

AGREEMENT BETWEEN

THE PEABODY SCHOOL COMMITTEE

AND

THE PEABODY ADMINISTRATORS ASSOCIATION

EFFECTIVE

SEPTEMBER 1, 2025

TO

AUGUST 31, 2029

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Unit B Performance & Evaluation Agreement

RUBRICS:

- School Level Administrator Rubric (Deans, Associate Principals, Full Time Assistant Principals, Directors & Coordinators)
- Classroom Teacher Rubric (teaching assistant principals)
- Specialized Instructional Support Personnel Rubric (School Psychologists, IEP Team Chairs & School Adjustment Counselors)

PREAMBLE

WHEREAS, the Peabody School Committee, hereinafter referred to as the “Committee” and the Peabody School Administrators Association, hereinafter the “Association” have met in collective bargaining for the purposes of negotiating the wages, hours, standards of productivity and performance, and any other terms and conditions of employment” for the bargaining unit commonly known as the “Administrators’ Unit” and

WHEREAS, as a result of said collective bargaining, the Committee and the Association have reached agreement as to said subjects of bargaining and

WHEREAS: Massachusetts General Laws Chapter 150E, Section 7 requires that such agreement be reduced to writing, it is THEREFORE AGREED:

Article I - UNION RECOGNITION, JURISDICTION, AND DEFINITIONS

A. Recognition

Section 43 of the Education Reform Act of June 18, 1993, states in part: “School Principals, by whatever title their position may be known, shall not be represented in collective bargaining.”

The Peabody School Committee recognizes the Peabody School Administrators Association as the exclusive bargaining representative for all persons in the Administrators Bargaining Unit which consists of the Administrator of Instruction, Administrator of Staff Development, all assistant principals, associate principal, coordinators, directors, ELA Curriculum Coordinator, Math Curriculum Coordinator, Deans, Supervisors, Psychologists, Assistant Principal (PVMHS), Adjustment Counselors, Out-of-District Liaison, IEP Chairpersons, Behavior Management Specialist, Administrator of Therapeutic Programming K-6, Director of Early Childhood Program, Director of Teaching, Learning and Integrated Technology and Special Education High School Coordinator employed by the Peabody School Department. The Administrator of Special Education is specifically excluded from the Administrators' Bargaining Unit. Said section is further amended by deleting the position of Unit Director and inserting in place thereof the position of Dean. Amended to include the Kindergarten Coordinator, Performing Arts Director and ELL Coordinator.

Effective July 1, 2016, newly hired Adjustment Counselors, Behavior Management Specialists and Psychologists will be placed in Unit A, the teacher bargaining Unit A and excluded from the Peabody School Administrators bargaining unit. Any and all Adjustment Counselors, Behavior Management Specialists and Psychologists employed prior to July 1, 2016 will continue within the Peabody School Administrators bargaining unit until their retirement and/or resignation from the Peabody Public Schools. Upon the vacancy of the Director of Early Childhood position, said position will be moved to the Peabody School Administrator’s bargaining unit.

B. Jurisdiction

The jurisdiction of the Association shall include those persons now or hereafter who perform the duties or functions of the categories of employees in the bargaining unit.

C. Definitions

The term “**Committee**” as used in this Agreement shall be understood to mean the School Committee of the City of Peabody.

The term “**Superintendent**” as used in this Agreement shall be understood to mean the person holding the position of Superintendent of Schools of the Peabody School Department.

The term “**Parties**” as used in this Agreement refers to the Committee and the Association as participants in this agreement.

The term “**school**” as used in this Agreement means any work location or functional division maintained by the School Department.

The terms “**Supervisor**” or “**Director**” as used in this Agreement mean the responsible administrative heads of their respective schools or subject areas.

The term “**teacher**” or “**person**” as used in this Agreement means a person employed by the Committee in the bargaining unit as described in Section A.

The term “**Association Representative**” as used in this Agreement means the Association Building Representative or other qualified designee of the Association.

Wherever the singular is used in this Agreement, it is to include the plural. Wherever a personal pronoun is used in this Agreement, such pronoun shall be understood to apply equally to both male and female members. The term “**Association**” or “**Union**” as used in this Agreement means the Peabody School Administrators Association.

Article II - COMPENSATION

A. Salary

1. The salary for members of the bargaining unit are set forth in Appendix A, which is attached to and made part of this agreement. Effective on the first day of 2025-2026 school year, increase by 3%. Effective on the first day of 2026-2027 school year, increase by 3%. Effective on the first day of 2027-2028 school year, increase by 3%. Effective on the first day of 2028-2029 school year, increase by 3%.

2. Placement upon the salary scale shall be accomplished in the following manner:

Upon initial appointment to the position, Administrators promoted from the teacher bargaining Unit A will be placed on the salary schedule with full credit for their years of service in the Peabody Public Schools.

Upon the initial appointment to the position, administrators hired from outside the Peabody Public Schools will be placed on the salary schedule at a ratio of each two years of administrative experience for one step, up to Step 6.

In the event that an applicant who is appointed to a position was employed as an administrator in the Administrator’s Bargaining Unit of the Peabody School Department, holding a position which the salary thereof is within the salary range of the position to which he or she is now

appointed, then said individual shall be placed at the next step of the new position which will result in an increase in salary to that individual of at least one thousand dollars (\$1,000.00).

B. Service beyond Defined Year

Work performed in excess of the defined work year of an administrator shall be compensated at half the per diem rate of salary of that administrator for up to four hours work on a given day and at the full per diem rate of salary of that administrator for work in excess of four hours duration on a given day.

C. Longevity Increments

Effective with the school year 2022-2023 longevity steps for years of service shall be granted in accordance with the following schedule and shall be effective in September following the completion of service:

Five Years of Service	<u>\$2,000.00</u>	Ten Years of Service	<u>\$2,200.00</u>
Fifteen Years of Service	<u>\$2,500.00</u>	Twenty Years of Service	<u>\$3,300.00</u>
Twenty-Five Years of Service	<u>\$3,900.00</u>	Thirty Years of Service	<u>\$5,500.00</u>

Longevity increments shall apply only to full-time continuous service within the Peabody Public School System effective prospectively. These employees hired prior to the implementation of this language shall be "Grandfathered" in.

D. Increments for Advanced Credit

1. Increments for advanced credit shall be effective at the beginning of the school year in September and January for all courses which have been successfully completed in the previous 12 months and which have been approved in advance by the Superintendent. An employee to receive increments for advanced credit must present the Superintendent with evidence of successful completion of said course(s).

2. The Superintendent will review and approve graduate degrees for increments, that is, the Double Masters/CAGS degree and the doctorate degree, granted from those accredited institutions of Higher Education, which are listed by the Federation of Regional Accrediting Commissions of Higher Education, in its directory published annually. A copy of the current directory, Accredited Institutions of Higher Education, will remain on file in the office of the Superintendent.

No employee other than employees enrolled in a doctor's program prior to September 1, 1971, will be eligible for compensation at the Doctorate level unless:

- a) The Doctorate degree is in Education; or
- b) The Doctorate degree is a Doctorate in Philosophy (Ph.D.) with a major in the field of specialization in which the employee is working; or
- c) The Doctorate or study program has been approved in advance by the Superintendent.

3. Any member of the bargaining unit who in the judgment of the Superintendent has a major article, book, thesis, musical composition or any such creative work published on or after

September 1, 1973, in a nationally recognized communication media will receive three (3) credits toward his next educational level.

E. Method and Time of Salary Payment

Salaries of Unit members shall be paid in twenty-six (26) installments starting with the second Thursday of the school year in September, and continuing until the last payroll in August. Personnel desiring a lump sum payment in the beginning of July may receive all accumulated monies by notifying the Superintendent by May 1. If a Unit member terminates employment during the school year, he, or in the case of his death, his estate, shall be entitled to a prorated share based on school days actually worked in relation to the number of days in his work year, minus the compensation already paid

F. Payment of Accumulated Sick Leave on Death or Retirement

Employees covered by this Agreement shall be entitled, upon retirement, or, in the event of death, their estates shall be entitled to compensation for unused accumulated sick leave at the rate of one quarter their per diem salary up to a maximum of one hundred fifty (150) days. Per Diem salary will be computed on the basis of the salary in effect in the year of death or retirement. Per Diem salary will be computed in accordance with the provisions of Article IIF.

G. Recertification Reimbursement

1. Upon receiving proof of recertification, the district shall reimburse the administrator for the cost of his/her primary certification. Re-licensing shall be consistent with the requirements by the Massachusetts Education Reform Act. (currently every five years)

H. Tuition Reimbursement

1. Individual must be a current member of Unit B. The individual must be a full-time regular employee. The employee must be currently in active service (not on leave of absence) to the District with a minimum of two complete school years prior to the first workday of the school year.

2. The Course must be completed while employee is employed by the District. The course must be a college/university listed in New England Association of Schools and Colleges membership roster (or similar agency), Northeast Consortium for Staff Development, or Merrimac Education Center.

3. The Course must be taken for college credit (not-audit, not independent study, not directed study, not thesis/dissertation advisory) during the current fiscal year.

4. Reimbursement will be limited to one (1) course of up to four (4) credits per fiscal year, per individual. Reimbursement will be for tuition only, and reimbursement is not to exceed actual cost of tuition.

5. Approved courses must be completed and grades received in the Human Resource Office by 3:00 p.m. on the date set forth in the annual letter of eligibility.

6. Summer courses are eligible for tuition reimbursement during the fiscal year in which they occur. (e.g. Summer 2008 courses shall be eligible for reimbursement during the 2008-2009 school year.)

7. Course must be successfully completed with a grade of B, or better or Pass in a Pass/Fail course.

8. Advanced course approval (subject area or education) will follow the previously established procedure.

9. An applicant must submit a completed signed "Tuition Reimbursement Summary Form", by the date set on the annual eligibility letter. The signed course approval form, the official college grade report, and proof of payment to the college must be attached. Failure to do so will disqualify the applicant.

10. Reimbursement will equal the amount of \$10,000.00 divided by the total number of eligible credits which have been approved, completed, and submitted by all applicants multiplied by the credit values of the individual's eligible course. Actual reimbursement calculations will take place in June of each year.

I. Stipends

Effective the 2025-2026 school year, stipends will be available for Unit B Members:

- High School Summer School Program Coordinator (\$3,500.00)
- Scheduling of High School Courses (\$3,500.00)
- Summer Equipment Maintenance in Athletic Department (\$3,500.00)

J. Payment for Prep Time for Professional Development Presentation

Effective on the first day of the 2013-2014 school year, employees providing ninety minutes of professional development will be compensated for one hour of preparation time at a rate of \$75.00 per hour and employees providing four hours of professional development will be compensated for two hours of preparation time at a rate of \$150.00 during established professional development days.

K. Mentors for New Administrators

The School Committee shall ensure that first-year administrators new to the Peabody Public Schools are provided with an induction program that involves the following:

- Mentor/mentee assigned by October 15 with a similar job-alike position
- Mentor holds an active professional license for the position serving as mentor
- Mentor follows mentoring guidelines on the hours of direct contact with mentee
- Mentoring is posted and voluntary and compensated a \$1,000 stipend

Article III - WORKING CONDITIONS

A. Length of School Day and School Year

1. The regular term of all day schools shall constitute the 180 minimum mandated by the Board of Education beginning on the Wednesday following Labor Day and entering into the month of June until the 180th day has been attained. To the extent permitted by law and regulation of the State Board of Education, the School Committee reserves the right to grant early dismissal to first grade students during the first three days of the school year.

2. The work year for Unit personnel shall be as follows:

ALL Unit B employees shall have a work year of 209 days. Unit B employees are expected to work 185 days on the school calendar (student days plus 5 professional development days) as well as eight (8) working days immediately preceding and three (3) working days immediately following the last day for students. The remaining thirteen (13) contract days must be completed on non-school days between July 1st and June 30th of the following year with the approval of the employees supervisor.

Employees must share with their supervisor their proposed thirteen (13) workdays by June 30th of the prior school year. It is expected/recognized that occasional workdays will be required during the summer months in order to prepare for August professional development and/or assistance with major district initiatives. The length of a workday for the thirteen (13) non-student working days described in this section shall be a minimum of five (5) hours. Effective with the 2025.2026 school year, Unit B employees may utilize up to three (3) remote work days as part of their remaining thirteen (13) contractual days described in the paragraph above. Remote days can be used on non-student days and must be approved by the supervisor. Remote work days will consist of a minimum of five (5) working hours. Employees using a remote workday will be available by phone/computer during regular work hours. Remote work days beyond the days described will not be allowed.

The parties agree to annually and mutually determine and post a professional development schedule for the following school year on or before August 1. The schedule will be developed after seeking input from administrators and evaluating previous professional development opportunities within and outside the district. The parties further agree that meaningful professional development is a shared interest and that the professional development schedule is subject to the approval of the Superintendent.

The parties agree that in order to ensure the effective arrival and dismissal of students on the 180 student days, Unit B employees must work hours beyond the student day. It is expected that Unit B employees will work one (1) hour per day beyond the contractual Unit A hours for their grade level. District-wide directors will work seven (7) hours and forty-five (45) minutes per day.

B. Duty-Free Lunch Period

Members of the Unit shall be entitled to a thirty (30) minute duty-free lunch period.

C. Personnel Files

1. An employee shall be permitted by appointment to inspect the contents of his files, personnel folder, cards and records, and to make copies of such contents as concern his work and himself.

2. Official grievances filed by any employee under the Grievance Procedure shall not be placed in the personnel file of the employee; nor shall such grievance become part of any other record, which is used in the promotion process or in any recommendation for job placement.

3. There shall be one, and only one, central location for the housing of employee files, personnel folders, cards and records. None of the aforementioned materials may be removed from this location. Files are to be kept locked when regular personnel are not on duty. Each file will contain a form whereon an employee will date and sign that he has inspected his own file and

whereon an employee acting under orders of the Superintendent or his designee will record, date and sign with respect to any inspection, additions or deletions. The Superintendent will control personnel who are given access to employee files.

D. Damage or Loss of Property

The Committee reserves the right to the extent permitted by law to reimburse Unit members for damage or loss of clothing or personal property suffered by a Unit member, who has not been negligent, while on duty in school, to the extent not otherwise covered by insurance, up to a maximum of \$100 in any instance. The Committee reserves the right to indemnify Unit members in accordance with General Laws.

E. Certification

Each member of the bargaining unit shall provide the Administration with notification of additional certifications acquired, immediately following the receipt thereof.

F. Evaluations

The document entitled "Peabody Public Schools Performance Evaluation of Administrators and Supervisors" consisting of two parts, one part, three pages in length, and the second part, five pages in length (as Appendix C), is hereby adopted by the Committee and the Association with the following amendments:

- No evaluation procedure shall be initiated before October 15th in any year.
- This Performance Evaluation Procedure shall be implemented with the commencement of the 1998-1999 School Year.
- The written evaluation report shall be completed on or before May 31 of the evaluation school year unless an extension is mutually agreed to by both of the parties.
- Prior to the end of the evaluation year, the administrator shall complete and submit to the evaluator, the performance evaluation report and the self-evaluation report.
- Prior to the end of the year evaluation conference, the evaluator shall complete and submit to the administrator, the performance evaluation report.
- Upon submission of the reports referred to in paragraphs 4 and 5 above, the post evaluation conference shall be held.
- The final evaluation rating shall be developed at the conclusion of the post evaluation conference.

