detail may be attached if needed

Educator Plan Form



Educator—Name/Title: _____

Professional Practice Goal(s): Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team. Attach additional pages as needed.</i>		
Action	Supports/Resources from School/District¹	Timeline or Frequency

This Educator Plan is “designed to provide educators with feedback for improvement, professional growth, and leadership,” is “aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards,” and “is consistent with district and school goals.” (see [603 CMR 35.06 \(3\)\(d\)](#) and [603 CMR 35.06\(3\)\(f\)](#).)

Signature of Evaluator _____ Date _____

Signature of Educator _____ Date _____

* As the evaluator retains final authority over goals to be included in an educator’s plan (see [603 CMR 35.06\(3\)\(c\)](#)), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator’s approval of the goals. The educator’s signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “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.” (see [603 CMR 35.06\(4\)](#))

¹ Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#)

Evaluator Record of Evidence Form

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Academic Year: _____ Educator Plan and Duration: _____

Standards and Indicators for Effective Teaching Practice: Rubric Outline as per 603 CMR 35.03 The evaluator should track collection to ensure that sufficient evidence has been gathered.			
I. Curriculum, Planning, & Assessment	II. Teaching All Students	III. Family & Community Engagement	IV. Professional Culture
<input type="checkbox"/> I-A. Curriculum and Planning <input type="checkbox"/> I-B. Assessment <input type="checkbox"/> I-C. Analysis	<input type="checkbox"/> II-A. Instruction <input type="checkbox"/> II-B. Learning Environment <input type="checkbox"/> II-C. Cultural Proficiency <input type="checkbox"/> II-D. Expectations	<input type="checkbox"/> III-A. Engagement <input type="checkbox"/> III-B. Collaboration <input type="checkbox"/> III-C. Communication	<input type="checkbox"/> IV-A. Reflection <input type="checkbox"/> IV-B. Professional Growth <input type="checkbox"/> IV-C. Collaboration <input type="checkbox"/> IV-D. Decision-making <input type="checkbox"/> IV-E. Shared Responsibility <input type="checkbox"/> IV-F. Professional Responsibilities

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

Evaluator Record of Evidence Form

Educator: _____ Evaluator: _____

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

*note if classroom observations are announced or unannounced

Educator Collection of Evidence Form



Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Evidence pertains to (check all that apply)¹:

- Fulfillment of professional responsibilities and growth
- Evidence of outreach to and ongoing engagement with families
- Progress toward attaining student learning goal(s)
- Progress toward attaining professional practice goal(s)
- Other: _____

Summary of Evidence

*Summarize the evidence compiled to be presented to evaluator with a brief analysis.
Attach additional pages as needed*

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

Attachment(s) included

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

Formative Assessment Report Form



Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Assessing¹:

Progress toward attaining goals

Performance on Standards

Both

Progress Toward Student Learning Goal(s)

Describe current level of progress and feedback for improvement. Attach additional pages as needed.

Blank area for describing current level of progress and feedback for improvement.

Progress Toward Professional Practice Goal(s)

Describe current level of progress. Attach additional pages as needed.

Blank area for describing current level of progress.

¹ As per [603 CMR 35.02](#) and [603 CMR 35.06\(5\)](#), formative assessment shall mean the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both.

Formative Assessment Report Form



Educator—Name/Title: _____

Performance on Each Standard

Describe performance and feedback for improvement. Attach additional pages as needed.

I: Curriculum, Planning, & Assessment

II: Teaching All Students

III: Family & Community Engagement

IV: Professional Culture

The educator shall have the opportunity to respond in writing to the formative assessment as per [603 CMR 35.06\(5\)\(c\)](#) on the Educator Response Form.

Signature of Evaluator _____ Date Completed: _____

Signature of Educator* _____ Date Received: _____

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

Formative Evaluation Report Form



* For educators on two-year Self-Directed Growth Plans at the end of Year One of the cycle

Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Assessing¹:

Progress toward attaining goals Performance on Standards Both

Progress Toward Student Learning Goal(s) <i>Attach additional pages as needed.</i>	
<input type="checkbox"/> Did not meet <input type="checkbox"/> Some progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded	
<u>Rationale, evidence, and feedback for improvement:</u> 	
Progress Toward Professional Practice Goal(s) <i>Attach additional pages as needed.</i>	
<input type="checkbox"/> Did not meet <input type="checkbox"/> Some progress <input type="checkbox"/> Significant Progress <input type="checkbox"/> Met <input type="checkbox"/> Exceeded	
<u>Rationale, evidence, and feedback for improvement:</u> 	

¹ As per [603 CMR 35.02](#) and [603 CMR 35.06\(5\)](#), formative evaluation shall mean the process used to assess progress towards attaining goals set forth in educator plans, performance on performance standards, or both.

Formative Evaluation Report Form



Educator—Name/Title: _____

- Evaluator is assigning same ratings as prior Summative Evaluation; no comments needed
- Evaluator is assigning ratings that differ from prior Summative Evaluation; comments are required

Rating on Each Standard

I: Curriculum, Planning, & Assessment Unsatisfactory Needs Improvement Proficient Exemplary

Rationale, evidence, and feedback for improvement:

II: Teaching All Students Unsatisfactory Needs Improvement Proficient Exemplary

Rationale, evidence, and feedback for improvement:

III: Family/Community Engagement Unsatisfactory Needs Improvement Proficient Exemplary

Rationale, evidence, and feedback for improvement:

IV: Professional Culture Unsatisfactory Needs Improvement Proficient Exemplary

Rationale, evidence, and feedback for improvement:

Summative Evaluation Report Form



Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Current Plan: Self-Directed Growth Plan Directed Growth Plan
 Developing Educator Plan Improvement Plan

Progress Toward Student Learning Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Rationale, evidence, and feedback for improvement:

Progress Toward Professional Practice Goal(s)

Attach additional pages as needed.

Did not meet Some progress Significant Progress Met Exceeded

Rationale, evidence, and feedback for improvement:

Summative Evaluation Report Form



Educator—Name/Title: _____

Rating on Each Standard	
I: Curriculum, Planning, & Assessment	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
II: Teaching All Students	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
III: Family/Community Engagement	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	
IV: Professional Culture	<input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Proficient <input type="checkbox"/> Exemplary
<u>Rationale, evidence, and feedback for improvement:</u> 	

Educator Response Form



Educator—Name/Title: _____

Primary Evaluator—Name/Title: _____

Supervising Evaluator, if any—Name/Title/Role in evaluation: _____

School(s): _____

Response to: (check all that apply)

- Educator Plan, including goals and activities
- Evaluator collection and/or analysis of evidence
- Formative Assessment or Evaluation Report
- Summative Evaluation Report
- Other: _____

Educator Response <i>Attach additional pages as needed</i>	

Signature of Educator _____ Date _____

Signature of Evaluator _____ Date _____

Attachment(s) included

Setting SMART Goals¹

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

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

S	=	S pecific and S trategic
M	=	M easurable
A	=	A ction Oriented
R	=	R igorous, R ealistic, and R esults-Focused (the 3 Rs)
T	=	T imed and T racked

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

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

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

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

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

It's S pecific and S trategic	= 10 pounds, 1 mile
It's M easurable	= pounds, miles
It's A ction-oriented	= lose, run
It's got the 3 Rs	= weight loss and running distance
It's T imed	= 10 weeks

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

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

Key Actions

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

Benchmarks:

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

S = Specific and Strategic

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

M = Measurable

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

A = Action Oriented

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

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

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

T = Timed

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

Appendix C:
Classroom Teacher Evaluation Rubric



MASSACHUSETTS

Department of Elementary
and Secondary Education



Model Rubric for Classroom Teacher Evaluation

amended for Hopkinton Public Schools

Updated June 2024

Amended for Hopkinton Public Schools January 2025

Massachusetts Department of Elementary and Secondary Education

135 Santilli Highway, Everett, MA 02149

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www.doe.mass.edu



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CLASSROOM TEACHER RUBRIC for EDUCATOR EVALUATION

The model rubrics for educator evaluation are grounded in DESE’s Educational Vision for effective teaching and leadership, and reflect input¹ from educators, students, and families across Massachusetts on antiracist, inclusive, and equitable practices that support *all students* to attain academic knowledge and skills, understand and value themselves and others, and engage with the world.²

The Classroom Teacher Rubric describes elements of effective and culturally and linguistically sustaining practice across four Standards of Teaching:

- Standard I: Curriculum, Planning, and Assessment
- Standard II: Teaching All Students
- Standard III: Family and Community Engagement
- Standard IV: Professional Culture

These four Standards guide the development of Massachusetts educators from preparation through employment, articulating the key knowledge, skills, and behaviors essential of all teachers in public schools in Massachusetts to disrupt patterns of inequity and well serve richly diverse student bodies with varied educational needs.³

NOTE: In this rubric, “**all students**” represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, multilingual learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

Culturally and linguistically sustaining practices affirm and value students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness, and value multilingualism as an asset. These practices are essential for all students in the classroom, regardless of their background, culture, or identity. All students benefit from an approach that is intended to meet the needs of diverse learners; from expanded cultural competence and sociopolitical consciousness; and from explicit instruction in the functions of language.

¹ DESE partnered with educators on the 2021-22 Principal and Teacher Advisory Cabinets as the key advisory group for this project. We also received input and feedback from students and families through a series of Student and Family Roundtables. For more information about these contributors, please see [Acknowledgements](#).

² See DESE’s Educational Vision: <https://www.doe.mass.edu/commissioner/vision/>.

³ See [Appendix](#).

Using the Rubric in the Educator Evaluation Process

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. As a result, rubrics play a part in all five components of the evaluation cycle.

