

- A G R E E M E N T -

BETWEEN THE

**GREATER LOWELL REGIONAL
TEACHERS ORGANIZATION**

AND THE

**GREATER LOWELL TECHNICAL
SCHOOL COMMITTEE**

JULY 1, 2024 TO JUNE 30, 2027

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PREAMBLE

This Agreement is made and entered into as of the 21st day of March, 2024 by and between the School Committee of Greater Lowell Regional Vocational Technical School District's School Committee (hereinafter referred to as the Committee) and the Greater Lowell Regional Teachers Organization/Massachusetts Teachers Association (hereinafter referred to as the Organization).

Recognizing that our prime purpose is to provide education of the highest possible quality for the children of Greater Lowell and that good morale within the professional staff of Greater Lowell is essential to the Achievement of that purpose, the parties to this Agreement pledge themselves to adhere to the following principles and procedures:

ARTICLE I
RECOGNITION CLAUSE

For the purposes of collective bargaining, with respect to wages, hours, standards of productivity and performance, and any other terms and conditions of employment, the Committee recognizes the Greater Lowell Regional Teachers Organization as the exclusive representative of all employees of the Committee as such employees are defined in Chapter 150 E, Section #1, of the General Laws of the Commonwealth and listed below:

- A. Classroom teachers, occupational instructors, teaching nurses, school counselors, school adjustment counselors, RISE adjustment counselor, speech therapists, coaches, Special Education Admissions Administrator, extracurricular advisors, Special Education Scheduling Specialist/IEP Compliance Monitor/Student Success Coordinator, Special Education Transitional Coordinator, nurses, psychologists, Student Activities Coordinator-Special Projects; but excluding the Superintendent-Director, Directors, Assistant to the Superintendent, Cluster Chairpersons and all other personnel who are responsible for the supervision and evaluation of teachers.

- B. Members of the Bargaining Unit shall throughout this Agreement be referred to as teachers.

ARTICLE II

GRIEVANCE PROCEDURE

A. Definition:

A grievance is defined as a claim by any teacher, group of teachers, or the Organization that there has been a misinterpretation, inequitable application or violation of any provision of this Agreement or a claim by any teacher, group of teachers or the Organization that there has been a violation, misinterpretation or inequitable application of Committee policies or practices or an expression of dissatisfaction by any teacher, group of teachers, or the Organization with any aspect of a teacher's employment or working conditions.

B. Time Limits:

The time limits specified in this Article shall mean school days. Time limits indicated hereunder are maximums unless extended by mutual agreement. All such agreements to extensions must be in writing.

C. General Provisions:

- 1) The Organization shall be present and have the right to participate in the processing of any grievance at any level and to use representation of its own choosing.
- 2) The Committee shall cooperate with the Organization in making available all such records which have a bearing on a grievance, or on its processing. All documents, communications and records dealing with the processing of a grievance shall be filed separately from regular personnel files.
- 3) No grievance in process during the term of this Agreement shall lapse because of the expiration or termination of this Agreement and the grievance shall be handled as if this Agreement were still in effect.
- 4) Failure at any Grievance Level to meet or to communicate the decision within the specified time limits to the grievant(s) and the Organization President shall permit the grievant(s) or the Organization President to proceed directly to Level Five - Arbitration.
- 5) Either party to this Agreement shall be permitted to call employee witnesses at each level of the grievance and arbitration procedure.
- 6) If a grievance involves more than one individual, the Organization may initiate said grievance if agreed to by the Administration at whatever level the Organization deems appropriate but not beyond Level Three.
- 7) All grievance correspondence will go directly to union leadership, and not the individuals referenced in the grievance.
- 8) If the teacher fails to present his/her grievance to his/her immediate supervisor within thirty (30) school days after the teacher knew or should have known of the act or condition on which the grievance is based, then the grievance will be considered as waived.

Level One -

"A teacher with a grievance shall present it to his/her immediate supervisor who shall respond to said grievance in writing within seven (7) school days."

Level Two -

"If the grievance has not been resolved to the satisfaction of the grievant(s) and the Organization, the grievant(s) or the Organization may within seven (7) school days present it in writing to the Assistant Superintendent/Principal. Within seven (7) school days after receiving a grievance, the Assistant Superintendent/Principal shall conduct an investigation and shall meet with the Organization and the grievant(s). The Assistant Superintendent/Principal shall respond to said grievance within seven (7) school days after presentation."

Level Three -

"If the grievance has not been resolved to the satisfaction of the grievant(s) and the Organization, the grievant or the Organization may within seven (7) school days present it in writing to the Superintendent-Director or his designee (which designee shall not be the same person who heard the grievance at Level Two). Within seven (7) school days after receiving a grievance, the Superintendent-Director or his designee shall conduct an investigation and shall meet with the Organization and the grievant. The Superintendent-Director or his designee shall respond to said grievance within seven (7) school days after presentation."

Level Four -

"If the grievance is not resolved to the satisfaction of the grievant(s) and the Organization, the grievant or the Organization may within seven (7) school days, submit the grievance in writing to the Committee. Within ten (10) school days after the receipt of a grievance, the Committee or, at its discretion, a personnel sub-committee, shall meet with the grievant(s) and representatives of the Organization for the purpose of hearing the arguments of the parties involved. Within fifteen (15) school days after said presentation of the grievance, the Committee, or its personnel subcommittee, shall respond in writing to said grievance."

Level Five -

"If the grievance is not resolved to the satisfaction of the Organization, the Organization may within sixty (60) school days submit the grievance to arbitration in accordance with the then applicable 'Voluntary Labor Rules' of the AMERICAN ARBITRATION ASSOCIATION. The arbitrator shall render his/her decision to the parties within thirty (30) calendar days of the close of hearings. Briefs, if any, shall be submitted within said thirty (30) calendar days period at such time as shall be designated by the arbitrator."

The arbitrator's decision shall be final and binding on both the Committee and the Organization provided that said decision is not in conflict with the terms of the Agreement or State Statute.

The cost of the arbitration shall be borne equally by the Committee and the Organization.

ARTICLE III

TEACHER EMPLOYMENT

The Greater Lowell Technical School Committee and the Organization are committed to providing our students with a dynamic academic and technical education which will prepare them for the challenges of the twenty-first century and to be competent, respectful and responsible citizens.

We believe that students of all abilities are entitled to pursue educational and career opportunities through a quality technical education.

The district feels strongly that curriculum and professional development should be encouraged that will enable the instructional staff to implement a variety of instructional strategies and assessments practices that correlate with student ability, levels, and learning styles. These activities should also address the standards reflected in the Common Core of Learning, Vocational Technical Education Frameworks and the Massachusetts Curriculum Frameworks.

- A. The Committee will employ only those teachers who hold educator license issued by the Department of Elementary and Secondary Education. Teachers employed under Massachusetts Law Chapter 74 must complete the requirements under that provision.
- B. Teachers shall be placed on the salary schedule in accordance with their teaching experience and training level once licensed in the area of hire. Vocational teachers shall receive one (1) year of teaching experience for every two (2) years of verified full time and full year work experience in their area of hire and aligned with the State Vocational Technical Education Frameworks. Work experience required to attain Massachusetts Educator Licensure shall not be eligible for salary schedule placement.
- C. Teachers with previous teaching experience shall receive full credit on the salary schedule for all prior school years of full time teaching experience in educational institutions for which they held State licensure.
- D. Teachers shall receive a notice in writing annually which states their placement on the salary schedule and their course assignments for the next school year. These notices shall be provided no later than July 1.
- E. A Teacher shall demonstrate a commitment to the philosophy and goals adopted by the School Committee and staff.
- F. A teacher may develop and will implement instructional materials in his/her specialized area that include learning activities that are aligned with the Common Core of Learning, Vocational Technical Education Frameworks and the learning standards of the Massachusetts Curriculum Frameworks.
- G. A teacher shall include a variety of instructional materials, strategies and assessment practices that incorporate the latest technology and instructional resources into his/her curriculum.

- H. A teacher shall participate as a member of a curriculum team and works cooperatively in establishing higher learning standards for students.
- I. A teacher shall be willing and able to function as a key link in a career information system for students, a part of which is the career exploratory program.
- J. A teacher shall be willing to work and teach creatively with a diverse and representative group of high school students.
- K. A teacher shall be highly qualified in his/her own subject field and have an ability to communicate with the adolescent age group.
- L. No teacher will be disciplined, reprimanded, reduced in rank or compensation, not reappointed or deprived of any professional advantage without just cause. This is not to be construed to mean that appointments held on a year to year basis such as class advisors, coaches, non-professional status teachers, etc., cannot be changed by administrative recommendation. Changes in these assignments are properly an administrative function and responsibility and changes do not imply disciplinary action. Any disciplinary action taken against a teacher shall be appropriate to the behavior which precipitates said action. If it is determined that action has been taken against a teacher in violation of this Agreement, the teacher shall be restored to no less than the position and circumstances which existed prior to the action having been taken.

ARTICLE IV

WORK YEAR AND WORK LOAD

A. Length of Work Year

1. The teacher work year shall consist of no more than 182 days. The per diem rate of pay will be 1/182. Checkout procedures shall not be changed except by mutual agreement.
2. Notwithstanding the provisions of Paragraph 1 of Section A of this Article, school counselors and Special Education Admissions Administrators and Special Education Vocational Monitor/Scheduling specialists shall be required to work up to four (4) days prior to the first day for teachers, and up to three (3) days after the last day for teachers and shall be compensated at their per diem rate for any days so required.
3. LPN instructors shall be required to work 195 days. The instructors shall be compensated at their per diem rate for any days worked beyond 182 days.
4. School nurses shall be required to work up to four (4) days prior to the first day for teachers. They shall be compensated at their per diem rate for any days worked beyond 182 days.
5. The two nurses will work a split shift to cover the hours before and after school. The nurses will be scheduled as followed: Nurse A 7:00 to 1:30 and Nurse B 8:30 to 3:00. The average hourly rate (Appendix B) will apply when asked to start or stay beyond these hours, except when fulfilling other contractual obligations.

B. **Length of Work Day**

Electronic Access Control (FOB) System: Each teacher shall be required to swipe their "fob" against the electronic access card reader located at an entry point to the school building upon entering and exiting the school building at all times. The reader records their time in the system. In order to prevent unauthorized individuals from access in the buildings, an employee will immediately report any lost or stolen fob to their supervisor. A fob assigned to an individual shall be used solely by the individual it is assigned to. At the time of separation from service, the fob will be returned to the district.

The teacher work day shall begin no more than five (5) minutes before the scheduled day for students and shall extend for no more than five (5) minutes after the scheduled day for students. During the five (5) minutes before the student day, Home Room teachers may be required to be present in their Home Rooms and teachers who do not have a Home Room assignment may, if necessary, be assigned a duty. Teachers may be required to be present in their classrooms five (5) minutes before the beginning of their first period.

The scheduled day for students shall be no longer than six (6) hours and thirty (30) minutes of consecutive clock time.

Teachers will remain for thirty-five (35) minutes after school one day a week with the exception of Friday for providing assistance to students with class/shop assignments only. If the teachers afternoon help session must be canceled due to required meeting scheduling conflicts, holidays or other foreseeable reasons then an alternate day will be designated as much in advance as possible that week. Teachers will post their days for after school help at the beginning of each term. This will not be required on Thanksgiving week or Christmas week or during Open House weeks or the last week of school. The thirty-five (35) minute session will start at the time of student dismissal.

C. **Duty-Free Lunch**

Each teacher shall have a duty-free lunch period of not less than twenty-two (22) consecutive minutes each day. Every effort will be made to schedule this lunch period so as to begin no earlier than 10:45 A.M. and end no later than 1:15 P.M.

There is an exception for vocational teachers assigned to off campus authentic learning environments.

D. **Work Load**

The work load of Greater Lowell Teachers shall not exceed three (3) different scope and sequences which can be construed to mean no more than three (3) distinctly different subject preparations.

Teachers may be assigned "mixed classes" (ie., classes containing more than one (1) level of students at the same time); however, no teacher shall be required to teach more than one

(1) "mixed class" per day. A "mixed class" of two (2) levels shall be considered as one (1) scope and sequence and a mixed class of three (3) levels shall be considered as two (2) scope and sequences.

No academic "mixed class" shall consist of students taking more than one (1) course sequence (for example: Chemistry I and Chemistry II is a permissible mixed class; U.S. History and Human Behavior is not a permissible "mixed class"). No academic "mixed class" shall contain more than two (2) consecutive levels. Every effort will be made to keep "mixed classes" smaller than the class size which normally prevails in the Department.

The foregoing limitation of this section shall not apply to Special Needs and other quasi-tutorial teachers.

Workloads/Class Size

- D1. All workloads shall be distributed equitably.
- D2. Class sizes shall be equitably distributed.
- D3. All class sizes shall be such that safety is ensured at all times. No class shall have more students than student stations.
- D4. State Department of Elementary and Secondary Education recommendations on class size shall be adhered to and the Committee shall direct its agents to make every effort to generally reduce class sizes where applicable.
- D5. The Superintendent-Director and the President of the Organization agree to review class schedules, the assignment of scope and sequences and workload distribution prior to the opening of the school year.

E. Preparation

- 1. Each teacher shall have one period as preparation time daily. Prep time is defined as the equivalent of one full teaching period. Additionally, academic and related teachers will be scheduled on a daily basis for one of the following: a twenty-two (22) minute duty period, or up to forty-four (44) minutes of either common planning time or up to an additional forty-four (44) minutes of preparation time.
- 2. Any teacher who is going to be assigned to teach a new course during the following school year shall be so notified no later than June 1st or three (3) months prior to the beginning of the school year, whichever is sooner.
- 3. Preparation time is defined as a period of time set aside each day for teachers to grade previous lessons and to prepare for the following day's lesson. However, this time is not for the purpose of developing curriculum.

F. Teacher Substitution

Teachers will not be expected to cover classes for other teachers who are absent unless an emergency exists which makes it impossible to obtain a substitute. However, in an emergency, teachers may be assigned additional students within the same department up to

a maximum class size of fifteen (15) without qualifying for compensatory time. This assignment may be made, the provision of the Scope and Sequence language (Article IV, Section D), notwithstanding. Cluster Chairpersons will keep a record of class coverage where the number of students exceeds fifteen (15) and ensure that teachers who qualify receive appropriate compensatory time during the year. In the case of field trips or other educational activities which necessitate temporary coverage, the Cluster Chairpersons shall ensure that all teachers receive the appropriate compensatory time or lightening of their duties. Teachers who, as a result of senior dismissal, student activities, or field trips have their regular class assignments cancelled for a portion or all of a day, will report to their Cluster Chairperson for a special class assignment, curriculum work, or appropriate cluster duties.

- G. 1. Notwithstanding the provisions of Section B of this article, teachers may be required to remain after school for not more than two (2) staff and/or departmental planning meetings per month, of not more than one (1) hour each. These meetings shall begin immediately after student dismissal. Departments will designate meeting dates at the beginning of the school year, and revise as needed. Except in an emergency situation, teachers shall be notified no less than three (3) work days, in advance of any professional staff meeting change.

Also, teachers may be required to attend two (2) Open Houses each year to take place on a school night, provided that there shall be no required staff meeting that month.

2. Services required of any teacher on a day in addition to the 182 workdays provided in this Article should be compensated at the rate of 1/182 of his/her salary for each day or fraction thereof on which services are rendered. In-service training and the summer workshop are not to be construed as required services under this Article. If the extra service required is not a service which should have properly been done during the 182 duty days as defined under this Article, this extra service shall be voluntary in nature.
3. Release days or delayed opening days may take place during the school year. They will be at such a time when students will be dismissed early. The teachers will stay the normal work day as opposed to the contractual agreement of leaving five (5) minutes after the students and these release days can be in the form of committee meetings, presentations by administration or guest speakers.

- H. No academic teacher shall be assigned to a schedule which contains more than four (4) hours continuous time on duty on any day. Shop and related teachers who are assigned more than four (4) hours continuous time on duty on any day shall be entitled to a ten (10) minute duty free break each day.