- Any evaluation of “unsatisfactory (1)” or “needs improvement (2)” will be accompanied by written recommendations suggesting how performance may be improved.
- An administrator who has attained professional status and who receives an evaluation, which is “unsatisfactory”, or “needs improvement” may grieve that evaluation, based upon a “just cause” standard.
- IEP Chairpersons will be assigned contributing evaluator responsibilities.

G. Full Time Elementary Assistant Principals

Effective for the 2025-2026 school year and thereafter, elementary schools with a student enrollment of four hundred (400) or more students as of October 1 of the previous school year, will be staffed with a full time Assistant Principal that is recognized in Cluster 2 on the Salary Grid in Appendix A.

The parties agree to use October 1, 2025 enrollment numbers to determine 2025-2026 salaries for Elementary Assistant Principals.

Article IV - ADMINISTRATIVE AND STAFF RELATIONSHIPS

A. Administrative Responsibility for Staffing

Members of the Administrators bargaining unit responsible for employing personnel may examine the most current teacher list of qualified candidates and shall recommend to the Central Administration one (1) candidate thereon for any teaching vacancy, within their area of supervision.

B. Promotions

1. When a vacancy occurs in a salaried position in the administrative unit and the Committee determines to fill it on a permanent basis or in the case a vacancy in such position is anticipated to exceed six (6) months and the Committee determines to fill it on a temporary (acting) basis, notice of the vacancy shall be circulated to all employees by the Principal in each building. A copy of the notice shall also be forwarded to the Union.

2. Qualification requirements, duties, salary and other pertinent information shall be categorically set forth.

3. All qualified applicants shall be considered.

4. Where other factors are the same among a number of candidates' seniority in the Peabody School Department shall govern appointments.

5. Applications shall be in writing and shall state the position the applicant is seeking together with his qualifications for the position. A two-week interval shall be allowed between the advertising and the filling of the position. In filling a permanent vacancy, time spent on a temporary (acting) basis in the position shall not be considered by the Committee in evaluating the qualifications of an applicant unless he has been elected to the position pursuant to paragraph

C. Inequities

A special joint committee composed of not more than three representatives of the Association and the Committee shall review inequities in salary. An inequity is a claim that a higher (or lower) salary should be paid for a particular position based on a comparison of the duties of such position with other positions held by Unit personnel, or based on changes in job content or work load since the particular salary was established. This paragraph is not a vehicle for reviewing all bargaining unit jobs but rather for reviewing an isolated or exceptional instance or instances where a particular position carries an improper salary.

D. New Positions

In the event that the School Committee establishes a new position within the Unit, the job content and qualifications required will be determined by the School Committee but the rate of pay will be a subject of negotiation with the Association.

E. Lay-off

In the case of lay-off in a classification of more than one individual, each lay-off shall be based on total seniority in the bargaining unit - i.e., the least senior individual within the classification will be laid off first. For the purpose of this section, the following positions shall be considered separate classifications.

- Dean – High School
- Associate Principal - Middle School
- Assistant Principal – Elementary
- Team Chairperson

This section will become applicable to other position classifications when more than one individual is employed in that classification. In the event that a position within an individual classification is eliminated due to budgetary reasons, the Superintendent shall have the sole authority to place that employee in another classification provided the employee has the proper certification and experience for the position. If the Superintendent exercises this authority and layoffs are still deemed necessary, the process outlined in paragraph one shall be the provision used.

F. Recall

1. In the event of a subsequent vacancy in or expansion of bargaining unit positions, which the committee intends to fill by the addition of personnel than those individuals who have been laid off and are on the recall list shall be recalled as follows:

- a) If the expansion or vacancy is within a multi position classification or is in a single position classification and in either instance an employee has been laid off therefrom, then the most senior individual upon the recall list who held said position title shall be recalled. For the purpose of this paragraph, seniority is defined as the total number of continuous years served in that position title and as applied in determining lay-off, i.e. the last individual laid off from said position shall be the first recalled to the said position.

b). If the expansion or vacancy is in a multi-position classification or is in a single position classification from which no individual has been laid off and remains on the recall list then the most senior individual upon the recall list, who is both qualified and certified for said position shall be recalled. For the purpose of the paragraph, seniority is defined as the total number of continuous years of service with the Peabody School System.

2. Recall rights for individuals no longer employed in the system shall expire on the second anniversary of their leaving the system.

3. Unpaid leaves shall not be considered in the computation of seniority.

G. Demotions

No supervisor, assistant principal, or professional employee performing the duties of a supervisor, assistant principal, by whatever title his position may be known, who has served in that position for over three years shall without his consent be demoted except for inefficiency, incapacity, unbecoming conduct, insubordination or other good cause; nor unless, at least thirty days, exclusive of customary vacation periods, prior to the meeting at which the vote is to be taken, he shall have been notified of such intended action; nor unless, if he so requests, he shall have been furnished by the Superintendent with a written charge or charges of the cause or causes for which his demotion is proposed; nor unless, if he so requests, he has been given a hearing before the Superintendent, which may be either public or private at the discretion of the Superintendent, and at which he may be represented by counsel, present evidence and call witnesses to testify in his behalf and examine them; nor unless the charge or charges shall have been substantiated; nor unless the Superintendent shall have given the committee his recommendations thereon.

For the purpose of this section, a person shall be deemed to have been demoted if his salary has been reduced contrary to the provisions of section forty-three of this chapter or if he has been transferred without his consent to a position wherein he no longer serves at discretion.

Any person who has been demoted by action of the Superintendent under the provisions of this section may within thirty days after the vote of dismissal or demotion appeal there from to the Superior Court in the county in which he was employed.

H. Transfers

The Superintendent may transfer employees within the same classification or cluster if the Superintendent deems the transfer to be in the best interests of students.

I. Seniority

Unit B Seniority shall be defined as length of service within the bargaining unit. Any unpaid leave does not count towards seniority. Periods of service interrupted by a break due to resignation, retirement, termination or work outside the unit are not added together to determine seniority.

The School Department shall prepare a seniority list of all bargaining unit members in order of seniority as defined above. Such list shall contain seniority in years and months, the area

of certification and the current assignment of the employee. The Superintendent (or designee) shall provide an up to date seniority list upon request.

Article V - LEAVES OF ABSENCE

A. Association Leave

Employees who are officers of the Association or who are appointed to its staff shall, upon proper application, be given a leave of absence without pay for the purpose of performing legitimate duties for the Association. Employees given leaves of absence without pay shall receive credit toward annual salary increments on the schedule appropriate to their rank.

Provided also that for special purposes leaves under the above conditions shall be granted from time to time for shorter periods than one (1) year, i.e., three (3) or six (6) months as requested by the Association for special study or research or similar relevant purposes to enhance the knowledge and competency of the Association by administering its responsibilities under this contract.

B. Sick Leave

1. Professional personnel shall be allowed 15 days per year and effective as of September 1, 1993, shall be entitled to accumulate said days without limit. Effective with the 1995-1996

school year, prior to September 15 of each year, the Committee shall send each Administrator written notice stating his/her accrued sick leave.

1a. Effective with the 2023-2024 school year, it is understood that sick leave is to be used when the employee is unable to attend work due to medical reasons (illness or documented medical appointment).

1b. Effective with the 2023-2024 school year, the employee may utilize “family illness” days to care for an immediate family member (spouse, brother, sister, parents, parents-in-law, foster parents or members of the immediate household). Such leave will be subtracted from the employee's annual or accumulated sick leave.

On days when an employee uses sick leave or a family illness day, he/she/they will notify their supervisor and/or school principal if applicable and complete the appropriate Employee Leave Form.

2. One day shall be granted for each year in the Peabody School System beyond ten (10) years. This additional allowance is not accumulative.

3. Personnel entering service after the opening of school shall be allowed sick leave on a prorated basis.

4. An administrator who takes the place of the administrator in charge of the building for a full work day or more shall receive the administrator in charge's rate of pay or a 10% increase above their current rate of daily pay (whichever rate is higher) for such services (of the full day and beyond). Request for payment must be submitted to the Superintendent's office within 30 school days of coverage.

5. If a member of The Unit is absent and if no substitute is employed, the absence shall be charged to the employee's sick leave.

6. Any member of the bargaining unit removed or excluded from employment on account of tuberculosis in a communicable form shall be carried on sick leave pay for the entire period of such exclusion or removal, but in no case for more than two (2) years and for such additional period as he may be entitled under the rules of the Peabody School Department.

7. If any contagious disease is contacted during the school year and connected with schoolwork, the employee shall receive full pay for six (6) months with the privilege of asking the School Committee for an extension of this allowance at the end of the six (6) month period. Such absence shall not be deducted from the regular personal sick leave.

8. Effective with the 2025-2026 school year, employees with fifteen (15) years of service or less within the Peabody Public Schools shall receive two (2) personal days each year. Employees entering their sixteenth (16) year of service or more within the Peabody Public Schools shall receive their three (3) personal days each year. Personal days may be used for any absences not covered by the definition of a "sick day".

Application for such leave will be as far in advance as practicable and ordinarily at least forty-eight (48) hours in advance, except in the case of emergencies.

The approval of the Superintendent will be required for days preceding or following holiday breaks, but such approval will not be unreasonably withheld.

The use of personnel leave on professional development days will require advanced approval from the Superintendent.

The use of two (2) or more personal days consecutively requires the approval of the Superintendent or their designee.

9. All members of The Unit formerly employed by the City of Peabody who left and have been reinstated shall receive credit for their sick leave for the number of years of service accumulated beyond ten (10) years.

10. There shall be established a cumulative Sick Leave Bank under the following conditions:

- a) Any employee, who so desires, may assign one sick leave day to the General Sick Leave Bank within 30 days from the execution of this agreement or within 30 days of employment. Employees wishing to participate in the sick bank must have a minimum of 31 days accumulated personal sick leave upon joining the bank.
- b) Such employee, after having exhausted his personal sick leave and having suffered 5 days of unpaid leave in each instance, shall draw upon the Sick Leave Bank as needed, except in cases covered by Article V, Section H. Each member will be entitled to draw a maximum of 150 days from the bank after meeting the above provisions.
- c) Any such employee absent pursuant to Article V, Section C shall be entitled to draw upon the Sick Leave Bank immediately following the exhaustion of his personal sick leave.

- d) Whenever the bank falls below 100 days the Superintendent shall notify all members of the bank in writing that those not wishing to remain in the bank must notify the Superintendent within 15 days of their intention to withdraw. Members failure to notify the Superintendent will constitute approval for the assignment of one additional day from personal sick leave to continue Bank membership.
- e) Notwithstanding any of the above provisions, an individual member who has had a long-term illness and as a result thereof at the time of restocking fails to qualify therefore, shall continue membership in said bank. The Superintendent shall verify long-term illness.

C. Absence Due to Injury in the Course of Employment

An employee who is absent because of a personal injury, assault or battery arising out of and in the course of employment may take such of his sick leave and Sick Leave Bank allowance, when added to the amount of any weekly Workman's Compensation disability allowance actually received, will result in the payment to him of his full salary.

D. Sabbatical Leave

1. Professional personnel shall receive half pay for one (1) year of sabbatical leave for study or research following seven (7) years of service in the Peabody School Department. Professional personnel may be granted a half-year's salary for one-half year of sabbatical leave hereunder. Tenure, regular salary increments and status shall not be impaired. One percent of qualified personnel shall be eligible for sabbatical leave each year.
2. Such leaves shall be granted only to personnel who are on tenure in the Peabody Public Schools and at the discretion of the Superintendent..
3. Applicants for sabbatical leave must submit a request prior to March 15th for leave beginning the following September. Applications and plans for a half-year sabbatical commencing in the middle of the school year must be submitted prior to October 15th preceding the commencement of such sabbatical.
4. Each application must include a proposed plan of study, travel, or research, a statement of the applicant's professional purpose and the expected value to the Peabody School Department.
5. Prior to the granting of such leave an applicant shall enter into a written agreement with the Peabody School Committee that upon termination of such leave he will return to service in the Peabody Public Schools for a period of two (2) years and that in default of completing such service he will refund to the City of Peabody an amount equal to the proportion of salary received by him while on leave, unless this failure is due to illness, disability or death.
6. Upon request of a Unit member with fourteen (14) years of service in the Peabody School Department, leave of absence without pay for one school year shall be granted, with full reinstatement rights.

E. Funeral Leave

1. Five (5) days shall be allowed for death in the immediate family without any deduction from the regular sick leave allowance. Immediate family shall include parents, sister, brother, grandparents, spouse, child, grandchild and parents of either spouse. Two (2) days shall be

allowed without any deduction from the regular sick leave allowance for the death of an aunt or uncle, niece or nephew of the administrator or the administrator's spouse.

2. In the event of death of a Union member, the school of which the deceased was a staff member will remain closed during the funeral services.

3. If the deceased is a member of the immediate family of one of our staff, the principal, or a teacher whom he selects, may represent each school, except the school involved, at the services if arrangements for the supervision of the pupils can be arranged.

4. The particular school in which the deceased is a member of the immediate family of a member of The Unit in that building may send both the principal and a teacher to the services.

5. The President of the Association may attend such services as the official representative of that body.

F. Military Leave

Military leave of absence, without pay, may be granted to a member of The Unit inducted into the armed forces for the required length of service, according to the terms of the Selective Services and Training Act of 1940, and subsequent amendments by Congress.

G. Organized Reserves Forces

Every member of the bargaining unit who is a member of a reserve component of the Armed Forces of the United States shall be granted, in accordance with Section 59 of the General Laws, leave of absence, without loss of pay, during the time of his annual tour of duty as a member of such reserve component; provided however, that such leave shall not exceed seventeen (17) days. The words "without loss of pay" as used herein shall be defined as any loss of pay resulting from the difference between his/her military pay and his/her pay under Article 11 of this agreement.

H. Maternity Leave

1. An employee may use personal sick leave for up to eight weeks following the termination of pregnancy. Such employee may opt to take an unpaid leave for the remainder of the academic year in which the termination of pregnancy occurs.

A physician's certification of medical disability shall entitle the employee to exceed the eight-week limit. Within four weeks following the termination of pregnancy the employee will notify the Superintendent of intent to use the option of unpaid leave for the remainder of the academic year.

2. An employee may elect in place of Section 1 a fully unpaid leave, to terminate the September immediately following the birth of the child or the following September.

Such employee shall give notice to the Superintendent one month prior to the beginning of the unpaid leave. A written notice of intent to return in September must normally be given prior to July 31 of such calendar year.

3. Employees not on tenure shall be eligible for maternity leave of absence. It is understood that the school year(s) in which maternity leave of absence is used shall not be deemed to count toward the three-year probationary period except as may be required by law or except as the School Committee may permit in its discretion.

Any employee suffering from a medically certified disability and is a member of the Sick Leave Bank, is eligible for coverage under Article V, Section B-10.