1. **Self-Assessment:** Educators use the rubric to examine their own practice and to identify areas of strength as well as areas for further growth and development.
2. **Analysis, Goal Setting, and Plan Development:** Educators and evaluators together review the rubric and agree on Indicators that will be the focus of their attention during the evaluation cycle. In addition, educators and their evaluators develop goals for improving professional practice and student learning. The rubric helps to paint a clear picture of what it will look like to move practice from Proficient to Exemplary in one Indicator or from Needs Improvement to Proficient in another. These distinctions are the starting point for conversation about setting specific, measurable, actionable, equity-focused goals.
3. **Implementation of the Educator Plan:** Educators and evaluators use the rubric to ensure that they are gathering evidence from multiple sources that will support a fair and comprehensive assessment of the educator’s practice on each Standard. The elements of effective practice defined in each Proficient descriptor can be used as a guide for feedback, professional learning, and the collection of evidence. Given the breadth and depth of practices represented, it is recommended that educators and evaluators prioritize certain Indicators aligned to educator, school, and district goals for professional learning, feedback, support, and evidence collection.

Note: The rubrics are written to support educators and evaluators in making judgments about evidence gathered across multiple measures – not from a single observation. Observations are a valuable way to gather evidence on educators’ performance against many, but not all, of the Standards and Indicators, and should be paired with other sources of evidence, such as artifacts of practice, student and family feedback, and evidence of student learning. The model rubrics were not designed to be observation tools and should not be used for that purpose.

4. **Formative Assessment/Evaluation and Summative Evaluation:** The rubric serves as the organizing framework for these conferences and reports as evaluators assess the educator’s performance on the continuum of practice described by the rubric.

For each Standard, there are Indicators that describe specific knowledge, skills, and performance at four levels.⁴ Distinctions by performance level are determined based on variations in quality (the ability to perform the skill, action, or behavior), scope (the scale of impact), and consistency (the frequency that skill, action, or behavior is demonstrated with quality). Continued growth and reflection are expected across all levels of performance, as described below:

Proficient		
The educator’s performance fully meets the requirements. This is the expected, rigorous yet attainable level of performance for most educators.		
Unsatisfactory	Needs Improvement	Exemplary
The educator’s performance is consistently below the requirements and has not shown improvement.	The educator’s performance is below the requirements but not considered to be Unsatisfactory at this time. Improvement is necessary and expected.	The educator’s performance exceeds requirements and consistently demonstrates high-quality practice with impact in the classroom or beyond.

⁴ This rubric includes examples of ways that educators may demonstrate Exemplary, Needs Improvement, or Unsatisfactory performance of each Indicator (indicated after “e.g.”). This is meant to illustrate, not prescribe, evidence that an educator “exceeds Proficient expectations,” “demonstrates some progress towards meeting Proficient expectations,” or “demonstrates performance consistently below the standard.”

Classroom 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</p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Knowledge of Students 3. Curriculum Literacy <p>B. Assessment</p> <ol style="list-style-type: none"> 1. Purposeful Assessment 2. Accessible Assessment <p>C. Analysis</p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Adjustments to Practice 3. Sharing Progress with Students and Families 4. Sharing Progress with Colleagues 	<p>A. Instruction</p> <ol style="list-style-type: none"> 1. High Expectations and Support 2. Engaging Instruction 3. Inclusive Instruction <p>B. Learning Environment</p> <ol style="list-style-type: none"> 1. Positive Relationships 2. Safe Learning Environment 3. Collaborative Learning Environment 4. Student Ownership of Learning 5. Critical Thinking <p>C. Student Learning</p> <ol style="list-style-type: none"> 1. Academic Student Outcomes 2. Non-Academic Student Outcomes 	<p>A. Communication</p> <ol style="list-style-type: none"> 1. Communication with Families <p>B. Engagement</p> <ol style="list-style-type: none"> 1. Family Engagement <p>C. Collaboration</p> <ol style="list-style-type: none"> 1. Collaboration on Student Learning and Well-being 	<p>A. Reflective Practice and Professional Growth</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal-Setting 3. Professional Learning and Growth <p>B. Shared Responsibility, Collaboration, and Decision-Making</p> <ol style="list-style-type: none"> 1. Shared Responsibility 2. Professional Collaboration 3. Decision-Making <p>C. Professional Responsibilities</p> <ol style="list-style-type: none"> 1. Judgment 2. Professional Responsibilities

NOTE: Some Indicators (such as Reflective Practice and Professional Growth) are grouped together where and when they represent similar or complementary practices. Practices associated with the Cultural Proficiency Indicator are represented throughout the rubric as integral to performance across the Standards.



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.

I-A: Curriculum & Planning

Proficient

1. **Subject Matter Knowledge:** Demonstrates sound knowledge of the subject matter by:
 - Using pedagogical practices that enable all students to develop and apply grade-level knowledge and skills in relevant and real-world contexts.
 - Supporting all students to make connections between the subject matter and real-world issues with impact on their communities and the world.
2. **Knowledge of Students:** Builds on and draws from knowledge of their students' identities, skills, developmental levels, cultures, languages, and communities to provide relevant and differentiated learning experiences that enable all students to develop and exercise social-emotional skills (e.g. self-management and making responsible decisions) and progress towards grade-level standards.
3. **Curriculum Literacy:** Skillfully uses curricular materials by:
 - Determining strengths and weaknesses of materials and adapting as necessary to plan evidence-based, inclusive, and culturally sustaining instruction, including identifying opportunities to create meaningful, relevant connections rooted in the local context.
 - Identifying necessary supplemental resources and/or tiered supports to provide all students access to grade-level instruction.
 - Utilizing a coherent instructional approach that builds student learning towards grade-level standards and individual learning goals over time through aligned lesson goals, scope, sequence, and tasks.

Unsatisfactory

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Demonstrates limited knowledge of the subject matter and/or its pedagogy
- Rarely provides grade-level appropriate, relevant, and differentiated learning experiences for all students
- Inadequately implements curricular materials to support evidence-based, inclusive and culturally sustaining instruction

Needs Improvement

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Demonstrates developing knowledge of the subject matter and/or its pedagogy
- Provides learning experiences that are not consistently grade-level appropriate, relevant or differentiated to enable all students to be successful
- Demonstrates some elements of curriculum literacy, but does not consistently implement curricular materials to support evidence-based, inclusive and culturally sustaining instruction

Exemplary

Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,

- Demonstrates expertise in content-specific, culturally sustaining pedagogy that deepens students' learning of the subject.
- Advances students' progress towards meeting or exceeding grade-level standards by routinely and skillfully tailoring planning and implementation of curricular materials to students' needs, based on student data and feedback
- Contributes to the professional growth of other educators in the skillful use of curricular materials

Proficient			
I-B: Assessment	<p>1. Purposeful Assessment: Uses a variety of formal and informal assessments for specific instructional purposes, including to:</p> <ul style="list-style-type: none"> • Understand each student’s strengths and areas for growth. • Measure and monitor all students’ understanding throughout instruction and their progress toward grade-level standards and/or individual learning goals. • Actively inform instructional decisions. <p>2. Accessible Assessment: Implements assessments that are accessible to all students by:</p> <ul style="list-style-type: none"> • Providing multiple ways and opportunities for students to demonstrate their learning. • Creating opportunities for students to be able to draw from their cultural and linguistic knowledge and personal experiences. • Ensuring that assessment tasks, methods and instruments maintain the rigor and high expectations outlined in the grade-level standards and do not perpetuate racial, cultural, or linguistic bias. 		
	Unsatisfactory	Needs Improvement	Exemplary
	<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> ○ Administers required assessments only; or may not adequately measure or track student growth or progress towards meeting or exceeding grade-level standards and/or individual learning goals ○ Rarely employs strategies to ensure assessment practices are accessible and culturally relevant 	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> ○ Administers assessments to measure student learning but may not consistently check for individual student understanding or measure progress towards meeting or exceeding grade-level standards and/or individual learning goals ○ Sometimes employs strategies to ensure assessment practices are accessible and culturally relevant 	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Strategically uses a wide range of purposeful assessments to gain information about each students’ progress towards academic as well as non-academic learning outcomes and adjusts instruction as needed ○ Consistently employs strategies to ensure assessment practices are accessible and culturally relevant; builds students’ awareness of potential biases in assessments ○ Contributes to the professional growth of other educators in the effective use of assessments

I-C: Analysis	Proficient		
	<p>1. Analysis and Conclusions: Analyzes disaggregated data from a wide range of assessments to:</p> <ul style="list-style-type: none"> ● Gain information about students’ progress towards grade-level standards and/or individual learning goals, including trends across students or student groups. ● Reflect on instruction and identify actions to reduce disparate outcomes and improve learning for all students. <p>2. Adjustments to Practice: Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes.</p> <p>3. Sharing Progress with Students and Families: Collaborates with students and their families, in an accessible format and language, to:</p> <ul style="list-style-type: none"> ● Communicate specific, timely feedback on student progress towards grade-level or proficiency standards. ● Identify ways to build on students’ strengths and support further growth. <p>4. Sharing Progress with Colleagues: Collaborates with appropriate colleagues (e.g., special education teachers, English learner education teachers, paraeducators, general education teachers, and specialists) to:</p> <ul style="list-style-type: none"> ● Share conclusions about student progress towards grade-level standards and/or individual learning goals to identify ways to build on students’ strengths and support further growth. ● Seek feedback about instructional or assessment practices that will support student learning. 		
	Unsatisfactory	Needs Improvement	Exemplary
<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> ○ Does not draw conclusions or make adjustments to practice based on student data beyond minimal requirements ○ Rarely shares conclusions about student progress with appropriate colleagues ○ Provides limited or inappropriate feedback to students and families on student progress 	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> ○ Analyzes assessment data for whole-group trends but may not yet routinely notice patterns for individual students or student groups ○ Makes occasional or minor adjustments to practice or modifications to future instruction based on analysis of assessment data ○ Occasionally shares conclusions about student progress with colleagues, students, and families and/or occasionally seeks feedback about practices that will support improved student learning 	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Routinely draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data to inform short and long-term instructional decisions ○ Proactively shares conclusions and insights about student progress with colleagues, students, and families, and regularly applies their feedback about instructional and assessment practices to support improved student learning ○ Contributes to the professional growth of other educators in the effective analysis of student data 	



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, demonstrate cultural proficiency.