I. **Close of School**

1. Grading Procedures:
a. Grades will be open for all students by the 176th student day.

- b. Completed grades for students shall be posted by the end of the 180th student day.
- 2. Notwithstanding the provisions of Article VI, Sections 5E and G, no teacher shall use compensatory time, personal or professional leave days in the last two (2) teacher workdays except in an emergency.
- J. The school district's electronic grading system will remain open for four (4) school days after the end date for the first, second, and third quarters and teachers shall post grades and comments prior to midnight of the fourth day.
- K. Under normal circumstances, teachers will post and/or update grades within seven (7) calendar days after the end of the instructional week.
- L. A progress report with current grades and comments for each student shall be posted into the school's electronic grading system within four school days after the midpoint of each quarter except for the 4th quarter for grade 12 students.

ARTICLE V

NONTEACHING DUTIES

- A. The Committee and the Organization recognize that a teacher's primary responsibility is to teach and that his/her energies should, to the extent possible, be utilized to this end. It is further acknowledged by the Organization that the position of teacher entails functions and responsibilities beyond that of the classroom. It is further recognized that the maintenance of good discipline and the creation of a good learning and campus environment is a responsibility of teacher, administrator and the School Committee. The Organization acknowledges the responsibilities of the faculty to continue those duties they now perform outside of the classroom.
- B. Teachers will not be required to perform the following duties:
 - 1. Health services such as administering eye and ear examinations and weighing and measuring pupils. Any exception to this would be, for example, when the weighing and measuring of pupils is a fundamental part of classroom activity such as in a physical fitness program in physical education.
 - 2. Collecting money from students.
 - 3. Handling clerical aspects or except for required input sheets.
 - 4. Keeping cumulative record cards.
- C. Teachers may be required to perform only the following duties and only during the scheduled work day.
 - 1. Homeroom duty.
 - 2. Corridor/Mall duty.
 - 3. Cafeteria duty.
 - 4. Outside duty.

5. Bus duty.
6. Registration Desk.

Non-teaching duties shall be assigned equitably among all teachers to the extent possible. No teacher shall be assigned two duties until every teacher has been assigned a first duty.

- D. Teachers assigned to duties shall be guaranteed their preparation and lunch time daily except for emergencies that affect the health and safety of students and/or staff.
- E. Teachers may consent to but will not be required to drive students to or from activities that are related to students' programs.

ARTICLE VI

LEAVES OF ABSENCE WITH PAY

A. Sick Leave

A teacher shall be entitled to fifteen (15) days sick leave per year as of the first school day of said school year. Unused sick leave will accumulate from year to year without limitation. If the Superintendent-Director has sufficient reason to believe that a teacher has misused sick leave, then he may investigate the possible misuse and require verification of the illness. In the event that a teacher retires on a date earlier than the end of the school year, said teacher will retain fifteen (15) days per Section A of Article VI.

1. If a teacher is out on sick leave for five (5) consecutive days or more the Superintendent-Director may require a medical note documenting the illness and/or the employee's fitness to return to work.
2. If a teacher is out on sick leave for ten (10) consecutive school days or more the Superintendent-Director may require the teacher to be examined by a medical doctor, with the appropriate expertise to evaluate the illness or injury, chosen by the employer at the district's expense.
3. If the district's doctor disagrees with the teacher's doctor with regard to the teacher's ability to return to work, the teacher and/or his/her representative will meet with the Superintendent-Director in an attempt to resolve the dispute.
4. If the dispute cannot be resolved at this meeting, the teacher's doctor and the district's doctor will choose a third doctor to conduct an additional independent examination with the cost to be shared equally by the district and the employee and whose decision shall be final.

B. Sick Leave Buyback Incentive

A teacher who uses four (4) or less days of sick time within a fiscal year will be eligible to redeem all or a portion of the remaining balance of days granted within that year for

additional compensation, (eleven (11) to a maximum of fifteen (15) days). Any remaining days will be rolled over to accumulated sick time.

To be eligible to redeem sick time, a teacher must have sixty (60) or more accumulated sick days prior to the beginning of the fiscal year they intend to redeem sick days for additional compensation.

Days may be redeemed at the following rates:

- the first half of the days eligible may be redeemed at 30% of the teachers per diem rate, (1 to 7.5 days)
- any remaining eligible days after the first half of the days have been redeemed may be redeemed at 40% of the teacher's per diem rate, (6 to 7.5 days)

To notify the district of the number of days being requested for redemption, the sick day redemption form must be submitted to the business office by last day of school. Payments will be made in July following the employees' regular compensation method (ie. direct deposit or mailed physical check).

In the event of conflicting records of days taken, the official record from payroll will be used as the official record.

Examples:

- 1) Teacher uses four (4) sick days and has eleven (11) left at the end of the year. Teacher chooses to buy back all eleven (11) days.
 - The first five and one half (5.5) days will be redeemed at 30% of the teacher's per diem rate.
 - The remaining five and one half (5.5) days will be redeemed at 40% of the teacher's per diem rate.
- 2) Teacher uses zero (0) sick days and has fifteen (15) left at the end of the year. Teacher chooses to buy back all fifteen (15) days.
 - The first seven and one half (7.5) days will be redeemed at 30% of the teacher's per diem rate.
 - The remaining seven and one half (7.5) days will be redeemed at 40% of the teacher's per diem rate.
- 3) Teacher uses three (3) sick days and has twelve (12) left at the end of the year. Teacher chooses to buy back six (6) days.
 - The first six (6) days will be redeemed at 30% of the teacher's per diem rate.
 - Balance of six (6) sick days are rolled over to teacher's accumulated sick leave account.
- 4) Teacher uses three (3) sick days and has twelve (12) left at the end of the year. Teacher chooses to buy back eight (8) days.
 - The first six (6) days will be redeemed at 30% of the teacher's per diem rate.

- The remaining two (2) days will be redeemed at 40% of the teacher's per diem rate.
- Balance of four (4) sick days are rolled over to teacher's accumulated sick leave account.

This is a pilot program that will occur during the duration of this contract only and will be re-evaluated for sustainability during negotiations for the successor contract.

C. **Sick Leave Bank**

1. Effective July 1, 1998, the sick leave bank shall be maintained by the annual voluntary donation of one (1) day of the fifteen (15) days of sick leave by all teachers who wish to join. Teachers will be eligible to join only during the month of September of their first three (3) years of hire. Teachers who are hired after the first day of the school year will have thirty (30) days from their date of hire in which to join the Sick Leave Bank. The bank shall be maintained at no less than one thousand (1000) days.
2. The GLTO Sick Leave Bank shall be administered by a committee consisting of 4 (four) teachers who are GLTO members and one (1) committee chair who is also a member of the GLTO. All decisions must be by majority vote. The Sick Leave Bank Committee shall determine the eligibility for the use of the bank and the amount of leave to be granted.
3. The decision of the Sick Leave Bank Committee with respect to eligibility and entitlement shall be final and not subject to appeal.
4. Unused days in the Sick Leave Bank shall accumulate from year to year and from contract to contract.
5. Any member of the Sick Leave Bank who is drawing sick leave time for any type of illness or disability, and is found working another job outside the Greater Lowell Technical High School, will be immediately taken off the rolls of the Sick Leave Bank and be disallowed from drawing any more sick leave time from the bank.

D. **Childbearing Leave/Adoptive Parent Bonding Time**

Disabilities caused or contributed to by pregnancy, or termination thereof and recovery therefrom shall be treated as a "disability." "Disability" shall be interpreted as being within the meaning of the term sick.

A spouse or partner, regardless of gender, is entitled to a paid parental leave of up to twelve (12) consecutive weeks, to be utilized during the first year after the birth of their child. Parental Leave days shall be deducted from accumulated sick leave.

A teacher who bears a child/children or adopts a child/children is entitled to a paid leave of up to twelve (12) weeks, and, in the case of adoption, beginning on the day of adoption or, in the case of an adoption requiring travel for adoption purposes, beginning on the date of travel. Days shall be deducted from accumulated sick leave.

Special consideration will be given by the Superintendent-Director if circumstances require an absence by the spouse/partner, regardless of gender, prior to the birth of the child or by an adoptive parent prior to the adoption.

E. **Funeral Leave**

Teachers will be granted up to three (3) days at any one (1) time in the event of death requiring attention by the teacher of a teacher's spouse, child, son-in-law, daughter-in-law, parent, father-in-law, mother-in-law, sibling, brother-in-law, sister-in-law, grandfather, grandmother, grandchild, aunt, uncle or other member of the immediate household. In extenuating circumstances, the Superintendent-Director may grant other or longer funeral leave.

F. **Personal Leave**

Teachers will be entitled to three (3) days of personal leave for the purpose of religious, personal, legal, business, household, or family matters. Requests for personal leave will be made to the Superintendent at least twenty-four (24) hours before taking such leave (except in case of emergency). Reasons shall not be given other than that the day taken is taken under this provision. No more than fifteen (15) members of the bargaining unit will be granted a personal day on the same workday except for extenuating circumstances. Requests will not be unreasonably denied. Unused personal leave may be converted by the teacher at the end of the school year into accumulated sick leave or may be redeemed for \$100.00 per unused day.

G. Any teacher who is absent because of participation in an ordered tour of military or reserve training duty, which shall not exceed ten (10) workdays, will receive a leave of absence with pay for the duration of such a tour. Such payment when combined with the service pay shall not exceed said teacher's regular pay.

H. **Jury Duty**

Any teacher who is absent because of jury duty will receive a leave of absence with pay for the duration of such duty. Such payment when combined with jury duty pay shall not exceed said teacher's regular pay.

ARTICLE VII

LEAVES OF ABSENCE WITHOUT PAY

A. **Childrearing Leave**

Any teacher will be granted a leave of absence without pay for up to one (1) school year for purposes of childrearing. Teachers on "childrearing leave" will return on the first day of school unless other arrangements have been agreed to by the Superintendent-Director. This provision shall apply to both natural and adoptive parents.

- B. Teachers employed by the Greater Lowell Technical High School who are on leave to serve in the Military Service will upon separation from such service under honorable conditions be allowed upon their return to the Greater Lowell School System full credit on the salary schedule for such service up to a maximum of three years; and upon such return will be offered a position as reasonably comparable to the one occupied at the beginning of aforesaid leave as is available.
- C. Other leaves of absence without pay may be granted by the Superintendent-Director.
- D. All requests for leaves, extensions or renewals of leaves will be made in writing no later than June 1 if the leave, extension or renewal is to commence at the beginning of a school year, or no later than 90 days prior to the effective date of the leave, extension or renewal if it is not to commence at the beginning of a school year. Exceptions to such requirements for notice may be made in the case of extenuating and/or emergency circumstances. All such requests will be responded to in writing before the effective date of the request.
- E. Teachers will be granted a leave of absence without pay for a school year for the exploration or pursuit of an alternative occupation. Such leave shall coincide with the school year and shall further be subject to the following limitations:
 - 1. The teacher must have 10 years of service in the district as of the beginning of the leave;
 - 2. The teacher's pursuit must be related to the teacher's assignment;
 - 3. Notwithstanding the provisions of Section D of this Article, the teacher must notify the committee of his/her intent to take this leave prior to April 15 which falls prior to the commencement of the leave;
 - 4. The Committee, exerting no less effort than for the filling of any vacancy, must have been able to find a replacement by July 15.
 - 5. No more than 5 teachers shall be absent on this leave in any school year.
 - 6. No more than one technical teacher shall be absent on this leave from the same trade area (e.g. carpentry, plumbing). For non-technical teachers, no more than one teacher shall be absent from any of the following: Language Arts, Math, Science, Social Studies, Guidance, Special Needs, Physical Education, Bilingual.
 - 7. Any teacher on this leave shall inform the Superintendent-Director by April 15th of his/her intent to return the following September.
 - 8. Teachers on this leave shall be eligible to maintain membership in the health insurance group, paying 100% of the premium provided there is no other group available to them. This provision shall be subject to review as to its cost, impact, and possible limitation of this provision.
 - 9. In the event more teachers wish to take this leave than are eligible, then the resolution of who may take this leave shall be resolved by seniority as determined in Article XX.

ARTICLE VIII

SABBATICAL LEAVE

- A. Any teacher who has served in the Greater Lowell Technical High School for a period of six (6) years is eligible for a sabbatical leave for the purpose of approved study and/or research.
- B. A teacher on sabbatical leave will be paid at one-half (50%) of the salary that he/she would be due to receive had the sabbatical not taken place. However, upon returning from a sabbatical leave the teacher would be paid at the same salary step that he/she was paid.
- C. A teacher on sabbatical leave shall return to a position as reasonably comparable to the one occupied at the beginning of such aforesaid leave as is available.
- D. Sabbatical leaves shall be approved on the basis of merit and not solely on budgetary considerations. Requests for Sabbatical Leave shall be submitted to the Superintendent-Director in writing no later than March 1, prior to the school year for which the leave is being requested. The School Committee will respond no later than May 1, prior to the school year for which the sabbatical leave is being requested.
- E. A Sabbatical Leave of Absence shall be granted for no more than one (1) school year.
- F. Prior to the granting of such leave an applicant shall enter into a written agreement with the School Committee that upon termination of such leave he/she will return to service in the Greater Lowell Technical High School for a period double the length of the Sabbatical Leave, and that in default of completing such service he/she will refund to the Committee an amount equal to such proportion of salary received by him/her while on leave as the amount of service not actually rendered as agreed bears to the whole amount of service agreed to be rendered, unless this failure is due to illness, disability or death, and shall be so stated on his/her record.

ARTICLE IX

ASSIGNMENTS AND TRANSFERS

- A. Teachers shall not be required to teach outside of the limits of their area of licensure except in emergencies or unusual circumstances described under Article IV-F or in accordance with state laws, regulations, and guidelines. Teachers will only be evaluated in their licensed area.
- B. Teachers who desire a change in the nature of their assignments may request a transfer to a different assignment and/or subject area of their preference. All such requests will be acknowledged in writing. If the request is denied, the teacher will be given the reason for the denial.

- C. In case of involuntary transfer of a teacher from the Cluster in which the teacher was originally hired, the teacher involved shall be entitled to meet with the Superintendent-Director to discuss the implications of the transfer and the teacher's preferences in that regard. Such transfers shall be made only for the good of the school system and shall not be made for arbitrary, capricious or punitive reasons.

ARTICLE X

VACANCIES AND PROMOTIONS

- A. The Superintendent-Director shall have posted in the Teachers' Resource Center and shall send to the Organization President notices of all vacancies as they occur.
- B. Such notices shall include a job description, statement of minimum qualifications, salary range, and the date by which candidates must apply.
- C. No vacancy except in the case of emergency shall be filled on a temporary basis until such vacancy shall have been posted for at least five (5) school days. Temporary appointments shall not extend beyond one hundred and twenty (120) calendar days.
- D. All vacancies shall be filled on the basis of experience, competency, qualifications of the applicant, length of service in the school system, and other relevant criteria.

ARTICLE XI

PROTECTION AND INDEMNIFICATION

- A. The Committee shall provide indemnification whenever any teacher shall become eligible therefore under the provisions of Chapter 41, Section 100C of the General Laws of the Commonwealth as most recently amended.
- B. Teachers shall be covered by Workman's Compensation pursuant to Massachusetts General Laws, Chapter 152.

ARTICLE XII

TEACHER EVALUATION

A. Purpose of Educator Evaluation

1. 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.
2. The regulatory purposes of evaluation are:
 - a. 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);
 - b. To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - c. 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
 - d. To assure effective teaching and administrative leadership, 35.01(3).

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

1. *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.
2. Caseload Educator: Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example, school nurses, school counselors, speech and language pathologists, and some reading specialists and special education teachers.
3. Classroom teacher: Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include special education teachers and reading specialists who teach whole classes.
4. Categories of Evidence: Multiple measures of student learning, growth, and achievement, judgments based on observations and artifacts of professional practice, including unannounced observations of practice; and additional evidence relevant to one or more Standards of Effective Teaching Practice (603 CMR 35.03).
5. Common Assessments: shall mean identical or comparable assessments of student learning, growth, and achievement related to the Massachusetts Curriculum Frameworks, Massachusetts Vocational Technical Education Frameworks, or other relevant frameworks used by educators in the same role across the district. These assessments may be commercial assessments or district developed, and may include, but are not limited to: portfolios, pre- and post-tests, unit and course assessments, performance assessments, and capstone projects.