I. Leave for Conferences, Conventions, etc.

1. With the approval of the Superintendent, official delegates of the Association shall be granted leave with pay to attend conventions of affiliated bodies, education conferences, or other functions, which contribute to the advancement of education welfare in the City of Peabody.

2. Unit personnel authorized to attend conventions, conferences, etc., on school time must file with the Superintendent a report on the particular function attended.

3. The report should include the nature of the event, a general appraisal of the program, and a statement of what benefit, if any, accrued to those attending.

4. All members of The Unit may attend at least one convention annually with expenses up to \$200 at the discretion of the Superintendent of Schools.

J. Marital Leave

Marital leave of absence, without pay, may be granted to personnel upon request, up to a maximum of ten (10) school days.

K. Other Leave

1. One (1) day shall be allowed for marriage in the immediate family. Immediate family consists of parent, sister, brother, grandparent, child or grandchild.

2. Jewish members of The Unit shall be excused from three (3) days of class sessions without loss of pay on Rosh Hashanah and Yom Kippur if necessary.

3. Absence from school without loss of pay on Orthodox Good Friday shall be granted to Unit members of said faiths.

4. If a Unit member is accepted in a summer school program and has the approval of the Superintendent to be released for attendance at such program prior to the closing of school but not earlier than June 15th, the employee's pay for the remainder of the school year shall be reduced by the amount of any compensation or stipend he may receive from outside sources for attending the program.

5. Members of the bargaining unit shall be granted a leave of absence without pay or up to two (2) Years to serve with the National Teacher Corps, Commonwealth Teacher Corps, or the Peace Corps.

6. Leaves of absence may be extended by the Superintendent.

L. Service Credit for Leave

Each member of The Unit granted leave with pay, shall upon his return, be entitled to claim service credit for seniority, longevity, retirement, appropriate placement on the schedule and increments due him in accordance with the length of his leave.

Article VI - SUPPLEMENTAL BENEFITS

A. Supplemental Benefits

Health insurance premiums, co-payments, flexible spending accounts and health reimbursement accounts will be provided and paid pursuant to the MGL c.32B, reimbursement of accounts will be provided and paid pursuant to the MGL c.32B, Section 19 agreement between the Public Employee Committee and the City of Peabody.

B. Life Insurance

The City of Peabody shall provide one-half (1/2) the cost of a \$5,000 life insurance policy as adopted by the City under Chapter 32B of the General Laws of the commonwealth.

C. Additional Insurance

The City of Peabody shall allow personnel to purchase additional insurance under the terms of Chapter 32 B of the General Laws of the Commonwealth.

D. Pension

The parties agree that all provisions of the Massachusetts Teachers Retirement Plan shall be made a part of this agreement.

E. Tax-Free Annuity

The Committee agrees that it is desirable to allow personnel to take advantage of the Federal Law concerning tax-free annuities and shall take such steps as are necessary to implement a tax-free annuity program.

F. Workmen's Compensation

Members of the bargaining unit are covered by the provisions of the Massachusetts Workmen's, Compensation Act, General Laws of the Commonwealth.

G. Disability Insurance

The Committee will investigate the feasibility of monthly deductions of Group Disability Insurance Premiums.

H. Mileage Allowance

Effective with the execution date of this agreement, the Committee shall reimburse persons covered by this agreement at the mileage rate, as authorized by the IRS rate, for travel in personal cars between schools during the assigned work day. Notify union of change in rate.

Article VII - GRIEVANCE PROCEDURE AND BINDING ARBITRATION

A. Definition

1. Any claim by the Association or an administrator that there has been a violation, misinterpretation or misapplication of the terms of this contract shall be a grievance.
2. As used in this Article the term “employee” shall mean either an individual employee or a group of employees having the same grievance.
3. The Association may initiate and process grievances under the following procedure, acting in the place of the employee.
4. Failure by the municipal employer or his agent at any level of the Grievance Procedure to communicate an answer to the grievance within the specified time limits shall permit the employee or the Association to proceed to the next level.

B. Adjustment of Grievance

1. **Level 1** - An Administrator with a grievance shall present it within fifteen (15) days after the occurrence giving rise to the grievance or after the administrator, using due diligence should have become aware of such occurrence, to his/her immediate supervisor, in writing on a standard form, either directly or through the Association.
2. **Level 2 - Superintendent** - If the grievance is not resolved to the satisfaction of the grievant within five (5) days after submission at Level One, the employee may present the written grievance to the Association's Grievance Committee within five (5) days thereafter. The Association Grievance committee may present the grievance in writing to the Superintendent within five (5) days thereafter.
3. **Level 3 - School Committee** - If the grievance is not resolved to the satisfaction of the grievant or the Association within (5) days after submission at Level Two, the Administrator or the Association may present the grievance in writing to the Committee within five (5) days thereafter.
4. **Level 4 - Arbitration** - If the grievance is not resolved to the satisfaction of the Association within fifteen (15) days after submission at Level Three, the Association may submit the grievance to binding arbitration under the Voluntary Labor Arbitration Rules of the American Arbitration Association within twenty (20) days thereafter.
5. **Level 5** - If (a) a grievance is submitted at Level One, (b) it is not resolved to the satisfaction of the grievant or the Association within five (5) days after such submission, and (c) at the end of said five (5) days there are less than fifty (50) days remaining before the expiration of this contract, then the grievant or the Association may present the grievance in writing to the Committee at Level Three within ten (10) days thereafter. No grievance originally presented during the term of this contract shall lapse by reason of the termination of this contract, unless such a grievance could not be a grievance under the successor contract. For the purpose of resolving any grievance to which the preceding sentence applies, the terms of this contract shall be deemed to remain in effect until such grievance is finally resolved. The foregoing sentence shall not be construed as extending the term of this contract for any other purpose or any other circumstances.

C. Arbitrability

Committee decisions on any question of educational policy or any decision regarding contract renewal, reappointment or dismissal of a non-tenured teacher shall not be subject to arbitration. No arbitrator shall have any power to alter, add to or detract from the provisions of this Agreement.

D. General Provisions

1. The Association shall have the right to use in its presentation at any level of this grievance procedure any representative/representatives of its own choosing.
2. The expense of any arbitration under this article shall be borne in accordance with the Voluntary Arbitration Rules of the American Arbitration Association.
3. All decisions at Level Two and Three of the Grievance Procedure shall be in writing.
4. The attendance of any Administrator at a grievance hearing, whether as the grievant, as a person asked to furnish or verify facts or as a representative of the Association, shall be regarded as a professional responsibility to be performed without loss of pay.
5. The parties agree to make reasonable attempts to resolve grievances informally before they are presented at Level One.

E. Legal and Equitable Remedies

Nothing in this article shall prevent either party from instituting any proceeding to obtain any legal or equitable remedy to which it may be entitled before any court or other tribunal of competent jurisdiction.

F. Time Limits

During the school year the time limits specified in this article shall mean school days. During the summer recess the time limits shall mean calendar days exclusive of Saturdays, Sundays and legal holidays. The time limits specified in this article shall be considered maximal unless extended by mutual agreement in writing.

G. Official List of Association Representatives

The Association shall furnish the Committee with a list of its officers, and authorized Association Representatives, and shall as soon as possible notify the Committee in Writing of any changes. No Association Representative shall be recognized by the Committee except those designated in writing by the Association.

Article VIII - ASSOCIATION PRIVILEGES AND RESPONSIBILITIES

A. Fair Practices

As sole collective bargaining agent the Association will continue its policy of accepting into voluntary membership all eligible persons in the Association without regard to race, color, creed, national origin, sex, marital status. The Association will represent equally all persons without regard to membership, participation in or association with the activities of any employee organization.

The Committee agrees to continue its policy of not discriminating against any person on the basis of race, creed, color, national origin, sex, marital status, or participation in or association with the activities of any employee organization.

B. Dues Check-Off

The Association may secure authorizations for payroll deductions for Association dues. Such authorizations may be revocable as provided by law. The Committee will request the Treasurer of the City of Peabody to submit such sums in total to the Association Treasurer no later than ten (10) days after the deduction has been made.

Any member of The Unit desiring to have the Committee discontinue deductions that he has previously authorized must provide written notice to the Committee. The Association shall be notified of any member of The Unit withdrawing or dropped from payroll deduction.

C. Allowed Time for Association Negotiations

1. The Principal shall recognize the Association Building Representative as the official representative of the Association in the school.
2. The Principal shall meet at least monthly with the School Association Committee, if requested by the Association Representative, to consult on local school problems and policies as they relate to established Committee policies and procedures and this Agreement. No other committee shall exist for this purpose.
3. The discussion of matters, as agreed upon for discussion by the Principal and the School Association Committee, is not precluded by the above. However, the Principal and the School Association Committee do not have the authority to reach any decision, which changes this Agreement or any established School Committee policy or procedure.
4. A committee of Association Representatives shall meet at least once a month with the Superintendent of Schools for consultation on matters of educational program and curriculum during the school year. Both parties shall submit items for the Agenda. There shall be mutual effort to make these sessions meaningful and advantageous to the school system. Association Representatives shall be excused from teaching duty for this purpose when held during school hours. A prospective change in grouping levels or on imminent mass transfer of pupils and/or teachers shall be an appropriate item for discussion in terms of the procedure to be utilized.
5. Members of the Association Negotiating Committee shall, upon arrangement, be excused from duty with pay with provision made for substitute relief for the purpose of time spent in negotiations.
6. The President of the Peabody School Administrators Association shall be allowed two (2) administrative periods per week to work on contract implementation. Additional administrative time may be arranged on an accommodation basis with the Superintendent.

D. Distribution of Materials

The Association shall have the right to place material in the mailboxes of Unit personnel and other professional employees.

E. Bulletin Boards

The Association shall be provided a bulletin board or boards in each school and other work locations for the posting of notices and other materials. The bulletin board shall be identified with the name of the Association and the authorized representative of the Association or his designee shall have the responsibility for posting materials on the bulletin boards.

F. School Meetings

The authorized representative of the Association shall have the right to schedule Association meetings in the building before or after regular class hours and during lunchtime of the employees involved.

G. Grievance Time for Building Representatives

The Association Building Representative in each house at the high school, the vocational high school and middle school shall be allowed one (1) administrative period per week for conferring with teachers on grievances or associated matters.

H. No Association Activity on School Time

Except as provided herein the Association agrees that no member of The Unit will engage in association activity during the time he is assigned to teaching or other duties. No school department stationery or materials shall be used in the conduct of Union activities.

I. Protection of Individual and Group Rights.

Nothing contained herein shall be construed to prevent the Committee a member of the Committee or its designated representatives from meeting with any member of The Unit for expression of the employee's views. In the area of collective bargaining, no changes or modifications shall be made except through consultation and negotiation with the Association. Nothing contained herein shall be construed to permit an organization other than the Association to appear in an official capacity in the processing of a grievance.

Nothing contained herein shall be construed to prevent any person from informally discussing any dispute with his immediate superior or processing a grievance on his own behalf in accordance with the Grievance Procedure heretofore set forth in Article VII.

J. Information

1. The Committee shall make available to the Association upon its reasonable request any and all available information statistics, and records relevant to negotiations, or necessary for the proper enforcement of the terms of this Agreement.

2. The Committee shall permit one or more designated regular staff members of the Association or off duty Unit representatives of the Association to visit schools to investigate working conditions, Unit personnel complaints or problems, or for any other purpose relating to the terms and conditions of this Agreement, provided always that there shall be no interference with school functioning.

3. A copy of the full agenda of all School Committee meetings, as such agenda is made available to the press shall be made available to the President of Peabody School Administrators Association and shall be advised as soon as possible of all special meetings of the School Committee.

4. A copy of the minutes of all open-session School Committee meetings shall be made available to the President of Peabody School Administrators Association.

5. A copy of the School Committee's public payroll records showing individual payroll deductions for Association dues shall be sent monthly to the Association Financial Treasurer.

K. Existing Laws and Regulations Preserved

The rights and benefits of persons provided herein are in addition to those provided by City, State or Federal law, rule or regulation including without limitation all applicable tenure, pension or education laws and regulations.

L. Agency Service Fee

Persons covered by this agreement who are not Association members shall be required, as a condition of employment, to pay to the Association an agency service fee proportionately commensurate with the cost of collective bargaining and contract administration, in no event to exceed Association dues less the cost of Association sponsored insurance. The Association agrees to indemnify the School Committee for any financial liability, which it may incur in complying with this Section.

M. Non-Unit Grievances

In the event a non-bargaining unit employee institutes a grievance, which alleges, or infers, that a member of the administrators unit has caused said grievance, then said administrator shall have the right to participate in such grievance hearing and be represented by his or her Union representative including the International Representative.

Article IX - HANDLING OF NEW ISSUES

Matters of collective bargaining import not covered by this Agreement, may; during the life of the Agreement, be handled in the following manner:

By The Committee:

Except as any change may be commanded by law the Committee will continue its policies as outlined herein, with respect to matters not covered by this Agreement which are proper subjects for collective bargaining, the Committee agrees it will make no changes without prior consultation and negotiation with the Association.

By the Association:

In any matter not covered in this Agreement which is a proper subject for collective bargaining, the Association may raise issue with the Committee for consultation and negotiation; except that the Association shall not renew or seek to renew any question introduced, debated and settled, either negatively or affirmatively, during the bargaining prior to final settlement.

Being a mutual agreement, this instrument may be amended in writing at any time by mutual consent.

Article X - SAVINGS CLAUSE

A. If any provision of this Agreement is or shall at any time be contrary to law, then such provision shall not be applicable or performed or enforced, except to the extent permitted by law.

B. In the event that any provision of this Agreement is or shall at any time be contrary to law, all other provisions of this Agreement shall continue in effect.

Article XI - RESOLUTION OF DIFFERENCE BY PEACEFUL MEANS

The Association and the Committee agree that differences between the parties shall be settled by peaceful means as provided within this Agreement. The Association, in consideration of the value of this agreement and its terms and conditions and the Legislation which engendered it, will not engage in, instigate, or condone any strike, work stoppage or any concerted refusal to perform normal work duties on the part of any employee covered by this Agreement.

Article XII - PRINTING OF AGREEMENT

The School Committee agrees to pay the cost of printing this agreement and, within sixty (60) days following its execution, to distribute copies of the agreement to each unit member presently employed by the Committee and to each new member employed thereafter.

Article XIII - COMMITTEE RIGHTS

Except as specifically limited by this Agreement, the Committee reserves and retains all the authority, power and rights provided to it by law.

Retrenchment

In the event the Committee determines that job eliminations or layoffs of tenured staff are probable during the term of this Agreement, the Committee agrees to consult with the Association for the purpose of determining the method of equitable retrenchment.

Article XIV – Duration

The Terms and provisions of this agreement shall be effective September 1, 2025 or at such later date as to certain provisions, thereof, as may be specifically referred in this Agreement.

This agreement shall remain in full force and effect until 11:59 p.m. on August 31, 2029. Or if after September 1, 2028, either party may submit its proposals for a new Agreement to be effective on the termination of this agreement, and the parties shall proceed forthwith to bargain collectively with respect thereto.