II-A: Instruction

Proficient

1. **High Expectations and Support:** Supports students to meet or exceed high expectations for grade-appropriate, standards-aligned learning, produce high-quality work, and develop self-awareness and skills for independent learning by:
 - Using evidence-based, culturally and linguistically sustaining instructional practices to provide equitable opportunities for grade-level learning.
 - Providing flexible and responsive supports, scaffolds, and tools to meet students' needs.
 - Communicating clear criteria for success (e.g., models, rubrics, exemplars).
 - Reinforcing perseverance and effort with challenging content and tasks.
2. **Engaging Instruction:** Engages students as active participants in learning experiences that are relevant, real-world, and interactive by:
 - Providing opportunities for students to make choices, explore topics and apply learning in culturally and linguistically sustaining ways, and through real-world, interactive contexts.
 - Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to support and motivate learning.
 - Facilitating purposeful student-to-student academic discourse with equitable student participation in discussion.
 - Integrating digital tools and educational technology that enhance learning experiences and promote the development of digital literacy skills.
3. **Inclusive Instruction:** Accommodates and supports individual differences in all students' learning needs, abilities, interests, and levels of readiness, including those of students with disabilities (in accordance with relevant IEPs or 504 plans), English learners and former English learners, academically advanced students, and students who have been historically marginalized, by:
 - Using appropriate inclusive practices, such as tiered supports, educational and assistive technologies, scaffolded instruction, and leveraging of students' native language and linguistic resources, to make grade-level content accessible and affirming for all students.
 - Providing students with multiple ways to learn content and demonstrate understanding, as appropriate.

Unsatisfactory

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Establishes low expectations for some or all students
- Rarely delivers engaging and inclusive instruction that supports all students to meet grade-level standards
- Uses limited or inappropriate practices to accommodate and support individual differences

Needs Improvement

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- May state high expectations but provides few or limited supports for students to meet them
- Uses instructional practices that engage some students but leaves others uninvolved and/or passive participants
- Uses some appropriate inclusive practices

Exemplary

Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,

- Consistently uses evidence-based, inclusive, and engaging instructional practices that support all students to meet or exceed grade-level standards
- Routinely incorporates student and family feedback into instructional decision-making
- Contributes to the professional growth of other educators' instructional practice



**II-B:
 Learning
 Environment**

Proficient

- 1. Positive Relationships:** Builds positive, caring relationships to help all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community.
- 2. Safe Learning Environment:** Creates and maintains a safe, supportive, and inclusive environment by:
 - Establishing, with student input, classroom routines and systems to support student learning.
 - Modeling and reinforcing respect for and affirmation of differences related to background, identity, language, strengths, and challenges (self- and social awareness).
 - Supporting student accountability for the impact of their actions.
 - Enabling students to take academic risks and share ideas freely.
 - Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.
- 3. Collaborative Learning Environment:** Develops students’ relationship and communication skills by:
 - Providing students with frequent opportunities to interact with peers, make sense of complex ideas together, and develop language.
 - Supporting students to engage with differences and diverse perspectives, respectfully challenge each other’s thinking, and address interpersonal conflicts as they arise.
- 4. Student Ownership of Learning:** Guides students to self-assess, problem-solve, ask for support, access resources when needed, and demonstrate leadership and/or positively contribute to the classroom and school community.
- 5. Critical Thinking:** Develops students’ abilities to think critically, ask questions, and analyze sources, perspectives, and biases in order to deepen learning and make connections between the content and real-world problems and events (e.g., issues of identity, equity, power, and justice).

Unsatisfactory

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not adequately establish systems to promote a safe and collaborative learning environment for all students
- Provides few opportunities for students to take ownership of their learning or exercise critical thinking

Needs Improvement

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Establishes some systems and routines that promote a safe and collaborative learning environment, but implementation is inconsistent or ineffective
- Provides some opportunities for students to take ownership of their learning and exercise critical thinking, but may not develop these skills for all students

Exemplary

Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,

- Sustains systems and routines that promote a safe and collaborative learning environment for all students, as measured by student feedback
- Consistently empowers all students to take ownership of their learning and exercise critical thinking
- Contributes to the professional growth of other educators in the development of effective learning environments



II-C: Student Learning

1. **Academic Student Outcomes:** Demonstrates expected impact on academic student outcomes based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.
2. **Non-Academic Student Outcomes:** Demonstrates expected impact on non-academic student outcomes, such as student engagement and sense of belonging.⁵

The model rubrics describe educator practice and provide clear criteria across four performance levels that focus on the educator's actions and behaviors. The Student Learning Indicator is about the impact of those actions relative to student learning. Did students learn as much as educators set out to teach?

For teachers, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator when determining a performance rating for Standard II. An educator's impact on non-academic outcomes is also important to consider given the relationship between non-academic experiences and outcomes (e.g., student engagement, participation, and grade progression) and academic outcomes.

Because evaluators are not required to make a rating determination for any individual Indicator, this allows them to consider evidence of impact alongside evidence of practice when determining a rating for Standard II. There are no associated performance descriptors for the Student Learning Indicator.

Evaluators and educators should identify the most appropriate measures and assessments of academic and non-academic outcomes and anticipated gains associated with those measures when developing the Educator Plan.

⁵ This element is included based on a growing body of research that broadens the definition of teacher efficacy beyond test outcomes. See Gershenson, S. (2016); Jackson, C. K. (2018); Kraft, M. A. (2019); Liu, J., & Loeb, S. (2021); Backes, B., Cowan, J., Goldhaber, D., & Theobald, R. (2022a and 2022b).



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.

III-A: Communication	Proficient		
	1. Communication With Families: Establishes regular, two-way communication with families that: <ul style="list-style-type: none"> • Is culturally and linguistically sustaining and aligned with family preferences, in language(s) that families understand, and in approachable language and formats. • Shares timely information about student learning and performance. 		
	Unsatisfactory	Needs Improvement	Exemplary
	Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g., <ul style="list-style-type: none"> ○ Infrequently communicates with families ○ Communications are inappropriate or culturally insensitive 	Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g., <ul style="list-style-type: none"> ○ Relies primarily on one-way communication methods ○ Inconsistently uses culturally and linguistically responsive methods and formats for communications with families 	Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g., <ul style="list-style-type: none"> ○ Frequently and proactively communicates with families in a manner that demonstrates understanding of and appreciation for different families' home language, culture, and values ○ Regularly seeks out and uses family feedback to inform communication methods ○ Contributes to the professional growth of other educators in effective communication with families



III-B: Engagement	Proficient		
	<p>1. Family Engagement: Engages with families in a way that is equitable and collaborative by:</p> <ul style="list-style-type: none"> • Building positive relationships with families characterized by mutual trust and respect. • Providing a variety of frequent, inclusive, and culturally and linguistically responsive opportunities for all families to engage as partners in the classroom community. • Clearly and accessibly communicating information about family engagement opportunities. 		
	Unsatisfactory	Needs Improvement	Exemplary
	<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> ○ Does not meet the school’s minimum expectations for family engagement ○ Rarely welcomes families to engage as partners in the classroom and school community 	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> ○ Demonstrates some effort to engage families as partners in the classroom or school community but may not provide an adequate variety of opportunities 	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Engages all families using a variety of culturally and linguistically responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. ○ Seeks out and uses family feedback to inform engagement strategies and approach ○ Analyzes inequitable engagement patterns and mitigates barriers ○ Contributes to the professional growth of other educators in the practice of family engagement



**III-C:
 Collaboration**

Proficient

- 1. Collaboration on Student Learning and Well-Being:** Partners with families to support students’ learning and well-being by:
- Leveraging families’ cultural and linguistic knowledge and expertise as assets.
 - Engaging with families about what students are learning in the classroom and expectations for student success.
 - Collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school.

Unsatisfactory

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Does not collaborate with families as partners to support student learning and well-being

Needs Improvement

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Collaborates with families on a limited basis and/or may not fully leverage families’ knowledge and expertise as assets

Exemplary

Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,

- Regularly and meaningfully collaborates with families as partners to support student learning and well-being
- Contributes to the professional growth of other educators in effective collaboration with families

STANDARD IV: Professional Culture

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

Proficient

- 1. Reflective Practice:** Reflects on the effectiveness of instruction and how one’s identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards.
- 2. Goal-Setting:** Sets professional practice and student learning goals that:
 - Are challenging, standards-aligned and measurable.
 - Are based on thorough self-assessment and analysis of student learning data.
 - Promote more inclusive and equitable learning experiences and outcomes for all students.
- 3. Professional Learning and Growth:** Seeks out and engages in ongoing cycles of professional learning to strengthen equitable practice and improve student learning, applies new knowledge and skills into practice, and monitors impact on student outcomes.

**IV-A:
Reflection &
Professional
Growth**
Unsatisfactory

Does not demonstrate adequate progress towards meeting *Proficient* expectations, or performance is consistently below the standard, e.g.,

- Demonstrates limited reflection on practice and/or use of insights gained to improve practice
- Sets goals that are vague and/or unrelated to one’s self-assessment or analysis of student data
- Does not participate in professional learning opportunities and/or fails to apply new learning to practice

Needs Improvement

Demonstrates some progress towards meeting *Proficient* expectations, with areas for growth in quality, scope, or consistency, e.g.,

- Sometimes reflects on effectiveness of instruction but may not consider how one’s identities, biases, or practices impact student learning and well-being
- Sets goals that are vague and/or based on a limited self-assessment or analysis of student data
- Participates only in required professional learning activities and/or inconsistently or inappropriately applies new learning to improve practice

Exemplary

Exceeds *Proficient* expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,

- Continuously reflects on impact on student learning and well-being, individually and with colleagues, and uses insights gained to improve practice and student learning
- Sets and monitors challenging goals that elevate practice and student learning
- Regularly seeks out and applies ideas for improving practice from supervisors, colleagues, professional learning activities, and other resources in a way that deepens expertise and improves student learning
- Contributes to the reflection and professional growth of other educators