6. *Educator(s): Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.
7. *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 expected impact on student learning, growth and achievement. There shall be four types of Educator Plans:
 - a. 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.
 - b. Self-Directed Growth Plan shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.
 - For educators whose impact on student learning is either moderate or high, the Educator Plan may be for up to two years.
 - For educators whose impact on student learning is low, the Educator Plan shall be for one year. This plan shall include a goal related to examining elements of practice that may be contributing to low impact.
 - c. Directed Growth Plan shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated needs improvement. There shall be a summative evaluation at the end of the period determined by the plan and if the educator does not receive a proficient rating he or she may be rated unsatisfactory and shall be placed on an improvement plan.
 - d. Improvement Plan shall mean a plan developed by the Evaluator of at least thirty (30) school days and no more than one school year for Educators with PTS who are rated unsatisfactory with goals specific to improving the Educator's unsatisfactory performance.
8. *ESE: The Massachusetts Department of Elementary and Secondary Education.
9. *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").
10. *Evaluator: Any administrator 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.
 - a. Notification: The Educator shall be notified in writing of his/her Evaluator at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.
11. 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.
12. Expected Impact: shall mean the educator meets or exceeds anticipated student learning gains on multiple measures of student learning, growth, and achievement. The evaluator shall use professional judgment to determine whether the educator is having expected impact on student learning, based on student learning gains on

common assessments and, where available, statewide student growth measures. The evaluator's professional judgment may include, but is not limited to, consideration of the educator's student population and specific learning context. Anticipated student learning gains must be consistent across the district for common assessments and agreed upon by the educator and evaluator for other assessments. The Department shall establish anticipated student learning gains for statewide student growth measures in guidance.

13. *Experienced Educator: An educator with Professional Teacher Status (PTS).
14. *Family: Includes students' parents, legal guardians, foster parents, or primary caregivers.
15. *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.
16. *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.
17. *Goal: A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following: Educator practice in relation to Performance Standards, Educator practice in relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by a team of educators, departments, or other groups of Educators who have the same role. Team goals may be developed by grade level or subject area teams.
18. *Measurable: That which can be classified or estimated in relation to a scale, rubric, or standards.
19. Multiple Measures of Student Learning: Measures must include a combination of classroom, school and district assessments, student growth percentiles on state assessments, if state assessments are available, and student ACCESS scores.
20. *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. An observation may occur in person or through video. Video observations will be done openly and with knowledge of the Educator. The parties agree to bargain the protocols of video observations should either party wish to adopt such practice. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator. Normal supervisory responsibilities of department, building and district administrators will also cause administrators to drop in on classes and other activities in the worksite at various times as deemed necessary by the administrator. Carrying out these supervisory responsibilities, when they do not result in targeted and constructive feedback to the Educator, are not observations as defined in this Article.
21. Parties: The parties to this agreement are the local school committee and the employee organization that represents the Educators covered by this agreement for purposes of collective bargaining ("Employee Organization/Association").

22. *Performance Rating: Describes the Educator’s performance on each performance standard and overall. There shall be four performance ratings:
 - a. 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.
 - b. Proficient: the Educator’s performance fully and consistently meets the requirements of a standard or overall. Proficient practice is understood to be fully satisfactory.
 - c. 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.
 - d. 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.
23. *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.
24. *Professional Teacher Status: PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.
25. 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:
 - a. Standard 1: Curriculum, Planning and Assessment
 - b. Standard 2: Teaching All Students
 - c. Standard 3: Family and Community Engagement
 - d. Standard 4: Professional Culture
 - e. Attainment of Professional Practice Goal(s)
 - f. Attainment of Student Learning Goal(s)
26. *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:
 - a. Standards: Describes broad categories of professional practice, including those required in 603 CMR 35.03
 - b. Indicators: Describes aspects of each standard, including those required in 603 CMR 35.03
 - c. Elements: Defines the individual components under each indicator
 - d. Descriptors: Describes practice at four levels of performance for each element
27. *Summative Evaluation: An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator’s judgments of the Educator’s performance against Performance Standards and the Educator’s attainment of goals set forth in the

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

28. *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.
29. *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, school counselors, or school nurses.

C. Evidence Used In Evaluation

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

1. For educators responsible for direct instruction, multiple measures of student learning, growth, and achievement, which shall include:
 - a. 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;
 - b. Measures of student progress on learning goals set between the educator and evaluator for the school year.
 - c. 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.
 - d. Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the Massachusetts English Proficiency Assessment (MEPA);
 - e. Common Assessments of student learning, growth, and achievement.
2. 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. The measures set by the district should be based on the Educator's role and responsibility.
3. Judgments based on observations and artifacts of practice including:
 - a. Unannounced observations of practice.
 - b. 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.
 - c. Examination of Educator work products.
 - d. Examination of student work samples.
4. Evidence relevant to one or more Performance Standards, including but not limited to:
 - a. Evidence compiled and presented by the Educator, including:

- Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - Evidence of active outreach to and engagement with families;
- b. Evidence of progress towards professional practice goal(s) and toward student learning outcome goal(s):
- Educators use multiple measures of student learning, growth and achievement to demonstrate the effectiveness of their practice related to one or more of the four Standards, as well as to show progress toward their student learning goals. Measures that contribute to the Summative Performance Rating include classroom assessments, district common assessments, and statewide assessments that provide evidence related to the Standards or goal attainment.
- c. Student and Staff Feedback.
- d. 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.

D. 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. Those rubrics are attached to this agreement.

E. Evaluation Cycle: Training

1. The District shall arrange training for all Educators 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.
2. By November 1st of the first year of this agreement, all newly hired Educators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the immediate supervisor. Any Educator hired after the November 1st date, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within three months of the date of hire. The district through the immediate supervisor shall determine the type and quality of the learning activity based on guidance provided by ESE.

F. Evaluation Cycle: Annual Orientation

1. At the start of each school year, the Superintendent, Assistant Superintendent/Principal, or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation and shall:
 - a. Provide an overview of the evaluation process, including goal setting and the educator plans.

- b. Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
- c. Prior to meeting with Educators to develop plan goals, the District will make available the School Improvement Plan outlining goals and priorities of the District as well as professional development opportunities related to those goals and priorities.

G. Evaluation Cycle: Self-Assessment

1. Completing the Self-Assessment
 - a. The evaluation cycle begins with the Educator completing and submitting to the Evaluator a self-assessment by October 1st or within four weeks of the start of their employment at the school.
 - b. The self-assessment includes:
 - An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
 - An assessment of practice against each of the four Performance Standards of effective practice using the district's rubric.
 - Proposed goals to pursue:
 - (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.
2. Proposing the goals
 - a. 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.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. 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.

H. Evaluation Cycle: Goal Setting and Development of the Educator Plan

1. Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Educators, by the Evaluator, or by teams, departments, or groups of Educators who have the similar roles and/or responsibilities. See Sections O-S for more on Educator Plans.
2. 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. During the development of the Educator Plan, evaluators shall communicate clear expectations for educator impact, including but not limited to anticipated student learning gains for the multiple measures that will be used as evidence of educator performance. Anticipated student learning gains must be consistent across the district for common assessments and agreed upon by the educator and evaluator for other classroom assessments. The Department shall establish anticipated student learning gains for statewide student growth measures in guidance.
3. Educator Plan Development Meetings shall be conducted as follows:
 - a. 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 during the summer hiatus.
 - b. 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.
 - c. 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.
4. 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.

I. Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators without PTS

1. In the first year of practice:
 - a. The Educator shall have at least one announced observation during the school year using the protocol described in section K2, below, but may request additional announced observations which will be scheduled, if agreed to by the Evaluator.

- b. The Educator shall have at least four unannounced observations during the school year, with at least one prior to the December holiday break and at least one after the December holiday break.
 2. In their second and third years of practice or second and third years as a non-PTS Educator in the school:
 - a. The Educator shall have at least three unannounced observations during the school year, with at least one prior to the December holiday break and at least one after the December holiday break.

J. Evaluation Cycle: Observation of Practice and Examination of Artifacts – Educators with PTS.

1. The Educator whose overall rating is proficient or exemplary must have at least one unannounced observation during the evaluation cycle.
2. 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, with at least one prior to the December holiday break and at least one after the December holiday break.
3. 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 the unannounced observations, at least one shall occur before the December holiday break and at least one shall occur after the December holiday break. For Improvement Plans of six months or fewer, there must be no fewer than one announced and two unannounced observations.

K. Observations

The Evaluator's first observation of the Educator should take place by the December holiday break. Observations required by the Educator Plan should be completed by May 15th. The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

1. Unannounced Observations
 - a. Unannounced observations may be in the form of partial or full-period classroom visitations. The Evaluator shall observe the Educator for at least five (5) minutes. The Educator may request that the Evaluator stay longer.
 - b. The Educator will be provided with at least brief written feedback from the Evaluator within 5 school days of the observation. The written feedback shall be delivered to the Educator in person, placed in the Educator's mailbox or mailed to the Educator's home.
 - c. 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. The Educator shall be given a written document that summarizes the issues, action(s) to

be taken to correct it, and a time frame for the subsequent observation to demonstrate the completion of such action(s).

2. Announced Observations

- a. 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.
 - i. 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. The observation shall be a minimum of 20 minutes in duration.
 - ii. Within 5 school days of the scheduled observation, upon request of either the Evaluator or Educator, the Evaluator and Educator shall meet for a pre-observation conference. In lieu of a meeting, the Educator may inform the Evaluator in writing of the nature of the lesson, the student population served, and any other information that will assist the Evaluator to assess performance.
 - (1st) The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
 - (2nd) The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
 - iii. 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.
 - iv. The Evaluator shall provide the Educator with written feedback within 10 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.

L. Evaluation Cycle: Formative Assessment

1. 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.
2. Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid-cycle Formative Assessment

- report is replaced by the Formative Evaluation report at the end of year one. See section M, below.
3. 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.
 4. No less than two weeks before the due date for the Formative Assessment report, which due date shall be established by the Evaluator with written notice to the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may provide to the evaluator additional evidence of the educator's performances against the four Performance Standards.
 5. 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.
 6. The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, or to the Educator's school mailbox or home.
 7. The Educator may reply in writing to the Formative Assessment report within 10 school days of receiving the report. The Educator's reply shall be attached to the report.
 8. 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.
 9. As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.
 10. 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.

M. Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only

1. Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report near the end of the first year, but no later than June 1 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.
2. 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.
3. No less than two weeks before the due date for the Formative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide

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

4. The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, or to the Educator's school mailbox or home.
5. 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.
6. The Educator may reply in writing to the Formative Evaluation report within 10 school days of receiving the report. The Educator's reply shall be attached to the report.
7. 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.
8. As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.
9. 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.

N. Evaluation Cycle: Summative Evaluation

1. 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.
2. 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.
3. The professional judgment of the primary evaluator shall determine the overall summative rating that the Educator receives.
4. 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.
5. 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.
6. No less than four weeks before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Educator, the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.
7. The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.

8. The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face, or to the Educator's school mailbox or home no later than May 15th.
9. The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 1st.
10. 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.
11. 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.
12. The Educator shall sign the final Summative Evaluation report by June 15th. 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.
13. The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.
14. A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

O. Educator Plans – General

1. 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.
2. The Educator Plan shall include, but is not limited to:
 - a. At least one goal related to improvement of practice tied to one or more Performance Standards;
 - b. At least one goal for the improvement the learning, growth and achievement of the students under the Educator's responsibility;
 - c. 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.
3. 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.

P. Educator Plans: Developing Educator Plan

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

Q. Educator Plans: Self-Directed Growth Plans

For any experienced educator who receives an evaluation rating of Exemplary or Proficient, the district shall take the following actions: The evaluator shall apply professional judgment to the evidence to place the educator on a one- or two-year Self-directed Growth Plan.

1. For educators placed on two-year Self-directed Growth plans:
 - a. The educator shall receive a summative evaluation at least every two years.
 - b. The educator shall receive a formative evaluation at the end of the first year of the Educator Plan.
2. For educators placed on a one-year Self-Directed Growth Plan:
 - a. The educator and evaluator shall analyze any discrepancies in practice and student performance and seek to determine the cause(s) of such discrepancies.
 - b. The educator and evaluator shall discuss any aspects of practice that should be the focus of the plan.
 - c. The plan shall be for one school year in duration.
 - d. The plan may include a goal related to examining elements of practice that contributed to the evaluator's decision to assign the educator to a one-year plan.
 - e. The educator shall receive a summative evaluation at the end of the period determined in the plan, but at least annually.

R. Educator Plans: Directed Growth Plan

1. A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.
2. The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
3. 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.
4. 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.
5. 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.

S. Educator Plans: Improvement Plan

1. An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.
2. 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.

3. The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.
4. An Educator on an Improvement Plan shall be assigned an Evaluator. The Evaluator is responsible for providing the Educator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan.
5. 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.
6. The Improvement Plan process shall include:
 - a. 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.
 - b. The Educator may request that a representative of the Employee Organization attend the meeting(s).
 - c. If the Educator consents, the Employee Organization will be informed that an Educator has been placed on an Improvement Plan.
7. The Improvement Plan shall:
 - a. Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved;
 - b. Describe the activities and work products the Educator must complete as a means of improving performance;
 - c. Describe the assistance that the district will make available to the Educator;
 - d. Articulate the measurable outcomes that will be accepted as evidence of improvement;
 - e. 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);
 - f. Identify the individuals assigned to assist the Educator which must include minimally the Evaluator; and,
 - g. Include the signatures of the Educator and Evaluator.
8. 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.
9. Decision on the Educator's status at the conclusion of the Improvement Plan.
 - a. 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:
 - i. 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.
 - ii. 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.

- iii. In those cases where the Educator was placed on an Improvement Plan as a result of his/her Summative rating at the end of his/her Directed Growth Plan, if the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Educator be dismissed.
- iv. 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.

T. Timelines (Dates in italics are provided as guidance)

Activity	Completed By
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	<i>September</i>
Evaluator meets with first-year educators to assist in self-assessment and goal setting process Educator submits self-assessment and proposed goals	October
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in prior school year)	October
Evaluator completes Educator Plans	November
Evaluator should complete first observation of each Educator	January
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) * or four weeks before Formative Assessment Report date established by Evaluator	<i>January*</i>
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	<i>February</i>
Evaluator holds Formative Assessment Meetings if requested by either Evaluator or Educator	<i>February</i>
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or 4 weeks prior to Summative Evaluation Report date established by evaluator	<i>April*</i>
Evaluator completes Summative Evaluation Report	May
Evaluator meets with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory	June
Evaluator meets with Educators whose ratings are proficient or exemplary at request of Evaluator or Educator	June
Educator signs Summative Evaluation Report and adds response, if any within 5 school days of receipt	June

1. Educators with PTS on Two Year Plans

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

2. Educators on Plans of Less than One Year

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

U. Career Advancement

1. 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.

V. General Provisions

1. Only Administrators who are licensed may serve as primary evaluators of Educators.
2. 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. All monitoring or observation of the work performance of a teacher will be conducted openly and with full knowledge of the teacher. No teacher shall be evaluated during periods of extreme temperature conditions nor shall any teacher's performance during such periods be used as a basis of future evaluative commentary.
3. 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.
4. 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.

- a. The parties agree to establish a joint labor-management evaluation team which shall review the evaluation processes and procedures annually through the first three years of implementation and recommend adjustments to the parties.
- b. Violations of this article are subject to the grievance and arbitration procedures.

ARTICLE XIII

PERSONNEL RECORDS

- A. Teachers will have the right, upon request, to review and make copies of all records concerning them or their work maintained by the Committee or any agent thereof. A teacher may have a representative of the Organization accompany him/her during such a review. There shall be only one official record, that maintained by the Committee or its designee.
- B. Teachers shall review their records in the Administrative Office and shall not take their records from that office.
- C. No material derogatory to a teacher's conduct, service, character, or personality will be placed in his/her personal file unless the teacher has had an opportunity to review such material and so indicates that opportunity by affixing his signature to the copy to be filed. It is expressly understood that such signature in no way indicates that the teacher is in agreement with the contents. Only after affixing his/her signature to the copy to be filed will the teacher have the right to submit a written answer to such material and his/her answer will be reviewed by the Superintendent-Director and attached to the file copy.
- D. Any complaints regarding a teacher made to any member of the administration by any member of the administration, by any parent, student, teacher or other person will be called to the attention of the teacher before any action is taken, if at all possible. Emergencies, health and safety of the public, teachers, or students could constitute cause for such exception.
- E. At the time of severance from the school system, a teacher will have the right to indicate those documents and/or other records which he/she believes to be obsolete or otherwise inappropriate for retention. Said records will be reviewed by the Superintendent-Director and if he concurs they will be destroyed.
- F. The Superintendent-Director shall insure that all records relating to teachers are accurate beyond reasonable doubt.