The parties agree to review the collective bargaining agreement for additional “clean up” and formatting changes, including the numbering of pages.

The parties agree to delete antiquated and outdated language that is no longer relevant to the Collective Bargaining Agreement.

If a successor Agreement has not been executed on or before September 1, 2029, this Agreement shall continue in force and effect until a successor Agreement is executed.

PEABODY SCHOOL COMMITTEE



Edward A. Bettencourt, Jr., Mayor

PEABODY SCHOOL
ADMINISTRATORS ASSOCIATION



Seith Bedard, President

2025-2026 Unit B Salary Grid								
CLUSTER 1	Step	Master	Master +15	Master + 30	Master + 45	Master + 60	CAGS MM	Doctorate
Director of School Counseling K-12	1	\$112,246	\$114,264	\$116,283	\$118,455	\$121,918	\$126,080	\$129,157
Vocational Director: Career & Tech Education	2	\$113,853	\$115,870	\$117,889	\$120,061	\$123,573	\$127,793	\$130,913
Director of Teaching and Learning	3	\$116,263	\$118,280	\$120,299	\$122,471	\$126,055	\$130,362	\$133,546
Assistant Principal, High School	4	\$120,279	\$122,296	\$124,316	\$126,487	\$130,192	\$134,644	\$137,935
Assistant Principal, Middle School	5	\$124,296	\$126,313	\$128,332	\$130,504	\$134,329	\$138,926	\$142,324
Director of PE, Comp. Health, & Athletics	6	\$125,508	\$127,546	\$129,585	\$131,779	\$135,642	\$140,285	\$143,717
Director of EL and World Languages								
Director of Alternative Programs								
CLUSTER 2	1	\$107,427	\$109,444	\$111,463	\$113,635	\$116,954	\$120,942	\$123,891
Dean of Students, High School	2	\$109,033	\$111,051	\$113,070	\$115,242	\$118,609	\$122,655	\$125,646
Associate Principals, Middle School	3	\$111,443	\$113,460	\$115,480	\$117,651	\$121,091	\$125,224	\$128,280
Asst Principal Elementary: > 400 students	4	\$115,459	\$117,477	\$119,496	\$121,668	\$125,228	\$129,506	\$132,668
Director of Performing Arts	5	\$119,476	\$121,493	\$123,512	\$125,384	\$129,365	\$133,787	\$137,057
Director of Early Childhood	6	\$120,641	\$122,678	\$124,718	\$126,911	\$130,628	\$135,095	\$138,398
CLUSTER 3	1	\$100,599	\$102,616	\$104,635	\$106,807	\$109,921	\$113,664	\$116,430
Asst Principal Elementary: < 400 students	2	\$102,205	\$104,223	\$106,242	\$108,414	\$111,576	\$115,376	\$118,186
SAC/ CHS Program Administrator	3	\$104,615	\$106,632	\$108,652	\$110,823	\$114,058	\$117,945	\$120,819
IEP Chairperson	4	\$108,632	\$110,649	\$112,668	\$114,840	\$118,195	\$122,376	\$125,208
Out of District Liaison	5	\$112,648	\$114,665	\$116,684	\$118,856	\$122,332	\$126,509	\$129,596
	6	\$113,744	\$115,782	\$117,821	\$120,015	\$123,525	\$127,744	\$130,862

2026-2027 Unit B Salary Grid								
CLUSTER 1	Step	Master	Master +15	Master + 30	Master + 45	Master + 60	CAGS MM	Doctorate
Director of School Counseling K-12	1	\$115,613	\$117,692	\$119,771	\$122,009	\$125,576	\$129,862	\$133,032
Vocational Director: Career & Tech Education	2	\$117,269	\$119,346	\$121,426	\$123,663	\$127,280	\$131,627	\$134,840
Director of Teaching and Learning	3	\$119,751	\$121,828	\$123,908	\$126,145	\$129,837	\$134,273	\$137,552
Assistant Principal, High School	4	\$123,887	\$125,965	\$128,045	\$130,282	\$134,098	\$138,683	\$142,073
Director of PE, Comp. Health, & Athletics	5	\$128,025	\$130,102	\$132,182	\$134,419	\$138,359	\$143,094	\$146,594
Director of EL and World Languages	6	\$129,273	\$131,372	\$133,473	\$135,732	\$139,711	\$144,494	\$148,029
Director of Alternative Programs								
Assistant Principal, Middle School								
CLUSTER 2	1	\$110,650	\$112,727	\$114,807	\$117,044	\$120,463	\$124,570	\$127,608
Dean of Students, High School	2	\$112,304	\$114,383	\$116,462	\$118,699	\$122,167	\$126,335	\$129,415
Associate Principals, Middle School	3	\$114,786	\$116,864	\$118,944	\$121,181	\$124,724	\$128,981	\$132,128
Asst Principal Elementary: > 400 students	4	\$118,923	\$121,001	\$123,081	\$125,318	\$128,985	\$133,391	\$136,648
Director of Performing Arts	5	\$123,060	\$125,138	\$127,217	\$129,146	\$133,246	\$137,801	\$141,169
Director of Early Childhood	6	\$124,260	\$126,358	\$128,460	\$130,718	\$134,547	\$139,148	\$142,550
CLUSTER 3	1	\$103,617	\$105,694	\$107,774	\$110,011	\$113,219	\$117,074	\$119,923
Asst Principal Elementary: < 400 students	2	\$105,271	\$107,350	\$109,429	\$111,666	\$114,923	\$118,837	\$121,732
SAC/ CHS Program Administrator	3	\$107,753	\$109,831	\$111,912	\$114,148	\$117,480	\$121,483	\$124,444
IEP Chairperson	4	\$111,891	\$113,968	\$116,048	\$118,285	\$121,741	\$126,047	\$128,964
Out of District Liaison	5	\$116,027	\$118,105	\$120,185	\$122,422	\$126,002	\$130,304	\$133,484
	6	\$117,156	\$119,255	\$121,356	\$123,615	\$127,231	\$131,576	\$134,788

2027-2028 Unit B Salary Grid								
CLUSTER 1	Step	Master	Master +15	Master + 30	Master + 45	Master + 60	CAGS MM	Doctorate
Director of School Counseling K-12	1	\$119,081	\$121,223	\$123,364	\$125,669	\$129,343	\$133,758	\$137,023
Vocational Director: Career & Tech Education	2	\$120,787	\$122,926	\$125,069	\$127,373	\$131,098	\$135,576	\$138,885
Director of Teaching and Learning	3	\$123,344	\$125,483	\$127,625	\$129,929	\$133,732	\$138,301	\$141,679
Assistant Principal, High School	4	\$127,604	\$129,744	\$131,886	\$134,190	\$138,121	\$142,843	\$146,335
Assistant Principal, Middle School	5	\$131,866	\$134,005	\$136,147	\$138,452	\$142,510	\$147,387	\$150,992
Director of PE, Comp. Health, & Athletics	6	\$133,151	\$135,313	\$137,477	\$139,804	\$143,902	\$148,829	\$152,470
Director of EL and World Languages								
Director of Alternative Programs								
CLUSTER 2	1	\$113,970	\$116,109	\$118,251	\$120,555	\$124,077	\$128,307	\$131,436
Dean of Students, High School	2	\$115,673	\$117,814	\$119,956	\$122,260	\$125,832	\$130,125	\$133,297
Associate Principals, Middle School	3	\$118,230	\$120,370	\$122,512	\$124,816	\$128,466	\$132,850	\$136,092
Asst Principal Elementary: > 400 students	4	\$122,491	\$124,631	\$126,773	\$129,078	\$132,855	\$137,393	\$140,747
Director of Performing Arts	5	\$126,752	\$128,892	\$131,034	\$133,020	\$137,243	\$141,935	\$145,404
Director of Early Childhood	6	\$127,988	\$130,149	\$132,314	\$134,640	\$138,583	\$143,322	\$146,827
CLUSTER 3	1	\$106,726	\$108,865	\$111,007	\$113,311	\$116,616	\$120,586	\$123,521
Asst Principal Elementary: < 400 students	2	\$108,429	\$110,571	\$112,712	\$115,016	\$118,371	\$122,402	\$125,384
SAC/ CHS Program Administrator	3	\$110,986	\$113,126	\$115,269	\$117,572	\$121,004	\$125,127	\$128,177
IEP Chairperson	4	\$115,248	\$117,387	\$119,529	\$121,834	\$125,393	\$129,828	\$132,833
Out of District Liaison	5	\$119,508	\$121,648	\$123,791	\$126,095	\$129,782	\$134,213	\$137,489
	6	\$120,671	\$122,833	\$124,997	\$127,323	\$131,048	\$135,523	\$138,832

2028-2029 Unit B Salary Grid								
CLUSTER 1	Step	Master	Master +15	Master + 30	Master + 45	Master + 60	CAGS MM	Doctorate
Director of School Counseling K-12	1	\$122,653	\$124,860	\$127,065	\$129,439	\$133,223	\$137,771	\$141,134
Vocational Director: Career & Tech Education	2	\$124,411	\$126,614	\$128,821	\$131,194	\$135,031	\$139,643	\$143,052
Director of Teaching and Learning	3	\$127,044	\$129,247	\$131,454	\$133,827	\$137,744	\$142,450	\$145,929
Assistant Principal, High School	4	\$131,432	\$133,636	\$135,843	\$138,216	\$142,265	\$147,128	\$150,725
Assistant Principal, Middle School	5	\$135,822	\$138,025	\$140,231	\$142,606	\$146,785	\$151,809	\$155,522
Director of PE, Comp. Health, & Athletics	6	\$137,146	\$139,372	\$141,601	\$143,998	\$148,219	\$153,294	\$157,044
Director of EL and World Languages								
Director of Alternative Programs								
CLUSTER 2	1	\$117,389	\$119,592	\$121,799	\$124,172	\$127,799	\$132,156	\$135,379
Dean of Students, High School	2	\$119,143	\$121,348	\$123,555	\$125,928	\$129,607	\$134,029	\$137,296
Associate Principals, Middle School	3	\$121,777	\$123,981	\$126,187	\$128,560	\$132,320	\$136,836	\$140,175
Asst Principal Elementary: > 400 students	4	\$126,166	\$128,370	\$130,576	\$132,950	\$136,841	\$141,515	\$144,969
Director of Performing Arts	5	\$130,555	\$132,759	\$134,965	\$137,011	\$141,360	\$146,193	\$149,766
Director of Early Childhood	6	\$131,828	\$134,053	\$136,283	\$138,679	\$142,740	\$147,622	\$151,232
CLUSTER 3	1	\$109,928	\$112,131	\$114,337	\$116,710	\$120,114	\$124,204	\$127,227
Asst Principal Elementary: < 400 students	2	\$111,682	\$113,888	\$116,093	\$118,466	\$121,922	\$126,074	\$129,146
SAC/ CHS Program Administrator	3	\$114,316	\$116,520	\$118,727	\$121,099	\$124,634	\$128,881	\$132,022
IEP Chairperson	4	\$118,705	\$120,909	\$123,115	\$125,489	\$129,155	\$133,723	\$136,818
Out of District Liaison	5	\$123,093	\$125,297	\$127,505	\$129,878	\$133,675	\$138,239	\$141,614
	6	\$124,291	\$126,518	\$128,747	\$131,143	\$134,979	\$139,589	\$142,997

APPENDIX B

POSTION CLASSIFICATION

A. As of September 1, 2025 Cluster Positions are as follows:

Cluster #1

Vocational Director – Career & Technical Education
Assistant Principal High School
Director of Physical Education/Athletics/Intramurals K-12
Director of Teaching and Learning
Middle School Assistant Principal
Director of Alternative Programs
Director of ELE & World Language

Cluster #2

Dean of Students - High School
Associate Principal - Middle School
Elementary Assistant Principal (>400)
Director of Performing Arts
Director of Early Childhood Programs

Cluster #3

Elementary Assistant Principal (<400)
IEP Chairperson
Out-of-District Liaison

APPENDIX C

ADMINISTRATOR PERFORMANCE EVALUATION AGREEMENT

**PEABODY PUBLIC SCHOOLS
EVALUATION TIMELINE (UNIT B) 2022-2023**

Activity:	Completed By:
During the August Professional Development, a portion of the day will be set aside for all educators to review the Performance Evaluation process as we begin the new year.	August
Each Educator will be notified of his/her Primary and/or Supervising Evaluator no later than September 15 .	September 15
Evaluator meets with first-year New Administrators to assist in self-assessment and the goal-setting process no later than October 15. All Administrators submit self-assessment, proposed goals, and educator plan no later than October 30	October 15 October 30
Evaluator should complete the first observation of each Administrator.	November 15
Administrator submits evidence on parent outreach, professional growth, progress on goals (and other standards if desired).	February 15
Evaluators should complete mid-cycle Formative Assessment Reports for Administrators on a one-year plan.	March 15
Evaluator holds a Formative Assessment meeting if requested by either Evaluator or Administrator.	Within 5 school days after March 15
Administrator submits any further evidence on parent outreach, professional growth, progress on goals (any other standards, if desired).	May 1
Evaluator completes Summative Evaluation Report. Evaluator meets with Administrators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory.	June 1 On or before June 1
Evaluator meets with Administrators whose ratings are Proficient or Exemplary at request of Evaluator or Administrator. Administrator signs Summative Evaluation report and adds response, if any, within 5 days or receipt.	On or before June 15

Name of Educator: _____

Evaluation Type in Frontline: _____

Primary Evaluator: _____

Supervising Evaluator: _____

ADMINISTRATOR PERFORMANCE EVALUATION AGREEMENT

1. Introduction and Purpose of Evaluation

- A. his 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. In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will prevail.
- B. "Any grievance regarding an administrative evaluation will be guided by the process as described in Article III number nine of the most recently bargained agreement between the Peabody School Committee and the Peabody School Administrators, 2012-2015.
- C. The regulatory purposes of evaluation are:
 - To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability, 603 CMR 35.01(2)(a);
 - To provide a record of facts and assessments for personnel decisions, 35.01(2)(b);
 - To ensure that every school committee has a system to enhance the professionalism and accountability of teachers and administrators that will enable them to assist all students to perform at high levels, 35.01(3);
 - To assure effective teaching and administrative leadership, 35.01(3).

2. Evaluators and Definitions

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

- **Primary Evaluator:** shall be the person who determines the Administrator's performance ratings and evaluation.
- **Supervising Evaluator:** shall be the person responsible for developing the Educator Plan, supervising the Administrator's progress through formative assessments, evaluating the Administrator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator or his/her designee.
- **Administrators Assigned to More Than One Building:** The superintendent or designee will determine who the primary evaluator is for each Administrator who is assigned to more than one building.
- **Notification:** The Administrator shall be notified in writing by e-mail of his/her primary Evaluator and supervising Evaluator, if any, at the outset of each new evaluation cycle.

*The Evaluator(s) may be changed upon notification in writing to the Administrator.