**IV-B:
 Shared
 Responsibility,
 Collaboration,
 & Decision-
 Making**

Proficient		
<p>1. Shared Responsibility: Shares responsibility for schoolwide culture and learning expectations that promote an equitable and culturally and linguistically sustaining school community.</p> <p>2. Professional Collaboration: Collaborates and communicates with colleagues, including special education, paraeducators, English learner education, general education, specialists, and support staff, on tasks in support of shared goals for student learning such as adapting and implementing instructional materials, examining student work, analyzing student performance, and planning appropriate scaffolds, interventions, and supports.</p> <p>3. Decision-Making: Contributes ideas and expertise to planning and decision making at the school, department, and/or grade level to advance effective, equitable, inclusive and digitally appropriate instruction for all students.</p>		
Unsatisfactory	Needs Improvement	Exemplary
<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> ○ Rarely reinforces schoolwide culture and learning expectations ○ Rarely and/or ineffectively collaborates with colleagues ○ Does not contribute relevant ideas and expertise to planning and decision-making at the school, department, and/or grade-level 	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> ○ Inconsistently reinforces schoolwide culture and learning expectations, within and beyond the classroom ○ Collaborates and communicates with some appropriate colleagues in support of shared goals for student learning ○ Occasionally contributes relevant ideas and expertise to planning and decision-making at the school, department, and/or grade-level 	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Individually and collaboratively develops strategies and actions that support and reinforce schoolwide culture and learning expectations, within and beyond the classroom ○ Effectively collaborates and communicates with all appropriate colleagues to foster trusting relationships and meet shared goals for student learning ○ Demonstrates leadership in planning and decision making at the school, department, and/or grade level that advances effective, equitable and inclusive instruction for all students



IV-C: Professional Responsibilities	Proficient		
	<p>1. Judgment: Adheres to the school or district’s existing code of ethics and protects student confidentiality appropriately, including student data privacy related to digital tools.</p> <p>2. Professional Responsibilities: Fulfills all routine professional responsibilities, including:</p> <ul style="list-style-type: none"> • Performing duties of the role in accordance with school and district guidelines. • Connecting students to needed academic and social-emotional supports as available. • Engaging with all colleagues with respect and civility. • Adhering to district attendance policies. 		
	Unsatisfactory	Needs Improvement	Exemplary
	<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"> ○ Demonstrates poor professional judgment, fails to adhere to the school or district code of ethics, and/or discloses confidential student information inappropriately ○ Frequently fails to meet professional responsibilities 	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"> ○ Sometimes demonstrates questionable professional judgment or insufficient knowledge of the school or district’s existing code of ethics, and/or inadvertently shares confidential information ○ Meets professional responsibilities with some inconsistency 	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"> ○ Models sound professional judgment ○ Fulfills all professional responsibilities to high standards and models this practice for others, including students

Acknowledgements

Principal and Teacher Advisory Cabinet, 2021-2022

Dr. Jorge Allen, Director of English Learner Programs, Wellesley Public Schools
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Adrienne Berry, Orange Public Schools
Darryl Bullock, Arlington Public Schools
Dr. Angela Burke, Brockton Public Schools
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Glossary of Terms

Academic Achievement: Attainment of academic skills and knowledge to meet or exceed grade-level standards in a comprehensive and diverse range of subjects with ability to apply competencies in relevant, real world contexts.

All Students: This rubric frequently references “all students,” which represents *each and every student*, with particular focus on students who have been historically marginalized or underserved by our education systems, including but not limited to, those who identify as Black, Hispanic/Latino, Asian, Indigenous, and Multiracial students, students with disabilities, English learners, LGBTQIA+ students, students experiencing homelessness and/or financial insecurity, and students who are undocumented.

Anti-racist Teacher and Leader: Believes racial groups are equals in all their differences and continually engages in self-reflective work that leads to educational policies, practices, conditions, and cultures that resist and dismantle inequities due to individual and systemic racism to advance racial equity. ([Guidelines for the Preparation of Administrative Leaders](#))

Asset-Based: Asset-based approaches intentionally build on the strengths and capacities that learners bring to school, including their languages, cultures and experiences versus deficit-based thinking that views differences as weaknesses.

Bias: A disproportionate weight that may be created intentionally or unintentionally in favor of or against an idea, thing, individual, or group. ([Guidelines for the Preparation of Administrative Leaders](#))

Cultural Broker: Individuals who act as bridges between schools and diverse families and collaborate with families to support the school’s goals to improve student achievement ([Massachusetts Family, School, and Community Partnership Fundamentals 2.0](#)).

Cultural Competence: Individuals’ affirmation in their own culture and identity and respect and understanding for different cultures and identities.

Culturally Responsive Practice: Cultural responsiveness is an approach to viewing students’ culture and identity (including race, ethnicity, multilingualism, and other characteristics) as assets, and creating learning experiences and environments that value and empower them. ([Supporting Culturally and Linguistically Sustaining Practices](#))

Culturally Relevant: Aligned with and affirming to students’ cultures, backgrounds, and identities. Culturally relevant pedagogy promotes students’ academic achievement, cultural competence, and sociopolitical awareness. ([Supporting Culturally and Linguistically Sustaining Practices](#))

Culturally and Linguistically Sustaining: Affirming and valuing students’ prior experiences and supporting them to sustain their cultures and linguistic resources to make learning more relevant and effective, promote academic achievement, cultural competence, and sociopolitical awareness; valuing multilingualism as an asset. ([Supporting Culturally and Linguistically Sustaining Practices](#))

Curricular materials are resources teachers use to facilitate sequences of learning experiences (e.g., lesson and unit plans, texts); also called adopted or written curriculum, or instructional materials. ([Curriculum Matters](#))

Curriculum: a sequence of student learning experiences teachers facilitate, may use curricular materials as a foundation; also called enacted or taught curriculum. ([Curriculum Matters](#))

Digital Literacy: The ability to use digital technology, communication tools or networks to locate, evaluate, use, and create information; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; and the ability to perform tasks effectively in a digital environment. Literacy

includes the ability to read and interpret media, reproduce data and images through digital manipulation, and evaluate and apply new knowledge gained from digital environments ([Digital Literacy and Computer Science Framework](#)).

Equity: Placing a heightened focus on groups, particularly racial groups, experiencing disproportionate impact through the development of systems to remediate disparities in their experiences and outcomes.

Evidence-based: Practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented as supported by valid and reliable research. ([US Department of Education, Every Student Succeeds Act](#))

Historically Marginalized Groups: Groups and communities that systematically experience discrimination and exclusion (social, political, economic and financial) because of unequal power relationships across economic, political, social, and cultural dimensions. These groups include but are not limited to race, culture, language, LGBTQ+, gender, and ability. Significant disparities exist for marginalized people.

High-quality Instructional Materials: High-quality materials exhibit a coherent sequence of target skills and knowledge, empirical evidence of efficacy, and other characteristics such as engaging content and inclusive design. Some factors in quality are nonnegotiable, while others vary by context: for example, compatibility with a school's technology infrastructure or cultural relevance to its student population. ([Curriculum Matters](#))

Inclusive Practices: Pursuing deliberate actions to create welcoming environments and ensure differences are actively sought and heard, and that every individual feels a sense of belonging and a role in impacting decision-making, practices, and policies.

Linguistically Responsive: Aligned with and affirming to students' and families' linguistic backgrounds and skills. This includes use of high-quality translation and interpretation, as well as translanguaging (see below). ([The Massachusetts Blueprint for English Learner Success](#))

Non-Academic Student Outcomes: Outcomes associated with students' capacity to understand and value self (know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions), understand and value others (understand differences and multiple perspectives, empathize with others, and build connections with peers and adults), and engage with the world (understand and think critically about local, national, and world events and societal systems; and create positive change through civic action).

Restorative Practice: A framework of processes that schools can use to prevent and address conflict and poor behavior, including, but not limited to, restorative circles, family group conferences, social and emotional learning, and informal practices such as affective questioning. Rather than implementing a program, restorative practices focus on building and maintaining healthy relationships among individuals and maintaining a sense of community. In the case of a disciplinary infraction, restorative practices allow individuals to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Through these practices, individuals come to understand how their behavior affected others, recognize that their behavior was harmful to others, move toward repairing the harm, and work on not repeating that behavior again. ([National Center on Safe and Supportive Learning Environments](#))

Sociopolitical Awareness: The ability to identify, analyze, and work to solve real-world problems by thinking critically and drawing conclusions about complex issues related to equity, identity, power, or bias.

Translanguaging: The process whereby multilingual speakers utilize all of their languages as an integrated communication system to learn. ([The Massachusetts Blueprint for English Learner Success](#))



Universal Design for Learning (UDL) is intended to increase access and engagement in learning by reducing physical, cognitive, intellectual, and organizational barriers, and other obstacles. It includes providing learners with multiple means of engagement, representation, action and expression. ([Multi-Tiered System of Support](#))



Appendix: Effective Practice from Preparation through Employment

The [Standards of Effective Practice](#) establish a statewide definition of effective teaching and leadership for PK-12 educators and guide professional learning and evaluation throughout the state.

The Standards of Effective Practice (and related indicators and elements) also serve as the [Professional Standards for Teachers \(PSTs\)](#), which define the pedagogical and professional knowledge and skills required of all pre-service teachers who complete Massachusetts-based educator preparation programs. The PSTs guide educator preparation programs on which practices to emphasize and evaluate in coursework and field-based experiences.

All teacher candidates are required to complete the [Candidate Assessment of Performance \(CAP\)](#) to be endorsed for Initial licensure. CAP measures teacher candidates' practice across a subset of key elements from the PSTs determined to be most essential for beginning teachers to well-serve all students, particularly those from systemically marginalized groups and communities. CAP is structured to provide all candidates with high-quality feedback to support their growth, assess essential knowledge and skills, and prepare them for the educator evaluation process as early teachers.

In order to be considered “ready to teach” by the conclusion of their preparation program, teacher candidates must demonstrate proficiency through CAP in the following essential elements. Candidates are expected to demonstrate these practices with quality but may still be developing in terms of scope and consistency of their practice.