ARTICLE XIV

PROFESSIONAL DEVELOPMENT AND IMPROVEMENT

- A. The Committee agrees to pay reasonable expenses (including meals, lodging, and/or transportation and fees), incurred by teachers who with the written approval of the Superintendent-Director attend workshops, seminars, conferences, or other professional improvement sessions with the approval of the School Committee or their designated agent.
- B.
1. Exclusive of monies expended under Section A. above each unit member who completes professional improvement requirements or takes courses shall be reimbursed individually in an amount not to exceed three thousand dollars (\$3000.00) over the life of the Agreement.
 2. The "Course Reimbursement and/or Salary Column Advancement Approval Form" shall be submitted at least twenty (20) business days prior to the course start date and shall be processed and returned to the teacher no later than ten (10) business days after receipt and denials will be returned with a written explanation. (See Appendix D)
 3. Upon successful completion of an approved course with a minimum grade of "B", the teacher shall submit an official transcript and proof of payment to the Superintendent-Director's office and every effort will be made to process the course reimbursement within sixty (60) calendar days.
 4. Whenever a teacher achieves credits associated with a change on the salary schedule, the teacher shall file a letter of intent with the Superintendent-Director's office prior to the beginning of the school year notifying the administration of the anticipated change. Changes on the salary schedule will take place in October and March upon the receipt of an official transcript a minimum of thirty (30) days in advance of the pay date for the months of October and March.
 5. For the purpose of course reimbursement and salary column advancement, coursework must be approved in advance by the teacher's immediate supervisor, Professional Development Coordinator, Assistant Superintendent/Principal, and Superintendent-Director. In addition, the course must be for undergraduate or graduate level credits from an accredited college or university and meet one of the following criteria:
 - i. An identified component of the teacher's Educator Plan.
 - ii. A requirement for licensure or re-licensure in the teacher's assigned subject.
 - iii. A requirement of a matriculated educational degree program related to the teacher's assigned subject or an administrator licensure course.
 - iv. Other courses designed to improve instructional practice.
- C.
1. Except as noted herein, for the duration of this contract, no teacher shall be required to fulfill any continuing education requirements except as required by the Massachusetts Department of Elementary and Secondary Education.
 2. RBT/Skillful Teacher Course Work
 - a. Completion of the RBT "Skillful Teacher" course is a condition of employment for all new unit teachers with the exception of non-instructional unit staff. The

course may be offered during the school day. Substitutes will be brought in for the teachers being required to take the course. If such an opportunity is given to these teachers, the teachers will complete the course prior to the end date of this agreement. Additionally, the School pays for the entire cost of the course. The cost will be in addition to the tuition reimbursement already in the contract.

- b. Completion of the RBT “Skillful Teacher” course is a condition of employment for all new teachers with the exception of non-instructional unit staff before professional teacher status is earned. The School agrees to pay for the entire cost of the course. This cost will be in addition to the tuition reimbursement already in the contract.
- c. If the RBT “Skillful Teacher” course is not offered during the school day, the teacher will have up to five (5) years to complete the course. The School agrees to pay for the entire cost of the course. The cost will be in addition to the tuition reimbursement already in the contract.

D. Professional Improvement Activities

- 1. A teacher will be granted at least one (1) day per year for the purpose of visiting other schools, attending conventions and/or meetings or for other educational purposes. Other days will be granted with the Superintendent-Director's approval and denials will be returned with a written explanation.
- 2. The “Course Approval / Professional Improvement Approval and/or Reimbursement Form” shall be submitted at least fifteen (15) business days prior to the activity start date and shall be processed and returned to the teacher no later than ten (10) business days after receipt except when School Committee approval is required by district policy. (See Appendix D)
- 3. Upon successful completion of an approved activity, the teacher shall submit proof of attendance/participation to the office of the Superintendent-Director. If approved for reimbursement, proof of payment must also be submitted and every effort will be made to process the reimbursement within sixty (60) calendar days of receipt of both documents.
- 4. It shall be the responsibility of each individual teacher to maintain licensure through the Massachusetts Department of Elementary and Secondary Education as a condition of employment as well as maintain compliance with all Massachusetts educator licensure laws and regulations including any requirements to maintain a current Individual Professional Development Plan on file with the school.

ARTICLE XV

ACADEMIC FREEDOM

- A. The parties seek to educate young people in the democratic tradition, a way of life that prizes alternatives. Alternatives mean that people must make choices. Wisdom with which to make choices comes through practice and only if there is freedom of speech, of press, of assembly and of teaching. These rights make it possible for both teachers and students to hear, to read, to discuss, and to reach judgments according to individual conscience. An inherent part of the learning management system of the Greater Lowell Technical High School is the right of students to, when possible, choose alternate approaches in the learning of a concept. When both teachers and students enjoy the right to make intelligent and meaningful choices, self-government becomes a reasonable goal.
- B. Freedom of individual conscience, association and expression will be encouraged and fairness in all procedures will be observed both to safeguard the legitimate interest of the school and to exhibit the basic objectives of a democratic society.
- C. Academic freedom shall be guaranteed to teachers who should feel free to make assignments and generate classroom and extra-class discussions relating to controversial issues provided, however, that such activities are appropriate for the age and intellectual capabilities of the students involved and, further provided that such activities have an appropriate educational objective and meet accepted standards of professional educational responsibility.

ARTICLE XVI

ORGANIZATION RIGHTS

- A. There will be no reprisals of any kind taken against any unit member because of his/her membership in the Organization or participation in its activities.
- B. The Organization will be provided with the names, addresses and telephone numbers (unless a teacher has specifically requested that his telephone number not be released) of all unit members within twenty-five (25) days of the opening of school each year.
- C. There will be at least one (1) bulletin board reserved exclusively for Organization use.
- D. The Organization President will be sent a copy of the official agenda prior to each Committee meeting and a copy of the minutes of said meetings within five days of their approval by the Committee.
- E. The Organization may use school facilities and equipment for Organization business and may hold Organization meetings in school with the approval of the Superintendent-Director.
- F. The Committee authorizes the use of inter-school mail including e-mail to distribute Organization material. The Organization's headquarters will be considered as a regular inter-school mail stop.
- G. The Organization President shall not be assigned a duty. The Organization will be provided with an office and a telephone.
- H. The Organization will be furnished with a mailbox for its use by the mailroom attendant.

ARTICLE XVII

PAYROLL DEDUCTION

- A. The Committee agrees to deduct from the salaries of the teachers who have on file with the Committee a deduction authorization card, to be supplied by the Organization, the dues required as a condition of acquiring or retaining membership in the Organization. Said deductions shall be made in equal installments between the months of October and June.
- B. The Committee agrees to deduct from the salaries of teacher's monies for tax sheltered annuities as provided for under the General Laws of the Commonwealth.
- C. The School Committee will vote to accept the provisions of General Law, Chapter 180, Section 171 – employees may authorize the School Committee to deduct from their salaries a contribution to Voice of Teachers for Education of an amount of which the employee shall specify, in writing. The Committee will certify on the payroll the amount to be deducted by the Treasurer. Such amounts shall be transmitted to the Mass. Teachers' Association monthly.
- D. Teachers will be provided their pay checks in sealed envelopes.
- E. Children of teachers will be automatically eligible for enrollment in the Greater Lowell "Tot Shop" program. Per the authorization of the teachers, tuition for the Tot Shop program will be deducted from the salary of said teacher.

ARTICLE XVIII

INSURANCE

A. Group Insurance Benefits

The Committee agrees to pay the following percentages of a Health Maintenance Organization (HMO) plan in accordance with the provisions of the relevant sections of Chapter 32B of the Massachusetts General Laws. Said insurance programs will be the best available under the aforementioned statute(s):

- 75% for July 1, 2024 through June 30, 2025
- 75% for July 1, 2025 through June 30, 2026
- 75% for July 1, 2026 through June 30, 2027

Flexible Spending Account (FSA)

The District shall offer a Flexible spending Account (FSA) through a Cafeteria Plan, as allowed by state and federal laws and regulations for eligible medical and/or dependent care expenses, to Members through a third-party provider at no monetary cost to the District.

- The District shall select the vendor, determine plan administration details, and provide automatic payroll deduction services. The District maintains the option to change vendors.

- Any and all costs and fees associated with the offering of a Flexible Spending Account (FSA) will be the responsibility of the Members.
 - The District agrees to pay the initial \$350 set up fee to the vendor in the first year of the plan as well as \$350 annual administration fees in the second and third year of the plan.
- B. The Committee agrees to provide term insurance in the amount of twenty (20) thousand dollars for each member of the bargaining unit.
- C. Long-Term Disability
The Committee agrees to make provision for payroll deductions for payment of the premiums for a Long-Term Disability plan should such a plan come into effect.
- D. The Committee agrees to offer each member of the bargaining unit the opportunity to make pre-tax payments of employee premiums for group insurance coverage. The so called "Flex Plan" offered will be in accordance with IRS regulations.
- E. The committee agrees to pay seventy-five percent of a dental plan offered by Delta Dental which will provide 100% coverage on diagnostic and preventative services (Type 1), 80% coverage on restorative and other basic services (Type 2), and 50% of major restorative prosthodontic (type 3). Deductibles will apply to Type 2 and 3 services.

ARTICLE XIX

SCOPE

- A. It is agreed and understood between the Committee and the Organization that this Agreement has been entered into between the parties as a result of the provisions of Chapter 150E of the General Laws of Massachusetts. In executing this Agreement, neither party to this Agreement has waived any rights accorded it under the General Laws of Massachusetts.
- B. All conditions of employment shall be maintained at not less than the highest minimum standards in effect at the time this Agreement is signed provided that:
- 1) Such conditions shall be altered as required by the express provisions of this Agreement.
 - 2) This provision shall not become effective until July 1, 1977.
 - 3) No precedent or past practice shall be established before July 1, 1976, by either party.
 - 4) The State statutes concerned with fiscal autonomy remain as presently written.
- C. If any provision of this Agreement or any application of the Agreement to any employee or group of employees shall be found to be contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications will continue in full force and effect. The parties will meet not later than ten (10) days after any such holding for the purpose of renegotiating the provision or provisions affected.

ARTICLE XX

TEACHER LAYOFF

If, because of fiscal constraints and/or declining enrollment, it becomes necessary to reduce the number of teachers in any department, the following shall apply:

A. Notification of Layoffs

1. Prior to notification of layoff to bargaining unit members who have attained professional teacher status, there shall occur consultation between the Organization and the Superintendent-Director or his designee with the goal of resolving potential disputes concerning the order of layoff. Such consultation shall be without prejudice to either the Committee or the Organization.
2. Teachers who have not attained professional teacher status to be laid off shall be so notified prior to June 15. Teachers who have achieved professional teacher status shall be so notified prior to May 15, subject, however, to the provisions in section C. 4. c) of Article XX, the provisions of which shall be controlling and extend the deadline for notification.
3. No layoff shall take effect except at the beginning of a school year.

B. Definitions

Effective as of the ratification date of this agreement, the following definitions will apply for purposes of this article:

1. Seniority - length of continuous service in the bargaining unit including time spent on leave of absence or on layoff from the date of election by the Committee, or the date of election by the Lowell School Committee for those teachers superseded from Lowell by the opening of the Greater Lowell Technical High School, (but excluding time in excess of one year taken on each leave of absence granted after September 1, 1982).

Employees of the Committee, who as of July 1, 1978, are or have been employed in positions outside of the bargaining unit shall, if assigned to a position in the bargaining unit, have such service count for purposes of this article provided that:

- a. the employment outside the unit was or is in a position which acquires tenure by action of statute; and
- b. the assignment into the unit and the counting of such service neither causes nor aggravates the need to lay off other tenured members of the unit.

After July 1, 1978, time spent in the employment of the committee outside of the bargaining unit (except in a temporary or "acting" capacity and for a year or less) shall not accrue to seniority, but will not affect the employee's tenure status.

2. Qualified - possessing the prerequisites for licensure and/or technical approval at the time of layoff.
3. Area - for the purposes of this article, Area shall mean an area of licensure or approval as defined by the State Department of Elementary and Secondary Education.

4. Effective September 1, 2003, any newly hired teachers will have the first day of work as their seniority date.
5. Effective August 30, 2004, the Administration will take over responsibility for the seniority list.
6. Within twenty (20) days of assuming responsibility for the seniority list, (as referenced in paragraph 5 above), the Administration shall post the seniority list. In the event that a teacher disputes his or her placement on this initial posting of the seniority list, said teacher must notify the Superintendent-Director, in writing, within sixty (60) business days of this initial posting. For this initial posting only, any documentation which constitutes criteria to dispute current seniority dates will be decided by the first day of work at Greater Lowell and/or the start of contributions to the Massachusetts Teachers Retirement Board when employed at Greater Lowell. This process applies to the initial posting as outlined in this paragraph (6) only.
7. Subsequent to the initial Administrative posting of the seniority list (as referenced in paragraph 5 and 6 above), the Administration shall annually post the seniority list by November 1st of each school year. In the event that a teacher disputes his or her placement on the seniority list, said teacher must notify the Superintendent-Director within thirty (30) days of the posting and inform the Superintendent-Director of the reason(s) for his or her placement dispute.
8. Time spent as a substitute teacher will not count toward the accrual of seniority.

C. Order of Layoff

1. All opportunities for voluntary transfers shall be exhausted and all requests for voluntary layoff shall be honored with the goal of avoiding the involuntary layoff of any teacher.
2. Any teacher involuntarily transferred from one department to another within twelve (12) months prior to notification of a layoff shall be considered as a member of the department to which he/she was previously assigned, for the purpose of determining the order of layoff.
3. No teacher who has attained professional teacher status shall be laid off if there is a teacher who has not attained professional teacher status occupying a position which a teacher who has attained professional teacher status is qualified to fill.
4. If a layoff must occur, then the teacher with the least seniority in the department to be reduced shall be the teacher to be laid off, subject to any rights provided in C. 3. above and as provided as follows:
 - a. If a teacher designated for layoff pursuant to this section is qualified to teach in another area and is senior to a teacher in that area, then the layoff designee shall be transferred to that area and the junior teacher therein shall be designated for layoff subject to the provisions of this section.
 - b. As a condition of employment, any teacher exercising the benefit of subsection (a)(above) must have taught in that area in the previous three school years, or have at least 60 hours of trade contact in that area in the three years preceding beginning the new assignment, or have successfully completed six credits of course work in that area in the three years preceding beginning the new assignment.

- c. Any teacher intending to exercise the benefit of subsection (a) above shall notify the Superintendent-Director in writing within 5 business days of receipt of a layoff or displacement notice. The Superintendent-Director shall notify any teacher who would be displaced as a result of any other teacher's (a) above within 5 business days of receipt of intent to exercise subsection (a) rights. Any such displacement shall extend the time for notification specified in A. 3. of Article XX for a displaced teacher. Notices from the Superintendent-Director shall be delivered in hand by the teacher's supervisor or, if not feasible, by a constable. If prior to the opening of school in the subsequent September any position from which a teacher was displaced becomes available due to restoration of the position, a vacancy within the area or other unforeseen circumstance, the teacher shall be returned to the original position.
5. If, in applying the foregoing, it happens that there is a tie between two or more teachers, then the following criteria shall be applied, in order to resolve the tie:
 - a. The teacher with the greater total teaching and trade experience, as recognized by the committee on date of hire shall be considered senior.
 - b. If the tie persists, the teacher further to the right on the salary schedule as of November 1, prior to effective date of layoff, shall be considered senior.
 - c. If the tie still persists, then the tie shall be resolved at the discretion of the committee, giving consideration to the teacher quality of performance, qualifications, and need of the school district.
 - d. If the tie still persists, then the tie shall be resolved by lottery.