**The Administrator may request in writing a supervising evaluator.

3. Evidence Used In Evaluation

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

A. Multiple measures of student learning, growth, and achievement, which shall include:

- Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
- At least two district-determined measures of student learning related to the Massachusetts Curriculum Frameworks or the Massachusetts Vocational Technical Education Frameworks or other relevant frameworks that are comparable across grades and/or subjects district-wide. These measures may include: portfolios, approved commercial assessments and district-developed pre and post unit and course assessments, and capstone projects. One such measure shall be the MCAS Student Growth Percentile (SGP) or Massachusetts English Proficiency Assessment gain scores, if applicable, in which case at least two years of data is required.
- Measures of student progress and/or achievement toward student learning goals set between the Administrator and Evaluator for the school year or some other period of time established in the Educator Plan.
- The appropriate measures of the Administrator's contribution to student learning, growth, and achievement shall be set by the district. The measures set by the district should be based on the Administrator's role and responsibility.

B. Judgments based on observations and artifacts of practice including, but not limited to:

- Unannounced observations of practice of any duration.
- Examination of Administrator work products.
- Examination of student and educator work samples.

C. Evidence relevant to one or more Performance Standards, including but not limited to:

1. Evidence compiled and presented by the Administrator, including :

- Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator Plan, contributions to the school community and professional culture;
- Evidence of active outreach to and engagement with families;

2. Evidence of progress towards professional practice goal(s)

3. Evidence of progress toward student learning outcomes goal(s)

4. Student and Staff Feedback – (To be negotiated at a later time when DESE releases guidance)

5. Any other relevant evidence from any source that the Evaluator shares with the Administrator. Other relevant evidence could include information provided by other administrators, principals and/or the superintendent.

4. Rubric

The rubrics are a scoring tool used for the Administrator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. The districts may use either the rubrics provided by ESE or comparably rigorous and comprehensive rubrics developed or adopted by the district and reviewed by ESE.

The DESE rubrics will be implemented for the new evaluation system with the following modification: District developed Team Chairperson Rubric for Standard #2.

5. Evaluation Cycle: Training

A. Prior to the implementation of the new evaluation process contained in this article, districts shall arrange training for all Educators, Principals, and other Administrators and evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by ESE.

B. By November 1st of the first year of this agreement, all Administrators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the superintendent. Any Administrator 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 superintendent shall determine the type and quality of the learning activity based on guidance provided by ESE.

6. Evaluation Cycle: Annual Orientation

At the start of each school year, the superintendent or designee shall conduct a meeting for Administrators focused substantially on Administrator evaluation. The superintendent or designee shall:

- Provide an overview of the evaluation process, including goal setting and the Educator Plan.
- Provide all Administrators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
- The meeting may be digitally recorded to facilitate orientation of Administrators hired after the beginning of the school year.

7. Evaluation Cycle: Self-Assessment

A. Completing the Self-Assessment

- The evaluation cycle begins with the Administrator completing and submitting to the Primary or Supervising Evaluator a self-assessment by September 10th or within two weeks of the start of their employment at the school.
- The self-assessment includes:
 1. An analysis of evidence of student learning, growth and achievement for students under the Administrator's responsibility.
 2. An assessment of practice against each of the four Performance Standards of Effective Leadership practice and any relevant Standards of Effective Teaching Practice, using the district's rubric(s).
 3. Proposed goals to pursue:
(1st) At least one goal directly related to improving the Administrator's own professional practice.
(2nd) At least one goal directed related to improving student learning.

B. Proposing the Goals

- Administrators must consider goals for grade-level, subject-area, department teams, school-level teams, district-level teams, or other groups of Administrators who share responsibility for student learning and results, except as provided in below. Administrators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.
- For New Administrators in their first year in a position, the Evaluator or his/her designee will meet with each Administrator by September 10th (or within two weeks of the Administrator's first day of employment if the

Administrator begins employment after September 10th) to assist the Administrator in completing the self-assessment and drafting the professional practice and student learning goals which must include induction and mentoring activities.

- Unless the Evaluator indicates that a New Administrator in his/her second or third years in the current position should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, they may address appropriate shared team goals.
- For Experienced Administrators with ratings of proficient or exemplary, the goals may be team goals. In addition, these Administrators may include individual professional practice goals that address enhancing skills that enable the Administrator to share proficient practices with colleagues or develop additional leadership skills.
- For Experienced Administrators with 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 team goals.

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

A. Every Administrator 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 Administrator must take to attain the goals established in the Plan and benchmarks to assess progress. Goals may be developed by individual Administrators, by the Evaluator, or by teams of Administrators who have the similar roles and/or responsibilities. See Sections 15-19 for more on Educator Plans.

B. To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Administrator has proposed in the Self-Assessment, using evidence of performance and impact on student learning, growth and achievement based on the Administrator's self-assessment and other sources that Evaluator shares with the Administrator. The process for determining the Administrator's impact on student learning, growth and achievement will be determined after ESE issues guidance on this matter. See #22, below.

C. Educator Plan Development Meetings shall be conducted as follows:

- Administrators meet with the Evaluator at the end of the previous evaluation cycle or by September 15th of the next academic year to develop their Educator Plan.
- For those Administrators new to the school or district, the meeting with the Evaluator to establish the Educator Plan must occur by September 15th or within three weeks of the start of their assignment in that school
- The Evaluator shall meet individually with Experienced Administrators with 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 team goals.
- The Evaluator completes the Educator Plan by October 1st. The Administrator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Administrator's signature indicates that the Administrator 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 Plan.

9. Evaluation Cycle: Observation of Practice and Examination of Artifacts – New Administrators

A. New Administrators in the first year in a position shall have at least four (4) unannounced observations during the work year.

B. In their second and third years in the position, Administrators shall have at least three (3) unannounced observations during the work year.

10. Evaluation Cycle: Observation of Practice and Examination of Artifacts – Experienced Administrators

A. The Administrator whose overall rating is proficient or exemplary must have at least one unannounced observation during the evaluation cycle.

B. The Administrator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of Plan which must include at least two unannounced observations.

C. The Administrator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announce observation. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one year, shall there be fewer than one announced and four unannounced observations. For Improvement Plans of six months or fewer, there must be no fewer than one announced and two unannounced observations.

11. Observations

The Evaluator's first observation of the Administrator should take place by November 15. Observations required by the Educator Plan should be completed by June 10th, or as required by the Plan. The Evaluator may conduct additional observations after this date. The Evaluator is not required nor expected to review all the indicators in a rubric during an observation.

A) Unannounced Observations

- Unannounced observations may be in the form of a school site or work site visitation or any other means deemed useful by the Evaluator. Visitations may include, but are not limited to: staff meetings, team meetings, classroom visits with supervising evaluator, walk-throughs within the school or department, or *individual conferences with students or parents*.
- The Administrator will be provided with at least brief written feedback from the Evaluator within 3-5 school days of the observation. The written feedback shall be delivered to the Administrator in person or by email.
- 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 a similar administrative activity within 30 school days. (Areas in Need of Improvement will be noted and suggestions for change will be discussed and noted).

B) Announced Observations

- All Experienced Administrators on Improvement Plans and other Administrators at the discretion of the evaluator shall have at least one Announced Observation.
- The Evaluator shall select the date and time of the activity to be observed and discuss with the Administrator any specific goal(s) for the observation.
- Within 5 school days of the scheduled observation, upon request of either the Evaluator or Administrator, the Evaluator and Administrator shall meet for a pre-observation conference. In lieu of a meeting, the Administrator may inform the Evaluator in writing of the nature of the activity, the purpose served, the desired outcome, and any other information that will assist the Evaluator to assess performance (1st) The Administrator shall provide the Evaluator a draft of the activity plan or agenda. If the actual plan or agenda is different, the Administrator will provide the Evaluator with a copy prior to the observation.
- The Administrator 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 Administrator as soon as reasonably practical.
- Within 5 school days of the observation, the Evaluator and Administrator shall meet for a post-observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Administrator, but shall be rescheduled within 24 hours if possible.
- The Evaluator shall provide the Administrator with written feedback within 5 school days of the post-observation conference. For any standard where the Administrator's practice was found to be unsatisfactory or needs improvement, the feedback may include, but not limited to a brief summary of concerns or issues identified as well as a description of actions to improve his/her performance and include:
 1. Describe the basis for the Evaluator's judgment.
 2. Describe actions the Administrator should take to improve his/her performance.
 3. Identify support and/or resources the Administrator may use in his/her improvement.

12. Evaluation Cycle: Formative Assessment

A. A specific purpose for evaluation is to promote student learning, growth and achievement by providing Administrators with feedback for improvement. Evaluators are expected to make frequent unannounced visits to classrooms and administrative worksites. Evaluators are expected to give targeted constructive feedback to Administrators 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 Administrative Leadership Practice.

B. Formative Assessment may be ongoing throughout the evaluation cycle but typically takes places mid-cycle when a Formative Assessment report is completed. For an Administrator 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.

- C. The Formative Assessment report provides written feedback and ratings to the Administrator about his/her progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and overall, or both.
- D. No less than two weeks before the due date for the Formative Assessment report, which due date shall be established by the Evaluator with written notice to the Administrator, the Administrator 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 Administrator may provide to the evaluator additional evidence of the Administrator's performances against the four Performance Standards.
- E. Upon the request of either the Evaluator or the Administrator, the Evaluator and the Administrator will meet either before or after completion of the Formative Assessment Report.
- F. The Evaluator shall complete the Formative Assessment report and provide a copy to the Administrator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, by email or to the Administrator's school mailbox.
- G. The Administrator may reply in writing to the Formative Assessment report within 5 school days of receiving the report.
- H. The Administrator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Administrator received the Formative Assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- I. As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.
- J. If the rating in the Formative Assessment report differs from the last summative rating the Administrator received, the Evaluator may place the Administrator on a different Educator Plan, appropriate to the new rating.

13. Evaluation Cycle: Summative Evaluation

- A. The evaluation cycle concludes with a summative evaluation report which must be written and provided to the Administrator by June 10th.
- B. The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.
- C. The professional judgment of the primary evaluator shall determine the overall summative rating that the Administrator receives.
- D. For an Administrator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the Administrator's rating.
- E. The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a summative evaluation rating.
- F. To be rated proficient overall, the Administrator shall, at a minimum, have been rated proficient on the Instructional Leadership Standard of Effective Administrative Leadership Practice.
- G. No less than four weeks before the due date for the Summative Evaluation report, which due date shall be established by the Evaluator with written notice provided to the Administrator, the Administrator 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 Administrator may also provide to the evaluator additional evidence of the Administrator's performance against the four Performance Standards.
- H. The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.
- I. The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Administrator face-to-face or by email no later than June 10th.
- J. The Evaluator shall meet with the Administrator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur on or before June 25th.
- K. The Evaluator may meet with the Administrator rated proficient or exemplary to discuss the summative evaluation, if either the Administrator or the Evaluator requests such a meeting. The meeting shall occur on or before June 25th.
- L. Upon mutual agreement, the Administrator and the Evaluator may develop the Self-Directed Growth Plan for the following work year during the meeting on the Summative Evaluation report.
- M. The Administrator shall sign the final Summative Evaluation report by June 25th. The signature indicates that the Administrator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- N. The Administrator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.
- O. A copy of the signed final Summative Evaluation report shall be filed in the Administrator's personnel file.

14. Educator Plans

A. Developing Educator Plan

- The Developing Educator Plan is for all New Administrators.
- The Administrator shall be evaluated at least annually.

B. Self-Directed Growth Plan

- Two-year Self-Directed Growth Plan is for those Experienced Administrators who have an overall rating of proficient or exemplary, and after 2014-2015 whose impact on student learning is moderate or high. A formative evaluation report is completed at the end of year 1 and a summative evaluation report at the end of year 2.
- A One-year Self-Directed Growth Plan is for Experienced Administrators who have an overall rating of proficient or exemplary, and after 2014-2015 whose impact on student learning is low.
- For Administrators whose impact on student learning is low, the Evaluator and Administrator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

C. Directed Growth Plan

- A Directed Growth Plan is for those Experienced Administrators whose overall rating is needs improvement.
- The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.
- The Evaluator shall complete a summative evaluation for the Administrator at the end of the period determined by the Plan, but at least annually, and in no case later than June 10th.
- For an Administrator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Administrator on a Self-Directed Growth Plan for the next Evaluation Cycle.
- For an Administrator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Administrator as unsatisfactory and will place the Administrator on an Improvement Plan for the next Evaluation Cycle.

D. Improvement Plan

- An Improvement Plan is for those Experienced Administrators whose overall rating is unsatisfactory.
- The parties agree that in order to provide effective leadership for students, staff and the community and provide students with the best instruction, it may be necessary from time to time to place an Administrator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 *school* days and no more than one school year. In the case of an Administrator receiving a rating of unsatisfactory near the close of one school year, the Improvement Plan may include activities that occur during the summer before the next school year begins.
- The Evaluator must complete a summative evaluation for the Administrator at the end of the period determined by the Evaluator for the Plan.
- An Administrator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Supervising Evaluator is responsible for providing the Administrator with guidance and assistance in accessing the resources and professional development outlined in the Improvement Plan. The primary evaluator may be the Supervising Evaluator.
- 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 Administrator must take to improve and the assistance to be provided to the Administrator by the district.

The Improvement Plan process shall include:

- Within ten school days of notification to the Administrator that the Administrator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Administrator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Administrator.
- The Administrator may request that a representative of the Employee Organization/Association attend the meeting(s).
- If the Administrator consents, the Employee Organization/Association will be informed that an Administrator has been placed on an Improvement Plan.

The Improvement Plan shall:

- Define the improvement goals directly related to the performance standard(s) and/or student learning outcomes that must be improved
- Describe the activities and work products the Administrator must complete as a means of improving performance
- Describe the assistance that the district will make available to the Administrator
- Articulate the measurable outcomes that will be accepted as evidence of improvement
- Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s)
- Identify the individuals assigned to assist the Administrator which must include minimally the Supervising Evaluator
- Include the signatures of the Administrator and Supervising Evaluator.
- A copy of the signed Plan shall be provided to the Administrator. The Administrator's signature indicates that the Administrator received the Improvement Plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents.
- Decision on the Administrator's status at the conclusion of the Improvement Plan.

**** All determinations below must be made no later than June 1. One of four decisions must be made at the conclusion of the Improvement Plan:**

1. If the Evaluator determines that the Administrator has improved his/her practice to the level of proficiency, the Administrator will be placed on a Self-Directed Growth Plan.

2. In those cases where the Administrator 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 Administrator is making substantial progress toward proficiency, the Evaluator shall place the Administrator on a Directed Growth Plan.

3. In those cases where the Administrator 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 Administrator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Administrator's improvement plan be extended or be dismissed.

4. If the Evaluator determines that the Administrator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Administrator be dismissed.

5. Appeal Process

If an administrator disagrees with any element of the approved Directed Growth Plan, the administrator may submit comments of that nature using the "Educator Response Form" to the Superintendent or his designee, copying the Association President. The notified parties may consult each other on the matter. Following any consultation, the Superintendent may discuss the matter with the primary Evaluator, and ask him/her to revise elements of the Directed Growth plan, but in no case shall the appeal delay the commencement of the plan.