CAP Essential Elements:

- 1-A-1 Subject Matter Knowledge
- I-C-2 Adjustments to Practice
- II-A-1 High Expectations and Support
- II-B-2 Safe Learning Environment
- III-C-1 Collaboration on Student Learning and Well-Being
- IV-A-2 Reflective Practice

Considerations for School and District Leaders

Because CAP is a required performance assessment for all teacher candidates in the Commonwealth, school and district leaders should expect that novice teachers entering the field through Massachusetts educator preparation programs will be able to proficiently demonstrate the essential elements with quality. Ongoing growth and development may be expected with regards to scope and consistency of practice, as well as in other Indicators and elements with which candidates were introduced or practiced during their preparation. Novice teachers may benefit from additional support and professional learning in these areas through high-quality induction and mentoring programming and meaningful evaluation supports. DESE encourages PK-12 schools and districts to consider collaborative partnerships with preparation programs to strengthen cohesion across all phases of teachers' development.

Appendix D:
Specialized Instructional Support Personnel Rubric



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

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Guide to Specialized Instructional Support Personnel (SISP) Rubric

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

Structure of the Specialized Instructional Support Personnel (SISP) Rubric

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

Use of the Specialized Instructional Support Personnel (SISP) Rubric

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

The roles and responsibilities of educators to whom this rubric will be applied will vary. ESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and Elements that should be high priorities according to that educator’s role and responsibilities as well as his/her professional practice and student learning needs. There are a variety of ways to emphasize these components throughout the evaluation cycle. For example, high priority Indicators and/or elements can be analyzed in greater depth during self- assessment, targeted during goal setting, a focus for more comprehensive evidence collection, or all of the above. However, the expectation is 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, and include supports that enable students to meet the goals or objectives of the plan.	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 or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, 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 most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active 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 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.

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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.

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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	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 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 insights gained to improve practice and student outcomes.	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.	Individually and with colleagues builds capacity to propose and monitor challenging, measurable goals based on thorough self-assessment and analysis of student data. Is able to model this element.

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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	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 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.	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	Exemplary
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.	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.	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.
IV-C-2. Consultation	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	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.

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

Indicator IV-D. Decision-Making: Becomes involved in schoolwide 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 schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	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.”

**Appendix E:
Subject Matter Leader Rubric (Standard V)**

APPENDIX D: EVIDENCE COLLECTION EXAMPLES

HOPKINTON PUBLIC SCHOOLS

Subject Matter Leader (SML) Rubric

Subject Matter Leaders are evaluated on Standards I through IV in the educator rubric, **PLUS:**

STANDARD V: Instructional Leadership

- A. Supervision and Development of Curriculum Indicator
 - 1. Standards-Based Unit and Lesson Development
 - 2. Assessment of Student Learning
 - 3. Data-Informed Decision Making
- B. Instructional Coaching and Professional Development Indicator
 - 1. Self-Assessment and Goal-Setting
 - 2. Observations and Feedback
 - 3. Meeting Diverse Needs
 - 4. Professional Development
- C. Operations Management Indicator
 - 1. Budget Development and Management
 - 2. Scheduling
- D. Professional Collaboration Indicator
 - 1. Meetings
 - 2. Consensus Building
 - 3. Adjustment to Practice
 - 4. Continuous Learning for Teachers
 - 5. Response to Disagreement and Conflict Resolution

Subject Matter Leader Rubric

Indicator V-A: Supervision and Development of Curriculum

Provides effective leadership and supervision of the curriculum; supports all teachers to design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
V-A-1: Standards-Based Unit and Lesson Development	<p>Does not adequately support educators in implementing standards-based units of instruction, and/or fails to provide adequate resources/instructional materials aligned to state standards/local curricula.</p>	<p>Supports most educators to implement standards-based units comprised of well-structured lessons aligned to state standards/local curricula, but inconsistently checks to ensure that teachers engage in instructional planning.</p>	<p>Provides support to all educators to design, adapt as needed and implement standards-based units comprised of well-structured lessons, such that students are able to learn the knowledge and skills defined in state standards/local curricula.</p>	<p>Empowers and provides opportunities for all educators to collaboratively design, adapt as needed, and implement standards-based units of instruction that are (a) aligned across grade levels and content areas; and (b) comprised of interconnected, well-structured lessons, such that students are able to learn the knowledge and skills defined in state standards/local curricula. Models this practice for others.</p>
V-A-2: Assessment of Student Learning	<p>Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.</p>	<p>Provides educators with some informal and/or formal assessment options and suggests that they coordinate their assessment practices with colleagues and include a variety of assessments, but does not monitor this practice.</p>	<p>Supports team to use a variety of informal and formal assessment methods, including common interim assessments that are aligned across grade levels and subject areas, to measure each students' learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods.</p>	<p>Leads team to design and administer a comprehensive system of informal and formal assessments, including common interim assessments that are aligned across grade levels and subject areas, to accurately measure each student's learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods. Models this practice for others.</p>

Subject Matter Leader Rubric

Indicator V-A: Supervision and Development of Curriculum

Provides effective leadership and supervision of the curriculum; supports all teachers to design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
V-A-3: Data-Informed Decision Making	May rely on and communicate a few data sources related to student learning when making decisions, but data is insufficient and/or analyses of the data are inaccurate.	Identifies multiple sources of evidence related to student learning to assess the department's strengths and areas for improvement, but these data are not fully comprehensive and/or analysis of the data is sometimes inaccurate. Uses appropriate data to make some but not all decisions related to student learning.	Uses multiple sources of evidence, which may include state, district, and school assessment results and growth data to accurately assess and communicate the department's strengths and areas for improvement. Regularly uses this data to make informed decisions related to student learning.	Leads educators in identifying and using multiple sources of evidence, which may include state, district, and school assessment results and growth data, and school culture and climate information, to accurately assess and communicate the department's strengths and areas for improvement. Regularly uses this data to make informed decisions about student learning. Models effective data-informed decision making for others.

Subject Matter Leader Rubric

Indicator V-B: Instructional Coaching and Professional Development

Provides coaching and support that ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are designed for diverse needs and learning styles. Leads all teachers to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
V-B-1: Self-Assessment and Goal-Setting	Does not support educators to develop professional practice and/or student learning goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently support their implementation.	Supports educators and teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals and supports their implementation.	Consistently supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals. Facilitates their progress through a variety of methods and shares best practices and success. Models this process through one's own evaluation process.
V-B-2: Observations and Feedback	Observes educators only in formal observation visits and/or does not provide quality feedback to educators who are not performing proficiently.	Makes infrequent visits to classrooms, occasionally provides feedback that is specific, timely, or actionable, and/or critiques without providing support to improve their performance.	Makes routine visits to classrooms and provides quality, content-aligned feedback (specific, timely, actionable); feedback reinforces effective practice and provides clear next steps and support for improvement from one performance level to the next.	Makes visits to classrooms consistently and provides quality, content-aligned feedback (specific, timely, actionable). Regularly engages with educators in conversations to reinforce effective practice. Provides clear next steps and support for improvement. Celebrates and shares effective practices and strategies with staff. Models this practice for others.

Subject Matter Leader Rubric

Indicator V-B: Instructional Coaching and Professional Development

Provides coaching and support that ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are designed for diverse needs and learning styles. Leads all teachers to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
V-B-3: Meeting Diverse Needs	Does not look for examples of and/or cannot accurately identify more than a few effective inclusive practices that are appropriate for diverse learners.	While observing practice and reviewing unit and/or lesson plans, occasionally looks for examples of or provides feedback on the use of inclusive practices that are appropriate for diverse learners.	While observing practice and reviewing unit and/or lesson plans, regularly provides quality feedback to teachers on the use of appropriate inclusive practices that meet the diverse learning needs of all students, including those of academically advanced students, students with disabilities, and English learners, among others.	Through observing practice, reviewing unit and/or lesson plans, and consistently providing quality feedback, ensures that all teachers know and employ a variety of appropriate inclusive practices to address specific differences in students' learning needs, thereby creating structured opportunities for all students to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.
V-B-4: Professional Development	Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Inconsistently implements the district's induction strategy; organizes professional development that is not consistently high quality, job-embedded, or aligned with goals.	Supports educators throughout the career continuum; organizes high-quality professional development that includes new educator induction, job-embedded and teacher-led learning opportunities and is aligned with school and educator goals.	Supports the growth of all educators throughout the career continuum by ensuring effective implementation of comprehensive induction supports for new teachers; provides regular, high-quality professional development to all teachers that elevates practice in support of department and educator goals. Differentiated career growth opportunities are consistently viewed by educators as effective and valuable. Models this practice for others.

Subject Matter Leader Rubric

Indicator V-C: Operations Management <i>Promotes the learning and growth of all students by ensuring an efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.</i>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
V-C-1: Budget Development and Management	Builds a budget that does not align with the school's or district's goals or mismanages available resources.	Develops a budget that loosely aligns with the school's or district's vision, mission, and goals, or inconsistently manages expenditures and available resources.	Uses data to develop a budget that aligns with the school's and district's vision, mission, and goals. Allocates, manages, and justifies expenditures consistent with district/school-level goals and available resources.	Consistently leads a team to evaluate multiple years of available data and develop a comprehensive budget that aligns with the district/school's vision, mission, and goals with supporting rationale. Allocates, manages, and justifies expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Models this practice for others.
V-C-2: Scheduling	Does not create/contribute to a schedule and/or related systems to maximize blocks of uninterrupted instructional time.	Creates/contributes to a schedule and related systems that prioritize instructional time but do not effectively eliminate unnecessary interruptions to instruction.	Creates/contributes to and maintains a schedule and related systems and practices that maximize instructional time and eliminate unnecessary interruptions to instruction. Makes adjustments to the schedule based on student data to meet the needs of all students.	Creates/contributes to and maintains a schedule and related systems and practices that maximize instructional time and eliminate unnecessary interruptions to instruction. Makes adjustments to the schedule based on student data to meet the needs of all students. Empowers teachers to maximize time on learning and minimize disruptions in their classrooms. Models this practice for others.