D. Rights of Teachers on Layoff

- 1 Teachers who have not attained professional teacher status who are laid off shall be completely severed from the district, except that to the extent allowed by law, subject to full reimbursement by the teacher to the school district, the school district will continue to provide the same Blue Cross/Blue Shield or HMO Health Insurance and Life Insurance up to an 18-month period.
2. Teachers who have attained professional teacher status in addition to the Blue Cross/Blue Shield or HMO Health Insurance and Life Insurance referred to above for teachers who have not attained professional teacher status subject to the same full reimbursement to the school district, shall be on recall for a period of twenty-six (26) months from the effective date of layoff.
3. Teachers shall be recalled in the reverse order of layoff and from within areas. If a vacancy still exists the committee agrees to offer any position to laid off teacher(s) most senior and qualified, prior to the hiring of new staff. Any teacher who declines recall twice shall have waived any other recall rights. A teacher not notifying the school district within thirty (30) days after recall notice shall be determined to have declined recall. Any teacher recalled to active service shall have restored to him/her all previously accumulated sick leave and longevity benefits. Recalled teachers shall be placed on the salary schedule at the step numerically above that which he/she was on at the time of layoff.

4. During the recall period, laid off teachers who have attained professional teacher status shall have preference for substitute assignments in reverse order of layoff and from within departments, created by teachers on leaves of absence and/or sick leave. Laid off teachers called for daily substitute assignments shall be paid at the substitute rate approved by the School Committee.

ARTICLE XXI

LONGEVITY

- A. Teachers shall receive as compensation the following remuneration for service in Lowell Trade and Vocational School and/or the Greater Lowell Technical High School. Longevity payments will be made on or before June 30 for the school year that has just ended. Longevity is not pro-rated.

\$700 total longevity - 16th through 19th years of service
 \$1400 total longevity - 20th through 24th years of service
 \$2000 total longevity - 25th or more years of service

- B. In recognition of regularity of professional service rendered and as an incentive to the continued regularity of such service, teachers who have served in the Greater Lowell Technical High School for a minimum of fifteen (15) years and who have attained age 55 will upon resignation or retirement from the District be paid an amount as indicated below of their unused sick leave accumulation as of the effective date of their resignation, retirement or death:

	SUPERSEDED	NON-SUPERSEDED
Resignation	20%	10%
Retirement/Death	20%	20%

- C. For teachers to be eligible for sick leave buy back days the teacher must give written notice by June 30th of the previous year if they retire in the first ninety (90) days of the 2007-2008 school year or any year thereafter and must provide such notice by September 15th if they retire in the second ninety (90) days of the school year. Teachers retiring in the summer must provide written notice before February 1st prior to retirement. The maximum number of days that may be redeemed is 225 days.

APPENDIX A

TEACHER SALARY SCHEDULE (INCLUDING NURSES)

July 1, 2024 - June 30, 2025 (4% increase and 1% top step 11 added)							
	BS/VTECH	+15	+30	+45	+60	+75	+90
Step	1	2	3	4	5	6	7
1	53,329	55,555	57,776	59,994	62,216	64,451	66,666
2	57,225	59,444	61,662	63,888	66,102	68,326	70,560
3	61,113	63,340	65,551	67,776	69,996	72,165	74,448
4	64,996	67,221	69,444	71,669	73,886	76,113	78,329
5	68,890	71,109	73,337	75,557	77,776	79,997	82,220
6	72,774	75,000	77,219	79,435	81,659	83,897	86,112
7	76,670	78,886	81,105	83,332	85,552	87,772	89,999
8	80,548	82,776	84,999	87,220	89,444	91,657	93,892
9	85,404	87,720	90,033	92,494	94,813	97,112	99,434
10	92,355	94,793	97,220	99,808	102,154	104,657	107,099
11	93,278	95,741	98,192	100,806	103,176	105,704	108,170
July 1, 2025 - June 30, 2026 (4% increase)							
	BS/VTECH	+15	+30	+45	+60	+75	+90
Step	1	2	3	4	5	6	7
1	55,462	57,777	60,087	62,394	64,705	67,029	69,333
2	59,514	61,822	64,128	66,444	68,746	71,059	73,382
3	63,558	65,874	68,173	70,487	72,796	75,052	77,426
4	67,596	69,910	72,222	74,536	76,841	79,158	81,462
5	71,646	73,953	76,270	78,579	80,887	83,197	85,509
6	75,685	78,000	80,308	82,612	84,925	87,253	89,556
7	79,737	82,041	84,349	86,665	88,974	91,283	93,599
8	83,770	86,087	88,399	90,709	93,022	95,323	97,648
9	88,820	91,229	93,634	96,194	98,606	100,996	103,411
10	96,049	98,585	101,109	103,800	106,240	108,843	111,383
11	97,009	99,571	102,120	104,838	107,303	109,932	112,497
July 1, 2026 - June 30, 2027 (4% Increase)							
	BS/VTECH	+15	+30	+45	+60	+75	+90
Step	1	2	3	4	5	6	7
1	57,680	60,088	62,490	64,890	67,293	69,710	72,106
2	61,895	64,295	66,693	69,102	71,496	73,901	76,317
3	66,100	68,509	70,900	73,306	75,708	78,054	80,523
4	70,300	72,706	75,111	77,517	79,915	82,324	84,720
5	74,512	76,911	79,321	81,722	84,122	86,525	88,929
6	78,712	81,120	83,520	85,916	88,322	90,743	93,138
7	82,926	85,323	87,723	90,132	92,533	94,934	97,343
8	87,121	89,530	91,935	94,337	96,743	99,136	101,554
9	92,373	94,878	97,379	100,042	102,550	105,036	107,547
10	99,891	102,528	105,153	107,952	110,490	113,197	115,838
11	100,889	103,554	106,205	109,032	111,595	114,329	116,997

APPENDIX B

EXTRA-CURRICULAR SALARY SCHEDULE

	2024-2025	2025-2026	2026-2027
	4% increase	4% increase	4% increase
1 Anime Club (1)	2,245	2,335	2,428
2 Art Club	2,245	2,335	2,428
3 Competitive Gaming Club	2,245	2,335	2,428
4 G.U.I.D.E.D./Non-Participatory Monitor*	1,123	1,168	1,215
5 Dance Club	2,245	2,335	2,428
6 Drama (2)	4,491	4,671	4,858
7 Educator Rising (2)	4,491	4,671	4,858
8 Environmental Green	2,245	2,335	2,428
9 Float Advisor	684	711	739
10 Freshman Advisor	2,245	2,335	2,428
11 GSA	2,245	2,335	2,428
12 Junior Class Advisor	2,245	2,335	2,428
13 Math Club	2,245	2,335	2,428
14 Music/School Band	2,245	2,335	2,428
15 NABT Bio Club	2,245	2,335	2,428
16 National Honor/Vocational (2)	4,491	4,671	4,858
17 Outing Club	2,245	2,335	2,428
18 Peer Leader	2,245	2,335	2,428
19 Peer Mentor (2)	4,491	4,671	4,858
20 Robotics	2,245	2,335	2,428
21 Senior Class Assistant	2,245	2,335	2,428
22 Senior Class Lead Advisor	3,275	3,406	3,542
23 SkillsUSA Club Lead Advisor	3,275	3,406	3,542
24 SkillsUSA Club Asst. Advisors (3)	6,736	7,005	7,285
25 Sophomore Advisor	2,245	2,335	2,428
26 Student Council Advisor	2,245	2,335	2,428
27 Yearbook Advisor	4,117	4,282	4,453

HOURLY RATE - DRIVER EDUCATION, NIGHT SCHOOL, AFTERNOON PROGRAMS

\$40.00 (or more based on tuitions)

Teacher Mentor Stipend at \$1,000

The Administration may pay a night school teacher who is not a member of the bargaining unit at a rate less than the above rate provided that no bargaining unit member was available and willing to fill the position.

Extra-Curricular and Coaching positions are educational in nature and are integral to the mission of Greater Lowell Technical High School to educated students. A teacher who has unusual authority and responsibility over an activity may receive additional compensation while carrying out that responsibility. When such authority or responsibility is assigned, or when a new Extra Curricular or Coaching position is created, the Organization and the Committee agree to negotiate an appropriate annual stipend.

*The position is for a non-participatory, custodial supervisor only. In accordance with the Equal Access Act, the Non-Participatory Monitor may not promote, lead, organize, or participate in club meetings or events.

APPENDIX C

COACHES SALARIES

	2024-2025	2025-2026	2026-2027
	4% increase	4% increase	4% increase
ATHLETIC TRAINER*	26,379	27,434	28,531
ATHLETIC TRAINER*	26,000	27,040	28,122
BASEBALL			
1 Varsity Baseball	7,393	7,689	7,997
2 Jr. Varsity Baseball	5,255	5,465	5,684
3 Assistant Varsity Boys	5,449	5,667	5,894
4 Freshman Baseball Boys	5,255	5,465	5,684
BASKETBALL			
5 Varsity Basketball (Boys)	7,783	8,094	8,418
6 Varsity Basketball (Girls)	7,783	8,094	8,418
7 Jr. Varsity Basketball (Boys)	5,060	5,262	5,472
8 Jr. Varsity Basketball (Girls)	5,060	5,262	5,472
9 Assistant Varsity Basketball (Boys)	5,449	5,667	5,894
10 Assistant Varsity Basketball (Girls)	5,449	5,667	5,894
11 Freshman Basketball (Boys)	5,060	5,262	5,472
12 Freshman Basketball (Girls)	5,060	5,262	5,472
CHEERLEADING			
13 Cheerleading (Fall)	5,455	5,673	5,900
14 Cheerleading (Winter)	5,455	5,673	5,900
15 Assistant Cheerleading (Fall)	3,698	3,846	4,000
16 Assistant Cheerleading (Winter)	3,698	3,846	4,000
CROSS COUNTRY			
17 Cross Country	5,061	5,263	5,474
18 Assistant Cross Country	3,697	3,845	3,999
19 Assistant Cross Country	3,697	3,845	3,999
20 Assistant Cross Country	3,697	3,845	3,999
DANCE			
21 Dance (Winter)	4,651	4,837	5,030
22 Dance (Spring)	4,651	4,837	5,030
23 Assistant Dance (Winter)	2,950	3,068	3,191
24 Assistant Dance (Spring)	2,950	3,068	3,191

FIELD HOCKEY

25	Varsity Head Coach	6,229	6,478	6,737
26	Varsity Assistant Coach	4,670	4,857	5,051
27	Jr. Varsity Coach	4,670	4,857	5,051

FOOTBALL

28	Head Coach	11,672	12,139	12,625
29	Varsity Line	6,229	6,478	6,737
30	Assistant Varsity	6,616	6,881	7,156
31	Jr. Varsity	5,838	6,072	6,315
32	Assistant Jr. Varsity	5,255	5,465	5,684
33	Freshman	5,255	5,465	5,684
34	Assistant Freshman	4,670	4,857	5,051

GOLF

35	Golf	5,060	5,262	5,472
36	Assistant Golf	3,697	3,845	3,999

LACROSSE

37	Varsity Lacrosse (Boys)	6,229	6,478	6,737
38	Varsity Lacrosse (Girls)	6,229	6,478	6,737
39	Jr. Varsity Lacrosse (Boys)	4,670	4,857	5,051
40	Jr. Varsity Lacrosse (Girls)	4,670	4,857	5,051
41	Assistant Varsity Lacrosse (Boys)	4,670	4,857	5,051
42	Assistant Varsity Lacrosse (Girls)	4,670	4,857	5,051

SOCCER

43	Varsity Soccer (Boys)	6,229	6,478	6,737
44	Varsity Soccer (Girls)	6,229	6,478	6,737
45	Jr. Varsity (Boys)*	4,670	4,857	5,051
46	Jr. Varsity (Girls)	4,670	4,857	5,051
47	Assistant Varsity (Boys)	4,670	4,857	5,051
48	Assistant Varsity (Girls)*	4,670	4,857	5,051

SOFTBALL

49	Varsity Softball	7,393	7,689	7,997
50	Jr. Varsity Softball	5,255	5,465	5,684
51	Assistant Varsity	5,449	5,667	5,894
52	Freshman Softball	5,255	5,465	5,684

SWIMMING				
53	Varsity Swimming	5,449	5,667	5,894
54	Assistant Swimming	3,697	3,845	3,999
55	Assistant Swimming	3,697	3,845	3,999
56	Assistant Swimming	3,697	3,845	3,999
TENNIS				
57	Tennis	5,060	5,262	5,472
58	Assistant Tennis	3,697	3,845	3,999
TRACK				
59	Varsity Track	6,229	6,478	6,737
60	Assistant Spring Track	4,670	4,857	5,051
61	Assistant Spring Track	4,670	4,857	5,051
62	Assistant Spring Track	4,670	4,857	5,051
63	Assistant Spring Track	4,670	4,857	5,051
64	Indoor Track	5,061	5,263	5,474
65	Assistant Indoor Track	3,697	3,845	3,999
66	Assistant Indoor Track	3,697	3,845	3,999
67	Assistant Indoor Track	3,697	3,845	3,999
UNIFIED SPORTS				
68	Unified Basketball Coach	2,080	2,163	2,250
69	Unified Assistant Basket Ball Coach	1,456	1,514	1,575
70	Unified Track	2,080	2,163	2,250
71	Unified Track Asst	1,456	1,514	1,575
72	Unified Weights	1,248	1,298	1,350
73	Unified Weights Asst	832	865	900
VARSITY OTHER				
74	Equipment Manager	8,440	8,778	9,129
75	Faculty Manager	1,750	1,820	1,893

VOLLEYBALL

76	Varsity Volleyball (Boys)	6,229	6,478	6,737
77	Varsity Volleyball (Girls)	6,229	6,478	6,737
78	Jr. Varsity Volleyball (Boys)	4,670	4,857	5,051
79	Jr. Varsity Volleyball (Girls)	4,670	4,857	5,051
80	Assistant Varsity (Boys)	4,670	4,857	5,051
81	Assistant Varsity (Girls)	4,670	4,857	5,051
82	Freshman Volleyball (Boys)	4,670	4,857	5,051
83	Freshman Volleyball (Girls)	4,670	4,857	5,051

WRESTLING

84	Wrestling	6,229	6,478	6,737
85	Jr. Varsity Wrestling	4,670	4,857	5,051
86	Assistant Wrestling *	4,670	4,857	5,051

Extra-Curricular and Coaching positions are educational in nature and are integral to the mission of Greater Lowell Technical High School to educated students. A teacher who has unusual authority and responsibility over an activity may receive additional compensation while carrying out that responsibility. When such authority or responsibility is assigned, or when a new Extra Curricular or Coaching position is created, the Organization and the Committee agree to negotiate an appropriate annual stipend.

*The committee reserves the right to contract with a vendor for Athletic Trainer services in the event that no qualified applicants respond to the posting for this position.

APPENDIX D

GREATER LOWELL TECHNICAL HIGH SCHOOL

COURSE APPROVAL / PROFESSIONAL IMPROVEMENT APPROVAL AND/OR REIMBURSEMENT FORM

Please note that this form is to be submitted at least 15 days prior to the course or activity.

Note: Members of the Greater Lowell Teachers Organization should refer to Article XIV Section E for specific conditions and approval requirement regarding professional improvement and/reimbursements.

Name: _____ Date: _____

Department: _____ School Year: _____

PART A:

Were you asked to participate in this activity by your supervisor? Yes No

PART B: COURSE WORK (FOR ANY CLASS TAKEN FOR UNDERGRADUATE OR GRADUATE COLLEGE CREDIT.)

(SKIP TO PART C IF THIS ACTIVITY IS NOT FOR CREDIT)

Name of Institution: _____ Course Department: _____

Course Title: _____ Course Number: _____

Semester: _____ Completion Date: _____

Requesting Salary Column Credit Requesting Reimbursement of: \$ _____

----- Please check all that apply -----

- 2- year Accredited College 4-year Accredited College 4-year Accredited University
 Graduate Credit Undergraduate Credit Course Description and/or Syllabus Attached

PART C: PROFESSIONAL IMPROVEMENT (FOR ANY NON-CREDIT RELATED ACTIVITY.)

Conference Training Workshop Other _____

Proposed Activity: _____ Requesting Reimbursement of: \$ _____

Location: _____ Dates: _____

Are you requesting school days to attend? Yes No

What format is this activity? In-Person Virtual

PART D: Please attached a narrative that clearly describes how this course meets the criteria as outlined in Article XIV.B.5 and include a description and/or syllabus of the course or activity. PART D is not needed for Skillful Teacher.

PART E: Please attached narrative that clearly describes how you plan to implement the knowledge and skills attained in this course or activity to improve your professional practice. PART E is not needed for Skillful Teacher.