General Provisions

- A)** Only Administrators who are licensed as administrators may serve as primary evaluators.
- B)** 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 recommended adjustment to the parties. The team shall be made up of an equal number of parties (3) from each side.
- C)** District Determined Measures – While the Association maintains that DDMs constitute a "performance standard" within the meaning of MGL c. 150E, section 6, and as such are a mandatory subject of bargaining. In the spirit of collaboration, the Association, upon the District obtaining the approval of the educators subject to the piloted DDMs regarding their suitability, will agree to the submission and piloting of 5 DDMs in the required areas. This shall not be interpreted as a waiver of the bargaining responsibility between the parties. This pilot program will not generate data relative to trends nor will the student scores be used for data collection or influence educator ratings. These DDMs will sunset on June 30, 2015 absent agreement to continue utilizing said DDMs or to substitute other DDMs as negotiated and ratified by the parties.
- D)** Transitioning to the new evaluation system – New Administrators will complete the formative and summative. Administrators who have been evaluated for the past two years will complete the first year of the two year process. All other administrators will complete the formative and summative assessments.

- E)** As this new educator evaluation process is continuing to develop areas such as Impact on Student Learning and Growth, Student and Staff feedback will require negotiations. It is anticipated that the DESE will be providing feedback in these areas and the parties agree to bargain with respect these matters.
- F)** This agreement runs in adherence with the current agreement between the Peabody School Administrators and the City of Peabody contract that expires on August 31, 2018.

School Level Administrator Rubric

PERFORMANCE & EVALUATION RUBRICS

SCHOOL LEVEL ADMINISTRATOR RUBRIC

(Deans, Associate Principals, Full Time Assistant Principals, Directors & Coordinators)

CLASSROOM TEACHER RUBRIC

(Teaching Assistant Principals)

SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL RUBRIC

(School Psychologists, IEP Team Chairs & School Adjustment Counselors)



School Level Administrator Rubric

Massachusetts Model System for Educator Evaluation

SCHOOL LEVEL ADMINISTRATOR RUBRIC

August 2018



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[Massachusetts Department of Elementary and Secondary Education \(DESE\)](http://www.mass.gov/dese)



School Level Administrator 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 School-Level Administrator Rubric

- **Standards:** Standards are the broad categories of knowledge, skills, and performance of effective practice detailed in the regulations. There are four Standards for administrators: *Instructional Leadership*; *Management and Operations*; *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 six Indicators in Standard I of the School Administrator rubric, including *Curriculum*, *Instruction*, and *Evaluation*.
- **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 School-Level Administrator Rubric

This rubric describes administrative leadership practice at the school level. It is intended to support the entire 5-step cycle for the evaluation of principals by the superintendent (or the superintendent’s designee). The rubric can also be used in the evaluation of other school-based leaders (such as assistant principals, department heads, deans, etc.) by the principal or other district administrator.

The responsibilities of administrators to whom this rubric will be applied may vary. DESE encourages administrators and evaluators to use the rubric strategically by discussing and agreeing upon certain Indicators and elements that should be high priorities according to that administrator’s role and responsibilities as well as his/her professional practice, student learning, and school improvement goals. 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. 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.

School Level Administrator Rubric

STANDARD I: Instructional Leadership	STANDARD II: Management and Operations	STANDARD III: Family and Community Engagement	STANDARD IV: Professional Culture
A. <u>Curriculum Indicator</u> 1. Standards-Based Unit and Lesson Support	A. <u>Environment</u> 1. Operational Systems and Routines 2. Social Emotional Well-Being 3. Student Health and Safety	A. <u>Engagement Indicator</u> 1. Family Engagement 2. Community and Stakeholder Engagement	A. <u>Commitment to High Standards Indicator</u> 1. Commitment to High Standards 2. Mission and Core Values 3. Meetings
B. <u>Instruction Indicator</u> 1. Student Engagement 2. Quality of Effort & Work 3. Meeting Diverse Needs	B. <u>Human Resources Management and Development Indicator</u> 1. Recruitment and Hiring Strategies 2. Induction, Professional Development, and Career Growth Strategies	B. <u>Sharing Responsibility Indicator</u> 1. Student Support 2. Family Support	B. <u>Cultural Proficiency Indicator</u> 1. Policies and Practices
C. <u>Assessment Indicator</u> 1. Variety of Assessment Methods 2. Adjustments to Practice	C. <u>Scheduling and Management Information Systems Indicator</u> 1. Time for Teaching and Learning 2. Time for Collaboration	C. <u>Communication Indicator</u> 1. Culturally Proficient Communication	C. <u>Communications Indicator</u> 1. Communication Skills
D. <u>Evaluation Indicator</u> 1. Educator Goals 2. Student Learning Measures 3. Observations and Feedback 4. Ratings and Alignment	D. <u>Law, Ethics, and Policies Indicator</u> 1. Laws and Policies 2. Ethical Behavior	D. <u>Family Concerns Indicator</u> 1. Family Concerns	D. <u>Continuous Learning Indicator</u> 1. Continuous Learning of Staff 2. Continuous Learning of Administrator
E. <u>Data-Informed Decision-Making Indicator</u> 1. Data-Informed Decision Making 2. School Goals	E. <u>Fiscal Systems Indicator</u> 1. Fiscal Systems		E. <u>Shared Vision Indicator</u> 1. Shared Vision Development
F. <u>Student Learning Indicator</u>			F. <u>Managing Conflict Indicator</u> 1. Response to Disagreement and Conflict Resolution 2. Consensus Building

Classroom Teacher Rubric

STANDARD I: Instructional Leadership

The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

Indicator I-A. Curriculum

Ensures that all teachers design 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. Standards-Based Unit and Lesson Support	Does not adequately support educators in implementing standards-based units of instruction, and/or fails to provide adequate resources/instructional materials aligned to state standards/local curricula; and/or does not provide planning support or feedback.	Supports most educators to implement standards-based units comprised of well-structured lessons aligned to state standards/local curricula, but inconsistently checks to ensure that teachers engage in instructional planning, and/or does not consistently provide planning support or feedback.	Provides supports to all educators and teams to adapt as needed and implement standards-based units comprised of well-structured lessons, such that students are able to learn the knowledge and skills defined in state standards/local curricula. Frequently provides feedback as necessary.	Empowers and provides opportunities for all educators to collaboratively plan, adapt as needed, and implement standards-based units of instruction that are (a) aligned across grade levels and content areas; and (b) comprised of interconnected, well-structured lessons, such that students are able to learn the knowledge and skills defined in state standards/local curricula. Continually provides feedback, and identifies and shares exemplars. 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-B. Instruction

Ensures that instructional practices in all settings 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
I-B-1. Student Engagement	Does not look for evidence of and/or cannot accurately identify or provide feedback on more than a few effective instructional practices that are likely to motivate and engage students.	While observing practice and reviewing unit and/or lesson plans, occasionally looks for evidence of or provides feedback on instructional practices that are likely to motivate and engage students.	While observing practice and reviewing unit and/or lesson plans, regularly provides quality feedback on the use of effective, high-leverage instructional practices that are likely to motivate and engage most students in the content of the lesson.	Through observing practice, reviewing unit and/or lesson plans, and providing quality feedback, ensures that all teachers know and employ effective instructional practices that motivate and engage all students during both the lesson and independent work. Models this practice for others.
I-B-2. Quality of Effort and Work	Does not set high expectations for the quality of instruction and student work and the effort required to produce it, or expectations are inappropriate.	Sets high expectations for the quality of instruction and student work, and the perseverance and effort required to produce it, but allows expectations to be inconsistently applied across the school; may establish inappropriately low expectations for quality of instruction and/or student work.	Defines high expectations for the quality of instruction, student work, and the perseverance and effort required to produce it; supports all educators to uphold these expectations for all students.	Defines and models high expectations for the quality of instruction and student work, and the perseverance required to meet these expectations. Empowers educators and students to uphold these expectations throughout the school, and provides quality feedback to all staff, especially those who are not meeting expectations.

Classroom Teacher Rubric

Indicator I-B. Instruction

Ensures that instructional practices in all settings 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
I-B-3. Meeting Diverse Needs	Does not look for evidence of and/or cannot accurately identify more than a few effective inclusive practices that are appropriate for diverse learners.	While observing practice and reviewing unit and/or lesson plans, occasionally looks for evidence of or provides feedback on the use of inclusive practices that are appropriate for diverse learners.	While observing practice and reviewing unit and/or lesson plans, regularly provides quality feedback to teachers on the use of appropriate inclusive practices that meet the diverse learning needs of all students, including those of academically advanced students, students with disabilities, and English learners.	Through observing practice, reviewing unit and/or lesson plans, and consistently providing quality feedback, ensures that all teachers know and employ a variety of appropriate inclusive practices to address specific differences in students' learning needs, thereby creating structured opportunities for all students to meet or exceed state standards/local curriculum and behavioral expectations. Models this practice for others.

Indicator I-C. Assessment

Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Classroom Teacher Rubric

Indicator I-C. Assessment

Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C-1. Variety of Assessment Methods	Does not communicate or monitor a strategy for assessments, leaving it up to educators to design and implement their own assessments.	Provides educators with some informal and/or formal assessment options and suggests that they coordinate their assessment practices within their teams and include a variety of assessments, but does not monitor this practice.	Supports educator teams to use a variety of informal and formal assessment methods, including common interim assessments that are aligned across grade levels and subject areas, to measure each students' learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods throughout the school.	Empowers educator teams to design and administer a comprehensive system of informal and formal assessments, including common interim assessments that are aligned across grade levels and subject areas, to accurately measure each student's learning, growth, and progress toward achieving state/local standards. Monitors the use of these assessment methods throughout the school. Models this practice for others.
I-C-2. Adjustments to Practice	Does not encourage or facilitate teams to review assessment data.	Suggests that teams meet to review assessment data in order to adjust practice and identify appropriate interventions, but inconsistently monitors this practice.	Provides regular planning time and effectively supports educator teams to (a) analyze results from a variety of assessments to determine progress toward anticipated student learning gains, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for students. Provides feedback and monitors educators' efforts and successes in this area.	Empowers teams of educators—both within and across grade levels—to (a) analyze results from a variety of assessments throughout the year in order to determine progress toward anticipated student learning gains, and (b) use findings to adjust practice and implement appropriate interventions and enhancements for students. Discusses efforts and successes in this area with staff, provides feedback when appropriate, and shares effective practices.

Classroom Teacher Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-1. Educator Goals	Does not support educators to develop professional practice and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.	Supports educators and educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress.	Supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals. Encourages alignment to district and school improvement goals. Regularly monitors and supports progress.	Consistently supports educators and educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals that align to district and school improvement goals and priorities. Facilitates their progress through a variety of methods and shares best practices and success with the school community. Models this process through the leader's own evaluation process.

Classroom Teacher Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-2. Student Learning Measures	Supports fewer than half of educators in the identification of appropriate measures and anticipated student learning gains for use in the evaluation process.	Supports most educators to identify appropriate measures during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures, but does not consistently review them for quality and/or monitor progress.	Supports all educators to identify appropriate measures of student learning during development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Encourages alignment to school and district learning goals. Regularly monitors and reviews them for quality.	Supports all educators to identify and evaluate appropriate measures of student learning during the development of the Educator Plan, including statewide and common assessments where available, as well as anticipated student learning gains for those measures. Ensures that measures align to school and district learning goals, and provides clear next steps for improving quality of measures when necessary. Models this process through the leader's own evaluation.

Classroom Teacher Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-3. Observations and Feedback	Observes educators only in formal observation visits and/or does not provide quality feedback to educators who are not performing proficiently.	Makes infrequent unannounced visits to classrooms, rarely provides feedback that is specific, timely, or actionable, and/or critiques struggling educators without providing support to improve their performance.	Typically, makes unannounced visits to classrooms every day and provides quality, content-aligned feedback (specific, timely, actionable) to all educators; feedback reinforces effective practice and provides clear next steps and support for improvement from one performance level to the next.	Makes multiple unannounced visits to classrooms every day and provides quality, content-aligned feedback (specific, timely, actionable) to all educators. Regularly engages with educators in conversations to reinforce effective practice. Provides clear next steps and support for improvement from one performance level to the next, as well as subsequent monitoring and follow up observation. Celebrates and shares effective practices and strategies with staff. Models this practice for others.

Classroom Teacher Rubric

Indicator I-D. Evaluation

Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions, including:

1. Ensures that educators pursue meaningful, actionable, and measurable professional practice and student learning goals.
2. Makes frequent unannounced visits to classrooms and gives targeted and constructive feedback to teachers.
3. Exercises sound judgment in assigning ratings for performance.
4. Reviews alignment between judgment about practice and data about student learning, growth, or achievement when evaluating and rating educators and understands that the supervisor has the responsibility to confirm the rating in cases in which a discrepancy exists.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-D-4. Ratings and Alignment	Assigns performance ratings without sufficient or appropriate evidence related to the Standards of Effective Teaching; fails to appropriately review the alignment between judgments of practice and student performance data, and/or does not assign ratings for some educators.	Assigns performance ratings that reflect evidence of practice related to the Standards of Effective Teaching, and occasionally reviews alignment between judgments about practice and student performance data; but evidence is incomplete or insufficient for some educators, and/or the process is not consistently transparent to educators.	Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Teaching that reflect evidence of practice, impact on student learning, student feedback, and goal attainment for all educators; consistently reviews alignment between judgments of practice and student performance data; ensures that educators understand why they received their ratings.	Exercises sound and reliable judgment in assigning performance ratings related to the Standards of Effective Teaching that reflect evidence of practice, impact on student learning, student feedback, and goal attainment for all educators. Ensures that educators understand in detail why they received their ratings, provides clear next steps for all educators to further develop their instructional practice, and monitors the implementation of those strategies over time. Regularly calibrates judgments of practice with peers to ensure consistency of ratings across a school or district. Models this element for others.

Classroom Teacher Rubric

Indicator I-E. Data-Informed Decision Making

Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-1. Data-Informed Decision Making	May rely on and communicate a few data sources related to student learning when making decisions, but data is insufficient and/or analyses of the data is inaccurate.	Identifies multiple sources of evidence related to student learning to assess the school's strengths and areas for improvement, but these data are not fully comprehensive and/or analysis of the data is sometimes inaccurate. Uses appropriate data to make some but not all decisions related to organizational performance, educator effectiveness, and/or student learning.	Uses multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and school culture and climate information, to accurately assess and communicate the school's strengths and areas for improvement. Regularly uses this data to make informed decisions related to organizational performance, educator effectiveness, and student learning.	Leads educators in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, and school culture and climate information, to accurately assess and communicate the school's strengths and areas for improvement. Regularly uses this data to make informed decisions about and monitor progress in organizational performance, educator effectiveness, and student learning. Models effective data-informed decision making for others.