Subject Matter Leader Rubric

Indicator V-D: Professional Collaboration <i>Promotes success for all students by nurturing and sustaining a collegial culture of reflective practice, high expectations, and continuous learning for staff.</i>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
V-D-1: Meetings	Leads meetings, the majority of which lack clear purpose and/or are primarily used for one-way informational updates.	Leads meetings, the majority of which include both one-way informational updates and participatory activities focused on matters of consequence.	Regularly plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations of importance.	Consistently plans and facilitates meetings that have clear purpose, focus on matters of consequence, and engage participants in thoughtful, productive conversations and deliberations of importance. Models this practice for others.
V-D-2: Consensus Building	Does not attempt to build consensus within the department, or attempts at consensus-building around critical decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the department, with varying degrees of success.	Employs a variety of strategies to build consensus within the department around critical school decisions.	Employs a variety of strategies to regularly achieve consensus within the department around critical school decisions while encouraging dialogue and different points of view. Models this practice for others.
V-D-3: Adjustment to Practice	Does not encourage or facilitate team to review assessment data.	Suggests that team meets to review assessment data in order to adjust practice and identify appropriate interventions, but inconsistently monitors this practice.	Leads regular planning and collaboration time and effectively supports team to (a) analyze results from a variety of assessments to determine progress toward anticipated student learning gains, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for students. Provides feedback and monitors educators' efforts and successes in this area.	Empowers team to (a) analyze results from a variety of assessments throughout the year in order to determine progress toward anticipated student learning gains, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for students. Discusses efforts and successes in this area with staff, provides feedback when appropriate, and shares effective practices.

Subject Matter Leader Rubric

Indicator V-D: Professional Collaboration <i>Promotes success for all students by nurturing and sustaining a collegial culture of reflective practice, high expectations, and continuous learning for staff.</i>				
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
V-D-4: Continuous Learning of Staff	Accepts the practice of teachers working largely in isolation, without consideration of data and best practices, and/or discourages reflection about practice among staff.	May encourage teachers to reflect on the effectiveness of instructional practice and student learning and to use data and best practices to adapt instruction, but does not lead teachers in these practices.	Leads teachers to reflect on and collaborate around the effectiveness of instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Supports teachers to use data, research, and best practices to adapt instruction and plan appropriate interventions to achieve improved results.	Models for teachers how to be continually reflective about their practice, and supports educators to collaborate around the effectiveness of instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Empowers educators to use data, research, and best practices to adapt instruction to achieve improved results.
V-D-5: Response to Disagreement and Conflict Resolution	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but relies upon a limited range of strategies to resolve conflicts that do not always result in constructive resolutions.	Regularly employs a respectful, non-confrontational approach when responding to disagreement and dissent, and utilizes a variety of strategies to resolve conflicts in a constructive manner.	Consistently employs and models a respectful, non-confrontational approach when responding to disagreement and dissent, and effectively utilizes a variety of strategies to resolve conflicts in a constructive manner. Empowers teachers to do the same when appropriate.

Appendix F: Evidence Collection Samples

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

Examples from Possible Categories of Evidence

Practice:

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

Learning:

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

Engagement / Professional Culture:

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

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

ADDITIONAL EXAMPLES OF EVIDENCE BY STANDARD: TEACHERS

Standard 1: Curriculum, Planning, and Assessment. *The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.*

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Unit subject matter content and/or skills • Lesson or Unit Plan Goals • Standards-based units of instruction • Lesson Plans • Measureable outcomes for students • Teacher-developed assessments • Examples of assessments used • Scoring guides/rubrics • Student work samples • Student data analysis • Lessons/units amended based on data analysis • Team-developed instructional work product | <ul style="list-style-type: none"> • Analysis of student learning needs • Grade level or subject team collaboration • Tiered/differentiated lessons/units • Tiered/differentiated assessments • Methods for engaging all students • Posted behavioral norms • Photographs of instructional space • Videotapes of student engagement • Homework assignments • Communications to students about work • Grading practices |
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Standard II: Teaching All Students. *The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.*

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

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

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

- Outreach activities to families
- Parent-teacher conference participation
- RTI, IEP or 504 Plan conference participation
- Communication with families via phone calls, emails, meetings

- Assistance to families about homework
- Notification to families about student performance/behavior
- Feedback from parents/families
- College/financial aid program development

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

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

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

ADDITIONAL EXAMPLES OF EVIDENCE BY STANDARD: SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL

<p>Standard I: Curriculum, Planning, and Assessment. <i>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.</i></p>	
<ul style="list-style-type: none"> • Treatment Plan • Lesson or Treatment Plan Goals • Lesson Plans • Developmental benchmarks • Measureable outcomes for students • Educator-developed assessments • Examples of assessments used • Scoring guides/rubrics • Student work samples • Student data analysis • Lessons/units amended based on data analysis • Team-developed instructional work product 	<ul style="list-style-type: none"> • Analysis of student learning needs • Grade level or subject team collaboration • Tiered/differentiated lessons/units • Tiered/differentiated assessments • Methods for engaging all students • Posted behavioral norms • Photographs of instructional / treatment space • Videotapes of student engagement • Homework assignments • Communications to students about work • Grading practices
<p>Standard II: Teaching All Students. <i>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.</i></p>	
<ul style="list-style-type: none"> • Lesson or Treatment Plan Goals • Lesson Plans • Developmental benchmarks • Measureable outcomes for students • Educator-developed assessments • Examples of assessments used • Scoring guides/rubrics • Student work samples • Student data analysis • Lessons/units amended based on data analysis • Team-developed instructional work products 	<ul style="list-style-type: none"> • Analysis of student learning needs • Grade level or subject team collaboration • Tiered/differentiated lessons/units • Tiered/differentiated assessments • Methods for engaging all students • Posted behavioral norms • Photographs of instructional / treatment space • Videotapes of student engagement • Homework assignments • Communications to students about work • Grading practices

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

- Outreach activities to families
- Parent-teacher conference participation
- RTI, IEP or 504 Plan conference participation
- Communication with families via phone calls, emails, meetings
-

- Assistance to families about homework
- Notification to families about student performance/behavior
- Feedback from parents/families
- College/financial aid program development

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

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

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

**Appendix G:
PowerSchool Perform Forms**

Responsible:

Building:

Task:

SISP Staff

Employee Name:

[DirectReport.FullName]

Subject or Title:

[DirectReport.Title]

Part I: Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. Refer to the Educator Rubrics for guidance.

required

This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data. 603 CMR 35.06 (2)(a)1

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Part II: Assessment of Practice Against Performance Standards

Briefly summarize areas of strength and high-priority concerns related to your professional practice for the upcoming school year. Cite your district's strategic plan or school improvement plan. Refer to the Educator Rubrics for guidance.

required

The form should be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals. 603 CMR 35.06 (2)(a)2

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<input type="checkbox"/>	<input type="checkbox"/>										

Standard I - Select the indicators that you would like to work on this evaluation cycle.

- I-A-1. Professional Knowledge
- I-A-2. Child and Adolescent Development
- I-A-3. Plan Development
- I-A-4. Well-Structured Lessons
- I-B-1. Variety of Assessment Methods
- I-B-2. Adjustments to Practice
- I-C-1. Analysis and Conclusions
- I-C-2. Sharing Conclusions with Colleagues
- I-C-3. Sharing Conclusions with Students and Families
- No Elements from this Standard

Standard II - Select the indicators that you would like to work on this evaluation cycle.

- II-A-1. Quality of Effort and Work
- II-A-2. Student Engagement
- II-A-3. Meeting Diverse Needs
- II-B-1. Safe Learning Environment
- II-B-2. Collaborative Learning Environment

II-B-3. Student Motivation

II-C-1. Respects Differences

II-C-2. Maintains Respectful Environment

II-D-1. Clear Expectations

II-D-2. High Expectations

II-D-3. Access to Knowledge

No Elements from this Standard

Standard III - Select the indicators you would like to work on this cycle

III-A-1. Parent/Family Engagement

III-B-1. Learning Expectations

III-B-2. Student Support

III-C-1. Two-Way Communication

III-C-2. Culturally Proficient Communication

No Elements from this Standard

Standard IV - Select the indicators you would like to work on this cycle

IV-A-1. Reflective Practice

IV-A-2. Goal Setting

IV-B-1. Professional Learning and Growth

IV-C-1. Professional Collaboration

IV-C-2. Consultation

IV-D-1. Decision-making

IV-E-1. Shared Responsibility

IV-F-1. Judgment

IV-F-2. Reliability and Responsibility

No Elements from this Standard

Comments

Comments from about this form:

Share History

Responsible:

Building:

Task:

Employee Name:

[DirectReport.FullName]

Subject or Title:

[DirectReport.Title]

Part I: Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for students under your responsibility for the upcoming school year. Cite evidence such as results from available assessments. Refer to the Educator Rubrics for guidance. This form should be individually submitted by educator, but Part 1 can also be used by individuals and/or teams who jointly review and analyze student data. 603 CMR 35.06 (2)(a)1

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Part II: Assessment of Practice Against Performance Standards

Briefly summarize areas of strength and high-priority concerns related to your professional practice for the upcoming school year. Cite your district's strategic plan or school improvement plan. Refer to the Educator Rubrics for guidance. he form should

be individually submitted by educator, but Part 2 can also be used by teams in preparation for proposing team goals. 603 CMR 35.06 (2)(a)2

required

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<input type="checkbox"/>	<input type="checkbox"/>										

Standard I - Select the indicators that you would like to work on this evaluation cycle.

required

- I-A-1. Subject Matter Knowledge
- I-A-2. Child and Adolescent Development
- I-A-3. Well-Structured Units and Lessons
- 1-B-1. Variety of Assessment Methods
- 1-B-2. Adjustments to Practice
- I-C-1. Analysis and Conclusions
- I-C-2. Sharing Conclusions with Colleagues
- I-C-3. Sharing Conclusions with Students
- No Elements from this Standard

Standard II - Select the indicators that you would like to work on this evaluation cycle.

required

- II-A-1. Quality of Effort and Work
- II-A-2. Student Engagement
- II-A-3. Meeting Diverse Needs
- II-B-1. Safe Learning Environment
- III-B-2. Collaborative Learning Environment

II-B-3. Student Motivation

II-D-1. Creates and Maintains a Respectful Environment

II-E-1. High Expectations

II-E-2. Access to Knowledge

No Elements from this Standard

Standard III - Select the indicators you would like to work on this cycle

required

III-A-1. Family Engagement

III-B-1. Learning Expectations

III-B-2. Curriculum Support

III-C-1. Culturally Proficient Communication

No Elements from this Standard

Standard IV - Select the indicators you would like to work on this cycle

required

IV-A-1. Reflective Practice

IV-A-2. Goal Setting

IV-B-1. Professional Learning and Growth

IV-C-1. Professional Collaboration

IV-D-1. Decision-making

IV-E-1. Shared Responsibility

IV-F-1. Judgment

IV-F-2. Reliability and Responsibility

No Elements from this Standard

Comments

Comments from about this form:

Share History

Responsible:

Building:

Task:

Employee Name:

Subject or Title:

School(s)

If Applicable

Date:

 Allowed format is MM/DD/YYYY Ex: 02/10/2022

Student Learning S.M.A.R.T. Goal

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

Student Learning Goal Type

Check whether goal is individual or team.