REIMBURSEMENT

Course Work: Submit an official transcript and proof of payment to the Superintendent/ Director's Secretary at the completion of course.

Professional Improvement: Submit proof of completion/attendance and payment to the Director of Media and Professional development at the completion of activity.

Please submit this form to your supervisor.

GREATER LOWELL TECHNICAL HIGH SCHOOL
COURSE APPROVAL / PROFESSIONAL IMPROVEMENT APPROVAL AND/OR REIMBURSEMENT FORM

Please note that this form is to be submitted at least 15 days prior to the course or activity.

Note: Members of the Greater Lowell Teachers Organization should refer to Article XIV Section E for specific conditions and approval requirement regarding professional improvement and/reimbursements.

PART F: INITIAL APPROVAL SIGNATURES

- | | | |
|----|--|------|
| 1. | Supervisor | Date |
| 2. | Director of Media and Professional Development | Date |
| 3. | Assistant Superintendent/ Principal | Date |

PART G: FUNDING

GLTHS/ LEA

Grant _____

PART H: SUPERINTENDENT-DIRECTOR AUTHORIZATION

Approved as Requested

Returned to Principal for Consultation

Approval Withheld

Superintendent/ Director	Date
--------------------------	------

Comments

APPENDIX E

Compensation Periods Owed for Class Coverage

Technical Teachers : 7 - 44 min periods = 1 Compensation Day

Academic and Explor/Related Teachers : 6 - 44 min periods = 1 Compensation Day

1 Compensation Day = 1 Personal Day

Name: _____ Department: _____

Date	P 1	P 2	P 3	P 4	Lunch Periods							Covered For:	Total Students	
					P 5	P 6	P 7	P 8	P 9	P 10	P 11		My Roster	Other Students
SAMPLE														
10/13/2020	X	X										John Doe	12	12
10/13/2020			X	X								John Doe	12	11
10/13/2020										X	X	John Doe	12	27

Teachers will:

~ Keep record of periods you covered another class where the total number of students exceeds 15.

~ Submit this form with comp day request form to your Cluster Chairperson.

**EMPLOYEE REQUEST FOR
CONVERSION OF COMPENSATION DAY TO PERSONAL DAY**

Note: Requests should be submitted to the employee's immediate supervisor with proof of class coverage after 7 periods or 6 periods have been accrued or prior to the last of school.

Date: _____

Employee Name: _____

Department: _____

Approval Signatures

Supervisor: _____ Yes No

Asst. Supt.

Principal: _____ Yes No

Supt.-

Director: _____ Yes No

Comments: _____

*Approved copies to:
Superintendent-Director's Office, Supervisor, and Employee*

Definition to Article IV - F (page7) "Teacher Substitution" under the existing contract.
7 Periods of substitute teaching will equal 1 Compensation Day for Technical Teachers.
6 Periods of substitute teaching will equal 1 Compensation Day for Academic and Related/Exploratory Teachers.

(1 Comp Day is equal to 1 Personal day) Administration will ensure, and add 1 Personal day to the teacher's Personal Day Bank. See...Personal Day rules, Article VI - E (page 10)

Any teacher with remaining Compensation Periods (not equaling one personal day) at the end of the school year will be paid the contractual rate of \$40.00 per hour or a portion thereof.

APPENDIX F

BELL SCHEDULE

7:40	7 minutes	Homeroom
7:47 - 7:49	2 minutes	Passing
7:49 - 8:31	42 minutes	Period 1
8:31 - 8:33	2 minutes	Passing
8:33 - 9:15	42 minutes	Period 2
9:15 - 9:17	2 minutes	Passing
9:17 - 9:59	42 minutes	Period 3
9:59 - 10:01	2 minutes	Passing
10:01 - 10:43	42 minutes	Period 4
10:43 - 10:45	2 minutes	Passing
10:45 - 11:05	20 minutes	Period 5 (Lunch)
11:05 - 11:07	2 minutes	Passing
11:07 - 11:27	20 minutes	Period 6 (Lunch)
11:27 - 11:29	2 minutes	Passing
11:29 - 11:49	20 minutes	Period 7 (Lunch)
11:49 - 11:51	2 minutes	Passing
11:51 - 12:11	20 minutes	Period 8 (Lunch)
12:11 - 12:13	2 minutes	Passing
12:13 - 12:33	20 minutes	Period 9 (Lunch)
12:33 - 12:35	2 minutes	Passing
12:35 - 1:17	42 minutes	Period 10
1:17 - 1:19	2 minutes	Passing
1:19 - 2:01	42 minutes	Period 11

All students will be dismissed at 2:01 p.m.

APPENDIX G



GREATER LOWELL TECHNICAL HIGH SCHOOL

TEACHER RUBRIC

Classroom Teacher Rubric

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

Structure of the Teacher Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for teachers: *Curriculum, Planning, and Assessment*; *Teaching All Students*; *Family and Community Engagement*; and *Professional Culture*.
- **Indicators:** Indicators, also detailed in the regulations, describe specific knowledge, skills, and performance for each Standard. For example, there are three Indicators in Standard I of the teacher rubric: *Curriculum and Planning*; *Assessment*; and *Analysis*. There are 17 Indicators in total for teachers.
- **Elements:** The elements are more specific descriptions of actions and behaviors related to each Indicator. The elements 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 performance in one of four categories: *Unsatisfactory*, *Needs Improvement*, *Proficient*, or *Exemplary*.

Use of the Teacher Rubric

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

DESE encourages educators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that may 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, educators may focus more on high priority Indicators and/or elements during self-assessment, target them during goal setting or evidence collection, or all of the above. The expectation is that by the end of the evaluation cycle, educators and evaluators have gathered and shared a reasonable amount of evidence related to practice in all four Standards, sufficient to support a rating for each Standard. Evaluators may request additional evidence as needed.

Classroom Teacher Rubric

STANDARD I: Curriculum, Planning, and Assessment	STANDARD II: Teaching All Students	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
<p>A. <u>Curriculum and Planning Indicator</u></p> <ol style="list-style-type: none"> 1. Subject Matter Knowledge 2. Child and Adolescent Development 3. Well-Structured Units and Lessons <p>B. <u>Assessment Indicator</u></p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice <p>C. <u>Analysis Indicator</u></p> <ol style="list-style-type: none"> 1. Analysis and Conclusions 2. Sharing Conclusions With Colleagues 3. Sharing Conclusions With Students 	<p>A. <u>Instruction Indicator</u></p> <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs <p>B. <u>Learning Environment Indicator</u></p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation <p>C. <u>Student Learning Indicator</u></p> <p>D. <u>Cultural Proficiency Indicator</u></p> <ol style="list-style-type: none"> 1. Creates and Maintains a Respectful Environment <p>E. <u>Expectations Indicator</u></p> <ol style="list-style-type: none"> 1. High Expectations 2. Access to Knowledge 	<p>A. <u>Engagement Indicator</u></p> <ol style="list-style-type: none"> 1. Family Engagement <p>B. <u>Collaboration Indicator</u></p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Curriculum Support <p>C. <u>Communication Indicator</u></p> <ol style="list-style-type: none"> 1. Culturally Proficient Communication 	<p>A. <u>Reflection Indicator</u></p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting <p>B. <u>Professional Growth Indicator</u></p> <ol style="list-style-type: none"> 1. Professional Learning and Growth <p>C. <u>Collaboration Indicator</u></p> <ol style="list-style-type: none"> 1. Professional Collaboration <p>D. <u>Decision-Making Indicator</u></p> <ol style="list-style-type: none"> 1. Decision-making <p>E. <u>Shared Responsibility Indicator</u></p> <ol style="list-style-type: none"> 1. Shared Responsibility <p>F. <u>Professional Responsibilities Indicator</u></p> <ol style="list-style-type: none"> 1. Judgment 2. Reliability and Responsibility

Classroom Teacher Rubric

STANDARD I: Curriculum, Planning, and Assessment

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

Indicator I-A. Curriculum & Planning

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary ¹
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or subject-specific skills and vocabulary.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments.	Demonstrates expertise in subject matter and the pedagogy it requires by consistently engaging all students in learning experiences that enable them to acquire, synthesize, and apply complex knowledge and subject-specific skills and vocabulary, such that they are able to make and assess evidence-based claims and arguments. Models this practice for others.

¹Exemplary practice in many elements includes the expectation that an educator model the practice for other educators. Modeling can occur in formal and informal ways, including but not limited to training, teaching, coaching, assisting, sharing, and/or demonstrating good practice. Where and when this expectation is appropriate, this level of expertise is denoted by “Models this practice for others.”

Classroom Teacher Rubric

Indicator I-A. Curriculum & Planning

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary¹
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students in this grade or subject, or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students in this grade or subject, but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to exercise self-management, make responsible decisions, and move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in this grade or subject and the different ways they learn by providing differentiated learning experiences that enable all students to exercise self-management, make responsible decisions, and progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of students in this grade or subject and uses this knowledge to differentiate and expand learning experiences that enable their own students to exercise self-management, make responsible decisions, and make significant progress toward meeting intended outcomes. Models this practice for others.
I-A-3. Well-Structured Units and Lessons	Delivers individual lessons rather than units of instruction; constructs units of instruction that are not aligned with state standards/ local curricula; and/or designs lessons that lack measurable outcomes, fail to include appropriate student engagement strategies, and/or include tasks that mostly rely on lower level thinking skills.	Implements lessons and units of instruction to address some knowledge and skills defined in state standards/local curricula with some elements of appropriate student engagement strategies, but some student outcomes are poorly defined and/or tasks are not challenging.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that students are able to learn the knowledge and skills defined in state standards/local curricula.	Adapts as needed and implements standards-based units comprised of well-structured lessons with challenging tasks and measurable outcomes; appropriate student engagement strategies, pacing, sequence, resources, and grouping; purposeful questioning; and strategic use of technology and digital media; such that all students are able to learn and apply in authentic contexts the knowledge and skills defined in state standards/local curricula. Models this practice for others.

Classroom Teacher Rubric

Indicator I-B. Assessment

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers only the assessments required by the school and/or measures only point-in-time student achievement.	May administer some informal and/or formal assessments to measure student learning but rarely measures student progress toward achieving state/local standards.	Uses a variety of informal and formal assessments methods, including common interim assessments, to measure students' learning, growth, and progress toward achieving state/local standards.	Designs and administers a comprehensive system of informal and formal assessments, including common interim assessments and ongoing progress monitoring methods, to measure each student's learning, growth, and progress toward achieving state/local standards. Models this practice for others.
I-B-2. Adjustments to Practice	Makes few adjustments to practice based on formal and informal assessments.	May analyze some assessment results but only occasionally adjusts practice or modifies future instruction based on the findings.	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 differentiated interventions and enhancements for students.	Regularly organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice in real-time and in upcoming lessons or units by (a) identifying and/or implementing appropriate differentiated interventions and enhancements for all students, and (b) making appropriate modifications to lessons and units. Models this practice for others.

Classroom Teacher Rubric

Indicator I-C. Analysis

Analyzes data from assessments, draws conclusions, and shares them appropriately.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Analysis and Conclusions	Does not draw conclusions from student data beyond completing minimal requirements such as grading for report cards.	Draws conclusions from a limited analysis of student data to inform student grading and promotion decisions.	Draws appropriate conclusions from a thorough analysis of a wide range of assessment data to inform instructional decisions and improve student learning.	Draws appropriate, actionable conclusions from a thorough analysis of a wide range of assessment data to inform short- and long-term instructional decisions that improve learning for all students. Models this practice for others.
I-C-2. Sharing Conclusions With Colleagues	Rarely shares with colleagues conclusions about student progress and/or rarely seeks feedback.	Only occasionally shares with colleagues conclusions about student progress and/or only occasionally seeks feedback from them about practices that will support improved student learning.	Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.	Proactively and regularly shares conclusions and insights about student progress with all appropriate colleagues. Seeks and applies feedback from them about instructional and assessment practices that will support improved student learning.
I-C-3. Sharing Conclusions With Students	Provides little or no feedback to students about their performance except through grades or report of task completion, or provides inappropriate feedback that does not support students to improve their performance.	Provides some feedback to students about performance beyond grades but rarely shares strategies or solicits feedback from students on how to improve their performance toward objectives.	Based on assessment data, provides descriptive feedback to students, engages them in constructive conversation, and seeks feedback that focuses on how students can improve their performance.	Establishes regular feedback loops with students that support constructive conversation about student performance, progress, and improvements based on assessment data. Models this practice for others.

Classroom Teacher Rubric

STANDARD II: Teaching All Students

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

Indicator II-A. Instruction

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May state high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Consistently demonstrates high expectations for the quality of student work and the perseverance and effort required to produce it; supports students to set high expectations for themselves and for each other to produce high-quality work. Models this practice for others.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants in the content of the lesson.	Uses instructional practices that motivate and engage some students in the content of the lesson, but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.	Consistently uses instructional practices that motivate and engage all students in the content of the lesson and independent work. Models this practice for others.

Classroom Teacher Rubric

Indicator II-A. Instruction

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate inclusive practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate inclusive practices, such as tiered supports and scaffolded instruction, to accommodate differences in students' learning needs, abilities, interests, and levels of readiness, including those of academically advanced students, students with disabilities, and English learners.	Uses a variety of appropriate inclusive practices, such as tiered supports and scaffolded instruction, to address specific differences in individual students' learning needs, abilities, interests, and levels of readiness, creating structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.

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.

	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. Models this practice for others.

Classroom Teacher Rubric

Indicator II-B. Learning Environment

Creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2. Collaborative Learning Environment	Makes little effort to teach relationship and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some relationship and communication skills by providing some opportunities for students to work in groups and facilitating meaningful discourse.	Develops students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse.	Develops and reinforces students' relationship and communication skills by providing opportunities for students to learn in groups with diverse peers and facilitating meaningful academic discourse, such that students regularly seek out their peers as resources. Models this practice for others.
II-B-3. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take academic risks or challenge themselves to learn.	Creates some learning experiences that guide students to identify needs, ask for support, problem-solve, and challenge themselves to take academic risks.	Regularly creates learning experiences that guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.	Consistently supports all students to identify strengths, interests, and needs; set and pursue learning goals; ask for support when appropriate; take academic risks; problem-solve; challenge themselves; and monitor their own progress. Models this practice for others.

Classroom Teacher Rubric

Indicator II-C. Student Learning

Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement. For teachers who are responsible for direct instruction, these measures must include student progress on common assessments and, where available, statewide student growth measures.

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. 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 elements or performance descriptors for the Student Learning Indicator.**

Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan.

Indicator II-D. Cultural Proficiency

Actively creates and maintains an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Creates and Maintains a Respectful Environment	Establishes an environment in which students demonstrate limited respect for individual differences, and fails to identify and/or responds in inappropriate ways when conflicts arise.	Establishes an environment in which students generally demonstrate respect for individual differences; anticipates and responds appropriately to some conflicts or misunderstandings but ignores and/or minimizes others.	Establishes an environment in which students demonstrate respect for and affirm their own (self-awareness) and others’ (social awareness) differences related to background, identity, language, strengths, and challenges, and responds appropriately if/when conflicts or misunderstandings arise related to such differences.	Establishes an environment in which students respect and affirm their own (self-awareness) and others’ (social awareness) differences and are supported to share, explore, and initiate dialogue about differences and similarities related to background, identity, language, strengths, and challenges. Responds appropriately if/when conflicts or misunderstandings arise related to such differences. Models this practice for others.

Classroom Teacher Rubric

Indicator II-E. Expectations

Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. High Expectations	Does not communicate specific academic and behavior expectations to students, and gives up on some students or communicates that some cannot master challenging material.	Occasionally communicates expectations for student work, effort, and behavior in the classroom, but inconsistently enforces these expectations and/or does little to counteract student misconceptions about innate ability.	Clearly communicates high standards for student work, effort, and behavior, and consistently reinforces the expectation that all students can meet these standards through effective effort, rather than innate ability.	Effectively communicates high standards for student work, effort, and behavior such that students take ownership of meeting them; models and reinforces ways that students can master challenging material through effective effort, and successfully challenges misconceptions about innate ability. Models this practice for others.
II-E-2. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities; models approaches that lead students to access knowledge on their own as well. Models this practice for others.