Classroom Teacher Rubric

Indicator I-E. Data-Informed Decision Making

Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E-2. School Goals	Creates school goals based on limited or inaccurate information on the school's strengths and weaknesses, and/or does not create school goals.	Creates and monitors school goals using some evidence-based assessments of organizational performance, educator effectiveness, and student learning, but data are not carefully analyzed and/or insufficient.	Involves stakeholders in creating focused, measurable school goals using evidence-based assessments of organizational performance, educator effectiveness, and student learning that will elevate both school and district effectiveness. Regularly monitors and shares progress.	Facilitates stakeholders in the creation of measurable, results-oriented school goals using evidence-based assessments of organizational performance, educator effectiveness, and student learning that will elevate both school and district effectiveness. Empowers teacher leaders to contribute their voice, ownership, and leadership in implementation and monitoring of annual goals. Models this practice for others.

Classroom Teacher Rubric

Indicator I-F. Student Learning

Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.

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 administrators, 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 I. 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 I. **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.

Classroom Teacher Rubric

STANDARD II: Management and Operations

Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Indicator II-A. Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Operational Systems and Routines	Does not organize the school effectively for orderly and efficient movement of students. Inadequately coordinates or supports auxiliary services so that the campus is not generally clean, attractive, welcoming and/or safe.	Establishes operational systems, procedures, and routines but student entry, dismissal, meals, class transitions, assemblies, and recess are not consistently orderly and/or efficient. Provides inconsistent coordination of or support to auxiliary services, such that the campus is not consistently clean, attractive, welcoming and/or safe.	Establishes operational systems, procedures, and routines that generally ensure orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess. Coordinates and supports custodial/maintenance workers, transportation staff, clerical and administrative assistants, food service workers, and other staff effectively. Ensures the campus is clean, attractive, welcoming, and safe.	Establishes operational systems, procedures, and routines that empower students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; and cultivates a school environment in which all staff and students take personal responsibility for keeping the campus clean, attractive, welcoming, and safe. Regularly assesses the effectiveness of these systems, procedures, and routines, and makes adjustments when appropriate. Models this practice for others.

Classroom Teacher Rubric

Indicator II-A. Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-2. Social Emotional Well-Being	Does not provide training or support to staff in developing age-appropriate social emotional competencies in students. Does not utilize partnerships to address student needs in a proactive or systemic way.	Provides training and/or support to assist staff in developing age-appropriate social emotional competencies in students as they progress academically (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), but training is inconsistent and/or insufficient. Sometimes uses partnerships with outside agencies to address student needs.	Provides training and supports to assist staff in developing age-appropriate social emotional competencies in students as they progress academically (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Fosters and utilizes partnerships with outside agencies and organizations to address student needs in a proactive and systematic way.	Cultivates a schoolwide commitment to developing age-appropriate social emotional competencies in all students as they progress academically (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) by providing appropriate training, supports, and resources. Fosters and utilizes partnerships with outside agencies and organizations to address student needs in a proactive and systematic way. Assesses progress using student and staff feedback and other data sources and makes adjustments as necessary.

Classroom Teacher Rubric

Indicator II-A. Environment

Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-3. Student Health and Safety	Leaves student discipline largely up to teachers to address on their own or delegates to an assistant. Often tolerates discipline violations, bullying, and other unsafe behaviors, and/or enforces the rules inconsistently.	Sets some expectations for student behavior and encourages staff to reinforce these expectations, but allows varying standards to exist and/or expectations are inconsistently enforced. Addresses student discipline and bullying matters on a case-by-case basis.	Defines high expectations for student behavior and provides training for staff to uphold these expectations. Establishes schoolwide routines, policies, and systems that (a) foster a safe and supportive school environment for all students, and (b) prevent and address bullying and other unsafe behaviors in a developmentally appropriate way that allows students to grow from these experiences. Checks for implicit and explicit bias in decision-making procedures.	Defines and celebrates high expectations for student behavior and empowers staff and students in upholding these expectations. Successfully implements schoolwide routines, policies, and systems that (a) support a safe and supportive school environment for all students, (b) prevent and address bullying and other unsafe behaviors in developmentally appropriate ways, and (c) create opportunities for students to take an active role in preventing behaviors that interfere with learning, allowing all students to grow from these experiences. Checks for implicit and explicit bias in decision-making procedures. Models this practice for others.

Indicator II-B. Human Resources Management and Development

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Classroom Teacher Rubric

Indicator II-B. Human Resources Management and Development

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-1. Recruitment and Hiring Strategies	Does not lead the recruitment and hiring process, or leads a recruitment and hiring process that does not result in effective educators.	Leads the recruitment and hiring process but does not consistently identify effective educators that meet the learning needs of the school's students.	Leads the school's recruitment and hiring process and, through it, consistently identifies effective educators who share the school's mission and will meet the learning needs of the school's students. Involves faculty members in the interview process.	Leads a system for recruiting and hiring effective educators who share the school's mission and core values, and meet the learning needs of the school's students. Uses data to identify priority areas of need, works with educator preparation providers to identify and prepare effective candidates for potential employment in the school or district, and empowers faculty members to participate in and, when appropriate, lead the interview process. Models this practice for others.

Classroom Teacher Rubric

Indicator II-B. Human Resources Management and Development

Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B-2. Induction, Professional Development, and Career Growth Strategies	Does not support new teachers, organize high-quality job-embedded professional development, and/or support the career growth of effective educators.	Develops only a limited school-based induction program for new teachers and/or inconsistently implements the district's induction strategy; organizes professional development that is not consistently high quality, job-embedded, or aligned with goals; and/or does not consistently support effective educators' career growth.	Develops school-based induction support for new teachers and/or faithfully implements the district's induction strategy; organizes high-quality professional development that includes job-embedded and teacher-led learning opportunities and is aligned with school and educator goals; and supports the career growth of effective educators by distributing leadership opportunities and monitoring progress and development.	Supports the growth of all educators throughout the career continuum by ensuring effective implementation of comprehensive induction supports for new teachers; provides regular, high-quality professional development to all teachers that elevates practice in support of both school and educator goals; and strategically distributes leadership opportunities to staff. Differentiated career growth opportunities are consistently viewed by educators as effective and valuable. Models this practice for others.

Indicator II-C. Scheduling and Management Information Systems

Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Classroom Teacher Rubric

Indicator II-C. Scheduling and Management Information Systems

Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-C-1. Time for Teaching and Learning	Does not create a master schedule and/or related systems to maximize blocks of uninterrupted instructional time.	Creates a master schedule and related systems that prioritize instructional time but do not effectively eliminate unnecessary interruptions to instruction.	Creates and maintains a master schedule and related systems and practices that maximize blocks of uninterrupted instructional time across all content areas and eliminate unnecessary interruptions to instruction. Makes adjustments to the schedule based on student data to meet the needs of all students.	Creates and maintains a master schedule and related systems and practices that maximize blocks of uninterrupted instructional time and eliminate unnecessary interruptions to instruction, such that all students have a well-rounded academic experience. Makes adjustments to the schedule based on student data to meet the needs of all students. Empowers staff to maximize time on learning and minimize disruptions in their classrooms. Models this practice for others.
II-C-2. Time for Collaboration	Sets unrealistic expectations for collaboration if at all and/or does not create a schedule that provides adequate meeting time for educators to collaborate. Does not work to prevent or deflect time-wasting activities.	Sets inconsistent expectations for collaboration and/or creates a schedule that only provides adequate meeting time for educators to collaborate around instructional practice. Prevents some but not all distractions and/or time wasting activities.	Sets expectations for collaboration and creates a schedule that provides sufficient time for all educators to collaborate around instructional practice and student learning. Prevents or deflects most activities that prevent staff from meaningful collaboration during team time.	Is transparent and forthcoming about expectations for collaboration. Creates a schedule that maximizes time for all educators to collaborate around instructional practices and student learning. Prevents or deflects all barriers to meaningful collaboration. Models this practice for others.

Classroom Teacher Rubric

Indicator II-D. Law, Ethics, and Policies

Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, school committee policies, and collective bargaining agreements.	Both individually and with staff, invests time and support in understanding and complying with state and federal laws and mandates, school committee policies, and collective bargaining agreements. Models this practice for others.
II-D-2. Ethical Behavior	Demonstrates poor professional judgment, fails to adhere to the school or district code of ethics, and/or does not adequately protect student, family, and/or staff confidentiality.	Sometimes demonstrates questionable professional judgment or insufficient knowledge of the school or district's existing code of ethics; and/or does not always protect student, family, and/or staff confidentiality appropriately.	Demonstrates sound, professional judgment; adheres to school and/or district's existing code of ethics; protects student, family, and staff confidentiality; and expects staff to do all as well.	Models sound, professional judgment; adheres to school and/or district's existing code of ethics; and protects student, family, and staff confidentiality. Effectively supports all staff to do the same.

Indicator II-E. Fiscal Systems

Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Classroom Teacher Rubric

Indicator II-E. Fiscal Systems

Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-E-1. Fiscal Systems	Builds a budget that does not align with the district's goals or mismanages available resources.	Develops a budget that loosely aligns with the district's vision, mission, and goals, or inconsistently manages expenditures and available resources.	Uses data to develop a schoolwide budget that aligns with the district's vision, mission, and goals. Allocates, manages, and justifies expenditures consistent with district/school-level goals and available resources.	Consistently leads a team to evaluate multiple years of available data and develop a comprehensive and schoolwide budget that aligns with the district/school's vision, mission, and goals with supporting rationale. Allocates, manages, and justifies expenditures consistent with district/school-level goals; and seeks alternate funding sources as needed. Models this practice for others.

Classroom Teacher Rubric

STANDARD III: Family and Community Engagement

Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

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 little to welcome families as members of the classroom or school community or tolerates an environment that is unwelcoming to some families.	Makes some attempts to welcome families as members of the classroom and school community but does not consistently use culturally responsive practices and/or work to identify and remove barriers to family involvement.	Engages with families in a way that is culturally responsive and collaborative to ensure that all families are welcome and can contribute to the classroom, school, and community's effectiveness. Works with staff to identify and remove barriers to families' involvement, including but not limited to families with limited access to technology, and families whose home language is not English.	Successfully engages with families in a way that is culturally responsive and collaborative to ensure meaningful contributions to classroom, school, and community effectiveness. Works with staff, families, and organizations to identify and remove barriers, and to create opportunities for all families to get involved, including but not limited to families with limited access to technology, and families whose home language is not English. Models this practice for others.

Classroom Teacher Rubric

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-2. Community and Stakeholder Engagement	Limits work to the immediate context of the school. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to school effectiveness.	Engages some community organizations, community members, and/or businesses in annual school events but does not make efforts to increase their involvement to maximize community contributions for school effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses either individually or through district initiatives and partnerships. Engages them to maximize community contributions for school effectiveness.	Establishes strategic partnerships-- either individually or through district initiatives and partnerships-- with community organizations, community members, and businesses. Continually works to strengthen and/or expand partnerships in order to maximize contributions for school effectiveness. Models this practice for others.

Indicator III-B. Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Classroom Teacher Rubric

Indicator III-B. Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Student Support	Does not work with educators to identify student needs, does not work with families to address student needs, and/or does not draw upon internal or external resources.	Supports educators to identify students struggling academically or behaviorally and/or works with a limited number of families to address student needs; utilizes some but not all available resources within and outside of the school.	Supports educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners, and collaborates with families to address student needs, utilizing resources within and outside of the school.	Models for educators how to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners, and communicates those needs to families with an asset-based approach. Collaborates with families to effectively address student needs and improve academic and social emotional well-being by connecting students with a network of resources within and outside the school. Follows up with staff to ensure students' needs are being addressed.

Classroom Teacher Rubric

Indicator III-B. Sharing Responsibility

Continuously collaborates with families to support student learning and development both at home and at school.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-2. Family Support	Does not work to ensure that families understand and/or can engage in school-based policies, resources, and routines that ensure student learning and achievement, and/or does not set expectations regarding how specialized support staff should partner with families in accessing relevant support services, either within or outside of school.	Communicates to families about some but not all school-based policies, resources, and routines that ensure student learning and achievement. Sets general expectations regarding how specialized support staff should partner with families in accessing support services, but does not consistently monitor these activities.	Supports families in understanding district and school-based policies and resources that ensure student learning and achievement. This includes but is not limited to parent teacher organizations, child study/intervention teams, IEP referral processes, and student attendance policies. Sets clear expectations regarding how specialized support staff should partner with families in accessing support services within and outside of school, and monitors adherence to these policies.	Ensures that families understand and feel supported to engage in district and school-based policies, resources, and routines that ensure student learning and achievement, including but not limited to parent/teacher organizations, child study/intervention teams, IEP referral processes, and student attendance policies. Empowers specialized support staff to develop and implement a comprehensive strategy to partner with families in accessing support services within and outside of school, and follows up with families to ensure all needs are being met.

Indicator III-C. Communication

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

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Classroom Teacher Rubric

Indicator III-C. Communication

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

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C-1. Culturally Proficient Communication	Does not set expectations for or provide support to educators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communication with families to occur. School and classroom communication regarding student learning and performance occurs primarily through report cards.	May set expectations for educators regarding regular and culturally proficient communication with families, but does not provide appropriate supports to educators, and/or occasionally communicates in ways that are culturally insensitive to some families' home language, culture, and values. School and classroom communication regarding student learning and performance primarily occurs through newsletters and other one-way media.	Sets clear expectations for and provides appropriate supports to educators regarding regular, two-way, culturally proficient communication with families. Ensures that all communication with families demonstrates understanding of and respect for different home languages, culture, and values.	Sets clear expectations for, models, and provides differentiated supports to educators regarding regular, culturally proficient communication with families. Encourages educators to engage in proactive and personalized two-way communication with families about student learning and performance, and ensures that all communication with families demonstrates understanding of and respect for different families' home language, culture, and values. Solicits feedback from families that informs improvements to communications.

Indicator III-D. Family Concerns

Addresses family concerns in an equitable, effective, and efficient manner.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Classroom Teacher Rubric

Indicator III-D. Family Concerns

Addresses family concerns in an equitable, effective, and efficient manner.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-D-1. Family Concerns	Does not set clear expectations for or provide support to educators to regularly communicate with families on ways to support their children's learning at home and at school. Inconsistently contacts families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	Ensures that most concerns with families are addressed as they arise, but responses may be delayed or ineffective; works to reach solutions to family concerns but may not always ensure equitable or transparent resolutions that are in the best interest of students.	Responds to families as concerns arise in a timely and effective manner, and supports educators to do the same; works to reach equitable solutions in the best interest of students. Is able to articulate rationale for decisions made.	Responds and proactively reaches out to families when either academic or non-academic concerns arise in a timely and effective manner, and supports all educators to do the same. Promotes collaborative problem solving to arrive at solutions that reflect relevant information from all parties including families, faculty, and staff, and are in the best interest of students. Effectively articulates rationale for decisions made. Models this practice for others.

Classroom Teacher Rubric

STANDARD IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

Indicator IV-A. Commitment to High Standards

Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-1. Commitment to High Standards	Does not encourage high standards of teaching and learning or high expectations for achievement and/or may demonstrate low expectations for staff.	May ask for a commitment to high standards of teaching and learning with high expectations for achievement for all but does not support and/or model it.	Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all.	Leads faculty in developing a shared commitment to high standards of teaching and learning with high expectations for achievement for all. Revisits and renews commitment with faculty regularly.
IV-A-2. Mission and Core Values	Does not develop core values and mission statements for the school.	May develop core values and mission statements but fails to secure staff commitment and/or rarely uses the mission or core values to guide decision-making.	Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.	Leads faculty to develop core values and mission statements, shares these statements with families and the school community, and uses them to guide decision-making.