<input type="checkbox"/> Individual
<input type="checkbox"/> Team

Student Learning Goal:

2

Professional Practice S.M.A.R.T. Goal

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

Professional Practice Goal Type required

Check whether goal is individual or team.

Individual

Team

Professional Practice Goal: required

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Action Plan: required

Please list activities, programs, resources or methods to be used to accomplish this goal. This must include supports/resources that will be supplied by the district.

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Proposed Evidence: required

(qualitative and quantitative measures) List indicators, i.e. changes in students' behaviors, teacher behaviors or products completed.

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Timeline or Frequency: required

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Comments

Comments from about this form:

Share History

Responsible:

Building:

Task:

This form is intended to be used to support the educator in collecting evidence of his/her practice. It should be completed prior to the formative assessment/evaluation and summative

Evaluators would like to see at least two records of evidence for each goal and two pieces for each of the four standards. Please work with your principal to determine the evidence collection process. However, these are the three main methods for collecting and sharing evidence in Hopkinton.

- 1) Share a URL to a digital portfolio created in Google Sites or housed in another website
- 2) Share a URL to a Google sheet or Google Doc that organizes artifacts by indicator
- 3) Upload and tag artifacts by indicator via the Evidence Tool in Perform.

You can't attach documents to this form, please use the evidence area in the "My Folder"

Evidence pertains to (Check all that apply): required

Fulfillment of professional responsibilities

Evidence of outreach to and ongoing engagement with families

Progress toward attaining student learning goal(s)

Progress toward attaining professional practice goal(s)

Other

Please provide the link to your evidence folder, portfolio, or site and ensure administrators have appropriate permission to access content.

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Suggestions for types of evidence you may wish to upload.

If you are sharing an image as evidence please provide a description so the evaluator knows what indicator it supports.

Examples of lessons, unit plans, connections between lessons and units, interest surveys of students, parent Surveys, student work examples, work from team meetings, work from professional development activities, formative or summative assessments, communications with students and parents, examples of analysis off student data, tiered lessons, examples of collaborative work with colleagues, other - please specify in portfolio.

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

Comments

Comments from about this form:

Share History

Responsible:

Building:

Task:

Date of Observation:

 Allowed format is MM/DD/YYYY Ex: 02/10/2022

Time of Observation:

Location of Observation:

Class/Event Observed:

What did educators and students say and do?

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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.

1-A-1. Professional Knowledge

I-A-2. Child and Adolescent Development

I-A-3. Plan Development

I-A-4. Well Structured Lessons

I-B-1. Variety of Assessment Methods

I-B-2. Adjustments to Practice

I-C-1. Analysis and Conclusions

I-C-2. Sharing Conclusions with Colleagues

I-C-3. Sharing Conclusions with Students and Familie

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.

II-A-1. Quality of Effort and Work

II-A-2. Student Engagement

II-A-3. Meeting Diverse Needs

II-B-1. Safe Learning Environment

II-B-2. Collaborative Learning Environment

II-B-3. Student Motivation

II-C-1. Respects Differences

II-C-2. Maintains Respectful Environment

II-D-1. Clear Expectations

II-D-2. High Expectations

II-D-3. Access to Knowledge

Standard III - Family and Community Engagement.

Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

III-A-1. Parent/Family Engagement

III-B-1. Learning Expectations

III-B-2. Student Support

III-C-1. Two-Way Communication

III-C-2. Culturally Proficient Communication

Standard IV - Professional Culture.

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

IV-A-1. Reflective Practice

IV-A-2. Goal Setting

IV-B-1. Professional Learning and Growth

IV-C-1. Professional Collaboration

IV-C-2. Consultation

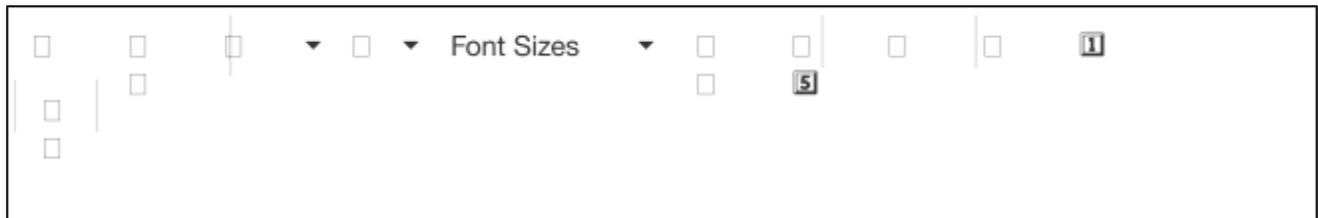
IV-D-1. Decision-making

IV-E-1. Shared Responsibility

IV-F-1. Judgment

IV-F-2. Reliability and Responsibility

Evaluator Feedback:



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[Answer Bank](#)

Teacher Comments:

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Comments

Comments from about this form:

Share History

Responsible:

Building:

Task:

Date of Observation:

 Allowed format is MM/DD/YYYY Ex: 02/10/2022

Time of Observation:

Location of Observation:

Class/Event Observed:

What did educators and students say and do?

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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.

- I-A-1. Subject Matter Knowledge
- I-A-2. Child and Adolescent Development
- I-A-3. Well Structured Lessons
- I-B-1. Variety of Assessment Methods
- I-B-2. Adjustments to Practice
- I-C-1. Analysis and Conclusions
- I-C-2. Sharing Conclusions with Colleagues
- I-C-3. Sharing Conclusions with Students

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.

- II-A-1. Quality of Effort and Work
- II-A-2. Student Engagement
- II-A-3. Meeting Diverse Needs
- II-B-1. Safe Learning Environment
- II-B-2. Collaborative Learning Environment
- II-B-3. Student Motivation
- II-D-1. Creates and Maintains a Respectful Environment
- II-E-1. High Expectations
- II-E-2. Access to Knowledge

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.

- III-A-1. Family Engagement
- III-B-1. Learning Expectations
- III-B-2. Curriculum Support
- III-C-1. Culturally Proficient Communication

Standard IV - Professional Culture

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

- IV-A-1. Reflective Practice
- IV-A-2. Goal Setting
- IV-B-1. Professional Learning and Growth
- IV-C-1. Professional Collaboration
- IV-D-1. Decision-making
- IV-E-1. Shared Responsibility
- IV-F-1. Judgment
- IV-F-2. Reliability and Responsibility

Evaluator Feedback:

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Teacher Comments:

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Comments

Comments from about this form:

Share History

Responsible:

Building:

Task:

Primary Evaluator:

Employee Name:

Subject or Title:

Date:

 Allowed format is MM/DD/YYYY Ex: 02/10/2022

Progress Toward Student Learning Goal

Educator's Student Learning Goal: Feeding from the Goal Setting Form

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<input type="checkbox"/>	<input type="checkbox"/>										

Progress Toward Student Learning Goal(s):

required

	Exceed	Met	Significant Meet Progress	Some Progress	Did Not
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe current level of progress and feedback for improvement.

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Progress Toward Professional Practice Goal

Educator's Professional Practice Goal: Feeding From the Goal Setting Form

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Progress Toward Professional Practice Goal(s):

required

	Exceed	Met	Significant Meet Progress	Some Progress	Did Not
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe current level of progress and feedback for improvement.

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<input type="checkbox"/>	<input type="checkbox"/>										

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Standard I

Standard I - Indicators selected by the Educator

- 1-A-1. Professional Knowledge
- 1-A-2. Child and Adolescent Development
- 1-A-3. Plan Development
- 1-A-4. Well-Structured Units and Lessons
- 1-B-1. Variety of Assessment Methods
- 1-B-2. Adjustments to Practice
- I-C-1. Analysis and Conclusions
- I-C-2. Sharing Conclusions with Colleagues
- I-C-3. Sharing Conclusions with Students
- No Elements from this Standard

Standard I Overall Performance: required

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.”

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	○	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Standard II

Standard II - Indicators selected by the Educator

- II-A-1. Quality of Effort and Work
- II-A-2. Student Engagement
- II-A-3. Meeting Diverse Needs
- II-B-1. Safe Learning Environment
- II-B-2. Collaborative Learning Environment
- II-B-3. Student Motivation

II-C-1. Respects Differences

II-C-2. Maintains Respectful Environment

II-D-1. Clear Expectations

II-D-2. High Expectations

II-D-3. Access to Knowledge

No Elements from this Standard

Standard II Overall Performance: required

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."

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	○	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Standard III

Standard III - Indicators selected by the Educator

- III-A-1. Parent/Family Engagement
- III-B-1. Learning Expectations
- III-B-2. Student Support
- III-C-1. Two-Way Communication
- III-C-2. Culturally Proficient Communication
- No Elements from this Standard

Standard III Overall Performance required

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."

Exemplary	Proficient	Needs Improvement	Unsatisfactory
○	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Standard IV

[Answer Bank](#)

Overall Educator Performance Rating

To be rated proficient overall, the Educator shall be rated proficient on the Curriculum, Planning and Assessment (Standard I) and the Teaching All Students (Standard II).

Formative Evaluation

The educator is progressing towards:

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."