Classroom Teacher Rubric

STANDARD III: Family and Community Engagement

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

Indicator III-A. Engagement

Welcomes and encourages every family to become active participants in the classroom and school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A-1. 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 culturally responsive practices and communication strategies to support every family to participate actively and appropriately in the classroom and/or school community.	Engages all families using a variety of culturally responsive practices and communication strategies that result in increased and/or more meaningful participation in the classroom and/or school community. Models this practice for others.

Indicator III-B. Collaboration

Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	Does not inform families about learning or behavior expectations.	Sends home only a list of classroom rules and the learning outline or syllabus for the year.	Consistently provides families with clear, user-friendly expectations for student learning and behavior.	Successfully communicates to families student learning and behavior expectations and their purposes, such that they can be readily reinforced at home. Models this practice for others.

Classroom Teacher Rubric

Indicator III-B. Collaboration

Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.

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

Indicator III-C. Communication

Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Culturally Proficient Communication	Communicates with or responds to families only through report cards, and/or communicates with families inappropriately or disrespectfully; makes no effort to understand different home languages, cultures, and values.	Relies primarily on newsletters and other one-way media to communicate with families; usually responds promptly and respectfully to communications from families, but demonstrates inconsistent or little understanding of different home languages, cultures, and values.	Regularly communicates with families about student learning and performance, and invites and responds promptly to communications from families while demonstrating understanding of and respect for different home languages, cultures, and values.	Regularly uses a two-way system that supports frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families' home language, culture, and values. Models this practice for others.

Classroom Teacher Rubric

STANDARD IV: Professional Culture

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

Indicator IV-A. Reflection

Demonstrates the capacity to reflect on and improve the educator’s own practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful goals, and develop new approaches in order to improve teaching and learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Reflective Practice	Demonstrates limited reflection on practice and/or use of insights gained to improve practice.	May reflect on the effectiveness of lessons/ units and interactions with students by oneself, but not with colleagues, and/or rarely uses insights to improve practice.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning.	Regularly reflects on the effectiveness of lessons, units, and interactions with students, both individually and with colleagues; uses and shares back with colleagues insights gained to improve practice and student learning.
IV-A-2. Goal Setting	Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach.	Proposes goals that are sometimes vague or easy to achieve and/or bases goals on a limited self-assessment and analysis of student learning data.	Proposes and monitors challenging, measurable professional practice and student learning goals that are based on thorough self-assessment and analysis of student learning data.	Individually and with colleagues proposes and monitors challenging, measurable goals that are based on thorough self-assessment and analysis of student learning data, and that elevate educator practice as well as student learning. Models this practice for others.

Classroom Teacher Rubric

Indicator IV-B. Professional Growth

Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instructional and leadership responsibilities.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources in a way that builds expertise of self and other educators, and improves student learning; assumes different instructional and leadership responsibilities.

Indicator IV-C. Collaboration

Collaborates effectively with colleagues on a wide range of tasks.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on improving student learning.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues on a wide range of tasks such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate interventions.	Effectively leads peer collaboration in areas such as implementing standards-based units and well-structured lessons, examining student work, analyzing student performance, and planning appropriate intervention.

Classroom Teacher Rubric

Indicator IV-D. Decision-Making

Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.

	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.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level that are critical to school improvement efforts.

Indicator IV-E. Shared Responsibility

Shares responsibility for the performance of all students within the school.

	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, within and beyond the classroom.

Classroom Teacher Rubric

Indicator IV-F. Professional Responsibilities

Is ethical and reliable, and meets routine responsibilities consistently.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Judgment	Demonstrates poor professional judgment, fails to adhere to the school or district code of ethics, and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable professional judgment or insufficient knowledge of the school or district's existing code of ethics, and/or inadvertently shares confidential information.	Demonstrates sound, professional judgment, adheres to the school or district's existing code of ethics, and protects student confidentiality appropriately.	Models sound, professional judgment, adheres to the school or district's existing code of ethics, and protects student confidentiality appropriately.
IV-F-2. Reliability & Responsibility	Frequently fails to meet routine responsibilities, professional deadlines/assignments; and/or regularly fails to adhere to district attendance policies.	Meets most routine responsibilities but occasionally misses professional deadlines/assignments; and/or inconsistently adheres to district attendance policies.	Consistently fulfills all professional responsibilities; is punctual and reliable; and adheres to district attendance policies.	Consistently fulfills all professional responsibilities to high standards. Models this practice for others, including students.



GREATER LOWELL TECHNICAL HIGH SCHOOL

**SPECIALIZED INSTRUCTIONAL
SUPPORT PERSONNEL (SISP) RUBRIC**

(Adapted for Admission Administrators and Scheduling Specialist)

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>A. Instruction Indicator</p> <ol style="list-style-type: none"> 1. Quality of Effort and Work 2. Student Engagement 3. Meeting Diverse Needs 	<p>A. Engagement Indicator</p> <ol style="list-style-type: none"> 1. Parent/Family Engagement 	<p>A. Reflection Indicator</p> <ol style="list-style-type: none"> 1. Reflective Practice 2. Goal Setting
<p>B. Assessment Indicator</p> <ol style="list-style-type: none"> 1. Variety of Assessment Methods 2. Adjustments to Practice 	<p>B. Learning Environment Indicator</p> <ol style="list-style-type: none"> 1. Safe Learning Environment 2. Collaborative Learning Environment 3. Student Motivation 	<p>B. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Learning Expectations 2. Student Support 	<p>B. Professional Growth Indicator</p> <ol style="list-style-type: none"> 1. Professional Learning and Growth
<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>C. Cultural Proficiency Indicator</p> <ol style="list-style-type: none"> 1. Respects Differences 2. Maintains Respectful Environment 	<p>C. Communication Indicator</p> <ol style="list-style-type: none"> 1. Two-Way Communication 2. Culturally Proficient Communication 	<p>C. Collaboration Indicator</p> <ol style="list-style-type: none"> 1. Professional Collaboration 2. Consultation
	<p>D. Expectations Indicator</p> <ol style="list-style-type: none"> 1. Clear Expectations 2. High Expectations 3. Access to Knowledge 		<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

How to reference parts of the rubric:

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

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

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

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 1-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.	Demonstrates factual knowledge of professional practice and sometimes applies these effectively for students and educators.	Demonstrates sound knowledge and understanding of professional practice (e.g. as it relates to designing programs, scheduling services, interpreting student data, facilitating and/ or chairing IEP team meetings)and consistently and effectively applies it in providing services for students and educators.	Demonstrates mastery of professional practice (e.g. as it relates to designing programs, scheduling services, interpreting student data, facilitation and /or chairing IEP team meetings)and consistently and effectively applies it in providing and services for students and educators. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of child and adolescent development; typically recommends support or assistance to all students that does not adequately address intended student needs.	Demonstrates general knowledge of child and adolescent development but does not apply this knowledge when providing support, and or assistance that would enable all students, as opposed to just some, to move towards meeting intended needs.	Demonstrates knowledge of students' developmental levels and the different ways these students learn or behave by developing appropriate IEP and class scheduling options to support and enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of students' developmental levels and the different ways these students learn or behave by developing appropriate IEP and class scheduling options to support and enable all students to make significant progress toward meeting intended outcomes. Is able to model this element.

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

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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 IEPs with inappropriate objectives and class scheduling and grouping.	Develops IEPs with only some elements of measurable objectives and sometimes appropriate class scheduling and grouping.	Develops well structures IEPs with challenging, measurable objectives and appropriate class scheduling and grouping.	Develops well structured and high quality IEPs with challenging, measurable objectives and appropriate class scheduling and grouping. 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.

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

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Indicator 1-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	May coordinate or administer assessments but does not use data for planning/scheduling to meet student needs.	May coordinate and /or administer assessments and collect some data to measure student learning, growth or development, but uses a limited range of methods.	Coordinates and /or administers assessments and collects data to measure student learning, growth, and/or development through a variety of methods, including formal assessments.	Coordinates and /or administers assessment and collects data to measure student learning, growth, and /or development through a variety of methods including formal assessments. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice by identifying and/or implementing appropriate 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 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 implement appropriate 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 implement appropriate interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element.

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

Indicator I-C. Analysis: Analyzes data from assessments, draws conclusions, and shared 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.

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

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	Uses assessment data to establish no or low expectations for students in the IEP and scheduling process.	Uses assessment data to set expectations for students in the IEP and scheduling process.	Uses assessment data to consistently define high and realistic expectations for students in the IEP and scheduling process.	Uses assessment data to consistently define high and realistic expectations for students in the IEP and scheduling process. Is able to model this element.
II-A-2. Student Engagement	Uses professional practice that leave most students uninvolved and or/or passive.	Uses professional practices that are most likely to motivate and engage most students in the IEP and scheduling process.	Consistently uses professional practices that are most likely to motivate and engage most students in the IEP and scheduling process.	Consistently uses professional practices that are most likely to motivate and engage most students in the IEP and scheduling process. Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and or inappropriate professional practices and or/supports to accommodate student needs.	May use some professional practices to accommodate differences in learning styles, needs, interests and levels of readiness, including those of students with disabilities and English learners.	Uses professional practices to accommodate differences in learning styles, needs, interests and levels of readiness, including those of students with disabilities and English learners.	Uses professional practices to accommodate differences in learning styles, needs, interests and levels of readiness, including those of students with disabilities and English learners.

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

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	Does not consistently work with school staff and disciplinary staff to support students to create a safe physical environment.	Works with school staff and disciplinary staff and may create a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are provided.	Works with school staff and disciplinary staff to offer support to students to maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Works with school staff and disciplinary staff to offer support to students to maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. Is able to model this element.
II-B-2. Collaborative Learning Environment	Provides few opportunities for students to participate in the IEP and scheduling process.	Provides some opportunities for students to participate in the IEP and scheduling process.	Provides opportunities for students to participate in the IEP and scheduling process.	Provides opportunities for students to participate in the IEP and scheduling process. Is able to model this element.
II-B-2. Student Motivation	Provides students few opportunities through the scheduling and IEP process for students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Provides students some opportunities through the scheduling and IEP process for students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Provides students many opportunities through the scheduling and IEP process for students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Provides students many opportunities through the scheduling and IEP process for students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed. Is able to model this element.

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

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

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 communicate and set expectations for student's participation in the scheduling/IEP process.	May communicate and consistently set expectations for student's participation in the scheduling/IEP process.	Clearly communicates and consistently sets expectations for student's participation in scheduling/IEP process.	Clearly communicates and consistently sets expectations for student's participation in scheduling/IEP process. 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 IEPs and schedules to make IEPs and schedules to make curriculum/supports accessible to all students including English learners and students with disabilities.	Occasionally adapts IEPs and schedules to make curriculum/supports accessible to all students including English learners and students with disabilities.	Consistently adapts IEPs and schedules to make curriculum/supports accessible to all students including English learners and students with disabilities.	Consistently adapts IEPs and schedules to make curriculum/supports accessible to all students including English learners and students with disabilities. Is able to model this element.

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

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 IEP meeting and planning process and discourages their participation.	Makes limited attempts to involve families in the IEP meeting and planning process.	Uses a variety of strategies to support families to participate actively and appropriately in the IEP meeting and planning process.	Successfully engages most families and sustains their active and appropriate participation in the IEP meeting and planning process. 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.	Occasionally informs parents of expectations 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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Specialized Instructional Support Personnel (SISP) Rubric At-A-Glance

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.	Uses two-way communication with families about student learning, behavior, and wellness; responds promptly and carefully to communications from families.	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.

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

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 formal 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 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 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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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.

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

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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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Specialized Instructional Support Personnel (SISP) Rubric At-A-Glance

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.	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.	Beyond the classroom, consistently reinforces school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

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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.

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GREATER LOWELL TECHNICAL HIGH SCHOOL

**SPECIALIZED INSTRUCTIONAL
SUPPORT PERSONNEL (SISP) RUBRIC**

(Adapted for School Psychologists and Adjustment Counselors)

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

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.

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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 4. Intervention Monitoring and Evaluation* 	<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 3. Community Connections* 	<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*

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<p>A. Curriculum and Planning Indicator</p> <ol style="list-style-type: none"> 1. Professional Knowledge 2. Child & 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 4. Intervention Monitoring and Evaluation* 	<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 3. Community Connections* 	<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

*I.C.4. and III.C.3. are elements specific to the MSPA model (not included in the DESE Specialized Instructional Support Personnel rubric).

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Standard 1: 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
<p>I-A-1. Professional Knowledge (QP)</p> <p><i>NASP Domain 1: Data-based decision making and accountability.</i></p> <p><i>NASP Domain 3: Interventions and instructional support to develop academic skills</i></p> <p><i>NASP Domain 4: Interventions and mental health services to develop social and life skills</i></p>	<p>Demonstrates limited professional knowledge; relies heavily on outdated practices as opposed to current practices supported by research.</p>	<p>Demonstrates factual knowledge of professional practice and sometimes applies it effectively in providing services for students and educators.</p>	<p>Demonstrates sound knowledge and understanding of professional practice (e.g., as it relates to developing interventions, designing programs and services, interpreting research), and consistently and effectively applies it in providing services for students and educators.</p>	<p>Demonstrates mastery of professional practice(e.g., as it relates to developing interventions, designing programs and services, interpreting research), and consistently and effectively applies it in providing services for students and educators (e.g., in developing academic and behavioral interventions, prevention programs; Models this practice for colleagues and/or provides training in its use.</p>
<p>I-A-2. Child and Adolescent Development</p> <p><i>NASP Domain 3: Interventions and instructional support to develop academic skills</i></p> <p><i>NASP Domain 4: Interventions and mental health services to develop social and life skills</i></p>	<p>Demonstrates little or no knowledge of child and adolescent development; recommends supports or strategies for students that consequently do not adequately address intended outcomes.</p>	<p>Demonstrates general knowledge of child and adolescent development but does not apply this knowledge when recommending supports or strategies for students.</p>	<p>Demonstrates knowledge of students' developmental levels and the different ways that students learn or behave, and applies this knowledge by proposing appropriate supports and strategies for students.</p>	<p>Demonstrates knowledge of students' developmental levels and the different ways that students learn or behave, and applies this knowledge by proposing appropriate supports and strategies for students that prove effective in enabling students to make significant progress toward meeting stated outcomes.</p>

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<p>I-A-3. Plan Development</p> <p><i>NASP Domain 1: Data-based decision making and accountability.</i></p> <p><i>NASP Domain 2: Consultation and collaboration</i></p>	<p>Does not actively engage with colleagues in the development of behavioral and/or academic interventions.</p>	<p>Develops or contributes to the development of behavioral and/or academic interventions that fails to strategically account for individual differences.</p>	<p>In collaboration with team members or colleagues, develops or contributes to the timely development of well designed, behavioral and/or academic interventions while accounting for individual differences based on biological, cultural, and social influences.</p>	<p>In collaboration with team members or colleagues, develops or contributes to the timely development of well designed, measurable behavioral and/or academic interventions while accounting for individual differences based on biological, cultural, and social influences; Provides specific, measurable goals with which to evaluate plan effectiveness.</p>
<p>I-A-4. Well-Structured Lessons</p>	<p>Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.</p>	<p>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.</p>	<p>Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, activities, and resources.</p>	<p>Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, activities, and resources to attend to individual student needs. Is able to model this element.</p>

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessment to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.				
1-B. ELEMENTS	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>I-B-1. Variety of Assessment Methods (QP)</p> <p><i>NASP Domain 1: Data-based decision making and accountability</i></p> <p><i>NASP Domain 8: Diversity in Development and Learning</i></p>	<p>Assesses student learning, behavior, and development using a limited and unvarying set of assessment methods, without consideration of student differences in culture, language, level of functioning, and referral concerns.</p>	<p>Assesses student learning, behavior, and development using a limited repertoire of assessment methods, without full consideration of student differences in culture, language, level of functioning, and referral concerns.</p>	<p>Strategically selects from a variety of assessment methods (i.e., review of records, observation interview/ rating scales, and testing) to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns.</p>	<p>Strategically selects from a variety of assessment methods (i.e., review of records, observation interview/ rating scales, and testing) to assess student learning, behavior, and development to account for student differences in culture, language, level of functioning, and referral concerns Informs, encourages, or trains colleagues in the use of assessment measures that are responsive to student differences.</p>