Classroom Teacher Rubric

Indicator IV-A. Commitment to High Standards

Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:

1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making.
2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A-3. Meetings	Leads meetings, the majority of which lack clear purpose and/or are primarily used for one-way informational updates.	Leads meetings, the majority of which include both one-way informational updates and participatory activities focused on matters of consequence.	Regularly plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.	Consistently plans and facilitates staff-led meetings that have clear purpose, focus on matters of consequence, and engage participants in thoughtful, productive conversations and deliberations about important school matters. Provides regular opportunities to build staff capacity in facilitating whole school and small group meetings. Models this practice for others.

Indicator IV-B. Cultural Proficiency

Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Classroom Teacher Rubric

Indicator IV-B. Cultural Proficiency

Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Policies and Practices	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.	Takes pride in having a diverse faculty and/or student body, but some policies are not culturally responsive and/or provides limited resources for educators to support the development of cultural proficiency.	Develops and implements culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Leads stakeholders to develop and implement culturally responsive policies that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency and collaborates with community members to create a culture that affirms individual differences.

Indicator IV-C. Communications

Demonstrates strong interpersonal, written, and verbal communication skills.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Communication Skills	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times.	May demonstrate adequate interpersonal, written, and verbal communication skills but sometimes makes grammatical errors or has difficulty expressing ideas to stakeholders.	Utilizes strong interpersonal, written, and verbal skills to consistently and effectively communicate with stakeholders.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Is able to effectively convey rationale and/or connections to school and district goals when communicating with others.

Classroom Teacher Rubric

Indicator IV-D. Continuous Learning

Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Continuous Learning of Staff	Accepts the practice of educators working largely in isolation, without consideration of data and best practices, and/or discourages reflection about practice among staff.	May encourage educators and teams to reflect on the effectiveness of instructional practice and student learning and to use data and best practices to adapt instruction, but does not adequately support educators in these practices.	Sets expectations for educators and teams to reflect on and collaborate around the effectiveness of a wide range of tasks related to instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Supports educators to use data, research, and best practices to adapt instruction and plan appropriate interventions to achieve improved results.	Models for educators how to be continually reflective about their practice, and supports educators as often as is feasible and appropriate to collaborate in teams around the effectiveness of a wide range of tasks related to instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Empowers educators to use data, research, and best practices to adapt instruction to achieve improved results.
IV-D-2. Continuous Learning of Administrator	Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Occasionally reflects on leadership practice, sets meaningful goals, and/or researches ways to improve efficiency and practice.	Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches in order to improve the efficiency and practices of the school.	Demonstrates and models a commitment to continuous learning; regularly reflects on and improves leadership practice; and utilizes relevant student data, current research, and best practices to set meaningful goals and develop new approaches in order to improve overall school effectiveness.

Classroom Teacher Rubric

Indicator IV-E. Shared Vision

Continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become responsible citizens and community contributors.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Vision Development	Does not engage stakeholders in the creation of a shared educational vision, or the vision is so limited as to be disconnected from college and career readiness, civic engagement, responsible citizenship, and/or community contributions.	Engages staff, students, families, and community members in developing a shared educational vision focused on aspects of student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited or unrepresentative.	Continuously engages staff, students, families, and community members in developing a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship.	Leads staff, students of all ages, families, and community members to develop, internalize, and celebrate a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Models this practice for others.

Indicator IV-F. Managing Conflict

Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-1. Response to Disagreement and Conflict Resolution	Does not respond to disagreement or dissent and/or does not use appropriate, respectful, non-confrontational approaches.	May respond respectfully to disagreement and dissent, but relies upon a limited range of strategies to resolve conflicts that do not always result in constructive resolutions.	Regularly employs a respectful, non-confrontational approach when responding to disagreement and dissent, and utilizes a variety of strategies to resolve conflicts in a constructive manner.	Consistently employs and models a respectful, non-confrontational approach when responding to disagreement and dissent, and effectively utilizes a variety of strategies to resolve conflicts in a constructive manner. Empowers staff to do the same when appropriate.

Classroom Teacher Rubric

Indicator IV-F. Managing Conflict

Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district/school community.

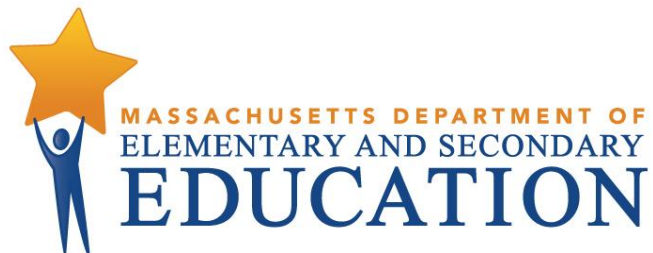
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F-2. Consensus Building	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Employs a variety of strategies to build consensus within the school community around critical school decisions.	Employs a variety of strategies to regularly achieve consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Models this practice for others.

Classroom Teacher Rubric

Massachusetts Model System for Educator Evaluation

CLASSROOM TEACHER RUBRIC

August 2018



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[Massachusetts Department of Elementary and Secondary Education \(DESE\)](http://www.mass.gov/deese)



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

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



Standards and Indicators of Effective Administrative Leadership Practice: Superintendent 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 ²
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.

²Exemplary 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.”



Standards and Indicators of Effective Administrative Leadership Practice:

Superintendent 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	Exemplary ²
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.



Standards and Indicators of Effective Administrative Leadership Practice: Superintendent 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.



Standards and Indicators of Effective Administrative Leadership Practice:

Superintendent 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.



Standards and Indicators of Effective Administrative Leadership Practice:

Superintendent 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.



Standards and Indicators of Effective Administrative Leadership Practice:

Superintendent 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
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Standards and Indicators of Effective Administrative Leadership Practice:

Superintendent 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-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.
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.



Standards and Indicators of Effective Administrative Leadership Practice:

Superintendent 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.



Standards and Indicators of Effective Administrative Leadership Practice: Superintendent 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.



Standards and Indicators of Effective Administrative Leadership Practice: Superintendent 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.



Standards and Indicators of Effective Administrative Leadership Practice:

Superintendent 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.



Standards and Indicators of Effective Administrative Leadership Practice: Superintendent 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.



Standards and Indicators of Effective Administrative Leadership Practice:

Superintendent 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.



Standards and Indicators of Effective Administrative Leadership Practice:

Superintendent 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.

Indicator IV-F. Professional Responsibilities

Is ethical and reliable, and meets routine responsibilities consistently.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Standards and Indicators of Effective Administrative Leadership Practice:

Superintendent 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.



Standards and Indicators of Effective Administrative Leadership Practice: Superintendent Rubric



Massachusetts Model System for Educator Evaluation

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

Appendix D. Specialized Instructional Support Personnel Rubric

March 2012

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Guide to Specialized Instructional Support Personnel (SISP) Rubric

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

Structure of the Specialized Instructional Support Personnel (SISP) Rubric

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

Use of the Specialized Instructional Support Personnel (SISP) Rubric

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

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

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

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



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

How to reference parts of the rubric:

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

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

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 I-A. Curriculum and Planning: Has strong knowledge specific to subject matter and/or professional responsibility, has a good grasp of child development and how students learn, and designs effective and rigorous plans for support consisting of well-structured lessons with measurable outcomes.

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

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

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1-A-3 Plan Development ³	Develops or contributes to the development of plans that are not timely and/or not tailored to the needs of individual students; or, plans do not include appropriate supports or measurable outcomes that would enable students to meet the goals and objectives of the plan.	Develops or contributes to the timely development of plans that respond to some but not all relevant individual student needs, and/or plans that lack sufficient measurable outcomes or supports that enable students to meet all goals and objectives of the plan.	Develops or contributes to the timely development of well-structured plans with measurable outcomes that respond to all relevant individual student needs, and include supports that enable students to meet the goals or objectives of the plan.	Develops or contributes to the timely development of comprehensive, well-structured plans with measurable outcomes that respond to all relevant individual student needs, are coordinated with other plans relevant to those students, and include supports that enable students to meet all goals or objectives of the plan. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons (which may include individual and group activities or sessions) with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping.	Develops lessons (which may include individual and group activities or sessions) with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons (which may include individual and group activities or sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons (which may include individual and group activities and sessions) with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

³ "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.

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

Indicator I-B. Assessment: Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.				
I-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-B-1. Variety of Assessment Methods	Administers assessments and/or collects only the data required by the school and/or measures only point-in-time student achievement or development.	May design and administer assessments and/or collect some data to measure student learning, growth, or development, but uses a limited range of methods.	Designs and administers assessments and/or collects data to measure student learning, growth, and/or development through a variety of methods, including informal and formal assessments and common interim assessments where applicable.	Uses an integrated, comprehensive assessment system, including informal and formal assessment methods and common interim assessments where applicable, to measure student learning, growth, and development. Is able to model this element.
I-B-2. Adjustment to Practice	Makes few adjustments to practice by identifying and/or implementing appropriate differentiated interventions, supports, and programs based on formal and informal assessments.	May organize and analyze some assessment results but only occasionally adjusts practice and identifies and/or implements appropriate differentiated interventions, supports, and programs for students.	Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, and programs for students.	Organizes and analyzes results from a comprehensive system of assessments to determine progress toward intended outcomes and frequently uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions, supports, or programs for individuals and groups of students and appropriate modifications of plans. Is able to model this element.

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

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

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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
II-B-1. Safe Learning Environment	Maintains a physical environment that is unsafe or does not support student learning. Uses inappropriate or ineffective rituals, routines, and/or responses to reinforce positive behavior or respond to behaviors that interfere with students' learning.	May create and maintain a safe physical environment but inconsistently maintains rituals, routines, and responses needed to prevent and/or stop behaviors that interfere with all students' learning.	Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented.	Uses rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role—individually and collectively—in preventing behaviors that interfere with learning. Is able to model this element.
II-B-2. Collaborative Learning Environment	Makes little effort to teach interpersonal, group, and communication skills or facilitate student work in groups, or such attempts are ineffective.	Teaches some interpersonal, group, and communication skills and provides some opportunities for students to work in groups.	Develops students' interpersonal, group, and communication skills and provides opportunities for students to learn in groups with diverse peers.	Teaches and reinforces interpersonal, group, and communication skills so that students seek out their peers as resources. Is able to model this practice.
II-B-3. Student Motivation	Directs all learning experiences, providing few, if any, opportunities for students to take risks or challenge themselves.	Creates some learning experiences that guide students to identify needs, ask for support, and challenge themselves to take risks.	Consistently creates learning experiences that guide students to identify their strengths, interests, and needs; ask for support when appropriate; take risks; and challenge themselves to succeed.	Consistently supports students to identify their strengths, interests, and needs; ask for support; take risks; challenge themselves; set learning goals; and monitor their own progress. Is able to model this element.

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



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

Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.				
III-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-B-1. Learning Expectations	Does not inform parents about learning, behavior, and/or wellness expectations.	Sends home only a list of rules/expectations and an outline of the student learning, behavior, or wellness plan for the year.	Consistently provides parents with clear, user-friendly expectations for student learning, behavior, and/or wellness.	Successfully conveys to most parents clear, user-friendly student learning, behavior, and wellness expectations. Is able to model this element.
III-B-2. Student Support	Rarely, if ever, communicates with parents on ways to support learning and development at home or at school.	Sends home occasional suggestions on how parents can support learning and development at home or at school.	Regularly communicates with parents to create, share, and/or identify strategies for supporting learning and development at school and home.	Regularly communicates with parents to share and/or identify strategies for supporting learning and development at school and home, successfully encourages most families to use at least one of these strategies, and seeks out evidence of their impact. Is able to model this element.

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



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

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

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Indicator IV-B. Professional Growth: Actively pursues professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional and leadership roles.				
IV-B. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B-1. Professional Learning and Growth	Participates in few, if any, professional development and learning opportunities to improve practice and/or applies little new learning to practice.	Participates only in required professional development and learning activities and/or inconsistently or inappropriately applies new learning to improve practice.	Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, professional development activities, and other resources to gain expertise and/or assume different instruction and leadership responsibilities.	Consistently seeks out professional development and learning opportunities that improve practice and build expertise of self and other educators in instruction, academic support, and leadership. Is able to model this element.
Indicator IV-C. Collaboration: Collaborates effectively with colleagues on a wide range of tasks.				
IV-C. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-C-1. Professional Collaboration	Rarely and/or ineffectively collaborates with colleagues; conversations often lack focus on student performance and/or development.	Does not consistently collaborate with colleagues in ways that support productive team effort.	Consistently and effectively collaborates with colleagues through shared planning and/or informal conversation in such work as: analyzing student performance and development and planning appropriate interventions at the classroom or school level.	Facilitates effective collaboration among colleagues through shared planning and/or informal conversation in such work as analyzing student performance and development and planning appropriate, comprehensive interventions at the classroom and school level. Is able to model this element.
IV-C-2. Consultation	Regularly provides inappropriate advice; does not provide advice and expertise to general education teachers or other colleagues unless prompted to do so; and/or fails to offer advice when appropriate.	Provides advice and expertise to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for only some students for whom responsibility is shared, or sometimes provides advice that is inappropriate or poorly customized.	Regularly provides appropriate advice and expertise that is customized to support general education teachers and other colleagues to create appropriate and effective academic, behavioral, and social/emotional learning experiences for students for whom responsibility is shared.	Utilizes a variety of means to regularly provide advice and expertise that is customized to support general education teachers and other colleagues to successfully create appropriate and effective academic, behavioral, and social/emotional learning experiences for students. Is able to model this element.

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Indicator IV-D. Decision-Making: Becomes involved in schoolwide decision making, and takes an active role in school improvement planning.				
IV-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D-1. Decision-Making	Participates in planning and decision making at the school, department, and/or grade level only when asked and rarely contributes relevant ideas or expertise.	May participate in planning and decision making at the school, department, and/or grade level but rarely contributes relevant ideas or expertise.	Consistently contributes relevant ideas and expertise to planning and decision making at the school, department, and/or grade level.	In planning and decision-making at the school, department, and/or grade level, consistently contributes ideas and expertise that are critical to school improvement efforts. Is able to model this element.
Indicator IV-E. Shared Responsibility: Shares responsibility for the performance of all students within the school.				
IV-E. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-E-1. Shared Responsibility	Rarely reinforces schoolwide behavior and learning expectations for all students and/or makes a limited contribution to their learning by rarely sharing responsibility for meeting their needs.	Within and beyond the classroom, inconsistently reinforces schoolwide behavior and learning expectations for all students, and/or makes a limited contribution to their learning by inconsistently sharing responsibility for meeting their needs.	Within and beyond the classroom, consistently reinforces schoolwide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.	Individually and with colleagues, develops strategies and actions that contribute to the learning and productive behavior of all students at the school. Is able to model this element.
Indicator IV-F. Professional Responsibilities: Is ethical and reliable, and meets routine responsibilities consistently.				