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Comments from about this form:

Share History

Responsible:

Building:

Task:

Primary Evaluator:

Employee Name:

Subject or Title:

Date:

 Allowed format is MM/DD/YYYY Ex: 02/10/2022

Progress Toward Student Learning Goal

Educator's Student Learning Goal(s): Feeding from Goal Setting Form

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	舊 ▾	舊 ▾	Font Sizes ▾	鋳	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	循
<input type="checkbox"/>	<input type="checkbox"/>										

Progress Toward Student Learning Goal(s):

required

	Exceed	Met	Significant Meet Progress	Some Progress	Did Not
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe current level of progress and feedback for improvement.

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Progress Toward Professional Practice Goal

Educator's Professional Practice Goal(s): Feeding from the Goals Setting Form

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Progress Toward Professional Practice Goal(s):

required

	Exceed	Met	Significant Meet Progress	Some Progress	Did Not
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Describe current level of progress and feedback for improvement.

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Standard I

Standard I - Indicators selected by Educator

- 1-A-1. Subject Matter Knowledge
- 1-A-2. Child and Adolescent Development
- 1-A-3. Well-Structured Units and Lessons
- 1-B-1. Variety of Assessment Methods
- 1-B-2. Adjustments to Practice
- I-C-1. Analysis and Conclusions
- I-C-2. Sharing Conclusions with Colleagues
- I-C-3. Sharing Conclusions with Students
- No Elements from this Standard

Standard I Overall Performance:

required

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.”

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Standard II

Standard II - Indicators selected by the Educator

- II-A-1. Quality of Effort and Work
- II-A-2. Student Engagement
- II-A-3. Meeting Diverse Needs
- II-B-1. Safe Learning Environment
- II-B-2. Collaborative Learning Environment
- II-B-3. Student Motivation
- II-D-1. Creates and Maintains a Respectful Environment

II-E-1. High Expectations

II-E-2. Access to Knowledge

No Elements from this Standard

Standard II Overall Performance: required

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."

	Exemplary	Proficient	Needs Improvement
	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Standard III

Standard III - Indicators selected by the Educator

III-A-1. Family Engagement

III-B-1. Learning Expectations

III-B-2. Curriculum Support

III-C-1. Culturally Proficient Communication

No Elements from this Standard

Standard III Overall Performance required

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.”

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	○	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Standard IV

Standard IV - Indicators Selected by Educator

IV-A-1. Reflective Practice

IV-A-2. Goal Setting

IV-B-1. Professional Learning and Growth

IV-C-1. Professional Collaboration

IV-D-1. Decision-making

IV-E-1. Shared Responsibility

IV-F-1. Judgment

IV-F-2. Reliability and Responsibility

No Elements from this Standard

Standard IV Overall Performance: required

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.”

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rationale, evidence, and feedback for improvement:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Overall Educator Performance Rating

To be rated proficient overall, the Educator shall be rated proficient on the Curriculum, Planning and Assessment (Standard I) and the Teaching All Students (Standard II).

Formative Evaluation

The educator is progressing towards:

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."

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Comments from about this form:

Share History

Responsible:

Building:

Task:

Primary Evaluator:

Employee Name:

Subject or Title:

Date:

 Allowed format is MM/DD/YYYY Ex: 02/10/2022

Current Plan:

	Developing Educator	Self-Directed Plan	Directed Growth	Improvement Plan
Current Plan:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educator's Student Learning Goals: (Feeding from the Goals Setting Form)

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Attainment of Student Learning Goal(s)

required

	Exceed	Met	Significant Meet Progress	Some Progress	Did Not
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Evaluator Feedback:

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Educator's Professional Practice Goals: (Feeding from the Goals Setting Form)

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Attainment of Professional Practice Goal(s)

required

	Exceed	Met	Significant Meet Progress	Some Progress	Did Not
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluator Feedback:

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Standard I: Curriculum, Planning, & Assessment

Standard I - Indicators of Focus

required

- 1-A-1. Professional Knowledge
- 1-A-2. Child and Adolescent Development
- 1-A-3. Plan Development
- 1-A-4. Well-Structured Lessons
- 1-B-1. Variety of Assessment Methods
- 1-B-2. Adjustments to Practice
- I-C-1. Analysis and Conclusions
- I-C-2. Sharing Conclusions with Colleagues
- I-C-3. Sharing Conclusions with Students and Families
- No Elements from this Standard

Standard I Overall Performance:

required

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.”

Exemplary	Proficient	Needs Improvement	Unsatisfactory
○	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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<input type="checkbox"/>	<input type="checkbox"/>										

[Answer Bank](#)

Standard II: Teaching All Students

Standard II - Indicators of Focus required

- II-A-1. Quality of Effort and Work
- II-A-2. Student Engagement
- II-A-3. Meeting Diverse Needs
- II-B-1. Safe Learning Environment
- II-B-2. Collaborative Learning Environment
- II-B-3. Student Motivation
- II-C-1. Respects Differences
- II-C-2. Maintains Respectful Environment
- II-D-1. Clear Expectations
- II-D-2. High Expectations
- II-D-3. Access to Knowledge

No Elements from this Standard

Standard II Overall Performance: required

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.”

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	○	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Standard III: Family/Community Engagement

Standard III - Indicators of Focus required

- III-A-1. Parent/Family Engagement
- III-B-1. Learning Expectations
- III-B-2. Student Support
- III-C-1. Two-Way Communication

III-C-2. Culturally Proficient Communication

No Elements from this Standard

All Staff: Family & Community Engagement

Standard III Overall Performance required

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."

Exemplary	Proficient	Needs Improvement	Unsatisfactory
○	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Standard IV: Professional Culture

Standard IV - Indicators of Focus required

IV-A-1. Reflective Practice

IV-A-2. Goal Setting

IV-B-1. Professional Learning and Growth

IV-C-1. Professional Collaboration

IV-C-2. Consultation

IV-D-1. Decision-making

IV-E-1. Shared Responsibility

IV-F-1. Judgment

IV-F-2. Reliability and Responsibility

No Elements from this Standard

Standard IV Overall Performance: required

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.”

	Exemplary	Proficient	Needs Improvement
	○	○	○
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			○

Rationale, evidence, and feedback for improvement:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Overall Educator Performance Rating

To be rated proficient overall, the Educator shall be rated proficient on the Curriculum, Planning and Assessment (Standard I) and the Teaching All Students (Standard II).

Summative Overall Performance: required

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."

	Exemplary	Proficient	Needs Improvement
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluator Feedback:

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Plan Moving Forward: required

	Developing Educator	Self-Directed Plan	Directed Growth
Plan Moving Forward:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

Comments from about this form:

Share History

Responsible:

Building:

Task:

Primary Evaluator:

Employee Name:

Subject or Title:

Date:

 Allowed format is MM/DD/YYYY Ex: 02/10/2022

Current Plan:

Current Plan:	Developing Educator <input type="radio"/>	Self-Directed Plan <input type="radio"/>	Directed Growth <input type="radio"/>	Improvement Plan <input type="radio"/>
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Educator's Student Learning Goal(s): Feeding from the Goals Setting Form

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<input type="checkbox"/>	<input type="checkbox"/>										

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Attainment of Student Learning Goal(s)

required

	Exceed	Met	Significant Meet Progress	Some Progress	Did Not
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluator Feedback:

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Educator's Professional Practice Goal(s): Feeding from the Goals Setting Form

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Attainment of Professional Practice Goal(s)

required

	Exceed	Met	Significant Meet Progress	Some Progress	Did Not
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluator Feedback:

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Standard I: Curriculum, Planning, & Assessment

Standard I - Indicators of Focus required

- 1-A-1. Subject Matter Knowledge
- 1-A-2. Child and Adolescent Development
- 1-A-3. Well-Structured Units and Lessons
- 1-B-1. Variety of Assessment Methods
- 1-B-2. Adjustments to Practice
- I-C-1. Analysis and Conclusions
- I-C-2. Sharing Conclusions with Colleagues
- I-C-3. Sharing Conclusions with Students
- No Elements from this Standard

Standard I Overall Performance: required

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."

Exemplary	Proficient	Needs Improvement	Unsatisfactory
○	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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<input type="checkbox"/>	<input type="checkbox"/>										啖

[Answer Bank](#)

Standard II: Teaching All Students

Standard II - Indicators of Focus

required

II-A-1. Quality of Effort and Work

II-A-2. Student Engagement

II-A-3. Meeting Diverse Needs

II-B-1. Safe Learning Environment

II-B-2. Collaborative Learning Environment

II-B-3. Student Motivation

II-D-1. Creates and Maintains a Respectful Environment

II-E-1. High Expectations

II-E-2. Access to Knowledge

No Elements from this Standard

Standard II Overall Performance: required

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.”

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	○	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Standard III: Family/Community Engagement

Standard III - Indicators of Focus required

III-A-1. Family Engagement

III-B-1. Learning Expectations

III-B-2. Curriculum Support

III-C-1. Culturally Proficient Communication

No Elements from this Standard

Standard III Overall Performance required

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."

	Exemplary	Proficient	Needs Improvement
	○	○	○

Rationale/Sources of Evidence/Observations:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Standard IV: Professional Culture

Standard IV - Indicators of Focus required

- IV-A-1. Reflective Practice
- IV-A-2. Goal Setting
- IV-B-1. Professional Learning and Growth
- IV-C-1. Professional Collaboration

IV-D-1. Decision-making

IV-E-1. Shared Responsibility

IV-F-1. Judgment

IV-F-2. Reliability and Responsibility

No Elements from this Standard

Standard IV Overall Performance: required

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."

Exemplary	Proficient	Needs Improvement	Unsatisfactory
○	○	○	○

Rationale, evidence, and feedback for improvement:

The answer bank reflects the Classroom Teacher Rubric.

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[Answer Bank](#)

Overall Educator Performance Rating

To be rated proficient overall, the Educator shall be rated proficient on the Curriculum, Planning and Assessment (Standard I) and the Teaching All Students (Standard II).

Summative Overall Performance: required

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."

	Exemplary ○	Proficient ○	Needs Improvement ○	Unsatisfactory ○
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Evaluator Feedback:

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Plan Moving Forward: required

	Developing Educator ○	Self-Directed Plan ○	Directed Growth ○	Improvement Plan ○
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Comments

Comments from about this form:

Share History