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<p>I-C-4. Intervention Monitoring and Evaluation (Adjustments to Practice)</p> <p><i>NASP Domain 1: Data- based decision making and accountability</i></p> <p><i>NASP Domain 9: Research and Program Evaluation</i></p>	<p>Does not follow up on assessment recommendations or interventions by checking with colleagues or by collecting data.</p>	<p>Follows up on some assessment recommendations and interventions by checking with colleagues about their effectiveness.</p>	<p>Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students.</p>	<p>Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students; Uses data to modify interventions and/or recommendations accordingly.</p>
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Indicator I.C. Analysis: Analyzes data from assessments, draws conclusions, and shares them appropriately.				
I-C. ELEMENTS	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>1-C-1. Analysis and Conclusions (QP)</p> <p><i>NASP Domain 1: Data- based decision making and accountability</i></p>	<p>Reports assessment results without explaining their relevance to educational performance and needs or to recommendations .</p>	<p>Relates assessment findings to educational performance and needs, but recommendations lack specificity or relevance.</p>	<p>Skillfully interprets assessment findings, and relates them to educational performance and needs, and to recommendations.</p>	<p>Skillfully interprets assessment findings, and relates them to educational performance and needs, and to recommendations Consistently provides valuable insights and child-specific, evidence based recommendations.</p>
<p>I-C-2. Sharing Conclusions With Colleagues</p> <p><i>NASP Domain 3: Consultation and Collaboration</i></p> <p><i>NASP Domain 4: Interventions and mental health services to develop social and life skills</i></p>	<p>Rarely shares relevant student information with colleagues or engages them in effective collaboration that supports improved student learning and/or development.</p>	<p>Only occasionally shares relevant student information with colleagues or engages them in effective collaboration that supports improved student learning and/or development.</p>	<p>Presents key, relevant findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development.</p>	<p>Presents key, relevant findings to colleagues clearly, respectfully, and in sufficient detail to promote effective collaboration that supports improved student learning and/or development Takes initiative to review and explain findings before and/or after team meetings as needed to ensure optimal communication and coordination among colleagues</p>

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<p>I-C-3. Sharing Conclusions With Students and Families</p> <p><i>NASP Domain 7: Family- School Collaboration Services</i></p>	<p>Provides minimally required findings; offers little or no strategies or supports to promote student learning and development.</p>	<p>Provides required findings and some strategies and supports to promote student learning and development; minimally engages students and families to promote student learning and development.</p>	<p>Presents key, relevant assessment findings to students and families in a clear, concise, non-technical, respectful manner, and engages them in constructive conversation to promote student learning and development.</p>	<p>Presents key, relevant assessment findings to students and parents in a clear, concise, non-technical, respectful manner, and engages them in constructive conversation to promote student learning and development.; provides additional opportunities for presenting and discussing findings as needed.</p>
<p>I-C-4. Intervention Monitoring and Evaluation</p> <p><i>NASP Domain 9: Research and Program Evaluation</i></p>	<p>Does not follow up on assessment recommendations or interventions by checking with colleagues or by collecting data.</p>	<p>Follows up on some assessment recommendations and interventions by checking with colleagues about their effectiveness.</p>	<p>Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students.</p>	<p>Facilitates or assists with data collection to determine the effectiveness of interventions devised in collaboration with colleagues and/or of recommendations proposed in assessment of students; Uses data to revise interventions and/or recommendations as needed.</p>

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

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 <i>NASP Domain 3: Interventions and instructional support to develop academic skills</i>	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.	Uses assessment data to consistently define high and realistic 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 for staff and students.	Uses assessment data to consistently define high and realistic expectations for student work and behavior, and effectively supports students to set realistically high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement <i>NASP Domain 3: Interventions and instructional support to develop academic skills</i>	Works with other school personnel to develop and implement Interventions or instructional practices that leave most students uninvolved and/or passive.	Works with other school personnel to develop, implement, and evaluate effective Interventions or instructional practices that motivate and engage some students but leave others uninvolved and/or passive.	Consistently works with other school personnel to develop, implement, and evaluate effective Interventions or instructional practices likely to motivate and engage most students during the lesson, activity, or session.	Consistently works with other school personnel to develop, implement, and evaluate effective Interventions or instructional 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 <i>NASP Domain 3: Interventions and instructional support to develop academic skills</i> <i>NASP Domain 8: Diversity in Development and Learning</i>	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 professional practices and supports that promote effective functioning for individuals, families, and schools with diverse characteristics, learning needs, cultures, and backgrounds and across multiple contexts.	Uses professional practices and supports that promote effective functioning for individuals, families, and schools with diverse characteristics, learning needs, cultures, and backgrounds and across multiple contexts.

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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
<p>II-B-1. Safe Learning Environment</p> <p><i>NASP Domain 4: Interventions and mental health services to develop social and life skills</i></p> <p><i>NASP Domain 6: Preventive and Responsive Services</i></p>	<p>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.</p>	<p>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.</p>	<p>Works with others to develop evidence-based routines and interventions that create and maintain a safe physical, social and intellectual environment where students take academic and pro-social risks and most behaviors that interfere with learning are addressed.</p>	<p>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.</p>
<p>II-B-2. Collaborative Learning Environment</p> <p><i>NASP Domain 4: Interventions and mental health services to develop social and life skills</i></p> <p><i>NASP Domain 6: Preventive and Responsive Services</i></p>	<p>Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.</p>	<p>Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.</p>	<p>in collaboration with others, uses assessment data to implement and evaluate evidence-based services that facilitate the development of students' interpersonal, group, and communication skills, and provides opportunities for students to learn in groups with diverse peers.</p>	<p>Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.</p>

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II-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>II-B-3. Student Motivation</p> <p><i>NASP Domain 4: Interventions and mental health services to develop social and life skills</i></p> <p><i>NASP Domain 6: Preventive and Responsive Services</i></p>	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.	in collaboration with others, consistently creates learning experiences for groups, classrooms and individuals that guide students to identify their strengths, interests, and needs; supports the development of their mental and physical health; 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.

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
<p>II-C-1. Respects Differences</p> <p><i>NASP Domain 6: Preventive and Responsive Services</i></p> <p><i>NASP Domain 8: Diversity in Development and Learning</i></p>	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 provides services 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.
<p>II-C-2. Maintains Respectful Environment</p> <p><i>NASP Domain 8: Diversity in Development and Learning</i></p>	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.	In collaboration with others, promotes fairness and social justice; and develops prevention and crisis intervention programs to address potential 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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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 to all students.				
I-C. ELEMENTS	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>II-D-1. Clear Expectations</p> <p><i>NASP Domain 1: Data-based decision making and accountability.</i></p> <p><i>NASP Domain 3: Interventions and instructional support to develop academic skills</i></p>	<p>Fails to provide support to educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence based practice</p>	<p>Inconsistently provides support to educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence based practice</p>	<p>Assists educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence based practice.</p>	<p>Individually and with colleagues, consistently Assists educators and students in setting and clearly communicating goals and expectations for student work, effort, and behavior based on assessment data and evidence based practice.</p>
<p>II-D-2. High Expectations</p> <p><i>NASP Domain 1: Data-based decision making and accountability.</i></p> <p><i>NASP Domain 3: Interventions and instructional support to develop academic skills</i></p>	<p>Fails to provide the design and delivery of interventions that help students develop skills necessary to become self-regulated, self-motivated, and active learners.</p>	<p>Inconsistently facilitates the design and delivery of interventions that help students develop skills necessary to become self-regulated, self-motivated, and active learners.</p>	<p>Facilitates the design and delivery of interventions that help students develop skills necessary to become self-regulated, self-motivated, and active learners.</p>	<p>Facilitates the design and delivery of interventions that help students develop [paraphrase Domain 3, bullet point 2] ...and promotes the professional development of colleagues in this area (e.g., training, teaching, coaching assisting, and/or demonstrating.</p>
<p>II-D-3. Access to Knowledge</p> <p><i>NASP Domain 1: Data-based decision making and accountability.</i></p> <p><i>NASP Domain 3: Interventions and instructional support to develop academic skills</i></p>	<p>Rarely adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.</p>	<p>Occasionally adapts instruction, services, plans, communication, and/or assessments to make curriculum/supports accessible to all students for whom the educator has responsibility.</p>	<p>Based on assessment data and research on effective interventions and supports, consistently adapts and improves 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.</p>	<p>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.</p>

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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 <i>NASP Domain 7 Family-School Collaboration Services</i>	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. Exhibits limited attention to communicating and information sharing for parent and diverse audiences.	Uses a variety of strategies to support families to participate actively and appropriately in the classroom and school community through effective communication, collaboration and information sharing for parents and diverse audiences.	Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Through effective communication, collaboration and information sharing for parents and diverse audiences. Have knowledge of varied models and strategies to promote effective engagement. 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 <i>NASP Domain 7 Family-School Collaboration Services</i>	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, without allowing for developmentally and culturally-appropriate standards.	Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness based on developmentally and culturally-appropriate standards.	Successfully conveys to most parents clear, user-friendly expectations for student learning, behavior, and wellness based on developmentally and culturally-appropriate standards. Is able to model this element.

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III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-2. Student Support <i>NASP Domain 2: Consultation and collaboration</i> <i>NASP Domain 7 Family-School Collaboration Services</i>	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, and seeks collaborative input from, parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Regularly communicates with and seeks collaborative input from, 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.

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 <i>NASP Domain 7 Family-School Collaboration Services</i>	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.

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

III-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>III-C-2. Culturally Proficient Communication</p> <p><i>NASP Domain 7 Family-School Collaboration Services</i></p> <p><i>NASP Domain 8: Diversity in Development and Learning</i></p>	<p>Makes few attempts to respond to different family cultural issues, contexts, and other factors that have an impact on family-school partnerships, and/or responds inappropriately or disrespectfully.</p>	<p>May communicate respectfully and make efforts to take into account different families' cultural contexts, and other factors that have an impact on family-school partnerships but does so inconsistently or does not demonstrate understanding and sensitivity to the differences.</p>	<p>Always communicates respectfully with families and demonstrates understanding of and sensitivity to diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships, and addresses these factors when communicating with families.</p>	<p>Always communicates respectfully with families and demonstrates understanding and appreciation of diverse cultural issues, contexts, and other factors that have an impact on family-school partnerships, and addresses these factors when communicating with families. Is able to model this element.</p>
<p>III-C-3 Community Connections</p> <p><i>NASP Domain 6: Preventive and Responsive Services</i></p>	<p>Makes few attempts to inform families about community-based supports and programs as additional prevention or interventions strategies.</p>	<p>Provides general information to families about community-based supports and programs as additional prevention or intervention strategies; may occasionally assist families in accessing the support.</p>	<p>Assists families in accessing appropriate community-based supports and programs as additional prevention or intervention strategies; regularly acts as a liaison and/or collaborator between the school and community-based support or program.</p>	<p>Assists families in accessing appropriate community-based supports and programs as additional prevention or intervention strategies; regularly acts as a liaison and/or collaborator between the school and community-based support or program. Is able to model this element.</p>

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

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 <i>NASP Domain 1: Data-Based Decision Making and Accountability</i>	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.

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

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
<p>IV-B-1. Professional Learning and Growth</p> <p><i>NASP Domain 10: Legal, Ethical and Professional Practice</i></p>	<p>Fails to participate in any professional development and learning opportunities to improve practice and/or applies little new learning to practice.</p>	<p>Inconsistently participates in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.</p>	<p>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, and maintains professional development requirements needed for DESE certification/licensure.</p>	<p>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 (through the use of supervision and mentorship opportunities) and maintains professional development requirements needed for DESE certification/licensure. Is able to model this element.</p>

Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>IV-C-1. Professional Collaboration</p> <p><i>NASP Domain 2: Consultation and collaboration</i></p> <p><i>NASP Domain 5: School-Wide Practices to Promote Learning</i></p>	<p>Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.</p>	<p>Does not consistently collaborate with colleagues in ways that create and maintain a multitiered continuum of services to support attainment of student goals.</p>	<p>Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation to create and maintain a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each students' attainment of academic, social, emotional, and behavioral goals at both the classroom and school level.</p>	<p>Facilitates effective collaboration with and among colleagues through shared planning and/or informal conversation to create, and maintain a multitiered continuum of services to analyze student performance and plan appropriate interventions, which will support each students' attainment of academic, social, emotional, and behavioral goals at both the classroom and school level. Is able to model and teach this element.</p>

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

IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<p>IV-C-2. Consultation</p> <p><i>NASP Domain 2: Consultation and collaboration</i></p> <p><i>NASP Domain 5: School-Wide Practices to Promote Learning</i></p>	Does not demonstrate a facility for using a problem-solving process and 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.	Inconsistently uses a problem-solving process to collaborate and consult with colleagues. At times provides advice that is inappropriate or poorly formulated and/or implemented to effectively address student needs.	Consistently uses a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation, and evaluation of appropriate and targeted academic, behavioral, and social/emotional interventions at the individual, classroom, or school level.	Is able to model and consistently use a problem-solving process to effectively collaborate and consult with colleagues through shared planning, implementation, and evaluation of successfully created appropriate and effective targeted academic, behavioral, and social/emotional interventions at the individual, classroom, or school level.

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
<p>IV-D-1. Decision-Making</p> <p><i>NASP Domain 5: School-Wide Practices to Promote Learning</i></p> <p><i>NASP Domain 9: Research and Program Evaluation</i></p>	Participates in planning and decision making at the school, department, and/or grade level only when asked and fails to demonstrate knowledge of relevant evidence based interventions and programs.	May participate in planning and decision making at the school, department, and/or grade level but inconsistently applies knowledge of evidence based interventions and programs.	Applies knowledge of evidence based interventions in the planning and development of existing school based programs and services.	Uses data in the evaluation of existing programs and services while using knowledge of evidence based interventions to plan, develop and facilitate the creation of new programs and services.

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

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 <i>NASP Domain 5: School-Wide Practices to Promote Learning</i>	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 school-wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.

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 <i>NASP Domain 10: Legal, Ethical and Professional Practice</i>	Demonstrates poor judgment, ethical practices and/or discloses confidential student information inappropriately.	Sometimes demonstrates questionable judgment, ethical practices and/or inadvertently shares confidential information.	Consistently demonstrates sound judgment reflecting ethical practice, integrity, honesty, fairness, and trustworthiness, demonstrates responsible record keeping and protects student confidentiality appropriately.	Consistently demonstrates sound judgment and practices in ways that are consistent with ethical, professional, and legal standards and regulations, demonstrates responsible record keeping 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/ record keeping , 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/ record keeping .	Consistently fulfills professional responsibilities; is consistently punctual and reliable with paperwork/record keeping, 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.

DURATION


This Agreement shall continue in force and effect from July 1, 2024 to June 30, 2027, unless sooner terminated or extended by agreement of the parties hereto, or unless sooner terminated by operation of law of decree of judgment of any governmental authority having jurisdiction thereof.

IN WITNESS WHEREOF, the parties hereunto set their hands and seals this 21st day of

March, 2024

FOR THE GREATER LOWELL REGIONAL SCHOOL COMMITTEE:

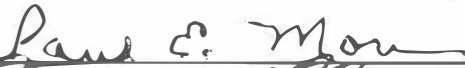
Lee Gitschier, Chairperson



Matthew J. Sheehan, Vice-Chairperson



Paul E. Morin, Secretary



Fred W. Bahou



Ralph Hogan



Curtis J. LeMay

Steven A. Nocco

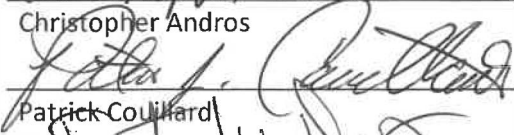
Raymond Kelly Richardson



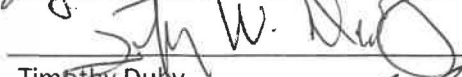
FOR THE GREATER LOWELL REGIONAL TEACHERS ORGANIZATION:



Christopher Andros



Patrick Couillard



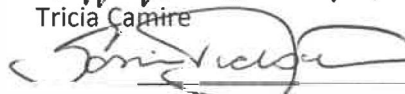
Timothy Duby



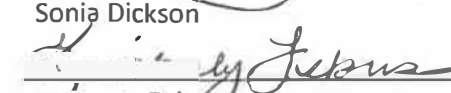
Paul McNeil



Tricia Camire



Sonia Dickson



Kimberly Febres



Cynthia Mubiru

Holly Trouville